

MONITORING VISIT: MAIN FINDINGS

Name of Provider: Jigsaw Training
Date of visit: 13 March 2008

Context

This monitoring visit follows the inspection in March 2006, at which Jigsaw Training (Jigsaw) was graded as satisfactory for leadership and management, and for its arrangements for quality improvement. Equality of opportunity was unsatisfactory. Provision was judged to be satisfactory in health, public services and care. Jigsaw has not had any publicly funded learners for over 12 months until November 2007 so judgements can only be made on the basis of work in the last four months.

At the previous inspection, Jigsaw Training held a contract with the Lancashire Learning and Skills Council (LSC) to provide Employer Training Pilot provision in the form of level 2 national vocational qualifications (NVQs) in security. This contract ended in 2006 and Jigsaw has only had Train to Gain funded learners since November 2007. Most of the current 150 learners are on NVQ level 2 in security or the new level 2 Security Practitioner Qualification. Jigsaw also has over 200 privately funded learners.

Jigsaw is also a subcontractor with three large national security companies to provide different levels of training and assessment services in security qualifications to a total target group of over 70,000. This provision starts later in 2008 for 500 learners per security company per year in locations all over the United Kingdom.

Achievement and standards

Success rates were high at the previous inspection, have they been maintained?	Strength maintained
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In 2005/06, the last full year of the Employer Training Pilots contract, success rates were still high at 77%. There were no LSC funded learners until the current contract started in November 2007. Currently 150 learners are enrolled and are making good progress; three have already successfully completed their qualification. Standards of work are satisfactory with sufficient detailed evidence in the available portfolios.

Quality of provision

At the previous inspection the individual planning and reviewing of learners progress was unsatisfactory; how have Jigsaw addressed this?	Reasonable progress
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Learners make good progress. Effective processes are in place to monitor the quality of learner and assessor performance. The quality manager tracks and monitors the progress of individual learners and monthly reports are sent to all employers to keep them informed of progress. Direct access to learner progress through the provider website is also available and is increasingly being used by employers regionally. Detailed internal verification reports provide assessors with useful feedback about the quality of their work and areas for improvement. Monthly standardisation meetings are used well to improve assessment, provide professional updating and to bring about change. However, outcomes of internal verification reports are insufficiently used in the quarterly individual performance reviews.

Learners now have individual learning plans but the ones currently used are too generic and contain insufficient detail about individual learners. Targets are generic and lack specific timescales and the plans are not always used at review meetings. Personal development plans are not routinely completed and there is little evidence of learners identifying specific training needs. Jigsaw staff have already identified this and plans are in place to introduce new learning plans from April 2008.

Reviews are now much more frequent and meet the needs of each learner. Some learners have reviews during their two weekly assessment visit. Employers at regional and national levels are actively engaged in all aspects of the programme however, for many learners the involvement by employers in their reviews remains limited. The provider is aware of this and is currently reviewing their processes and procedures to ensure better employer engagement.

How effective are the arrangements to support literacy and numeracy needs of learners?	Reasonable progress
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Jigsaw has a well developed skills for life strategy. All learners have an assessment of their skills for life and where necessary a dyslexia assessment. Jigsaw has a contract with an external agency to provide support for skills for life and dyslexia. Support is tailored to individuals and can be in the workplace, using computers or in small groups away from the workplace. Learners with significant support needs can delay their start on the security programme until they have developed their literacy skills. It is too soon to judge the effectiveness of the strategy; however, Jigsaw is already amending some of the documentation, for example the initial dyslexia assessment, as many of the questions use negative terminology.

Jigsaw has no process in place to monitor the effectiveness of the skills for life provision.

Leadership and management

How well does Jigsaw promote equality of opportunity?	Insufficient progress
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Jigsaw has a strong focus on the needs and welfare of learners. Arrangements for monitoring the health and safety of learners and resolving issues are very good. Jigsaw staff work well with employers to resolve problems with the personal safety of some learners in their workplace.

Assessments are arranged to meet the working patterns of learners including weekends and nights. The recent implementation of the skills for life strategy tailors support specifically to individual learners.

Equality and diversity is covered at induction through the learner handbook, but is not reinforced at reviews or assessments. Currently Jigsaw has no bullying and harassment policy for learners. Plans are in place to introduce one in the near future.

The equal opportunities policy lacks sufficient detail focusing on the provider's responsibility to employers, and failing to cover the rights of learners. The disability discrimination act is not included in the policy, and the policy is undated. No resulting action plan or targets to measure the impact of the policy are in place.

Self-assessment and improvement planning

How effective are self-assessment and the arrangements for quality improvement?	Reasonable progress
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The directors and staff have a very good strategic approach to developing the company to meet the significant increase in learner numbers. Clear, detailed plans are in place to restructure the company, develop skills for life and to improve the progress of learners from induction to successful completion. However, it is too early in the development of the provision to assess impact on learners and quality of provision.

Quality assurance arrangements are good with close monitoring of the learners experience through skills coaches, assessors and internal verifiers. For example, assessors observe the skills coaches delivering induction and training to ensure the quality of delivery. Managers collect and analyse copies of assessment documentation and reviews and take appropriate action, which may involve mentoring or further training. However, no clear overall system is in place to identify and monitor the quality of teaching and learning for all aspects of a learners' experience with Jigsaw.

The current self-assessment process is not central to Jigsaw's strong commitment to quality improvement. It is simplistic and does not review the quality of the provision

against all aspects of the *Common Inspection Framework*. It does not include the views of staff, learners and employers.

The development plan effectively identifies some of the key issues relevant to the plans for expansion in next 12 months but does not fully refer to areas for improvement in the self-assessment report.

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