

Inspection of JC Training & Consultancy Ltd

Inspection dates:

18 to 21 October 2022

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

JC Training & Consultancy Ltd has been established since April 2016. They are a training provider based in Mansfield and offer apprenticeships in leadership and management, business improvement, quality, business, finance, retail, customer service, sales and marketing, education and quality improvement.

Apprentices are mainly taught in the workplace and follow a blended learning programme of online and in-person sessions. There are 84 apprentices, who are enrolled across 25 apprenticeships, from levels 2 to 7. The majority of apprentices are adults and are studying towards the level 4 improvement practitioner, level 3 learning and development practitioner or level 5 operations/departmental manager apprenticeship standards.

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

Apprentices benefit from monthly training that is either one-to-one or with small groups of people they work with. Tutors routinely use materials and case studies that link to apprentices' workplaces. This helps them to develop the knowledge, skills and behaviours they need to be successful. Most pass their apprenticeship.

Most apprentices' on- and off-the-job training is well planned. Employers, tutors and apprentices communicate frequently to ensure that apprentices have the opportunity to apply and practise what they learn. For example, level 4 sales executive apprentices go to work in marketing and apply sales techniques to a different context. A few level 5 operations/departmental manager apprentices do not receive enough off-the-job time. This puts pressure on them to study at home.

Tutors treat apprentices as professionals. They expect high standards of conduct and a willingness to learn. Apprentices rightly value this approach and almost always attend workshops and reviews. They take responsibility for their studies and commit to achieving their apprenticeship.

Apprentices feel safe at work and during training. They are confident in raising any concerns with their employer or their tutor. Very few have had any reason to do so.

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

Leaders work with a small number of employers who they know well. They use this knowledge to effectively structure each apprenticeship. For example, apprentices who manage projects as part of their role study this earlier than those who do not. This enables apprentices to quickly become effective team members.

Most trainers have relevant skills and experience. They understand apprentices' workplaces and contextualise the examples they use in workshops and reviews. This supports apprentices to apply the theories that they learn. For example, operations manager apprentices use Belbin's team theory to assess and support their teams more effectively.

Not all level 7 senior people professional tutors have the relevant qualifications and experience needed to teach the curriculum. This affects the quality of teaching, assessment and feedback that these very few apprentices receive.

Apprentices benefit from comprehensive monthly one-to-one review meetings with their tutors. Tutors check that apprentices understand key topics from workshops, help them to improve their work and set targets for the coming month. Employers also make meaningful contributions to the reviews. As a result, most apprentices are on track to complete their studies. If they fall behind, they quickly receive extra support that helps them to catch up.

Tutors provide apprentices with detailed feedback on their work. This helps apprentices to understand specific topics in more detail. A few tutors do not do enough to develop the written skills of higher level apprentices. For example, not all apprentices can reference their work correctly.

Leaders do not plan a broad enough personal development curriculum. Apprentices, particularly those who are under 18, do not learn enough about topics that would support their personal development. Tutors share ad-hoc updates on well-being and frequently check on the welfare of apprentices. Leaders have recently introduced a series of online personal development modules, but it is too soon for inspectors to judge the impact of this.

Apprentices are not always aware of what their career options are outside of their current employment. They talk to their tutors or line managers about their next steps, but this does not provide enough meaningful career guidance.

Most tutors benefit from a range of professional development. Leaders support tutors to complete teaching qualifications that develop their skills. Leaders prioritise training that enables tutors to better identify and support apprentices with additional learning needs. As a result, apprentices receive good support. Tutors make effective adjustments, such as providing extra time, use of coloured overlays and additional one-to-ones, which support the needs of apprentices well.

Leaders undertake an appropriate range of activities to monitor the quality of teaching, learning and assessment. Staff have bi-monthly lesson observations and monthly tutor review meetings. Using the outcomes of these meetings, leaders provide support and development that benefits most teachers. However, occasionally, leaders are not direct or swift enough to address the areas of concern they identify. For example, they are yet to ensure that the level 7 senior people professional apprentices have a high-quality learning experience.

Leaders appoint governors who have relevant experience to support and challenge them. Formal bi-annual meetings focus on the quality of education and result in clear actions that are followed up. Governors challenge leaders on their progress in key areas for improvement, such as their arrangements for additional learning support for apprentices. As a result, leaders focus on actions that will make a difference in learning for apprentices.

Safeguarding

The arrangements for safeguarding are effective.

Leaders set out effective safeguarding policies and procedures. They provide staff with useful guidance on how to report a safeguarding concern. The designated safeguarding lead and staff undertake appropriate training that they update annually.

Where safeguarding or welfare concerns are reported, actions are timely, detailed notes are taken and appropriate support is put into place for apprentices. Leaders are proactive with employers and make them aware of their responsibilities for safeguarding. On very rare occasions, employers do not demonstrate the appropriate commitment to the well-being of their apprentices. Leaders quickly stop working with these employers and support the apprentices involved well.

What does the provider need to do to improve?

- Leaders should ensure that all apprentices on the level 5 operations/departmental manager apprenticeship benefit from their off-the-job training time so they can make the same progress as their peers.
- Leaders should make sure that tutors who teach on the level 7 senior people professional apprenticeship have the relevant qualifications and experience to teach this course well.
- Tutors should receive training in how to develop the written skills of higher level apprentices, including referencing, so they are well prepared for their next steps.
- Leaders should ensure they set out a clear personal development curriculum, including careers guidance, to aid apprentices' broader development and help them to prepare for their next steps.

Provider details

Unique reference number	2626847
Address	Unit F10 Ransom Hall Southwell Road West Rainworth Mansfield NG21 0HJ
Contact number	07540285652
Website	www.jctrainingandconsultancy.com/
CEO	Jennifer Crook
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the CEO, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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

Emma Woods, lead inspector	His Majesty's Inspector
Angela Twelvetree	His Majesty's Inspector
Nikki Brady	His Majesty's Inspector
Jai Sharda	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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W: www.gov.uk/ofsted

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