

## **British Printing Industries Federation Ltd.**

### **Independent learning provider**

<b>Inspection dates</b>		<b>12-15 February 2013</b>
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good-2</b>
	<b>Previous inspection:</b>	Satisfactory-3
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:**

- Success rates for a significant minority of learners are outstanding and for the majority are at the level expected.
- The majority of learners make good progress, achieve their learning goals and many progress to higher skills levels and positions of responsibility.
- Many learners develop good skills and produce high quality work.
- Teaching, learning and assessment are good overall with some very good group training sessions.
- Good learning resources and well qualified and experienced staff support learners to achieve.
- The British Printing Industries Federation Limited (BPIF) has a good record of improvement over the past three years.
- Leaders and managers have high expectations and work very effectively with employers to raise standards and promote learning across the print industry.

#### **This is not yet an outstanding provider because:**

- The proportion of learners who achieve a full apprenticeship framework within planned timescales requires improvement.
- Not enough teaching is outstanding.
- Not all reviews of progress and actions plans for learners, including plans for training in the workplace and for independent learning, are effective or sufficiently detailed.
- The recently improved process for the observation of teaching and learning is yet to have an effect on improvement or on spreading good practice.

## Full report

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

- Plan and manage programmes to achieve a much higher proportion of completions on time by carefully monitoring progress of all learners; taking prompt action where progress is slow and adopting strategies that result in more clearly specified learning objectives for the work to be achieved by learners between training coordinators' visits.
- Improve the approach to progress reviews and action planning in those parts of the provision where it currently requires improvement by: ensuring appropriate details are covered and recorded and ensuring all learners have a clear view of their progress and individual learning objectives.
- Provide more resources, guidance and structure to help learners develop independent learning by: specifying references and sources of further information; providing guidance on the expected content of written work and signposting to backup materials.
- Develop more structured on-the-job training by: planning on-the-job training with all employers throughout the various stages of the programme and ensuring there are mentors in all work places.
- Increase the amount of outstanding teaching and learning by: sharing good practices; continuing to strengthen observations of learning and ensuring self-assessment is sufficiently focused on the improvement of teaching and learning overall.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Overall success rates for all apprentices are high. Success rates are very high for those in administration and customer service who make up a significant minority of apprentices. Success rates for those in manufacturing, who comprise the majority of apprentices, are in line with similar groups nationally and have improved. The provider's own data for the current year indicates this upward trend continues.
- Success rates for workplace learners in manufacturing and crafts were very high in 2011/12. Success rates for workplace learners in management were low in that year. The advanced apprenticeship programme in management has recently replaced the workplace learning management programme and it is too early to judge success overall. Most of the current learners are progressing at the rate expected.
- There are no significant trends relating to gaps in achievement between different groups of learners over the past few years.
- The only gap of any significance occurred in 2011/12 when the proportion of 19-24 year olds in manufacturing who succeeded in achieving the apprenticeship framework was significantly lower than that of other groups. The provider's data for the current year indicates this has improved.
- The number of learners who complete within planned timescales has declined and is very low in 2011/12 for a variety of reasons including some outside of the provider's control. Suitable actions to improve are in place based on a thorough management review of the situation although BPIF recognises this will take more than one year to show improvement in the published qualification success rate data. BPIF's own data for the current year indicates improvement in the number of learners achieving at or before their planned end date.

- Manufacturing apprentices in print production develop good practical skills and particularly good interpersonal and workplace skills. Learners are articulate and capable of discussing their work and their learning in detail with training coordinators and inspectors. Learners' technical skills are very well developed. Many learners take responsibility for operating complex and expensive lithographic and digital printing equipment and achieve high standards of work.
- Management apprentices demonstrate a high level of knowledge and understanding of the information learnt in management training workshops and from coaching by their training coordinator. Learners are able to use this knowledge and discuss how to apply for example principles of conflict resolution in the workplace. Employers comment on how much learners have improved in their approach to management and how they embrace ownership of their own professional development.
- The majority of learners benefit from additional training and in many cases this leads to additional qualifications. Some learners achieve advanced skills in using software as a result of additional training courses in Adobe CS4 and Creative Suite. Others received additional training for example to qualify to drive fork lift trucks and another was trained to be the company first aider. These examples illustrate how many of the apprentices establish themselves as valuable and valued employees during the apprenticeship programme.
- Progression for learners is good. A large majority of manufacturing apprentices progress into skilled job roles and take on responsibility in the company for higher level print production work, in some cases using state of the art equipment. A high proportion of learners progress from intermediate to advanced apprenticeships in management and take on more responsibility in team leading and management.
- BPIF has recently developed a level 5 qualification in management for professionals in print and media. The programme is due to start spring 2013 and a significant minority of the learners signed up to commence have previously been learners on level 3 programmes.

<b>The quality of teaching, learning and assessment</b>	Good
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- Teaching, learning and assessment are good. This reflects the high proportion of learners who achieve their qualifications and develop high levels of technical and employability skills.
- Group training sessions are very good. Learners benefit from lessons that are exceptionally well planned and delivered. Good learning takes place as a result of a variety of learning activities including excellent use of information and learning technology, good input from training coordinators and good questioning to promote and check learning.
- Training Coordinators make good use of learners' experience and reflection to promote learning in group sessions. These sessions broaden and extend learners' knowledge and understanding of different print organisations and production environments through discussing experiences with their peers. This is followed up in some cases by visits to other companies. As programmes have expanded BPIF has not been able to provide suitable group sessions for a small minority of its learners owing to geographical constraints but has well advanced plans to rectify this.
- One-to-one coaching is particularly effective in supporting learning across all programmes. During these sessions training coordinators thoroughly assess and evaluate the work that the learners have completed since the last session. They use very good questioning techniques that are effective in engaging learners and checking learning. Learners' workbooks are well produced and carefully planned to enable progress through the programme.
- Training coordinators make excellent use of their considerable industrial experience to demonstrate clear links between theory and practice. They support apprentices through good coaching and technical instruction at work. This enables apprentices to learn skills in print production and to use complex computer controlled production techniques on digital print

machinery. Employers value apprentices' contribution and confirm the progress and skills levels they attain.

- Learners develop English, mathematical and functional skills well. Training coordinators appropriately focus on English, mathematics and personal learning and thinking skills in all training sessions. Many learners have highly developed English skills gained through the technical requirements of their day-to-day work. For example one learner was responsible for designing signs for road-works and construction operations. This involved considerable skill in wording and presentation of key messages that could be read and understood quickly and easily.
- Learners demonstrate good problem solving, creative and teamwork skills through managing and participating in projects as part of their work. High-quality portfolios constructed by learners make a significant contribution to learning. Careful planning by training coordinators encourage learners to provide a variety of evidence. The evidence produced is of a very high standard, reflecting creative skills as well as the printing and layout skills developed by the learners during their courses.
- The benefits of having well-qualified training coordinators with expertise and good industrial experience are evident in the all of the materials associated with the programme. High quality accommodation, learning materials and resources contribute to the good development of learners' technical and workplace skills. Learning materials are well designed and used effectively. Learners receive their practical training in professional print workshops with state-of-the-art equipment.
- Assessment is good. It is fair, accurate and reliable. Training coordinators assess work carefully and provide good verbal feedback that helps learners to improve. Learners make good use of a variety of evidence and training coordinators use supplementary questioning particularly well.
- Learners' starting points are assessed effectively and the information used to set suitably challenging tasks and to build an overall individual plan for learning. Insufficient detailed formal planning and guidance takes place for the learning activities during the five weeks between site visits. The impact on most learners is not serious but in a few cases it clearly delays progress. BPIF is aware of this and is currently extending the range and accessibility of the virtual learning environment and other materials to support and guide learners between visits.
- The quality of structured learning on-the-job for apprentices is good in some workplaces but not in all. Contributions to assessment by employers are not sufficient in a minority of workplaces. BPIF has plans to develop and strengthen the role of mentors in the workplace and increase the number of employers providing mentors. Currently a minority of them do so.
- The promotion and reinforcement of equality and diversity is good. Learners have a good understanding of the broader issues. Training coordinators are particularly good at integrating equality and diversity into routine technical discussions. For example one used topical examples from football to open up discussions on effective equality and diversity policies in an organisation. BPIF uses very good and original interactive learning packages for the promotion of learners' knowledge and understanding of equality and diversity and is currently developing more.

## The effectiveness of leadership and management

Good

- BPIF provides good leadership and management and is ambitious to improve its provision further. Performance on apprenticeship programmes has improved over the last three years through a period of difficult economic conditions in the print industry. The company's position as a national lead and advocate for the print industry is highly valued by employers and

strengthened by the recent successful bid for an employer ownership pilot. This collaborative initiative will introduce the first higher level professional qualification for the print industry.

- Employers and BPIF share a common vision and objectives to ensure that learners are given every opportunity and are well supported towards lifelong learning within the industry. Apprentices are highly motivated and benefit from good advice and guidance from trained and experienced BPIF staff who have a strong background in print and graphics.
- Training coordinators work very well with learners and employers. Their performance is managed effectively and they have clear targets for learners' success that are sufficiently challenging and based on continuous improvement. This approach has been successful over the past three years in raising the standards of performance and success rates across the provision.
- Staff development arrangements are good. BPIF has good systems for appraising and developing its staff. New staff are mentored and supported effectively. Training and development plans are comprehensive and clearly identify appropriate training to support individual and business needs. The role of training coordinator is well-established and collectively they cover a very wide geographical area thus enabling BPIF to work in partnership with employers at a local level.
- BPIF understands fully what skills apprentices require for progression through the industry. Apprenticeship learning programmes are highly appropriate and meet the needs of employers and apprentices well. BPIF have played a significant role in working with the lead body for the print industry to develop the standards and frameworks for the apprenticeship programme. BPIF has successfully integrated equality and diversity into teaching and learning.
- Training coordinators have up-to-date knowledge of the industry and use their experience effectively to develop the programmes and learning resources. They are highly regarded by employers. The learning programmes are well organised and established across the regions. The advanced apprenticeship programme in management has recently been introduced and it is too early to evaluate its impact overall. The programme is well designed and working well at present. Current management apprentices and their employers value the programme highly.
- Self-assessment overall is good and the most recent report presents a fair, accurate and suitably self-critical account of the provision. Managers use data well to evaluate the provision. BPIF has a well-established track record of sustained improvement over the past three years. Very effective systems are in place for verification, standardisation and sharing of assessment practices. Effective surveys are used to gather the views of employers and learners and good use is made of feedback to make changes and improvements.
- The introduction recently of an improved and more systematic approach to observing the quality of tutorials, reviews and training sessions has successfully extended the activities covered by observations. It is too early to judge the impact of this yet. Directors and managers are aware of the need to use the outcomes strategically to manage quality improvement and further raise the standards of teaching and learning.
- The company promotes equality and diversity well. The chief executive officer has the overall responsibility for equality and diversity and uses her high profile in the print industry to promote equality and diversity regularly through a variety of media and other influential channels. Employers and staff are kept up-to-date through BPIF's well-resourced legal section. Apprentices of all abilities and needs receive good support in the workplace.
- Participation by females and those from minority groups is low and the provider has actively promoted to these groups through a print website and by schools twinning with local print companies. Progress towards improving participation so far has been slow in some regions.
- The company provides a safe environment for apprentices. A senior member of staff has the responsibility for safeguarding. BPIF meets its statutory requirements with regards to safeguarding.

## Record of Main Findings (RMF)

### British Printing Industries Federation Ltd.

<b>Inspection grades are based on a provider's performance:</b>  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
<b>Overall effectiveness</b>	2				2	2			
Outcomes for learners	2				2	2			
The quality of teaching, learning and assessment	2				2	2			
The effectiveness of leadership and management	2				2	2			

Subject areas graded for the quality of teaching, learning and assessment	Grade
<b>Manufacturing technologies</b>	<b>2</b>

<b>Number of learners aged 14-16</b>	N/A
<b>Number of community learners</b>	N/A
<b>Number of employability learners</b>	N/A
<b>Funding received from</b>	Skills Funding Agency (SFA)
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ N/A</li> </ul>

## Additional information

The British Printing Industries federation Limited (BPIF) is a not for profit organisation, which provides business support and representation for the United Kingdom print, print packaging and graphic communications industry. It provides support to over 2,000 printing companies located throughout the United Kingdom ranging in size from large multi-nationals to small companies employing less than 10 people. BPIF provides a range of lobbying, human resource and performance improvement services including publically and commercially funded training and assessment. It provides on-site apprenticeship training to all members regardless of the number of trainees or their location. The BPIF's training, quality and administrative offices are in Meriden and BPIF's head office in London is also used for group training events. It has seven training co-ordinators based in the regions and works with Proskills, the Sector Skills Council, to develop training standards for the industry.

## Information about this inspection

<b>Lead inspector</b>	Derrick Spragg HMI
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Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the quality director 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 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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