

G4S Care & Justice Services (UK) Ltd

Employer

Inspection dates		24–27 September 2013
Overall effectiveness	This inspection:	Inadequate-4
	Previous inspection:	Not previously inspected
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

Summary of key findings for learners

This provider is inadequate because:

- Success rates of apprenticeships are low and too many apprentices make slow progress.
- Not enough teaching is good or outstanding. While teaching is good during the company's Initial Training Course (ITC), this makes up a very small proportion of the apprenticeship programmes.
- The quality and frequency of assessment is insufficient. Not enough qualified assessors are available to carry out direct observations in the workplace.
- Apprentices do not have sufficient time to complete assignments and assessments in their workplace due to operational demands.
- Initial assessment of apprentices' literacy, numeracy and language skills is inadequate. Apprentices do not complete formal assessments in literacy and numeracy until they work on their functional skills qualifications towards the end of their programme.
- Support for learning is insufficient to help all apprentices to make good progress. A few apprentices do not receive regular visits from assessors.
- Leadership and management are inadequate to ensure good outcomes for apprentices and improve the quality of the provision.
- Quality improvement arrangements do not sufficiently support self-assessment.
- Monitoring of apprentice progress is inadequate. Assessors do not accurately record and report on the progress of all apprentices. Managers and staff have not developed an effective system to measure the progress of learners on child development and well-being programmes.
- Planning for the introduction of functional skills is inadequate. Managers and staff do not plan training and support for functional skills until all other aspects of the apprenticeship are complete.

This provider has the following strengths:

- Apprentices develop good work skills and confidence.
- Apprentices gain a range of additional qualifications relevant to their job roles.
- Teaching and learning in formal classroom sessions clearly link theory to workplace practice.
- G4S senior managers provide good direction, which promotes training for all its employees.

Full report

What does the provider need to do to improve further?

- Ensure managers accurately gauge the progress of each apprentice throughout their training by implementing arrangements to effectively monitor and manage the progress of all apprentices.
- Urgently agree values for each assignment, observation and qualification unit that allows managers to assess the progress of each childcare apprentice throughout their training.
- Make available to apprentices good quality support from the start of their training by introducing effective initial assessment of literacy, numeracy and language skills; using the results to plan and provide good quality support.
- Make sure all apprentices quickly gain their functional skills qualifications, especially those who are already beyond the planned end dates of their training, by providing effective training.
- Ensure adequate opportunities for direct assessment by qualified assessors and expert witnesses are available in the workplace to help apprentices progress quickly.
- Make sure that all workplace supervisors understand their contribution to the apprenticeship programmes and support the planning and provision of training and assessment within the workplace.
- Develop self-critical self-assessment by establishing and using a comprehensive collection of apprentices' views about each aspect of their training and a robust system of observations of teaching, learning and assessment.

Inspection judgements

Outcomes for learners	Inadequate
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- Outcomes for learners are inadequate. Success rates are low on almost aspects of the programmes. No apprentice has successfully completed all parts of their apprenticeship framework.
- Success rates for the diploma at level 3, for those on public service apprenticeships that apprentices complete during the G4S ITC, are high. Managers and staff do not expect apprentices on child development and well-being courses to complete their diplomas until the planned end of the programme of classroom assignments and workplace assessments. No apprentice on this programme to date has completed the framework successfully.
- Too many apprentices make slow progress. The provider's internal reports show that almost a quarter of public service apprentices are already beyond the planned end date of their training. Most other apprentices are making little progress towards their main qualification or their functional skills awards. Apprentices have a poor understanding of their progress towards achieving the framework.
- Apprentices develop a range of useful occupational, personal and study skills that help them to become better, more confident employees. They have a good understanding of their responsibilities for those in their custody and care.
- The quality of apprentices' written work in assignments and portfolios of evidence is at least satisfactory and often good. They demonstrate an appropriate understanding of current legislation and company policies and procedures relating to the care and supervision of those within their responsibility. Apprentices written English skills are adequate for their job roles. Few apprentices improved their confidence or skills with mathematics.

- Apprentices gain a range of useful additional qualifications in health and safety, first aid and food handling that helps them in their day-to-day work and enhances their future employability and progression opportunities. A small number of apprentices have already gained promotion or progressed to further education or training since starting their programme.

The quality of teaching, learning and assessment	Inadequate
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- Teaching, learning and assessment are inadequate resulting in slow progress by most apprentices and poor apprenticeship outcomes. Classroom teaching and learning on the ITC are good, but this makes up a very small proportion of the apprenticeship. Individual coaching by assessors requires improvement.
- Apprentices receive useful advice, guidance and supervision from their colleagues and line managers while at work. However, assessors, during progress reviews, do not record this sufficiently and often overlook its effectiveness. A minority of apprentices benefit from an established 'Buddy' arrangement in the workplace, where more experienced staff offer apprentices effective informal coaching and encouragement.
- Tutors delivering the ITC are responsive to individual learning styles and make good use of questioning to enable apprentices to contribute to discussions and solve academic problems. They effectively relate theory to workplace experiences which enable apprentices to understand the environments they are about to work in. Apprentices recognise the knowledge covered in the programme as critical in enabling them to learn the 'jail craft' and care skills to work safely in challenging adult prison settings or secure training environments for children.
- Apprentices are not regularly assessed. Insufficient numbers of current assessors are appropriately qualified. Apprentices on programme for up to a year do not meet their assessor sufficiently frequently. Apprentices are not given sufficient time at work to complete personal statements or collect evidence.
- Initial assessment of apprentices' literacy, numeracy and language skills is not carried out until too late in their training to allow the planning and provision of appropriate support to all apprentices. Few apprentices have identified learning difficulties, or additional learning needs, other than those who declare them during their recruitment and selection for employment.
- Support for learning is insufficient. Tutors do not use individual learning plans or learning logs to plan training and support or record monitor progress. Individual progress reviews take place, but records contain insufficient detail and staff recognise they do not set appropriate learning goals or actions for development.
- Apprentices receive insufficient training and assessment of their functional skills and therefore do not complete their apprenticeships. Managers and staff leave training and support for functional skills until apprentices near the end of their programme and many who have already passed the planned end date of their training have yet to attempt the external examinations.
- Learning resources, such as classroom equipment, books and workbooks, are adequate to meet the needs of apprentices. Internet access for apprentices at work is not permitted due to security restrictions; however, apprentices do not receive information about internet-based learning resources that they might use in their own time to support learning.
- Managers carry out monthly employee performance reviews with apprentices but these do not include progress on the apprenticeship. Managers have an inadequate understanding of the progress apprentices make with their learning, or how they could provide support for coaching and assessment in the workplace.
- The development of apprentices' English language and written skills is adequate to meet the requirement to write custodial reports and in dealing with offenders and children. However, misspellings and poor punctuation in apprentices' written work are often uncorrected. Training

and support for mathematics skills are insufficient and apprentices do not develop or enhance their skills.

- Apprentices' understanding of equality and diversity is adequate; they work well together and show respect to each other. Apprentices feel safe in the training centre and have a good understanding of how to stay safe while working in a custodial environment. Staff effectively integrate into training e-safety and information on how to stay safe when using social network sites and carrying out internet searches.

The effectiveness of leadership and management

Inadequate

- G4S makes significant investment in training and development for all staff and provides a very wide range of qualifications, including apprenticeships, to staff not eligible for public funding. Senior managers have made apprenticeships an integral part of the corporate strategy for staff development and training. G4S are closely involved in the development and provision of the large employer pilot programme with the Skills Funding Agency.
- Managers work well with external partners including Skills for Justice and the Ministry of Justice to plan accurately the training content of the company ITC with the national occupational standards and the requirements of the diploma qualifications.
- Monitoring of apprentices' progress is inadequate. The collection, analysis and use of management information to improve outcomes for learners are ineffective. Assessors on public service programmes do not always accurately record and report the progress of each apprentice. Managers have not identified a reliable strategy to monitor accurately the progress of childcare apprentices.
- Planning for the provision and assessment of functional skills is weak. Managers have not planned for the appropriate integration of training and support for functional skills throughout the apprenticeship. They have recently agreed a contract with Manchester College to provide training and support for functional skills to public service apprentices. Well advanced plans are in place to use online support and assessment for child development and well-being apprentices. However, none of these apprentices have achieved their functional skills qualifications.
- Assessment for all apprentices is ineffective. Only a minority of current assessors hold an appropriate assessment qualification. Managers have invested much time and effort in managing the under-performance of the City of Bristol College in providing the qualifications to G4S employed assessors. Managers have agreed an urgent recovery plan with the College, but it is too early to judge its effectiveness.
- Managers provide insufficient guidance and information to apprentices and their work supervisors about the disruption to the apprenticeship arising from the low number of qualified assessors and the ineffectiveness of the provision and assessment of functional skills. Learners have a poor understanding of their progress and what they have to do to complete their apprenticeship.
- Existing quality improvement arrangements do not support robust self-assessment. This results in a less than accurate, self-critical report on the quality and effectiveness of the apprenticeship programmes. The current report does not adequately consider the impact of the planning of functional skills delivery and assessment on the provision.
- Apprentices' views are collected several times throughout the ITC and managers and staff use their comments to make improvements to the programme. However, the collection of feedback from apprentices for the remaining sixteen months of their training is insufficient. Managers rely too much on the assessors' informal knowledge of their apprentices to judge the effectiveness of the provision.

- G4S has an established process for the observation of classroom teaching and learning. However, observations focus on the verification of session content rather than on the learning taking place. Quality assurance processes concentrate on ensuring contract compliance and meeting the expectations of the awarding bodies. Managers regularly assess the performance of staff, but do not place sufficient weight on the quality of coaching and assessment practice when appraising each assessor.
- G4S has a very detailed equality and diversity policy and action plan for the continuous promotion of equality and diversity, but no formal targets are in place for managers. While managers routinely monitor the make-up of their staff population, the available data is not analysed sufficiently to identify differences in outcomes between different groups of apprentices.
- The provider meets its statutory requirements for safeguarding learners. The range of safeguarding policies is extensive and managers update these regularly to reflect changes in legislation. However, their focus is on staff responsibilities for the children and adults in their care and custody rather than on the apprentices. Apprentices receive comprehensive training on safeguarding matters. Managers make good efforts to ensure the safety and well-being of apprentices throughout their work in potentially challenging environments.

Record of Main Findings (RMF)

G4S Care and Justice services (UK) Ltd

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Public Services	4
Early years and playwork	4

Type of provider	Employer
Age range of learners	19+
Approximate number of all learners over the previous full contract year	Full-time: N/A
	Part-time: 184
Principal/CEO	David Morgan
Date of previous inspection	Not previously inspected
Website address	www.g4s.uk.com

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	1	183	N/A	N/A		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> The Manchester College 							

Contextual information

G4S Care & Justice Services (UK) employs more than 5,300 people to provide a wide range of services to central and local governments and their agencies, regulatory bodies and the private sector. G4S provides training for advanced apprenticeships in custodial care to all new residential prisoner custody officers and advanced apprenticeships for the children and young people's workforce to all new secure care officers and training centre assistants in secure training centres.

G4S recruits staff from the populations close to the establishments that it runs. Apprentices come from a broad range of ethnic, social and educational backgrounds that broadly represent the populations local to the establishments.

Information about this inspection

Lead inspector	Gerard McGrath HMI
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Three of Her Majesty's Inspectors (HMI), assisted by the talent and development manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plan. 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.

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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