

# Inspection of JTL

Inspection dates:

1 to 4 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

JTL Training (JTL) was established in 1990 by the Electrical Contractor's Association and Unite the Union as a company limited by guarantee. It is a large national independent learning provider that specialises in teaching apprenticeships for the building services engineering sector. In addition to 11 of its own training centres, JTL works in partnership with 84 subcontractors and delivery partners.

At the time of the inspection, there were 9,439 apprentices undertaking level 2 and level 3 framework- and standards-based apprenticeships. Of these, 4,135 apprentices were under 19 and 5,304 were over 19. There were 8,039 apprentices studying the level 3 installation electrician and maintenance electrician (IEME) standard and 658 apprentices studying the level 3 plumbing and domestic heating technician standard. There were 134 apprentices studying level 2 plumbing and 128 apprentices studying level 3 electrotechnical frameworks.

JTL has smaller numbers of apprentices on a range of programmes at levels 2 and 3 in subjects including plumbing, heating and ventilation, engineering, property maintenance and building service.

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

Apprentices value the opportunity to study with a nationally recognised organisation. They know the training and support they receive from highly experienced industry specialists is good. They recognise that the knowledge and skills they learn through their training are highly sought after. Apprentices are keen to study more and make progress in their careers.

Apprentices understand the expectations for professional behaviour. They work well in their teams, follow instructions competently and complete work to a high standard. Apprentices develop important workplace behaviours that employers highly value.

Apprentices benefit from learning in well-equipped industry-standard classrooms and workshops. For example, level 3 gas engineering operative apprentices benefit from training in a specialist centre with suitable purpose-built resources. As a result, apprentices value and enjoy attending work and training.

Apprentices have positive attitudes to learning and work. They are committed to, and focused on, completing their apprenticeships. Their attendance at teaching sessions is good, and they are punctual. The vast majority are motivated and engage well in learning.

Apprentices know how to keep themselves safe while they are at work and in training. This is because staff create a strong culture of safety, care and support. They provide health and safety training specific to apprentices' job roles. For example, IEME apprentices know how to check appliances correctly, use suitable tools and wear suitable personal protective equipment. Engineering technician apprentices, who work in highly regulated nuclear industries, adhere to strict safety procedures.

Apprentices receive appropriate careers information, advice and guidance. Tutors explain potential career options so apprentices are aware of the steps they can take once they have completed their programmes. However, tutors do not provide comprehensive information about further educational opportunities so apprentices' understanding of these options is limited.

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

Since the previous inspection, leaders have had a good focus on maintaining and, where necessary, improving the quality of training apprentices receive. Following the impact of COVID-19, they focused well on re-engaging those apprentices whose training was disrupted due to the pandemic. They replanned their programmes so that apprentices receive the support they need to achieve their qualifications. They have created a positive culture of continuing professional development to support industry specialists to gain teaching qualifications. They improved their approach to

teaching functional skills in English and mathematics with a positive impact on pass rates, which are high.

Managers plan a curriculum that meets local, national and regional industry needs effectively. Since the previous inspection, leaders have had an increased focus on engaging with employers to develop a purposeful curriculum that meets current and emerging labour market trends. Apprentices develop highly sought-after skills that provide opportunities for them to gain sustained employment or promotion.

Managers and employers develop the curriculum collaboratively to shape the curriculum content. Discussions with sector representatives have led IEME managers to adapt their curriculum to include content on technological and product changes that affect the electrotechnical industry. Gas network operative managers have included content that is focused on developing apprentices' understanding of ground- and air-source heat pumps. Employers value the range of skills and knowledge that apprentices develop.

Managers plan the day- and block-release training effectively to fit in with employers' and apprentices' requirements. They make sure that the knowledge taught in training sessions aligns well with apprentices' work. Tutors are suitably qualified and have a broad range of industry experience and good technical skills. They use their expertise to help apprentices understand the link between theory and practical work. For example, electrotechnical apprentices study the scientific principles of electrical systems early on in their programmes. They then use this underpinning knowledge to learn how to carry out safe installation of single- and three-phase electrical systems.

Tutors are skilled at making sure apprentices understand and remember what they are taught. They give clear explanations, break complex information down into smaller components and explain mathematical content with precision. For example, electrotechnical tutors explain carefully how to apply a mathematical formula to calculate the cross-sectional area of electrical conductors.

Tutors use assessment effectively in classrooms and workshops. They use questioning, observations and quizzes well at the end of each period of training to check apprentices' understanding of the topics they have studied. They correct any misconceptions and identify gaps in apprentices' knowledge. Tutors provide useful feedback to apprentices to help them improve their knowledge of the components of their qualifications.

Tutors support learners with additional learning needs effectively. For example, they create helpful individualised plans to support apprentices who have neurodiverse needs. They identify the precise ways in which they can support learners, including providing assistive technologies and note-takers to support those with dyslexia. As a result, apprentices with additional learning needs achieve at least as well as their peers.

Tutors and workplace mentors align apprentices' on- and off-the-job learning well.

Apprentices shadow experienced colleagues and learn new skills through direct instruction and close supervision. At work, apprentices rapidly learn to apply their theoretical learning to practical work-based situations. Mentors provide on-the-job coaching to reinforce the new knowledge, skills and behaviours apprentices learn in their classroom training. For example, in class, electrotechnical apprentices learn how to calculate voltage and cable currents, and then they apply this knowledge when working on industrial sites.

Training officers do not routinely make sure that apprentices' line managers attend progress reviews. This means that line managers do not always have opportunities to provide feedback on apprentices' progress or set individualised targets for improvement. Too often, training officers do not review fully how apprentices develop and apply their knowledge, skills and behaviours. Additionally, training officers do not adequately assess apprentices' performance in the workplace. They do not have a secure enough overview of the extent to which apprentices apply new knowledge and skills in their jobs. This contributes to a small minority of apprentices not making good progress.

In most cases, apprentices are prepared well for their final assessments. This is because tutors provide them with practice activities such as multiple-choice questions, discussion scenarios and practical skills tasks. As a result, apprentices achieve their qualifications, with a third achieving high grades. However, plumbing and heating tutors are not always familiar with the expectations of the final assessment. They do not always train apprentices to use the correct test procedures that are expected in the final assessment.

A significant proportion of apprentices experienced disruption to their work and studies due to COVID-19. After the pandemic, staff did not re-engage these apprentices swiftly enough. As a result, too many apprentices on longer programmes have not completed their qualification by their planned end dates. Leaders have now significantly improved their tracking and monitoring of apprentices' progress. Apprentices now make good progress towards completing their qualifications.

Leaders have a good understanding of the quality of their subcontracted provision. They carry out effective monitoring activities to check the quality of apprentices' training, agree on actions for improvement and follow these up to check on progress. Apprentices taught by subcontractors achieve as least as well as apprentices who are taught directly by JTL tutors.

Leaders and managers have implemented a suitable shared delivery model with their subcontractors. They use subcontractors' industry knowledge and teaching expertise well to provide apprentices access to suitable teaching support on the knowledge content of their apprenticeships.

Apprentices have a good understanding of fundamental British values. They develop the skills and cultural awareness they need to work with diverse communities. For example, IEME apprentices understand how to adapt their communication when

speaking to clients from different backgrounds and show tolerance and respect for those with different beliefs.

Leaders and managers provide a suitable range of personal development opportunities for apprentices. For example, they teach apprentices about bullying and harassment, unconscious bias, sexual health and digital skills at the start of the course. Apprentices have opportunities to participate in regional and national skills competitions which increases their motivation.

Governors have good oversight of the provision. The board's trustees have a wide range of apprenticeship experience and significant industry expertise and influence. Leaders have recently expanded the responsibilities of the board to enhance its understanding of the quality of the provision. For example, trustees know the number of apprentices who are due to take their end-point assessment, and leaders provide reports regularly for discussion and analysis. As a result, trustees hold leaders to account effectively for their improvement actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers promote a culture of safeguarding. They have put in place an appropriate range of policies and procedures, including in relation to the 'Prevent' duty. Apprentices know who to report to should they have any concerns.

The deputy safeguarding leads and safeguarding officers are appropriately trained for their roles. Staff receive mandatory training during their induction period and refresh their knowledge at frequent intervals. Regional leads with safeguarding responsibilities meet weekly to discuss any concerns.

Those who are responsible for staff recruitment ensure that the staff they employ are suitable to work with their apprentices.

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

- Training officers must assess apprentices' workplace practice so that they have a secure understanding of how they use the knowledge, skills and behaviours they have learned in the workplace.
- Managers must make sure that apprentices receive quarterly progress reviews with their training officers and line managers so that all parties know the progress apprentices make and can pace them towards the timely completion of their qualifications.

## **Provider details**

<b>Unique reference number</b>	52804
<b>Address</b>	Stafford House 120/122 High Street Orpington BR6 0JS
<b>Contact number</b>	01689 884100
<b>Website</b>	<a href="http://jtltraining.com">jtltraining.com</a>
<b>Principal, CEO or equivalent</b>	Chris Claydon
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	21 to 24 November 2016
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the interim director of quality, 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

Andrea McMahon, lead inspector	His Majesty's Inspector
Paul Manning	His Majesty's Inspector
Claudia Harrison	His Majesty's Inspector
Rebecca Jennings	His Majesty's Inspector
Saher Nijabat	His Majesty's Inspector
Saskia Niderost	Ofsted Inspector
David Baber	Ofsted Inspector
Sarah Wilding	Ofsted Inspector
Andrew Scanlan	Ofsted Inspector
Martin Bennett	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023