

# Jobwise Training Limited

Independent learning provider

## Inspection dates

**21–24 June 2016**

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for learners	Good
Traineeships	Outstanding
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings

### This is a good provider

- Directors' clear and well developed strategic plans meet local and regional skills needs very well and improves the lives and employment prospects of young people.
- The proportion of apprentices who achieve their qualification remains high and the large majority complete within the time planned for them.
- The achievement of learners on traineeships is outstanding. Most learners move into sustainable employment or an apprenticeship.
- Learners on traineeship programmes are prepared exceptionally well for work and further training. They benefit from high-quality work experience, live project briefs and by taking part in 'Dragons' Den' style business presentations.
- Learners develop very good skills in English and mathematics and apply them well in their own lives and in the workplace.
- Particularly effective individual help and guidance enables learners to overcome personal and social barriers, and allows them to achieve exceptionally well.
- Learners are prepared well for living and working in a diverse community. Learners recognise and respect their colleagues' different cultural values.
- Enthusiastic employers help to develop and refine the curriculum and provide very good support for learners in the workplace.

### It is not yet an outstanding provider

- The proportion of apprentices who complete their apprenticeship within the time planned does not match the high proportion who complete their qualification overall.
- A small minority of learners maintain poor punctuality and their lateness disrupts the learning of others.
- Assessors do not always set apprentices targets for developing their vocational skills that are sufficiently precise. This results in a minority of apprentices making slow progress in completing their qualification.

## Full report

### Information about the provider

- Jobwise Training Limited (Jobwise) is a privately owned company established in 1979, based in the City of London. The directors' core aim is to 'develop a stronger workforce for London's future'. As a result, Jobwise provides traineeship programmes and apprenticeship qualifications in business administration, business management, customer service and team leading. Jobwise provides training for 499 apprentices and 51 learners on traineeships.
- Learners live in north and east London. Learners on traineeship programmes typically spend three months at Jobwise undertaking work preparation training, and developing further their work-related English and mathematics skills, before entering into an apprenticeship or supported employment. Most are from socially disadvantaged backgrounds and many are former offenders or gang affiliated. The majority of learners are of minority ethnic heritage backgrounds with learners of Bangladeshi heritage being the predominant group.

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

- Ensure that a greater proportion of apprentices achieve their qualifications within the time planned by:
  - setting precise targets that focus sharply on skills and knowledge development and closely monitoring apprentices' progress towards these.
  - making sure that employers are always included in the setting of meaningful skills-based targets for their apprentices.
- Maintain best practice in the management of behaviour to ensure that the lateness of a small minority of learners does not impact adversely on the learning of all.

# Inspection judgements

## Effectiveness of leadership and management is good

- Directors provide a clear and well-articulated strategic direction for the company that responds particularly well to local and regional skills needs. Directors and managers shape the provision successfully to develop and secure sustainable employment opportunities that will benefit current and future learners and employers. Leaders make clear to learners that training at Jobwise will result in employment or an apprenticeship, and only work with employers who understand their expectation to provide learners with permanent employment.
- Leaders and managers share a very strong determination to improve the lives and employment prospects of young people. Directors maintain high standards of behaviour and performance and have high expectations of managers and staff; these in turn result in the high expectations of learners. Leaders, managers and staff work relentlessly to help learners to become 'job-ready', and establish and maintain clear rules for politeness and respectful behaviour. They expect learners to dress professionally at all times and attend well. Learners appreciate the high standards set and fully understand that adopting these high standards improve their chances of securing employment.
- Communications between directors, learners and staff are very good. A well-established culture of consultation and discussion means that staff and learners engage enthusiastically with quality assurance and evaluation processes; for example, with the self-assessment of the company's performance. Learners benefit from well-managed arrangements to participate in the evaluation of the quality of teaching, learning and assessment, and make thoughtful and mature contributions.
- Directors have established very good relationships with employers. Employers and directors work actively to develop and refine the training provided to ensure that it meets employers' and learners' needs well. Directors and managers respond quickly and well to the very few concerns raised about trainees' or apprentices' behaviour or suitability. Employers appreciate greatly the readiness of leaders and managers to meet their training and skills needs, and the overwhelmingly high standard of the trainees and apprentices they receive. Very many employers take part in the high-quality and professionally managed 'Dragons' Den' style business presentations when learners on traineeships present themselves as job-ready. A high proportion of employers continue over many years to work with Jobwise to provide work placements and apprenticeship opportunities.
- Managers have responded well to most recommendations made at the previous inspection. Quality assurance arrangements are now more formalised and comprehensive in their application, and standards have risen accordingly. Teaching and learning observations involving peer, manager and learner observers are used imaginatively to identify elements of good practice. These are discussed and disseminated through frequent and highly effective staff training sessions. However, weaknesses in target setting identified at the previous inspection, though dealt with fully in traineeships, remain an area for improvement in a minority of apprenticeship reviews.
- Good performance management and plentiful levels of relevant professional development activities and training support staff to develop their skills and widen their own career horizons. Directors and managers are particularly successful in supporting former learners to become teachers and departmental managers. A broad range of mentoring activities, one-to-one coaching sessions, team meetings and all-staff development sessions contribute successfully to improving staff skills and maintaining and improving the high quality of provision.
- **The governance of the provider**
  - Jobwise Training Limited is a family-owned business with three directors responsible for strategic decision-making, financial management, quality assurance and data control.
  - The directors provide highly effective line management for departmental managers, and are accessible and approachable for staff.
  - Directors, like their staff and managers, undergo suitable vetting and barring checks.
- **The arrangements for safeguarding are effective**
  - Directors, managers and staff ensure that learners benefit from a safe, harmonious environment in the Jobwise training centre. Levels of respect for individual differences are high, and learners are strongly supportive of one another in their aim to develop employment and vocational skills. Learners understand well how to keep themselves safe when at work, at Jobwise and when travelling in and around London.
  - Managers, staff and learners value diversity highly. Teachers and other staff make good use of their knowledge and skills to enhance learners' understanding of these topics.

- All staff and managers have a good understanding of their responsibilities under the 'Prevent' duty, and protect learners well from the dangers that they may face from radicalisation and extremism. Learners on traineeships receive good information and training about fundamental British values. They understand how to avoid radicalisation and how to stay safe when working online. Teachers test and enhance understanding well during training sessions. Levels of understanding among apprentices, however, are underdeveloped in a small minority of cases.

## **Quality of teaching, learning and assessment is good**

- Most teaching, learning and assessment is highly effective, engaging and stimulating. Teachers help learners to develop the key technical skills necessary for later study, employment and promotion. Teachers and assessors are enthusiastic, positive role models for their learners. They use their business experience to plan learning activities that meet learners' training and personal development needs exceptionally well, and this supports good progress and high achievement.
- Teachers are very good at making learning relevant to the everyday experiences and the workplace responsibilities of apprentices. Teachers plan much of trainees' preparation for work around 'live' business-style projects. For example, all learners take part in a 'Dragons' Den' style activity where they present a business proposal to a group of employers. Learners manage their time efficiently and apply their mathematics skills effectively, by presenting their estimations of how much their idea will cost to implement. Many learners move to a permanent job with these employers as a result of their presentation to them.
- Teachers develop learners' English, mathematics and information and communications technology (ICT) skills very well. Learners benefit from good-quality teaching in English and mathematics lessons, in the large majority of vocational sessions, and when training in the workplace. This results in most learners developing the essential skills in English and mathematics that they will need for employment. Teachers assess learners' existing understanding and knowledge effectively and use it well to plan their next steps in learning. Learners with low pre-existing skills make particularly good progress.
- In the vast majority of lessons, teachers plan carefully to meet the individual skills and knowledge requirements of learners, and provide them with suitably challenging tasks and activities. Teachers and assessors mostly use questioning techniques skilfully, and help learners to think and extend their problem-solving skills. In a minority of lessons, less-confident learners are not sufficiently encouraged to join in with group discussions, and teachers move on too quickly without checking learners' understanding.
- Academic and personal help and guidance is particularly good. Extensive individual help for learners enables them to overcome personal and social barriers to learning, so learners achieve exceptionally well. Specialist study assistance for apprentices with additional learning requirements is impactful, well-coordinated by managers and assessors, and leads, over time, to these apprentices succeeding in their job roles and achieving their qualifications.
- Assessment is well planned using a good range of assessment activities. Assessment is flexible and meets well learners' work commitments and shift patterns. Good-quality written and verbal feedback enable apprentices and trainees to achieve higher levels of performance in their assignments and practical skills development. Most written feedback includes extensive guidance on spelling, punctuation and grammar.
- Teachers and assessors are skilful in providing opportunities for learners to widen their understanding of other cultures. For example, a Muslim apprentice recently presented a workshop to peers on the purpose of Ramadan, and shared her experience of the positive and negative effects of fasting. Learning at Jobwise and in employers' premises takes place in an atmosphere of mutual respect where learners are free from harassment and discrimination. Learners work in diverse environments and value and respect their colleagues' differences.
- Staff monitor learners' progress well. On traineeship programmes, staff agree clear targets to help learners move quickly into a work placement and to develop the skills required to secure permanent employment and/or an apprenticeship. Assessors check the development of apprentices frequently during assessments and progress reviews, but do not always ensure that employers are involved sufficiently well enough or contribute fully when planning further skills development. Assessors do not always set meaningful skill-based targets to enable apprentices to make quick enough progress with their vocational learning.

## **Personal development, behaviour and welfare**

**is good**

- Learners improve their confidence and self-esteem; most become assured of their own ability to interact well with their teachers, peers and customers. For example, one learner spoke eloquently about how she deals effectively with conflict in the workplace, and another discussed how he now has the confidence to maintain eye contact when meeting and greeting customers.
- Learners develop very good skills in English and mathematics. Teachers are adept at developing further learners' English and mathematics skills through the everyday activities and tasks they set learners to complete. For example, learners demonstrate effective speaking, listening, and thinking skills during discussions of the arguments for and against membership the European Union, and are able to calculate accurately the percentage of interest on a financial loan.
- The proportion of learners who remain in learning is high. Managers and teachers are highly effective in helping learners to overcome the challenges and barriers that have previously prevented them from completing their training and education. As a result, most learners are motivated to work hard and gain a good job and/or complete their apprenticeship.
- Learners on traineeship programmes are prepared very well for employment and benefit from high-quality work experience. Learners settle into work quickly and thrive because managers and teachers carefully select local businesses to meet the development requirements of individual learners.
- All staff set high expectations for their learners and ensure that they know how to keep themselves safe, adopt safe workplace practices and understand how to live a healthier lifestyle.
- On traineeship programmes, learners receive good information, advice and careers guidance before and during their time at Jobwise. Their knowledge is developed further by enterprise activities, talks from employers and external visits that give them a good understanding and prepares them well for their next steps into training and work.
- Managers and staff have established successfully an atmosphere of tolerance and mutual respect. Learners respond positively to this and understand well how to live and work productively in a diverse society. Learners have a good understanding of their employment rights. They know how to dress appropriately and behave professionally in the work place.
- A small minority of learners maintain poor punctuality, and their lateness in lessons, on occasion, disrupts the learning for others. Most learners attend regularly. Teachers reinforce the importance of good and punctual attendance as an expectation of employers and take appropriate action when learners are late.

## **Outcomes for learners**

**are good**

- The proportion of apprentices who achieve their qualifications remains high and the large majority complete within the time planned for them. The majority of current apprentices make good progress, and develop good vocational skills; for example, a good standard of email etiquette and the ability to work independently. The vast majority of apprentices remain in employment on completion of their qualifications. However, data shows a variation in the numbers of learners who complete within the time planned across each of the years since the previous inspection. The significant variation between those learners who succeed in passing their qualifications and those that succeed within the time planned means that while outcomes for apprentices are good, they are not yet outstanding.
- The achievement of the smaller proportion of learners on traineeships is outstanding. Most learners achieve their main programme qualification and move into sustainable employment or an apprenticeship. Learners benefit from a well-planned curriculum that develops effectively the skills and knowledge expected by the local business community.
- Learners on traineeships, despite their low starting points, improve the level and standard of their English and mathematics skills. Many achieve their first formal qualification in English and mathematics as a result of their training at Jobwise. On apprenticeships, the proportion of learners who achieve a functional skills qualification in English and mathematics is high.
- The standard of learners' written work is very good. Most learners develop their independent learning and organisational skills well and present well-ordered files and neat word processed assignments. Learners enjoy their learning and value their teachers and assessors highly.
- Adult apprentices are more successful in completing their qualifications than younger learners. Managers recognise that younger learners require more help at the start of their apprenticeship, and current learners receive enhanced help from an early stage in their programme. However, it is too soon to measure the success and impact of recent management action.

## Types of provision

### Traineeships

### are outstanding

- Jobwise currently has 51 learners on its traineeship programme. Most are aged 16 to 18 years old and the remainder are aged 19. Traineeships are provided in business administration and learners move into sustainable employment or an apprenticeship in local businesses such as estate agencies, legal companies, housing associations and digital marketing companies.
- Managers and staff have very high expectations for learners who settle quickly into learning. Learners are introduced immediately to their training through a group activity based on the aftermath of an environmental disaster. Learners learn rapidly how to collaborate and work together as a team to make decisions on their survival. Learners are eager to impress their peers and teachers with their commitment to do well and as a result, work together harmoniously.
- Staff are highly skilled in their knowledge and experience of working with young learners who have complicated and often chaotic personal circumstances. Teachers and staff understand very well how to inspire and help learners to appreciate the opportunities training and employment will bring them. With great sensitivity, they help learners develop their own strategies to manage and overcome their personal challenges and circumstances.
- Teaching and learning is of a very high standard and planned around real work activities and projects. Learners make excellent progress in developing their skills for employment such as decision-making, dealing professionally with a wide range of clients, time management and problem-solving. Teachers provide many good opportunities for learners to discuss and debate wider social issues. For example, in one lesson learners discussed which local health services should be funded, and argued persuasively as to why funds should be allocated for drug awareness, child protection and sexual health.
- Learners develop and improve their basic mathematics and English skills and apply them very well in everyday life and work. Teachers are highly skilled in planning learning to develop and extend learners' skills in both discrete learning and in vocational lessons. For example, learners are able to calculate accurately the amount of tax to deduct from a wage bill and are able to write accurate minutes of a business meeting.
- Employers provide excellent work-based training and provide plentiful opportunities for learners to practise and develop further the skills they have learned at Jobwise. For example, learners make and receive phone calls in a polite manner, take messages, transfer calls and communicate clearly the purpose of their phone call.
- Learners benefit from detailed careers advice and guidance that prepares them thoroughly for when they apply for a job and attend a job interview. Staff ensure that learners are placed with highly supportive employers who share the Jobwise ethos and commitment to support young people into work.
- Teachers and staff instil in learners a strong focus on safe working practices. Learners know the hazards of working in an office environment. For example, adopting the correct seating posture and screen height when using computers. Learners know how to keep themselves safe when using social media, and recognise the dangers posed by violent extremism and radicalisation.

### Apprenticeships

### are good

- Jobwise has 499 apprentices on apprenticeship programmes in business administration, customer service, team leading and management. The significant majority are on intermediate programmes with the remainder on advanced level programmes. A small proportion of apprentices are working towards completing higher level apprenticeship qualifications.
- Apprenticeship programmes are well managed. Staff work closely with a wide range of local, national and global employers to ensure that they provide good opportunities for apprentices to develop their skills to a high standard. The large majority of current apprentices are making good progress.
- Apprentices develop good skills in English, mathematics and ICT. Assessors use their evaluation of apprentices' skills at the start of their course skilfully, and plan learning that enables the majority of apprentices to make good progress. Discrete teaching of English and mathematics is good and teachers are adept in relating learning to everyday life and work. Apprentices benefit from good classroom-based revision sessions, which prepare them well for functional skills examinations.

- Employers provide high-quality training in the workplace. Apprentices develop good work-related skills and knowledge that makes them valuable in the workplace from an early stage. For example, administration apprentices develop the confidence to speak confidently to clients, and deal with customer enquiries competently. Customer service apprentices learn to manage the security of visitors entering the building to a high standard. Assessors are enthusiastic, positive role models for apprentices and use their good occupational knowledge and experience effectively to deepen learners' knowledge and understanding.
- Apprentices have a good awareness of health and safety issues when in their workplace, they feel safe and know whom to contact should they have any safeguarding concerns. Apprentices have a good awareness of e-safety and know how to stay safe when using social media and when working online.
- Assessment of learning is planned and managed to meet learners' work commitments and shift patterns well. Most assessors use a broad range of appropriate assessment activities, including recording professional discussions, to assess and check learning. Skilful questioning by the majority of assessors helps establish the level of apprentices' understanding and the progress they are making. However, assessors do not always ensure that employers take a sufficiently active part in planning learning and assessment activities. In these instances, learners make slower than expected progress with their learning.
- Assessors carefully and frequently check the progress of apprentices. However, not all assessors are skilful in setting good targets for learning. Too often, they focus apprentices' attention on completing tasks rather than on developing the necessary technical skills and knowledge required for their job role.

## Provider details

Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	453
Principal/CEO	Christine Young
Website address	<a href="http://www.jobwisetraining.co.uk">www.jobwisetraining.co.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	0	0	0	0	0	0	0	0
	Intermediate		Advanced		Higher			
Number of apprentices by apprenticeship level and age	16-18	19+	16-18	19+	16-18	19+		
	34	277	10	148	0	30		
Number of traineeships	16-19		19+		Total			
	51		0		0			
Number of learners aged 14–16	0							
Funding received from	Education Funding Agency and Skills Funding Agency							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							



## Information about this inspection

### Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
Richard Beynon	Her Majesty's Inspector
Megan Whittaker	Ofsted Inspector
Maggie Fobister	Ofsted Inspector
Alison Kent	Ofsted Inspector
Steve Nelson	Ofsted Inspector

The above team was assisted by the operations director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of students and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk)



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)