

# Inspection of JAG Training Limited

Inspection dates: 12 to 14 July 2022

## Overall effectiveness

## Requires improvement

The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Apprenticeships	<b>Requires improvement</b>
Provision for learners with high needs	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

JAG Training Limited (JAG) is a training provider based in south-east London. It began delivering apprenticeships in healthcare as a subcontractor in 2014, before gaining a direct contract in October 2017. JAG offers a variety of apprenticeship standards from level 2 to level 5.

At the time of inspection, JAG was training 36 apprentices, with a further two on a break in learning. Most apprentices were studying level 3 business administrator or level 2 customer service practitioner standards. The remainder were studying level 3 senior healthcare support worker, level 3 teaching assistant, level 4 junior management consultant, level 4 project manager, level 5 operations or departmental manager, level 3 junior content producer, or level 3 digital solutions technician standards. Most apprentices work in doctors' surgeries.

## **What is it like to be a learner with this provider?**

Apprentices complete most of their training through independent study. They benefit from the guidance of knowledgeable tutors with relevant vocational expertise. Most apprentices value the positive working relationships they have with their tutors. They appreciate that tutors understand the industry and help them manage the day-to-day demands of their roles.

Too many apprentices struggle to access the learning resources they need. As a result, they do not make the progress of which they are capable.

In a few instances, apprentices' work responsibilities encroach on their entitlement to training time. Leaders are aware of this and are taking steps to ensure all apprentices receive their entitlement.

Most apprentices are motivated to achieve their goals, and many see the value of gaining a qualification, for example to work at a higher pay band. However, in a minority of cases where apprentices do not get enough support with their studies, they become demotivated about their learning.

Most apprentices grow in confidence during their apprenticeship. For example, business administrator and customer service apprentices develop the skills to communicate with a wide range of people, including customers and stakeholders.

Apprentices feel safe. They feel that if they needed any additional support, staff would provide it.

## **What does the provider do well and what does it need to do better?**

Leaders and managers offer a wide range of apprenticeships that respond to the skills needs of the healthcare sector. However, leaders are yet to implement a clear curriculum strategy since changing their offer due to the challenges of the COVID-19 pandemic. They have not developed the curriculum so as to ensure all apprentices receive a consistently high quality of training.

Tutors teach topics in a logical order. For example, customer service apprentices first learn about their own organisation, and its aims, before learning about products and services. As a result, most apprentices gradually build their knowledge sufficiently well over time.

Staff check what apprentices know and can do at the start of their training. However, they do not use this information to tailor apprentices' programmes to meet their needs. As a result, too many apprentices repeat topics that they already know.

Tutors focus too narrowly on supporting apprentices to create evidence to meet assessment criteria. They do not focus enough on teaching apprentices the breadth

of knowledge and skills contained within their standard. Too few tutors plan training closely enough with employers, and, in the main, assessors' feedback to apprentices on their written work does not help them make improvements. As a result, too often apprentices' level of understanding is superficial.

Assessors have suitable teaching experience and expertise in their vocational area. They use their expertise to support apprentices to gain new knowledge, skills and behaviours, which they apply at work. For example, business apprentices learn about the project lifecycle and how to use analytical models, which they apply to projects at work.

Too many apprentices leave their training early and do not achieve their qualifications. Apprentices who remain in training receive suitable support in preparation for their end-point assessment. For example, tutors set apprentices mock tests and offer practice professional discussions. As a result, those who remain in training achieve highly, with most apprentices achieving merit or distinction grades where available.

Leaders have basic governance arrangements in place, but these are underdeveloped. Leaders get advice on how to improve some of the weaknesses in the provision. However, these arrangements do not provide sufficient scrutiny of the quality of education overall.

Leaders' and managers' quality assurance activities are not thorough enough. For example, they do not identify when apprentices' written work is not original. Leaders take some appropriate actions to improve the quality of teaching and training. For example, they review information on learner progress and results, and closely monitor the performance of tutors, setting development targets where necessary.

Most apprentices are clear on their immediate next steps. Most apprentices who complete their training progress into employment and some, for example those studying health care at level 3, progress to university courses. However, staff do not provide all apprentices with consistently high-quality impartial information, advice and guidance. As a result, too many apprentices are not aware of the range of careers available to them once they complete their studies.

Leaders and managers do not plan a coherent programme of personal development topics for apprentices. Individual tutors provide some information and direct apprentices to additional training if apprentices ask them. As a result, too many apprentices are not aware of any opportunities for learning or personal development outside of their apprenticeship training.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have put in place appropriate policies, including a 'Prevent' duty risk assessment, to safeguard apprentices. Policies state reporting procedures clearly

and refer to relevant risks to learners, such as coercive control and peer-on-peer abuse. Leaders follow safe recruitment practices to ensure staff are suitable to work with young learners.

Apprentices have gained some understanding of the risks of radicalisation and extremism through training they have received at work. Staff provide basic online training for apprentices about 'Prevent' duty. However, tutors do not routinely revisit safeguarding topics. As a result, too many apprentices do not have a clear understanding of the dangers of radicalisation and extremism.

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

- Leaders should work more closely with employers to plan apprentices' training, and to ensure apprentices receive their entitlement to training time.
- Leaders should ensure tutors use effective strategies to help apprentices remember more of what they are taught.
- Leaders should ensure all tutors provide high-quality training and assessment across all curriculum areas.
- Leaders should develop a coherent offer of personal development for all apprentices.
- Leaders should ensure they have sufficient governance arrangements in place to provide effective challenge and scrutiny of the quality of education.

## Provider details

<b>Unique reference number</b>	2494996
<b>Address</b>	12a Newmarket Green London SE9 5ER
<b>Contact number</b>	020 3754 7019
<b>Website</b>	<a href="http://www.jag.training">www.jag.training</a>
<b>CEO</b>	Geraldine Julius
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the owner, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Rebecca Jennings, lead inspector

Her Majesty's Inspector

Jon Bowman

Her Majesty's Inspector

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