Just IT Training Ltd

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Just IT Training Ltd (Just IT) is an apprenticeship, traineeship and adult education independent learning provider founded in 2012 and based in central London. The company had previous experience providing apprenticeships and traineeships for a number of prime providers. Since May 2017, Just IT have been an approved levy provider, and in November 2017 were awarded their own ESFA Adult Education Budget contract. In December 2017 Just IT became an approved ESFA non-levy provider and have been delivering apprenticeships from January 2018. Adult provision in functional skills mathematics and English qualifications has been offered since 2018. At the time of the monitoring visit, the company was providing training for 330 apprentices and 34 AEB adult learners. Almost all apprentices are on standards-based apprenticeships, with a very small number completing frameworks. Around one third of apprentices are aged 16 to 18, with the remainder aged 19 to 23. Apprentices study on programmes from level 3 to level 5.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?   **Reasonable progress**

Managers work closely with employers to ensure that apprentices develop new skills, knowledge and behaviours throughout their apprenticeship. Managers, coaches and employers discuss apprentices' progress at frequent employer review meetings and jointly agree appropriate action where apprentices fall behind in their work. As a result, the large majority of apprentices remain in training and achieve their qualifications.

Leaders and managers ensure that the principles and requirements of the apprenticeship are met. For example, managers and coaches closely monitor apprentices' entitlement to off-the-job training and take effective action to rectify any shortfall. Coaches and managers pay close attention to how apprentices use their off-the-job training time to ensure that they not only receive their entitlement, but that is it time wisely spent.

Managers use quality-assurance processes effectively to improve the skills of coaches and trainers and to monitor the progress of apprentices. For example, quality managers and the operations team meet monthly to evaluate apprentices' progress, and provide swift support and intervention for apprentices who make slow progress.

Staff provide thorough and effective initial advice and guidance to apprentices. This ensures that apprentices are recruited to programmes that meet their needs and interests and help them to stay in learning. Prospective apprentices who have low-level interpersonal skills are placed on a three-module training programme prior to starting their apprenticeship. This helps them to develop skills required for an apprenticeship, and as a result, the proportion of apprentices who stay in training is improving and is high.

Training staff ensure that apprentices are well prepared for their end-point assessment. Managers quickly adapted their processes to meet the requirements of the new apprenticeship standards. For example, they appointed a specialist coordinator and, for IT apprentices, developed high-quality synoptic projects in building a server. As a result, the most recent apprentices undergoing their final assessment all achieved at least a pass, with a few gaining distinction grades.

Staff do not have a sufficiently accurate overview of apprentices' prior skills and knowledge. In addition, they do not use the information they do have well enough to plan and teach lessons to meet individual needs. Consequently, a small minority of apprentices make slow progress and are not clear about the progress they are making.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?   **Reasonable progress**

Trainers and employers carefully plan apprentices' off-the-job training. Trainers are appropriately qualified and use their extensive experience well. Apprentices enjoy their learning and they quickly develop new vocational and technical skills that are highly relevant to their work roles.

Trainers and coaches use their good industry knowledge and experience well to provide apprentices with a wide range of teaching, learning and assessment activities. For example, trainers use good questioning techniques to reinforce apprentices' understanding of how to respond correctly to a range of network and system errors.

Coaches thoroughly assess apprentices' knowledge and skill development and frequently review their progress. Most trainers and coaches use technology effectively to support assessment and to track apprentices' progress accurately through the online e-portfolio system. Coaches make particularly good use of

interactive technologies during webinars to support apprentices in between attending face-to-face sessions.

Employers and trainers provide apprentices with good support. Trainers make good use of a range of modified resources to support apprentices who need extra help to complete their learning. IT apprentices become skilled in diagnosing and resolving errors on a range of computer networks and installing upgrades to a variety of software applications in the workplace. As a result, apprentices quickly grow in confidence and proficiency and most make good progress.

Apprentices respond well to the good and constructive feedback provided by trainers and coaches following planned learning and formative assessment activities; this helps them understand what they have done well and where they need to make improvements. However, in a few examples, the targets set for apprentices by trainers and coaches focus on the completion of qualification units rather than on the skills that apprentices need to develop further.

A few apprentices are not certain of the requirements for achieving distinction marks associated with their technical qualification and are therefore are not clear what they have to do to achieve these higher grades.

What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals?   **Reasonable progress**

Learners gain in confidence and skills in English and mathematics during their training. For example, in mathematics, learners quickly become competent in calculating percentages and explaining the difference between 'average' and 'mean'. They feel more confident about using their skills in learning and at work.

Managers and trainers form productive links with employers. Trainers successfully involve employers in learners' training so that they gain the skills that employers need. For example, learners studying English develop good customer service skills.

Trainers keep careful records of learners' progress in meeting the objectives set for them at the start of their programmes. If learners are late in submitting assignments or they miss coaching sessions, trainers take prompt action to follow this up and place learners on an at risk register. Managers make suitable use of monthly meetings with trainers to monitor the progress of these learners and help them catch up.

Trainers do not always ensure that learning activities meet learners' individual needs. For example, they do not identify clearly enough the difficulties learners have in tackling some mathematics problems. Trainers suggest resources for learners whose

first language is not English but do not give them enough opportunity to develop their speaking and listening skills in class.

The initial advice and guidance that trainers provide for adult learners on English and mathematics programmes does not always consider, and support, learners' career aspirations. For example, learners who are not native English speakers and work in the hospitality industry are not given enough support to develop their spoken English adequately. As a result, the proportion of adults who stay in learning is decreasing.

How much progress have leaders and managers **Reasonable progress**
made in ensuring that effective safeguarding
arrangements are in place?

Managers responsible for safeguarding learners and apprentices are well informed about their learners and the safeguarding concerns that affect them. Managers apply appropriate safeguarding policies thoroughly and use effective systems, including the well-used 'Be safe' email, to enable learners and employers to access safeguarding support. As a result, safeguarding concerns are dealt with quickly and effectively.

Safeguarding managers are well qualified and focus closely on providing the support that apprentices and learners need to stay in learning. Managers use referral agencies effectively and respond well to local and national priorities, for example by providing increased focus on the risks of knife crime and the impact of mental health issues on learners and apprentices.

Apprentices and adult learners have a suitable understanding of aspects of safeguarding and know who to talk to if they have concerns about themselves or others. They have a sufficient level of awareness of the 'Prevent' duty and can describe the risks associated with radicalisation and extremism that living and working in central London requires.

Managers have identified a thorough set of actions on the safeguarding plan, but several actions with expired deadlines have not yet been updated or achieved. As a result, it is unclear whether the actions have been met or the plan has not been updated.

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