

Jobwise Training Limited

Independent learning provider

Inspection dates		17–21 June 2013
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Outstanding-1
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 almost all apprentices are outstanding.
- Improvements in the achievement of functional skills English and mathematics are significant.
- The development of personal, social and employability skills are particularly good.
- The standard of learners' work, particularly vocational and work-related skills development, are good.
- Progression rates to positive destinations for foundation learners are good.
- Overall, teaching, learning and assessment are good.
- Workplace progress reviews are frequent and thorough.
- Advice and guidance throughout the learning programme are good.
- Managers have an exceptionally clear vision and strategic direction for the organisation.
- The monitoring of performance, including the effective use of data sets to monitor and challenge different groups of learners, is very effective and robust.
- Target setting for the organisation, departments and individual staff is very effective.
- Curriculum development to meet learners' and employers' needs is good.

This is not yet an outstanding provider because:

- Targets to help a small minority of learners to improve the standards of their work are insufficiently precise.
- Quality assurance processes in relation to policies, procedures and updating of documentation, including an insufficiently critical self-assessment report, are not well developed.
- The development and implementation of policies and procedures to promote equality and diversity actively, particularly in lessons and for learners at work, are insufficient.

Full report

What does the provider need to do to improve further?

- Improve target setting in learners' progress reviews to ensure they are specific and measureable and address critical issues identified through initial assessment to support improved performance.
- Develop further the quality assurance systems to ensure accurate and timely monitoring and control of policies, procedures and documentation to remedy any anomalies in practice.
- Ensure that equality and diversity policies, procedures and accompanying documentation are current and that the promotion of equality and diversity in lessons and for learners at work supports the development of their understanding and actions, meets legislative requirements and ensures their application of the underlying principles in their learning and job roles.

Inspection judgements

Outcomes for learners	Outstanding
<ul style="list-style-type: none"> ■ Success rates for almost all apprentices at Jobwise Training Limited (Jobwise) are outstanding in all subject areas. For customer service apprenticeships they are particularly high overall, with most learners completing their frameworks within their agreed timescale. ■ Apprentices with learning difficulties and/or disabilities do particularly well, with success rates at 26 percentage points above their peers at intermediate level. All learners make good progress supported by frequent assessment. ■ Success rates for foundation learners taking the foundation level certificate in work skills are outstanding. Foundation learners taking the intermediate level certificate in business administration have excellent success rates. There have been significant improvements in success rates for functional skills English at foundation and intermediate level and mathematics at intermediate level. ■ Success rates for foundation learners taking vocational qualifications at entry, foundation and intermediate level, introduced in 2012/13, are outstanding, with an overwhelming majority achieving. ■ A range of good initiatives to improve learners' employability skills has been successful in, for example, improving attendance rates, which are now up by four percentage points on this time last year, at 79%. This reflects the attendance rates in lessons observed during the inspection. The current target for the end of the year is 85%. ■ Strong links with employers provide good progression rates into employment, for example through the local hospital NHS trust and the learner responsive pilot programme for unemployed adults. Of the 40 learners recruited as part of the pilot, 34 progressed into employment. ■ The development of employability skills is particularly good. Very effective activities and events arranged to help learners understand the business environment are particularly beneficial. Jobwise has introduced a business dress code that learners like and which enables them to fit in well with other professional workers in the area. An outing to the coffee shop after the induction programme enables learners to be amongst city workers and acknowledges their transition to an adult commercial world. ■ Foundation learners develop good work-related skills supported by periods of work experience at Jobwise. A few learners have Saturday and/or evening jobs. 	

- Foundation learners have high aspirations and a very clear view of their career goals. Learners are confident and articulate. They are keen to contribute their views and have well developed personal and social skills. Management learners are positive about endorsing their skills and maximising their learning opportunities.
- Progression rates for the large majority of foundation learners to employment, further education and training in 2011/12 were good. Progression rates in 2012/13 to date are showing an improvement on this time last year.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment are good. Tutors and assessor/trainers have high expectations of their learners, reflecting the very high success rates across the provision. Learners are making good progress towards completing their planned qualifications. Foundation learners respect the smart dress requirement and they respond positively to the close monitoring of their progress. Carefully planned training, to fit in with learners' work in business administration, is effective. Customer service learners develop very good skills in dealing effectively with clients.
- Teachers and assessor/trainers are suitably qualified and use their industrial experience well to support learning during progress reviews. Planning for training and assessment activities is good. Assessor/trainers are flexible in adjusting assessment visits to reduce disruption of work tasks. Assessor/trainers visit very frequently and provide good support in helping learners to make rapid progress to achieve their qualifications.
- Initial and diagnostic assessment is thorough and identifies potential barriers to success early in the learning programme. The introduction for most learners to their learning programmes is very good. They receive clear information about expectations of achievement. Apprentices and their employers work closely with assessor/trainers to select the best qualification units to support the development of skills, knowledge and understanding most relevant at work.
- In apprenticeships, diverse evidence of achievements which contribute to the qualifications is collected using a range of technologies including internet enabled mobile telephones. The dissemination of outcomes to learners and employers is prompt. However, some employers do not regularly participate in apprentices' progress reviews. Foundation learners have individual targets developed each day to support their progress. Apprentices receive a list of actions to work towards between assessment visits. However, these are insufficiently precise and do not help learners to improve their performance. The recent introduction of an electronic system to track progress and provide easy access to learning resources to enhance independent learning skills is effective.
- The thorough initial and diagnostic assessment identifies the areas that learners need to improve in English and mathematics. Most learners receive good targeted support to improve through teaching sessions led by assessor/trainers at work. Learners generally show a good standard of English in written work; however, routine corrections of errors in spelling and grammar are insufficiently completed. The early identification of additional support needs for most learners is good and support provided promptly. A tutor attends each week and advises teachers and assessors on strategies to support learners with dyslexia.
- Good initial advice and guidance ensure an appropriate match between the majority of learners and their work, meeting their individual needs. The identification of learners' ambitions and aspirations at the beginning of their programme is good and most apprentices are aware of the opportunities for promotion within the companies for which they work. Foundation learners receive very good progression guidance and the majority progress to further education or employment.
- The promotion of equality and diversity in teaching, learning and assessment is insufficient. In apprenticeship programmes the promotion of equality and diversity is variable, for example

questions about equality and diversity raised during progress reviews focus on legislative requirements rather than naturally occurring issues relevant to work. For learners on Foundation Learning the establishment of mutual respect is evident between learners and with staff across the programme.

Preparation for life and work

Good

Foundation Learning

- Teaching, learning and assessment are good and lead to particularly good outcomes for learners. Staff are ambitious for learners. Their high expectations inspire learners, who all observe the workplace dress code and share respectful, good humoured and cooperative relations with staff. Staff set more challenging tasks for any learners who have the potential to achieve higher levels. Learners work hard, concentrate well and value what Jobwise offers them.
- Staff understand and meet learners' support needs well. Teachers plan lessons carefully with learners' individual needs in mind and provide one-to-one support for most learners outside class time. A dyslexia specialist gives teachers effective strategies to help learners in class and meets learners individually for other specialist support such as anger management. Learners value highly the support they receive to acquire skills, achieve qualifications and receive help with any personal issues.
- Staff are highly motivated, skilled and knowledgeable. They use practical activities well in lively sessions that keep learners interested, increase their understanding of employment and improve their confidence. Learners work effectively together, sharing ideas, marking each other's work and demonstrating answers on the board. Teachers use questions well to help learners think, but do not always ensure that all learners have equal chances to answer specific questions; not all teachers use the full range of techniques to develop learners' skills.
- Systems for identifying learners' starting points are good. Initial assessment is thorough and leads to useful individual targets for aspects of personal, social and employability skills. Teachers have a good understanding of learners' abilities and needs from the very start of their programmes.
- Learners receive frequent constructive verbal feedback on their work and understand what they need to do to improve. They develop good self-assessment skills by grading themselves after every unit on a range of employment skills. Teachers use questions well to check learners' understanding and monitor their progress regularly at fortnightly review meetings.
- The range of learning resources is reasonable, although equipment such as measuring devices is not always available where needed. Tasks for learners often have the use of information and communication technology built into them, but staff do not often use the interactive whiteboards to illustrate learning points or to enliven and enrich learning.
- Teaching and learning in functional skills mathematics and English sessions are good, with a strong focus on employability. Teachers of work skills integrate mathematics very effectively. However, learning targets in discrete English and mathematics are not clear and measurable enough to help individual learners improve specific areas of difficulty. No member of staff has a specialist literacy or numeracy teaching qualification.
- Information, advice and guidance are good. Recruitment, interview and assessment processes are detailed and well documented. Support available is well publicised in classrooms and around buildings. Staff direct learners to the internet and websites for further information. Advice about learners' next steps is good.
- Staff provide excellent role models for young Black male learners and learners of minority ethnic heritage. Outcomes for learners show parity of success between all learners. Work on equality and diversity at induction is lively and effective, but their promotion in lessons is insufficiently developed.

Administration

Good

Apprenticeships

- Teaching, learning and assessment are good and this underpins the outstanding apprenticeship success rates. Learners are achieving well and benefit from high levels of motivation and support from the assessor/trainers who are enthusiastic and motivated by the success of their learners and make good connections between their on-the-job learning and their job roles.
- Progression from Foundation Learning into the apprenticeship programme is good. Assessor/trainers use their skills particularly well to match learners' knowledge, skills and experience to the right level of qualification and their work role. Targeted and good on-the-job training, well supported by workplace supervisors, reinforces this.
- On- and off-the-job training is coordinated particularly well and carefully planned activities linked to the needs of the learner and those of the employer are good; for example, learners' carefully chosen optional units maximise their employment ambitions. Discussions with on-site supervisors are very effective in ensuring that units are achievable and will benefit the learners' development of skills at work. Assessor/trainers use their knowledge and experience of business well to broaden learners' knowledge and help learners to succeed.
- Good use of independent learning is developed throughout the programme through referral to online resources to improve functional skills development and through the introduction of a commercially purchased package to support and monitor learners' progress. The standard of learners' work is good. Learners benefit from regular feedback from assessor/trainers that helps them to improve their work skills.
- The use of initial assessment is good and supports the teaching of English and mathematics, successfully enabling the integration of functional skills into the vocational training. However, the effectiveness of target setting is variable. In the better assessments, individualised targets match learners' diagnostic assessment to specific elements of the learners' skills shortages particularly well. In weaker assessments, targets are insufficiently specific.
- Learners' communication skills are good. Assessor/trainers analyse learners' business emails, letters and reports for appropriate content and presentation styles. Assessor/trainers mark learners' work carefully and in good time and give them accurate, helpful feedback.
- Good use is made of electronic systems to update learners' progress reviews. This ensures that the learner data system is current. Learners understand where they are within their programme and are fully aware of what is required of them throughout the period of study. Monitoring of learners' progress is good. Learners know what they have completed and what they need to do next at every stage of their qualification.
- Learners enjoy the learning and value the opportunity of combining business theory with practice at work. Well focused care, guidance and support are good and, as a result, learners are improving their career aspirations and personal development.
- The promotion of equality and diversity is effective, both at work and in lessons. Learners are able to identify the need for adaptations and flexibilities in practice, particularly when dealing with work colleagues. One learner working in an NHS clinic was able to adapt the clinic setting to meet the needs of patients with disabilities.

Customer service

Good

Apprenticeships

- Teaching, learning and assessment are good, which supports the outstanding outcomes in customer service qualifications particularly well. Assessor/trainers who are receiving specialist functional skills training support the majority of learners very effectively in one-to-one coaching sessions.
- Sensitive, respectful, knowledgeable and experienced assessor/trainers guide the vast majority of learners well. They visit learners regularly and communicate with them effectively. This includes frequent contact between sessions to ensure that they are meeting their targets and progressing well. Learners value the frequency of visits to support their learning. Employers are positive about the skills learners are developing and their improvements in communication and confidence in customer-facing roles at work.
- At the advanced level, the training provides learners who have experience of the industry with the opportunity to consider carefully their own effectiveness at work using their prior knowledge. These learners gain good independent study skills and are encouraged to do further research about aspects of the course that interest them most. For example, one learner researched how to remain professional in difficult situations such as when customers become angry and abusive.
- Jobwise assessor/trainers have a range of resources they use when visiting learners at work; however, the resources available to help learners expand their knowledge of best practice in customer service outside of these visits are few. Without guidance or signposting, these learners rely heavily on internet searching for further information. New commercially produced software is giving learners much greater access to a diverse range of resources and is currently being implemented.
- The provision of extra support for learners at risk of falling behind is prompt. The monitoring of teaching, learning and assessment is good and discussion concerning learners' progress and safeguarding issues, held at weekly team meetings, is very effective. Assessor/trainers have very good technological resources, including laptops and internet enabled mobile phones, to facilitate further the tracking and monitoring of learners' progress.
- Systems to ensure effective oversight of learners' progress are good. Photographed and emailed records submitted to the office on a daily basis ensure identification of major concerns promptly.
- Learners receive very good verbal feedback to support them with areas of their training they are confused about and they are encouraged to ask further questions. However, in the weaker sessions learners are not given sufficient time to formulate their answers in response to questions. A few learners present written answers without assessor/trainers checking that they have understood the concepts. A delay in giving feedback to learners who have missed sessions results in slower progress.
- Most learners are very clear about the importance of equality and diversity and they give good examples of how they have used their knowledge at work, such as adapting their style of communication to suit customers' needs and preparing work rotas fairly. However, a few have very partial knowledge of equality and diversity concepts.

The effectiveness of leadership and management

Good

- Leaders and managers have an exceptionally clear vision and strategic direction for the organisation, leading to high expectations and aspirations of staff and learners. Leaders are ambitious and effectively challenge managers and staff to ensure that learners receive good levels of training and support to help them succeed. Targets set for the organisation,

departments and individual staff through close monitoring and review have resulted in particularly good outcomes for learners. Since the last inspection, Jobwise has expanded its senior management team, which has led to more rigorous monitoring of performance and a more robust approach to operational and strategic management. Jobwise has a good capacity for sustained improvement.

- Good performance management enables staff to develop their skills and expertise through a wide range of highly relevant continuing professional development opportunities. The completion of internal quality assurance qualifications, which provide opportunities for promotion within the organisation, is good. Appraisals, regular observation of teaching and learning, monthly one-to-one sessions and weekly team meetings contribute well to improving the quality of teaching, learning and assessment.
- The regular and rigorous performance reviews of assessor/trainer and tutors reflect consistently high success rates. The rapid identification of underperformance results in good support for staff. This includes peer support, shadowing of assessor/trainers and tutors and additional training to improve the quality of teaching and learning. Specific actions for improvement and regular observations monitor the level of progress made. Should improvement not be sufficiently rapid, managers take further actions to eradicate poor performance. Although assessor/trainers and tutors are highly experienced in their subject areas, the number of staff with specialist teaching qualifications, particularly in English and mathematics, is insufficient.
- The rigorous and robust quality cycle identifies key aspects of the programmes and effectively monitors performance. Exceptionally good use of data to monitor and challenge different groups has resulted in no significant achievement gaps between any groups of learners. However, as identified during the previous inspection, the development and implementation of quality assurance processes and procedures require further improvement to make them fully operational. A significant minority of policies are out of date or contain inaccurate information. There are no systems in place to control updated versions of documents.
- The self-assessment report is insufficiently evaluative or critical and does not fully contribute to the quality improvement cycle. Staff contribute to the self-assessment process; however, the focus is on outcomes rather than the organisation as a whole. Regular surveys of learners and employers contribute to the development of the report. Quality improvement plans generally link to the self-assessment report and reviews of these are regular. However, this process is informal and lacks routine updating.
- Leaders and managers work extremely well with learners and employers to develop programmes to develop learners' skills and employability. For example, Jobwise is working closely with one of its largest employers to develop a bespoke programme that will meet the specific needs of the security industry. Employers are highly appreciative of the responsive nature of Jobwise and the flexibility of assessor/trainers in arranging and conducting assessment visits.
- The arrangements to promote equality and diversity require improvement. All staff complete equality and diversity training and Jobwise encourages an environment where all learners, regardless of their background, are welcome. However, the promotion of equality and diversity in classes and during reviews is partial in a minority of subject areas. Policies and procedures to promote equality and diversity are insufficiently developed or implemented. For example, there are three versions of the equality and diversity policy, all of which contain inaccurate information.
- Jobwise meets its statutory requirements for safeguarding learners. Staff training is regularly reinforced and updated and all staff fully understand the procedure to report safeguarding concerns.

Record of Main Findings (RMF)

Jobwise Training Limited

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships	Foundation Learning
Overall effectiveness	2	2	2
Outcomes for learners	1	1	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
Foundation learning	2
Administration	2
Customer service	2

Additional socio-economic information

Jobwise is a private limited company established in 1979. It has two training centres based in the Barbican on the edge of the London Borough of Islington. Jobwise operates across Greater London. The company is managed by three directors, has a staff team of approximately 25 and two consultants. The main focus of its training is in business and management programmes for intermediate and advanced apprentices. It also provides Foundation Learning for 16- to 18-year-olds within a business and customer service vocational context.

Information about this inspection

Lead inspector	Rosy Belton HMI
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Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Director of Operations 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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