

INSPECTION REPORT

Jigsaw Training

17 March 2006



ADULT LEARNING
INSPECTORATE

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 aged 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
- adult information, advice and guidance services (**nextstep**).

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.

Pre-inspection analysis

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

INSPECTION REPORT

Jigsaw Training

Contents

Summary

Description of the provider	1
Overall effectiveness	1
Key challenges for Jigsaw Training	1
Grades	2
About the inspection	2
Key Findings	2

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Jigsaw Training (Jigsaw) is a private training provider based in Preston with centres in Middlesbrough and central London. Jigsaw is new to Learning and Skills Council (LSC) -funded training, and this makes up a relatively small part of its training activities, most of which are provided for commercial clients across the UK.
2. Fifty-one learners completed a security training programme in 2005 as part of an employer training pilot (ETP) scheme. The current ETP programme has three learners, although more are to join shortly. At the time of the inspection, learners were training for a national vocational qualification (NVQ) at level 2 in providing security services, with one employer in south Cumbria.
3. Assessors visit learners at work. Administration services and management support are provided by Jigsaw's staff in Preston.

OVERALL EFFECTIVENESS

Grade 3

4. **The overall effectiveness of the provision is satisfactory.** Leadership and management, quality improvement and the provision in health, public services and care are satisfactory. The approach to equality of opportunity is inadequate.
5. **The inspection team was broadly confident in the reliability of the self-assessment process.** Jigsaw completed its first self-assessment report in February 2006. The staff team was involved in the process. The report is critical, clearly written and suitable for this type of provision. It identifies appropriate strengths and weaknesses. Inspectors graded leadership and management and quality improvement higher than Jigsaw had done, and agreed with the other grades awarded.
6. **The provider has demonstrated that it is in a good position to make improvements.** Jigsaw had resolved many of the weaknesses identified in the self-assessment report by the time of the inspection. Jigsaw staff have a very positive attitude and a strong commitment to quality improvement. The development plan is well set out and covers most of the areas that require improvement.

KEY CHALLENGES FOR JIGSAW TRAINING:

- sustain high levels of qualification achievement
- implement appropriate policies and practices in support of learning
- continue to improve the learners' experience
- further develop partnership working with employers
- actively promote equality and diversity
- implement the skills for life strategy

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate

Grades awarded at inspection

Leadership and management		3
Contributory grades:		
Equality of opportunity		4
Quality improvement		3

Health, public services and care			3
Contributory areas:	Number of learners	Contributory grade	
Security		3	
Employer training pilot	3	3	

ABOUT THE INSPECTION

7. The inspection was carried out under the structure agreed for inspecting small providers.

Number of inspectors	2
Number of inspection days	4
Number of learners interviewed	2
Number of staff interviewed	4
Number of employers interviewed	2
Number of locations/sites/learning centres visited	2
Number of partners/external agencies interviewed	1
Number of visits	1

KEY FINDINGS

Achievements and standards

8. **Jigsaw achieved very good retention and achievement rates** for the ETP programme in 2005. Fifty-one learners took part in level 2 programmes in security services. All of them were retained and achieved the qualification.

The quality of provision

9. **Jigsaw's approach to monitoring learners' progress is good.** It makes very effective use of a customised internal system and database which provides accurate and up-to-date progress records that are used by staff and learners. Individual learners' progress is regularly recorded and monitored. Managers see accurate summary reports on learners' progress and are able to review programme performance with staff. The system contributes to quality assurance and internal verification and is capable of comparing specific groups of learners or locations.

10. Employers can also access the information through Jigsaw's website, allowing them to monitor the progress of groups of their employees. Learners have a clear summary of all the NVQ requirements at the front of their portfolio, and use this effectively as a progress record. Assessors and learners can quickly identify progress made or identify gaps in training, experience or evidence.

11. **There is insufficient planning or reviewing of individual learning.** Staff do not draw up formal individual learning plans at the start of training, although they do carry out a training needs analysis and an initial assessment of learners' vocational skills and experience. They discuss with employers the arrangements for training, the opportunities for learners to gain relevant experience, and the learners' additional support needs. Employers do not take part in formal individual reviews of learners' progress. Information is shared with them informally but no records are kept. The current learners are not being unduly affected by the lack of learning plans or reviews, as they are experienced and competent workers who are effectively supervised by their employers. Short-term target-setting and assessment planning are satisfactory, and learners' progress through their qualification is regularly reviewed with them at assessment visits.

12. **The arrangements for initial assessment and support for literacy, numeracy and language are weak.** In 2005, all LSC-funded learners took an initial assessment test to identify their literacy and numeracy levels. The results were held on file but were not used to draw up individual learning plans or to highlight any learning support needs. The current learners have had no formal initial assessment of their literacy, numeracy or language needs. Jigsaw does not have staff with the skills to properly assess or support additional learning needs. Jigsaw has recognised that learners with additional needs should be assessed by and referred to specialist agencies in the future, but arrangements are not yet formally in place.

Leadership and management

13. Leadership and management and quality improvement are satisfactory overall.

14. **Managers have had a very positive effect on Jigsaw's approach to the ETP.** They have made significant improvements to the training and assessment arrangements in the recent past. The arrangements for recording assessments have been made more rigorous. The introduction of internal verification policies and procedures have contributed to improved assessment. The team structure and leadership of the assessment team has been changed and is working effectively. Additional staff with appropriate expertise have been recruited to strengthen assessment and internal verification. Progress monitoring and the use of data have been reorganised and are

JIGSAW TRAINING

good. Training administration and record-keeping procedures have been reviewed and are effective. However, it is too early to measure the full effect of these actions on the learners' experience and achievements.

15. The staff team and managers demonstrate a **strong commitment to quality improvement**. The managers have established a clear priority for quality improvement which is articulated as part of the company's values. All staff are involved in quality improvement and the sharing of good practice. The quality assurance function and internal verification have been strengthened and an effective internal audit process has contributed to better recording and administration of training. Evaluation and analysis of learners' feedback is used effectively. However, staff do not systematically collect measurable feedback from employers, although general communication with employers is effective.

16. Self-assessment is effective and the development plan is constructed well. The staff team was involved in the production of the self-assessment report. This is critical and identifies some significant weaknesses, which have been looked at.

17. **Some aspects of Jigsaw's management of training are unsatisfactory**. The policies and procedures are not all adequately specified or operating to standard. There are no policies or procedures for individual learning plans or learners' progress reviews. The staff development policy is out of date. Some assessors are not yet qualified, although they are experienced and are working competently under supervision. The timetable for staff appraisals and performance reviews has not been met and is out of date. There is no formal quality assurance policy, and few measurable objectives are used to judge improvements. Literacy, numeracy and language support has been implemented slowly and is not covered by a clear policy. Team meetings do not result in any clear specification of actions or measurable objectives.

18. There has been **insufficient promotion of equality and diversity**, despite this being a prominent part of the company's values. There is no strategy or plan, and the monitoring that is done serves little purpose. There has been no staff training in equality and diversity, and that provided for learners does not specifically cover equality and diversity in relation to their jobs. Nothing is done to encourage employers to promote equality and diversity. Although Jigsaw has stated its intent to publicise and promote equality and diversity, nothing has yet been done to achieve this goal.

Leadership and management

Strengths

- positive effect of leadership and management
- strong commitment to quality improvement

Weaknesses

- some unsatisfactory aspects of management of training
- insufficient promotion of equality and diversity

Health, public services and care

Security

Strengths

- very good achievement levels and retention rates
- good system for monitoring learners' progress

Weaknesses

- insufficient individual planning and reviewing of learning
- weak arrangements for literacy and numeracy training