

Inspection of JBC Skills Training Limited

Inspection dates:

14 to 17 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Adult learning programmes

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Good

Information about this provider

JBC Skills Training Ltd is an independent training provider, based in Coventry, West Midlands. It provides training for apprentices and adult learners in the information technology (IT) and digital sector. It has held its own direct contract for apprenticeships since 2013 and it has held a contract with the West Midlands Combined Authority for adult learners since 2020.

At the time of the inspection, there were 122 apprentices and 90 adult learners. Forty-eight apprentices were studying level 3 IT solutions technician, 36 were studying level 3 digital marketer, 24 were studying level 3 information communications technician, five were studying level 4 network engineer, five were studying level 3 software development technician, three were studying level 4 software developer and one was studying level 4 cyber security technologist.

Of the 90 adult learners, 69 were studying the level 2 information and communication technology (ICT) career builder programme and 21 were studying the level 3 ICT career builder programme.

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

Apprentices and learners are motivated to learn. They value the skills they are developing and the opportunity to gain a qualification. As a result, they are committed to their learning.

Most learners and apprentices gain a qualification by the end of their course. However, tutors do not use information about learners' and apprentices' previous learning and experience well enough to ensure that they build on what they already know and can do.

Learners and apprentices are not sufficiently prepared for their next stage of education, employment or training. Learners and apprentices do not receive careers education advice and guidance to inform them of the wider opportunities available once they complete their course. Too few adult learners gain employment or go on to further study after their course.

Learners and apprentices feel safe and are well supported by their tutors. Tutors provide useful information to learners and apprentices to develop their confidence and resilience and to keep themselves physically and mentally healthy. For example, adult learners receive sessions from mental health charity councillors. They have access to, and use the resources provided at this session. Apprentices discuss their well-being during progress reviews with their tutor and know where they can access support from external agencies if needed.

Apprentices do not develop an age-appropriate understanding of healthy relationships or a sufficient awareness of the risks in their local area in relation to radicalisation and extremism.

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

Leaders have put in place an appropriate curriculum strategy and rationale. They use their professional expertise in ICT and close contact with local and regional employers and stakeholders to select the curriculum. As a result, they offer courses that develop the knowledge, skills and behaviours that employers need.

Leaders and managers have not ensured that adult programmes are sequenced and taught in a coherent way. The amount of work learners are expected to complete in the time they have is too vast. Consequently, learners do not have the time they need to deepen their knowledge and develop their skills and fluency, particularly for more difficult aspects of the course; for example, when learning how to use computer software to draw diagrams or when creating a network plan.

On adult programmes, too often tutors try to cover too much in a short period of time. They are not able to swiftly identify and address learners' misconceptions during lessons. On level 3 ICT career builder, learners work independently through pre-recorded instructional videos and learning materials on key concepts. Tutors do

not sufficiently check learning at the time of the learning event. Too often, they review what learners understand and can remember after the learning event via tutorials and feedback on submitted assignments. Learners do not benefit from systematic, instant and direct feedback and discussion during their learning sessions to maximise their learning potential.

On apprenticeship programmes, tutors design and use activities to identify and address any misconceptions and to help apprentices remember what they have learned. Apprentices are able to consolidate this learning into long-term memory via the practice and application of skills in the work setting. For example, level 3 digital marketing apprentices apply learning on coding to set up websites and analyse and report user access. As a result, most apprentices build knowledge, acquire skills and can apply them fluently and independently.

Managers and tutors do not ensure that all learners and apprentices develop their mathematical and English skills. As a result, too few learners and apprentices address gaps in their mathematics and English skills to prepare them for their future goals and aspirations.

Tutors do not use the information they have on learners' and apprentices' prior learning and experience to tailor and plan their learning to meet their needs. Curriculum managers have added additional resources, such as vendor qualifications, to support them into work. However, tutors do not ensure that those who are most capable use the additional learning made available to them. Leaders and tutors are not certain that all learners and apprentices are making the substantial and sustained progress of which they are capable. As a result, learners and apprentices are not reaching their full potential.

Most adult learners gain their qualification by the end of their course. However, learners are not sufficiently prepared for their next stage of education or employment, and most do not move on to employment.

Most apprentices complete their apprenticeship and achieve their qualification. They learn relevant and useful skills which they can apply in their workplace and become more effective in their job roles. For example, level 3 IT solutions technician apprentices learn about general data protection regulation (GDPR) and understand the importance of keeping customer data secure and clearing data from devices after use.

Apprentices produce work of the required standard. This is valued by employers.

Tutors ensure that employers are involved in apprentices' reviews of progress. Most apprentices and employers find these reviews useful and informative. They allow the coordination of on- and off- the job training to be agreed so that apprentices receive the time they need to complete their studies and put into practice the knowledge and skills they have learned. For example, level 3 IT solutions technician apprentices learn about backups and disaster recovery. Tutors and employers coordinate this

learning so that apprentices can shadow their colleagues on relevant customer projects.

In too many instances, apprentices and their employers do not fully understand their responsibilities for the end-point assessment. As a result, employers are not well equipped to support apprentices in the workplace. Apprentices are not able to practise for their assessments to achieve their best.

Leaders do not ensure that learners and apprentices get the careers education information, advice and guidance they need. Apprentices are unclear of the wider roles and further education or training available to them. Adult learners receive teaching on employability skills, such as CV building and creating a personal statement. However, too few adult learners successfully progress into employment after their course.

Leaders consider staff's workload and are mindful of their well-being. Leaders place a focus on improving tutors' subject knowledge to enhance the teaching of the curriculum. Many tutors undertake specialised training in relation to current ICT practices. However, leaders do not ensure that all tutors undertake training to develop their craft of teaching.

Leaders and governors ensure that the provider meets its statutory responsibilities. They ensure that leaders take clear actions to nurture a culture of equality, diversity and inclusion, for example the hiring of a British Sign Language interpreter to ensure that any deaf learners can access the curriculum successfully.

Leaders do not ensure that those in governing roles have a sufficient understanding of the strengths and weaknesses of the provider. Governors focus primarily on the funding and compliance aspects of the apprenticeship and do not hold leaders sufficiently to account for the quality of education and training they provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have taken appropriate actions to ensure learner safety. The designated safeguarding lead (DSL) and deputy DSL are suitably trained and experienced to carry out their role. Appropriate policies and procedures are in place for the safe onboarding of staff. Staff undertake regular update training. Leaders use an appropriate system for safeguarding referrals, which are tracked and monitored through to resolution.

Leaders do not ensure that all tutors systematically teach learners and apprentices about life in modern Britain. Learners and apprentices receive information on the risks associated with radicalisation and extremism at the start of their course. However, they cannot recall this information with confidence. They do not receive guidance on how to keep themselves safe from localised risks. Apprentices do not

develop an age-appropriate understanding of healthy relationships for work and in their personal lives.

What does the provider need to do to improve?

- Leaders and tutors should ensure that all apprentices and learners develop an age-appropriate understanding of healthy relationships, for work and in their personal lives, and an awareness of the risks in their local area in relation to radicalisation and extremism.
- Leaders and tutors should ensure that they make use of information about learners' and apprentices' prior learning and experience to plan their learning so that they can develop substantial and sustained new knowledge, skills and behaviours and reach their full potential.
- Leaders and tutors should ensure that learners and apprentices receive impartial careers education advice and guidance so that they fully understand the wider opportunities available to them.
- Leaders should review the curriculum for adult learners to ensure that it prepares them for their next steps so that more learners progress into employment.
- Leaders should ensure that the adult learner curriculum is sequenced to allow the time learners need to grasp more difficult concepts, deepen their knowledge and develop fluency.
- Managers and tutors should ensure that all learners and apprentices systematically develop their proficiency in mathematics and English to address any gaps in their skills and to prepare them for their future goals and aspirations.
- Leaders should ensure that teachers use teaching methods and strategies to allow learners to receive systematic, instant and direct feedback and discussion to maximise their learning potential.
- Leaders and tutors should ensure that apprentices and their employers are aware of the requirements and their responsibilities for end-point assessment so that apprentices are supported to achieve their potential.
- Leaders should create regular opportunities for staff to develop their craft of teaching.
- Leaders should ensure that governors receive the information they need to be able to hold leaders to account for the quality of education that apprentices and learners receive.

Provider details

Unique reference number	59153
Address	Stoneleigh House 66–70 Earlsdon Street Coventry CV5 6EJ
Contact number	024 76715143
Website	https://jbctraining.co.uk/
Principal, CEO or equivalent	Dan Pearson
Provider type	Independent Learning Provider
Date of previous inspection	13 February 2018

Information about this inspection

The inspection team was assisted by the AEB, quality and safeguarding lead, 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

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