

Jobwise Training

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Business, administration and law

Provision delivered under subcontracting arrangements, including entry to employment and New Deal, was not part of this inspection as it was included in the main contractors inspections.

Description of the provider

1. Jobwise Training (Jobwise) is a private limited company established in 1979. The company's training centre is based in the Barbican area of London. Jobwise contracts with the LSC to provide training in customer service, business administration and carry and deliver goods to businesses across the Greater London area. Jobwise has provided carry and deliver goods as a programme led apprenticeship and plans are in place to deliver this national vocational qualification (NVQ) to employers through Train to Gain. However, no learners were on this programme at the time of the inspection. Programme-led apprenticeships are also provided to learners who progress from the Entry to Employment (E2E) programme. The E2E programme is delivered under subcontracting arrangements to learners with Springboard Islington Trust. Jobwise operates as a subcontractor to two London regional New Deal prime contractors, Skills Training and Careers Development Group, delivering courier training to unemployed adults.
2. Jobwise is managed by two directors and has 15 full-time staff and two consultants who work with Jobwise on a regular basis. Most learners are from the Greater London area. At the time of the inspection there were 45 apprentices, 29 advanced apprenticeships, and one Train to Gain learner. Of these learners, 38% are adult apprentices, 47% were from minority ethnic groups and 23% were male.

Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Good: Grade 2
Achievement and standards	Good: Grade 2
Quality of provision	Good: Grade 2
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Business, administration and law	Good: Grade 2
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Overall judgement

Effectiveness of provision

Good: Grade 2

3. Overall effectiveness of provision is good. Achievement and standards are good. Quality of provision, including teaching and learning, and arrangements for meeting the needs and interest of learners, are good. Provision in business administration and law is good. Leadership and management are satisfactory as is the promotion of equality of opportunity.

Capacity to improve

Good: Grade 2

4. Capacity to improve is good. Steps taken to improve provision since it was last inspected have led to significant improvements in overall and timely success rates. Jobwise has maintained many of the strengths and rectified most of the weaknesses identified at the previous inspection. The quality of provision for business administration has improved from satisfactory at the previous inspection to good. The recent appointment of an apprenticeship manager and more assessors ensures there are now sufficient staff to support the growing number of learners.
5. The self-assessment process is good. Jobwise makes good use of learner and employer views obtained through regular surveys. It consults appropriately with staff. Data is analysed and used well to identify trends and areas for improvement. The self-assessment report is well written and covers all activities and key questions in the common inspection framework. The current report accurately identifies the strengths and areas for improvement. Inspectors agreed with the grades given in the report.

Key strengths

- Significantly improved success rates
- Very good achievement by programme led apprentices
- Good development of occupational and personal skills
- Good assessment practice
- Good use of data and management information

Key areas for improvement

- Insufficient promotion of equal opportunities
- Incomplete development and implementation of systems and procedures

Main findings

Achievement and standards

Good: Grade 2

6. Significant improvements have been made in success rates. In particular, overall framework success rates for apprentices in business administration have improved from 58% in 2005/06 to 84% to date in 2007/08. Framework success rates for carry and deliver goods apprentices are similarly high. Timely success rates for all apprenticeships have improved from 27% in 2005/06 to 68% to date in 2007/08. Most learners pass their key skill and technical certificate tests at the first attempt. In 2005/06 there was a 20 percentage point difference in the success rates for learners from minority ethnic groups and white learners. Appropriate actions have ensured there was no difference in the success rates for these two groups in 2007/08. Success rates for all types of learner are at or above the national rates for each programme.
7. Success rates for learners who have progressed from an Entry to Employment programme to a programme led apprenticeship in administration are very good, and consistently high at 85% in 2006/07 and 88% in the current year. The number of learners progressing to these apprenticeships grew from 13 in 2006/07 to 26 in 2007/08. Over half of these learners have gained full-time employment with the employer that provided their work placement.
8. The standard of learners work is good. Learners develop good commercial skills in the workplace. This is recognised by employers who comment favourably on learners' increased skill levels in areas such as telephone techniques, listening skills, problem-solving and communication. Learners also develop their personal skills, are more confident in their job roles and work more effectively with colleagues. Adult learners in particular are highly motivated to achieve all parts of the framework. They work enthusiastically to complete their tasks, and often exceed the requirements of the programme. Learners develop increased appreciation of the wider implications of their job role and how it affects the organisation as a whole.

Quality of provision

Good: Grade 2

9. Assessment practices are good. In the last year, Jobwise has increased the number of assessors, reduced the caseloads for assessors and increased the frequency and duration of visits to learners in the workplace. Assessors visit learners as often as required, and in some cases weekly. Assessment is well planned, structured and very focused on learners' needs. Assessors tailor assessment methods appropriately to meet the needs of individual learners, for example, using digital recorders if learners find it difficult to produce written evidence. The action plans developed after each visit are detailed and helpful. Portfolios are well organised and professionally presented. Assessors have very good working relationships with learners. They are approachable and provide helpful programme and personal advice. Assessors use email and mobile phones to communicate well with learners between visits.

10. Jobwise does not provide formal off-the-job training sessions. However, assessors are experienced in using coaching and mentoring skills to develop learners' knowledge and understanding. All learners are given the opportunity to undertake online training courses to gain additional qualifications, although take up has been slow. Some employers provide good, relevant, job specific training programmes for their learners. One employer has made special provision for a learner to gain experience in another sector of the business to widen the learner's understanding. Employers are generally supportive and interested in learners' progress. They receive email updates after every visit. The review process is generally satisfactory. However, there is insufficient clarity and difference between the regular assessment planning visit and a visit to review progress. This is recognised in the self-assessment report.
11. Provision for literacy and numeracy is satisfactory. Jobwise employs a specialist key skills trainer to provide training and support as required, either in the workplace or in the training centre. Learners with additional learning needs are offered appropriate additional help by assessors or the key skills trainer. An external company specialising in dyslexia support is used when required. Resources are satisfactory. Assessors are equipped with laptops which learners use to take key skills and technical certificate training and tests. However, there are few resources such as text and reference books, handouts, or computer discs to help learners to explore the wider context of business administration topics and to develop independent learning skills.
12. Jobwise has responded well to local circumstances and employers. It has developed specific programmes such as courier training to meet local needs. Additional courses such as first aid and sales are being added to the frameworks to provide employers with the training they require. Many learners make good progress in their jobs. Several learners have progressed from entry to employment to level 2 and from level 2 to level 3 qualifications. The range of programmes is suitable to meet the needs and interests of learners. Several learners complete key skills at a higher level than required. However, in some cases insufficient account is taken of learners' prior learning and experience.

Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

13. Leadership and management are satisfactory. Jobwise make good use of data and management information. Managers pay careful attention to learners' progress. They monitor closely the performance of different groups of learners. Any variations are brought to the attention of assessors and action taken. For example, low success rates for minority ethnic groups were carefully investigated. Analysis showed many minority ethnic learners were with one particular employer. These learners were given extra help to enable them to progress. A risk assessment process has been established for employers. Jobwise does not work with employers that fail this risk assessment. Managers carry out a monthly review of visits to learners and monitor the work of assessors closely. Cancelled appointments are followed up and all learners who exceed their expected end date are carefully reviewed. The director of training intervenes when learners are at risk of leaving the programme because they have joined another employer.

14. Unforeseen delays in appointing a new management team have required directors to focus on operational details rather than a high level strategic overview. The current business plan has a clear operational objectives but does not have a clear strategic direction. Most objectives set for 2006–2009 have been achieved. Learner success rates are regularly scrutinised and reviewed although there is insufficient routine review of other indicators to evaluate the overall performance of the business.
15. Equality of opportunity is satisfactory. Jobwise training closely monitors the performance of different groups of learners, employers and assessors. Variations are carefully analysed and appropriate action taken. Sales and marketing activities are used well to attract learners from under-represented groups. Staff and learners reflect local area profiles in terms of gender, ethnicity and disability.
16. There is insufficient promotion of equality of opportunity. Learners are aware of their rights and responsibilities and complaints are resolved quickly. Jobwise checks employers' equality and diversity policies and procedures, but this is informal. Staff and learners have not received sufficient formal training and development to ensure they are aware of recent changes in legislation. Training is now scheduled and Jobwise is awaiting the results of a survey to check staff understanding of the new gender legislation. Current policies and procedures do not fully reflect recent changes in legislation. An equal opportunities officer has recently been appointed to update the policies and develop equality schemes and action plans.
17. The procedures for safeguarding learners do not meet government requirements. Vetting procedures are in place and Jobwise is awaiting the CRB checks for recently appointed assessors. A central single record is being developed. There is a designated member of staff responsible for child or adult protection issues. However, they have not yet received specific training in safeguarding.
18. Many of Jobwise' management systems, process and procedures are not fully developed or implemented. This is identified in the self-assessment report. A new quality manual is being developed with support from a consultant. There are regular informal audits and observations of assessments. However, observations of inductions and progress reviews are not routinely conducted. Although procedures have been changed and improved, they are not yet fully implemented, documented and controlled. There are no systems to control different versions of documents. Staff meetings have been infrequent and often very general. Insufficient focus has been given to ensure assessors are interpreting the qualification standards consistently and fairly. A staff meeting schedule has been agreed for the next eighteen months. There is no central system for monitoring the occupational competency and continuing professional development of staff. The staff handbook and induction process is not yet fully developed.

What learners like:

- ‘Jobwise are fantastic as they work around me, are helpful and respectful to our needs’
- Assessors are very professional and keep agreed appointments
- ‘The course has enabled me to expand my knowledge’
- ‘I like being visited frequently’
- ‘My assessor has been helpful in respect of my personal situation’
- ‘I can talk to my assessor about absolutely anything’
- ‘It’s been such a nice experience I would recommend Jobwise to anybody and everybody’

What learners think could improve:

- ‘Some of the content is unchallenging’
- ‘Too many phone calls about questionnaires which is very irritating’
- ‘I would like to work with other learners occasionally’
- ‘More time during working hours to complete qualification’
- ‘Run the course for a little longer’

Annex

Learners' achievements

Table 1

Success rates on **work-based learning apprenticeship programmes** managed by the provider/college **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	7	57%	48%	43%	34%
		timely	12	17%	31%	8%	22%
	05-06	overall	45	60%	53%	56%	44%
		timely	42	24%	34%	21%	27%
	06-07	overall	27	63%	64%	63%	58%
		timely	29	28%	43%	24%	37%
Apprenticeships	04-05	overall	94	63%	51%	44%	39%
		timely	116	50%	29%	34%	22%
	05-06	overall	153	63%	58%	48%	52%
		timely	134	39%	38%	29%	34%
	06-07	overall	121	69%	65%	69%	61%
		timely	136	43%	47%	42%	44%

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College/provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Table 2

Success rates on **work-based learning Train to Gain programmes** managed by the provider/college **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider/college NVQ rate**
Train to Gain ***	2006/07	overall	18	89%
		timely	15	79%
	2007/08 (6 months)	overall	27	63%
		timely	15	48%

Note: 2007/08 data is 'part year' only and is representative of the first 6 months or greater of the LSC contract year

* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned

** College/provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

*** Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'