

INSPECTION REPORT

Jobwise Training

27 May 2004



ADULT LEARNING
INSPECTORATE

JOBWISE TRAINING

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

Jobwise Training

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Jobwise Training (Jobwise) was established in 1982. It is a private company limited by guarantee and is owned by two partners. The company's training centre is located in the Barbican district of London and its learners are primarily recruited from the boroughs of central London.
2. Jobwise introduced a foundation modern apprenticeship programme in business administration in August 2002. During 2001-2003, the company also provided a level 2 national vocational qualification (NVQ) programme in call handling. Jobwise is also subcontracted by another provider to deliver an Entry to Employment (E2E) programme and provides other commercial training in business communication.
3. The training programme is managed by the director of training. A training centre manager has day-to-day responsibility for the programme and is supported by a quality assurance supervisor, three assessors and other administrative staff. Jobwise contracts for work-based learning with the London Central Learning and Skills Council.

SCOPE OF PROVISION

Business administration, management & professional

4. There are currently 37 foundation modern apprentices working towards a level 2 NVQ in business administration. All modern apprentices also study for key skills qualifications in application of number and communications and work towards the technical certificate element of the framework.
5. On-the-job training is given by employers, with the off-the-job training, mainly in preparation for the technical certificate and key skills, provided by Jobwise. All learners complete an induction to their programme that includes health and safety and equal opportunities. All learners complete an assessment of their literacy and numeracy skills. No learners have been identified as having a disability.
6. All the learners are in full- or part-time employment. Learners are visited every two to four weeks in the workplace for progress reviews, assessment and action-planning.

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	21
Number of staff interviews	14
Number of employer interviews	10
Number of locations/sites/learning centres visited	16

OVERALL JUDGEMENT

7. The quality of the provision is adequate to meet the reasonable needs of those receiving it. More specifically, the leadership and management of Jobwise, its approach to equality of opportunity and arrangements for quality assurance are satisfactory. Training in business administration is also satisfactory.

GRADES

grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Business administration, management & professional			3
Contributory areas:	Number of learners	Contributory grade	
<i>Business administration</i>			
- Work-based learning for young people	37	3	

KEY FINDINGS

Achievement and standards

8. **Learners make good progress and produce a good standard of work in their portfolios.** They have good communication skills and develop their computer and related administrative skills. Learners gain in confidence and become more professional in their dealings with the public. All of the evidence contained in learners' portfolios is from the workplace.

9. The number of retained learners has improved in 2003-04, with 88 per cent of learners still in learning, compared with 53 per cent of learners retained in 2002-03.

10. **Progress towards the modern apprenticeship framework achievement was slow for many learners in 2002-03.** Only 27 per cent of the learners completed the framework.

Quality of education and training

11. **Learners receive good support in the workplace.** Learners receive good individual coaching in the workplace and at the training centre. In some cases, employers have helped learners carry out activities outside their job roles to meet the requirements of the qualifications.

12. **Assessment practice is good.** Learners are encouraged to ask for assessment when they feel they are ready and a variety of assessment methods is used. Workplace observation and assessments generate a significant amount of valuable evidence for learners.

13. **Target-setting and action-planning are inadequate.** Individual learning plans are not sufficiently detailed and do not aid the review process. In some cases, employers and workplace supervisors are not sufficiently involved in the review process.

14. **The framework level is inappropriate for some learners.** Some learners have previous qualifications, experience and current job roles that would enable them to work towards a higher-level qualification.

Leadership and management

15. **Operational management in Jobwise is good.** The management structure has very clear lines of responsibility. Communication is highly effective. All training is supported by regularly monitored appropriate procedures. The training team discusses learners' progress and problems. The team has reviewed achievement for the previous year and has set itself challenging targets to improve framework completion.

16. **Monitoring of equality of opportunity is good.** Jobwise has recently produced a

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comprehensive action plan for equality of opportunity that identifies clear objectives. The demographic profile of recruited learners is closely monitored on a monthly basis by the management team. Employers are required to have an up-to-date equality of opportunity policy or to adopt the Jobwise policies, and learners' understanding is checked regularly.

17. **Effective use is made of feedback to make improvements.** Jobwise collects learners' views at various stages of their programme. Changes to the programmes have included improvements to the induction programme through the closer involvement of assessors, the introduction of a range of seminars on such topics as communication skills and time-management, and giving learners mid-course certificates when they have completed more than half of their units.

18. **Arrangements for internal verification are good.** Internal verification is rigorous and ensures that assessment decisions are consistent across Jobwise. Jobwise carries out a detailed risk assessment of the assessment team to identify the level of monitoring and sampling required. In addition to comparing portfolio evidence of different standards, assessors look at how assessment outcomes can be improved through the guidance they give to learners in identifying opportunities for assessment.

19. Management of resources is satisfactory. The staff handbook includes a good range of useful information and all new staff receive a basic induction. Jobwise runs its own work-shadowing scheme for new and newly promoted members of staff. Most staff are appropriately qualified. Resources are satisfactory. Training rooms are clean and tidy and include good and relevant displays.

20. Staff make satisfactory use of management information. Jobwise produces a wide range of reports to monitor the progress of its learners. Although Jobwise carries out many satisfaction surveys, the information is not sufficiently adequate to produce subsequent reports.

21. Support for the development of learners' literacy, numeracy and language skills is satisfactory. Jobwise maintains records of the additional support activities undertaken with learners in helping them achieve their key skills certificate.

22. Staff training in equality of opportunity and support for learners is satisfactory. Arrangements for dealing with complaints are effective. Detailed records are maintained of actions taken.

23. The training centre is accessible to people with mobility difficulties. However, no formal accessibility audit of the building has been carried out. Jobwise is currently in negotiation with the landlord of the property to progress this.

24. **Target-setting for staff is ineffective.** Many staff have not had an appraisal. Objectives set at appraisal are not specific or measurable and do not have an agreed timescale for review or completion.

25. **Some workplace supervisors and employers are not sufficiently involved in the programme.** Some supervisors have not attended the induction part of the programme and do not fully understand the framework. There is insufficient involvement of some supervisors in progress reviews and target-setting.

26. **The self-assessment process is inadequate.** There are no procedures for the self-assessment process and no review cycle. There is no formal consultation with learners, staff or employers. The self-assessment report is not sufficiently evaluative and the strengths and weaknesses identified in the report do not lead to clear judgements about the quality of the training. Inspectors found many strengths and weaknesses that had not been fully identified in the self-assessment report.

Leadership and management

Strengths

- good operational management
- good monitoring of equality of opportunity
- effective use of feedback to make improvements
- good arrangements for internal verification

Weaknesses

- ineffective target-setting for staff
- insufficient involvement of some supervisors and employers
- inadequate self-assessment process

Business administration, management & professional

Business administration

Strengths

- good standard of work in portfolios
- good support for learners in the workplace
- good assessment practice

Weaknesses

- slow progress in completing the foundation modern apprenticeship framework
- inadequate target-setting and action-planning
- inappropriate framework level for some learners

WHAT LEARNERS LIKE ABOUT JOBWISE TRAINING:

- getting a qualification while at work
- the information about the programme provided when they start
- receiving milestone certificates for completing units during the programme
- the friendly and regular contact from staff
- approachable and helpful assessors

WHAT LEARNERS THINK JOBWISE TRAINING COULD IMPROVE:

- the aspects of the programme which are not sufficiently demanding
- written comments from some assessors to indicate how you can improve
- learner attendance at off-the-job training

KEY CHALLENGES FOR JOBWISE TRAINING:

- improve learners' framework completion
- maintain progress in implementing improvements
- improve target-setting for learners and for staff
- improve the involvement of employers and workplace supervisors
- establish an effective process of annual self-assessment
- widen opportunities for study at a higher level

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good operational management
- good monitoring of equality of opportunity
- effective use of feedback to make improvements
- good arrangements for internal verification

Weaknesses

- ineffective target-setting for staff
- insufficient involvement of some supervisors and employers
- inadequate self-assessment process

27. Operational management in Jobwise is good. Since 2001, Jobwise has experienced a number of changes to its contracts for government-funded training. Following the introduction of the foundation modern apprenticeship programme in August 2002, Jobwise updated its operating policies, procedures and staffing to reflect the requirements of the new programme. The management structure has very clear lines of responsibility and communication is highly effective. For example, most staff work in small teams and communicate frequently with each other on a daily basis. Assessors discuss their work regularly and problems are generally solved quickly.

28. All training is supported by appropriate and regularly monitored procedures. The director of training works very closely with all the staff and monitors most operations daily. The training centre manager ensures that progress reviews are booked on a regular basis. Learners are enrolled promptly for external examinations and the manager makes sure that they know when and where to arrive to take the tests. Additionally, sampling for internal verification is planned well and monitored centrally. Team meetings are regular and all staff receive a copy of the minutes. The team discusses learners' progress and focuses on problems encountered by learners. The training team has reviewed achievement for the previous year and has set itself challenging targets to improve framework completion.

29. Management of resources is satisfactory. All staff have clear terms and conditions of employment. The staff handbook includes a good range of useful information and all new staff receive a basic induction. Training and development plans detail clearly the type and level of training undertaken by all staff. Recent examples include counselling, life coaching, health and safety, assessor and verifier awards, equality of opportunity and managing difficult behaviour. Jobwise runs its own work-shadowing scheme for new and newly promoted members of staff. Most staff are appropriately qualified. Resources to support learning are satisfactory. Training rooms are clean and tidy and include good

relevant displays.

30. Staff make satisfactory use of management information and produce a wide range of reports to monitor learners' progress. Reports include information on starts across all programmes, age, ethnicity and achievement. A number of informal monitoring systems have been introduced and have improved the management and frequency of progress reviews. Although Jobwise carries out many satisfaction surveys, it is difficult to provide meaningful quantitative reports based on the findings.

31. Support for the development of learners' literacy, numeracy and language skills is satisfactory. The support strategy includes the identification of learners' ability in literacy and numeracy through testing for both application of number and communication. Jobwise maintains records of the additional support activities undertaken with learners in helping them achieve their key skills certificate. Two learners have recently been provided with numeracy support.

32. Target-setting for staff is ineffective and many staff have not had an appraisal. Objectives set at appraisal are not specific or measurable and do not have an agreed timescale for review or completion. Many staff have new job roles, but there is no formal date set for reviews. The manager reviews progress against objectives, but it is not clear if the member of staff has achieved the objective as reviews do not always contain dates. Although staff are aware of the overall target for framework completion, staff do not have individual targets.

33. Some workplace supervisors and employers are not sufficiently involved in the programme. Some workplace supervisors have not attended the induction part of the programme and do not fully understand the framework. There is not enough involvement of some workplace supervisors in progress reviews and target-setting and some are not aware of how they can help learners achieve activities on their action plan. Many do not understand fully the progress already made by learners through the programme or the learners' intended completion date. Workplace supervisors do not always assist the learner in identifying additional, relevant training and other activities. Workplace supervisors do not receive the results of the literacy and numeracy tests.

Equality of opportunity

Contributory grade 3

34. Equality of opportunity is satisfactory. Jobwise has a comprehensive set of equal opportunities policies and procedures including a harassment and bullying policy, a disability statement and grievance and disciplinary procedures. The procedures are reviewed annually and have been recently revised to meet the requirements of the Disability Discrimination Act 1995, the Special Education Needs and Disability Act 2001, and the Race Relations (Amendment) Act 2000. The director of training is responsible for equality of opportunity in the organisation.

35. Monitoring of equality of opportunity is good. Jobwise recently produced a comprehensive action plan for equality of opportunity that identifies clear objectives. The demographic profile of recruited learners is monitored closely on a monthly basis by

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the management team. In 2002-03, 27 per cent of learners were from minority ethnic groups, matching the proportion in the local population. In 2003-04 the overall percentage of recruited learners, including the E2E programme subcontracted by another provider, is 37 per cent. However, the proportion of minority ethnic learners on modern apprenticeships has reduced slightly during this period. The demographic profile of Jobwise staff is monitored. Employers are required to have an up-to-date equal opportunities policy or to adopt the Jobwise policies. This is routinely checked during assessor visits. Learning materials are checked for cultural bias and equal opportunities forms are a standard part of learners' induction. There are further checks at progress reviews and written records maintained of learners' understanding. The formal written records focus on generic procedures. There is not enough emphasis at the review stage on exploring and recording learners' understanding of equality of opportunity in specific vocational contexts. Nonetheless, many learners demonstrate good practical application of equality of opportunity in the workplace through the professional standard of their dealings with the public.

36. The promotion of equality of opportunity is satisfactory. A revised short guide to equal opportunities has recently been distributed to learners and a follow-up learner questionnaire is currently being devised and will be distributed to learners mid-programme. Posters and photographs in training rooms and the marketing and publicity materials issued by Jobwise contain images that challenge existing stereotypes. The company logo has been redesigned to be less gender specific. Jobwise has undertaken two recent initiatives to promote the participation of under-represented groups in learning. In 2002-03, a level 2 NVQ programme in call handling was offered to learners with additional social needs. In 2003-04, Jobwise has provided weekly sessions in business communication for a small group of Year 10 and 11 school pupils from two local schools.

37. Staff training in equality of opportunity is satisfactory. A group session has been recently held on equality, diversity and social inclusion. New staff attend training sessions on dealing with challenging and disruptive behaviour and other sessions recently attended by individual staff members include dyslexia training and providing support for key skills. New materials have been distributed to staff and learners on culture and religion in the workplace. Individual staff job descriptions for staff do not contain specific reference to their responsibilities to promote equality of opportunity.

38. Learner support is satisfactory. Jobwise responds well to learners' personal circumstances. For example, some learners have suspended their studies because of personal difficulties or workplace demands and will resume their programmes at a later stage. Jobwise maintains contact with these learners during the intervening period. A learner who had lost her place of employment was given the opportunity to transfer on to the Jobwise E2E programme. In some cases, assessors have revised the timing of visits to take account of learners' religious observations. Arrangements for dealing with complaints are satisfactory. Records are maintained of actions taken.

39. The training centre is accessible to people with mobility difficulties. However, no formal accessibility audit of the building has been carried out. Jobwise is currently in

negotiation with the landlord of the property to ensure this takes place.

Quality assurance

Contributory grade 3

40. Arrangements for quality assurance at Jobwise are satisfactory overall. Effective use is made of feedback to make improvements. Jobwise collects learners' views on their training, after the induction period, at mid-programme, and on exit. Jobwise uses a range of methods to collect this information. In addition to the use of questionnaires, the quality assurance officer telephones learners to discuss their views. Learners also give their feedback after each training event. Employers give their views on the training in a similar way, but much greater use is made of regular telephone reviews.

41. Jobwise has made appropriate use of feedback to improve induction. Assessors are now directly responsible for the induction of new learners. Learners now receive better information about the programme and understand better their qualifications and framework. Following workplace supervisor and learner feedback, Jobwise now provides a range of seminars on topics such as communication skills and time management. The review procedures have been improved and cancellations by learners have reduced. New procedures have recently been introduced to include workplace supervisors when making appointments with learners to conduct progress reviews. Responding to the need to more clearly identify the progress made by learners, Jobwise now issues learners with mid-course certificates when they have completed more than half of the units. Jobwise uses the views of early leavers to make improvements. In addition to the changes in the induction programme, Jobwise is planning to introduce unit certification so that early leavers gain some accreditation for their time on the programme.

42. Arrangements for internal verification are good. The internal verification strategy is clear and comprehensive and is supported by a range of very good documents. Internal verification is rigorous and ensures that assessment decisions are consistent across Jobwise. The internal verifiers monitor assessments well, using a forward-planning tool to generate regular sampling plans at various stages throughout the assessment process. Feedback on assessment is clear and identifies well the strengths and weaknesses in the process. There are detailed guidelines on the observation of experienced assessors as well as for the observation of newly appointed and newly qualified staff. Jobwise carries out a detailed risk assessment of the assessment team to identify the level of monitoring and sampling required.

43. Standardisation meetings are held every two months. These meetings are well attended and there is much sharing of good practice. For example, at the assessors' meetings, the use of effective and innovative methods to collect and record evidence are shared. The team recently learnt how to use a digital tape recorder with an integrated digital camera to record interviews and learners performing work tasks. Internal verification documentation has already been updated to include this method of recording evidence. At the standardisation meetings, in addition to comparing portfolio evidence of different standards, assessors look at how assessment outcomes could be improved through the guidance they give to learners in identifying opportunities for assessment. The team has looked at how key skills evidence can be integrated with the

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evidence for the NVQ and have redesigned a number of assignments. These meetings have detailed minutes with clear action points. The team discusses the external verifier reports regularly and implements promptly the recommendations that have been made.

44. Quality assurance procedures are satisfactory. Jobwise has a range of policies and procedures for all parts of the programme. The quality assurance manager monitors these procedures regularly in accordance with the quality assurance plan. Examples include regular monitoring of learners' files, initial assessment arrangements and progress reviews. The manager notes outcomes and takes corrective action where necessary.

45. The self-assessment process is inadequate. There are no procedures for the self-assessment process and no review cycle. There is no formal consultation with learners, staff or employers. The self-assessment report is not sufficiently evaluative and the strengths and weaknesses identified in the report do not lead to clear judgements about the training. Inspectors identified many strengths and weaknesses that had not been fully identified in the self-assessment report. The self-assessment development plan does not refer to any of the findings of the self-assessment report. The actions identified do not contain any specific measurable outcomes.

AREAS OF LEARNING

Business administration, management & professional

Business administration, management & professional		3
Contributory areas:	Number of learners	Contributory grade
<i>Business administration</i> - Work-based learning for young people	37	3

Business administration

Strengths

- good standard of work in portfolios
- good support for learners in the workplace
- good assessment practice

Weaknesses

- slow progress in completing the foundation modern apprenticeship framework
- inadequate target-setting and action-planning
- inappropriate framework level for some learners

Achievement and standards

46. Learners make good progress and produce a good standard of work in their portfolios. Learners have good communication skills and develop well their computer and related administrative skills. Learners gain in confidence and become more professional in their dealings with the public. Since starting their programme, some learners have been given additional responsibilities for health and safety, for example, and others have been promoted.

47. Most employers are pleased with the range of work learners are able to carry out. One learner devised a finance spreadsheet that is being used by staff to forecast spending. Another learner working at a wine merchant has produced a comprehensive stock list of wines that has been distributed to buyers. A number of central London hotels have contacted the learner's employer to commend the new arrangements. All of the evidence contained in learners' portfolios is from the workplace. There are examples of good work-based projects, some of which are used effectively to develop the key skills in communication and application of number. In some portfolios there are insufficient witness testimonies to reflect the achievements of learners in the workplace.

48. The number of retained learners has improved in 2003-04, with 88 per cent of learners still in learning, compared with 53 per cent of learners retained in 2002-03.

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When the programme was first introduced in August 2002, some learners were inappropriately enrolled and 18 learners left the programme within the first eight weeks. Recruitment and induction procedures have been revised and are now satisfactory. Jobwise offered a level 2 NVQ programme in call handling during 2001-02 and 2002-03 and achievement rates were satisfactory.

49. In 2002-03, many learners made slow progress towards completing their framework. Only 27 per cent of the learners completed their framework. However, of the 72 learners who spent nine weeks or more on the programme, 25 achieved the framework. Thirty-nine learners achieved the level 2 NVQ in business administration, 31 achieved the technical certificate and 32 achieved key skills in application of number and communication. The progress and unit achievement of learners in the current year has improved. However, not all employers are aware of how they can help learners to gain accreditation. In some cases key skills and the technical certificate are not viewed as an integral part of the framework.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																
Foundation modern apprenticeships (FMA)																
	2003-04		2002-03													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	32		90													
Retained*	0		48	53												
Successfully completed	0		25	28												
Still in learning	28		9	10												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

LSC funded work-based learning																
NVQ Training																
	2002-03		2001-02													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	74		92													
Retained*	29		46	50												
Successfully completed	45		46	50												
Still in learning	0		0	0												

*retained learners are those who have stayed in learning for at least the planned duration of their training programmes, or have successfully completed their programme within the time allowed

Quality of education and training

50. There is good support for learners in the workplace. Learners receive good individual coaching from staff in the workplace and at the training centre to support work

for the technical certificates. Staff provide effective support and advice to all learners. Most learners' jobs include a good range of tasks to ensure their skills are developed. In some cases, employers have assisted learners in carrying out activities outside their job roles in order to meet the requirements of the qualifications. With support from their employers, some learners have undertaken additional training in such areas as specialist computer skills, time management and secretarial courses, as well as further training specifically related to their own job roles.

51. Assessment practice is good. All assessment is planned and recorded on a monthly review, feedback and action plan. Copies are held by the learner, workplace supervisor and provider. Learners are encouraged to ask for assessment when they feel they are ready and a variety of assessment methods is used. Workplace observation and assessments are carried out regularly and they generate a significant amount of good evidence for learners. There are good records of effective oral and written questioning used to confirm and reinforce learners' understanding of background knowledge. Assessment reports have become less descriptive and are more evaluative. The recent introduction of a digital camera and a portable dictation machine to record observations is further improving the collection and assessment of evidence.

52. The Jobwise verification process focuses on feedback to assessors about their choice and appropriateness of assessment methods. Internal verification is used effectively to train and develop assessors to ensure standardisation and improvement within the assessment practice. Internal verification is now highlighting where evidence can be cross-referenced with other elements within the qualification and with that of key skills. E-NVQ, where the learners' portfolio of evidence is generated by computer and submitted and assessed electronically, is being considered by the team as their next measure for improving the quality of the assessment process. In some cases, the authenticity of evidence is not confirmed with dates and signatures on witness testimonies and statements. Some assessments carried out by trainee assessors are not countersigned by qualified assessors.

53. Jobwise has a good, well-equipped training room. The training is relevant to current business technology and linked to learners' broader experiences at their employers. Learners can access some good learning resources to support their key skills work, but there are insufficient resources available to support their NVQ in business administration, such as current textbooks and business journals.

54. Arrangements to support learners' literacy, numeracy and language needs are satisfactory. All learners are given an initial assessment as part of their induction and additional support is provided where required. Two learners are currently receiving additional support in numeracy.

55. Target-setting and action-planning are inadequate. Individual learning plans are not sufficiently detailed and are not used to aid the review process. Progress reviews focus more on learners' ongoing work rather than their achievements. Learners and assessors agree the next set of activities at progress reviews, but there is not enough follow-up of the action plan at the next meeting. In some cases, there is insufficient involvement in

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the review process by the workplace supervisor or employer and review forms are signed without any discussion about how the learner can be helped with the action plan. Some workplace supervisors are not fully aware of the requirements of the framework or how they can help learners to complete the framework within a reasonable timescale.

56. The framework is at an inappropriate level for some learners. Some learners have previous qualifications, experience and current job roles that would enable them to work towards a higher-level qualification. In some cases, previous qualifications are not being acknowledged and learners are being entered for key skills and the technical certificate at a level below the level of qualifications they already hold. Workplace supervisors and employers are not sufficiently involved at induction to select the most appropriate programme for individual learners. Not enough enhancements are offered within the programme and employers are not asked about the most appropriate options for their learners. Jobwise provides information and advice about progression to advanced modern apprenticeships and advises learners of other local providers.

Leadership and management

57. The foundation modern apprenticeship in business administration has been operational for less than two years. There have been a number of changes in personnel during this time that have impacted on the implementation of the new programme, particularly during the early stages. However, management has ensured that staff have the necessary skills and experience to meet learners' requirements.

58. Strategies for verification and assessment are good. Staff development for business administration assessors is satisfactory. Unqualified assessors and verifiers are working towards the necessary qualifications with an external provider. It is planned that staff with the old assessor qualifications will undertake training in order to comply with the new assessor and verifier standards.