

# JTL

Independent learning provider

## Inspection dates

21–24 November 2016

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

## Summary of key findings

### This is a good provider

- The relatively new senior leadership team has taken effective action to ensure that learning is now consistently good or better across the country.
- Partnership working is highly effective and ensures that the programmes offered meet the exacting standards of industry and employers.
- The management of subcontractors is good. Managers take rapid action when standards fall below their expectations.
- Learners have good skills in mathematics and information and communications technology (ICT) and an improved understanding of how these skills relate to their everyday work and life.
- Learners develop good practical skills and are able to apply their theoretical learning well when at work and to their studies.
- Learners benefit from good-quality coaching both at work and when in college and the JTL centres.
- Good individual help for learners ensures that those who may otherwise not complete their studies remain in learning and achieve.
- The proportion of learners who complete their functional skills qualification successfully is high.
- Learners demonstrate the highest standards in safe working practices.
- Attendance and punctuality of learners are high.
- Learners on traineeships are prepared very well for employment and, as a result, most progress into an apprenticeship or paid work.
- Not enough learners complete their apprenticeship qualification in the time planned.
- Managers and staff do not ensure that learners develop their skills and knowledge in English well enough.

## Full report

### Information about the provider

- JTL is a company limited by guarantee and a registered charity established in 1990 by the Electrical Contractors' Association and the union Unite. The work of senior leaders is overseen by a board comprising industry and union representatives and other independent directors all of whom are non-executive.
- JTL provides apprenticeship programmes to the Building Services Engineering industry. It also provides a small number of traineeship programmes at level 1 from its Birmingham, Orpington and Cumbria centres. As a nationally based company, and in addition to its own centres, JTL works in partnership with 108 colleges of further education and six training providers to provide the practical skills and theoretical knowledge element of an apprenticeship qualification. Around 6,000 learners are working towards an apprenticeship qualification, the majority of which are at advanced level in electrotechnical engineering. A quarter of learners are working towards a plumbing qualification at intermediate and advanced level. Most learners starting on an apprenticeship already have GCSE A\* to C English and mathematics.

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

- Ensure that learners achieve their qualification within the time planned by:
  - managers and training officers planning more effectively for final assessments and examinations in the final year of electrotechnical apprenticeships
  - preparing learners thoroughly for their final examinations
  - involving employers effectively in the planning, reviewing and recording of skills development when reviewing learners' progress
  - managers across the country monitoring closely the speed with which learners complete all elements of their qualification.
- Ensure that learners further improve their skills in English by:
  - managers checking that teachers plan learning to develop the English skills expected of high-quality professional technicians
  - training officers and teachers making clear to learners how good skills in English relate to their work and life.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- In the past eighteen months, since the appointment of a new chief executive, the effectiveness and impact of leadership and management have improved and are good. Governors, leaders and staff at all levels have a good focus on learners' success, and the proportion of learners who have not yet completed their apprenticeship within the time planned has reduced dramatically.
- Senior managers have taken effective action to improve rapidly the quality of learning and rates of attainment. While it is too soon to see improvements in learner achievement on the electrotechnical apprenticeships, as these are four-year programmes, early indications from the pilot project to prepare learners more thoroughly for their final examinations are positive. Most of the learners who were involved achieved their qualification at the first attempt.
- The management of subcontractors is good. Managers monitor the quality of the provision closely, including observations of learning and assessment, and take rapid action when standards fall below expectations. For example, where colleges have not continued to provide high-quality learning, JTL have opened their own well-resourced centres in Oxford, Norwich, Orpington and Birmingham, or moved learners to better-performing colleges.
- Partnership working is highly effective and ensures that the programmes offered by JTL meet the exacting standards and expectations of industry and employers. For example, JTL provides high-quality traineeship programmes for those young people not yet ready for employment, and led in the development of the new Trailblazer standards for the electrotechnical apprenticeships. Staff training and development are thorough, well planned and support business planning and the quality of learning effectively.
- Managers place a high priority on learners completing their functional skills qualification in a timely manner. They ensure that those learners who start an apprenticeship without a functional skills qualification in English, mathematics or ICT quickly reach the required standard and pass their examinations. However, managers do not yet focus closely enough on ensuring that apprentices develop a good standard of spoken and written English that is required of them in their jobs.
- Communications across the organisation at all levels are highly effective. The company strategy to become an outstanding provider is clearly understood by staff across the organisation. Staff recognise the part they play in improving learning and are kept well informed and up to date on progress made against key milestones. The new senior leadership team ensure that staff across the country have good opportunities to meet them on a frequent basis and staff are now eager to approach them with suggestions to improve learning further.
- Leaders and managers have not yet ensured that learners achieve equally well, although staff at all levels are committed to ensuring that all learners are treated equitably and fairly. Training officers deal sensitively with and challenge appropriately any instances of discrimination they encounter when on site and in employers' workplaces. The JTL ambassador programme to raise awareness among school pupils of the good career opportunities provided as a result of completing an apprenticeship is well received by schools and parents.

## The governance of the provider

- Members of the board have a wide range of appropriate expertise and skills combined with an excellent knowledge of the industry. The board are determined to ensure that provision at JTL improves further. They use their skills effectively to support leaders and managers while providing suitable challenge and scrutiny.
- Reporting to the board by the leadership team is good. For example, the newly introduced finance, audit and risk committee looks closely at learner success. The board are supportive of and enthusiastic about the improvements being made, while recognising overall that more learners need to complete their qualification within the time planned.
- Learners benefit from very high standards of equipment and resources in all of the JTL centres as a result of the board's and leaders' strong financial management.

## Safeguarding

- The arrangements for safeguarding are effective. Staff place a high emphasis on learners' safety and security and, as a result, learners feel and are very safe. Managers check thoroughly the suitability of individuals to work with young people and vulnerable adults. All staff and subcontractors complete extensive safeguarding training and are clear about their individual and collective responsibilities to keep learners safe.
- The designated safeguarding manager takes swift and effective action to identify and deal with safeguarding risks. Vulnerable learners are identified at the start of their programme using a broad range of indicators. Financial assistance provided is generous and ensures that learners who might otherwise leave are able to stay in learning.
- Leaders and managers have made effective progress implementing an appropriate range of measures to meet their obligations under the 'Prevent' duty. The designated safeguarding manager works effectively with the local authority which then makes the appropriate referrals to the Channel programme within the local region. However, while learners have received training on how to protect themselves and their peers from extremist views, the potential threat of radicalisation and how to keep themselves safe when working online, they are not always able to explain how they would do so. Managers recognise that training officers do not always check learners' understanding of these topics sufficiently during reviews of their learning and progress.

## Quality of teaching, learning and assessment

**Good**

- Teachers use their vocational knowledge very effectively to plan learning that is relevant and interesting to the everyday work that learners do, for instance reviewing and evaluating a range of electrical testing instruments widely available to the industry. Theory lessons help learners to understand well why they must comply with the safety standards expected of them and how to best ensure that they work in a cost effective and efficient manner.
- Employers, teachers and training officers expect apprentices to develop very high standards of practical skills and to adopt safe working practices. As a result, from an early stage in their apprenticeship, learners demonstrate a good understanding of how to work safely when on site and in the workshops and produce work of a good or better standard.

- Learners benefit from resources that are of the highest standard. Workshops have a good range of power tools and equipment that teachers use effectively to show learners how to develop their hand skills and coordination. JTL provides learners with small hand tools and textbooks; many learners annotate their books during lessons, making useful notes in preparation for their final tests.
- Learners are supervised well at college and in the workplace. Feedback to learners on their progress is effective and learners know how to improve their performance as a result. Employers make a firm commitment to training and, together with JTL's training officers, provide close and effective management of learners throughout their apprenticeship. Workplace mentors help learners to gain the practical skills they need to succeed, as well as a good understanding of how to behave while on site and when working in the homes and offices of their customers.
- Young learners on traineeship programmes are very well prepared for employment. Managers make good use of their positive partnerships with employers to organise high-quality work experience that enables learners to gain a good understanding of the type of job they would ideally be suited to. Learners receive useful tips and hints on how best to present themselves for an interview and how to research a potential employer. As a result, learners are highly motivated to succeed and most gain employment.
- Teachers and training officers ensure that learners have a good understanding of how mathematics and ICT relate to their work. Teachers plan learning effectively, ensuring that learners complete tasks such as analysing data on spreadsheets to accurately work out the installation costs of a project and effectively filter and sort electrical components. However, little focus is placed on how well learners improve their skills in English, how well they record their own learning or how accurately they correct their own work.
- Learners value the good support they receive from training officers during and between workplace visits and when at college. Training officers are skilled at identifying those learners who require more help to complete their studies. Learners receive frequent visits at work to ensure that they remain in learning. Any non-attendance is swiftly followed up with the learner and their employer. However, learners who have a declared disability do not always receive the prompt and appropriate help they need.
- Planning by managers and staff to help learners to prepare for the final external test and assessment in electrotechnical engineering has been insufficient. Too few learners pass at the first attempt and this contributes significantly to the slow completion of many learners. The recent introduction of revision days and enhanced one-to-one help provided by training officers is improving the proportion of learners who are now qualifying on time.

## Personal development, behaviour and welfare

**Good**

- Learners grow in confidence and are respectful and well mannered. Employers value learners' professional courtesy to clients and co-workers. Learners contribute well to their own workplace and often achieve additional responsibilities as a result of their hard work. In lessons, learners can articulate well their own experience when at work, for example when discussing the different power usage requirements for lighting equipment, kettles and hairdryers.

- Learners receive good ongoing careers advice and guidance. As a result of high-quality advice, learners are well informed of their possible next steps in learning or employment. Many employers were previously apprentices with JTL.
- Learners attend well, are punctual and enjoy their learning. Managers and staff monitor attendance closely and follow up any non-attendance quickly.
- Traineeship learners quickly develop a strong work ethic and focus well on preparing for job interviews and securing a work placement. They gain good skills when on work placement and many secure employment as a result. Most progress quickly into an apprenticeship with JTL or further study.
- Learners feel safe at work, in the colleges and in JTL training centres. They know who to contact should they have any concerns. Learners following electrotechnical qualifications have a particularly good understanding of health, safety and working in a safe manner.
- Learners' understanding of British values, radicalism, extremism and e-safety is good in the majority of cases, although less so for a small minority. Induction into learning provides an effective level of training and discussion on these topics, but a minority of learners are not yet able to apply these to their everyday working lives.

## Outcomes for learners

## Requires improvement

- At the time of the previous inspection, the proportion of apprentices who achieved their qualification within the time planned was low. The proportion of learners currently beyond their planned end date has reduced significantly, but, due to the length of the programmes, it will be three years before the impact of actions to reduce this further will be evident in published achievement data.
- The large majority of learners follow a four-year apprenticeship programme and are working towards completing a qualification in electrotechnical engineering. While learners in the first three years of their programme are making satisfactory or better progress, learners in their fourth year often make slow progress in completing all elements of their qualification.
- The proportion of learners on plumbing apprenticeship programmes who achieve their qualifications has improved considerably over the past two years, although it is not yet good. Those learners who start their apprenticeship without a functional skills qualification in English, mathematics and ICT achieve very well.
- The small proportion of learners who have a disability and those learners of Asian heritage do not achieve as well as their peers. Little difference exists between the achievement of male and female learners, or for those learners currently in the care of local authorities.
- Learners across all apprenticeship programmes develop good vocational skills and work to high professional standards. For example, apprentices working at a large construction site use laser technology effectively to measure and accurately fit the ceiling frame required for the smooth installation of power cables.
- Learners develop good mathematical skills from an early stage in their programme. Teachers and assessors are adept at providing good opportunities for learners to practise their skills and help learners effectively to recognise where they use mathematics in

everyday work and life. For instance, learners are able to understand complex site plans for installing air conditioning and drainage, and then calculate correctly the materials required.

- The small minority of learners on a traineeship programme have high achievement. Most progress into an apprenticeship, employment or further training. In addition, a high proportion achieve their functional skills qualifications.
- Most apprentices remain in employment on completion of their programme, with many securing promotion or becoming self-employed.

## Provider details

Unique reference number	52804
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	6,282
Principal/CEO	Jon Graham
Telephone number	01689 884100
Website	<a href="http://www.jtltraining.com">www.jtltraining.com</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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	405	180	4,185	1,508	-	-		
Number of traineeships	16–19		19+		Total			
	4		-		4			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
Funding received from:	Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	Interplumb Limited Elearner Construction Training Specialists Trade skills4U Limited D.C.E.T. Limited P&R Hurt and 108 colleges of further education in England							



## Information about this inspection

The inspection team was assisted by the quality assurance manager, 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 learners 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.

## Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
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Harpreet Nagra	Her Majesty's Inspector
Ian Robinson	Ofsted Inspector
Mary Aslett	Ofsted Inspector
Mike Ashurst	Ofsted Inspector

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