

Jarvis Training Management Ltd

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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:

- Health, public services and care
- Retail and commercial enterprise
- Education and training
- Preparation for life and work
- Business, administration and law

Description of the provider

1. Jarvis Training Management Limited (JTM) is a wholly owned subsidiary of Jarvis Plc Group and provides training services to the rest of the group.
2. From 1999 to 2003 JTM was involved in one of the largest New Deal training and employment programmes in England. This was based in Liverpool and included a successful rail and facilities management initiative through which many local unemployed people entered well paid employment.
3. In 2003, JTM signed its first contract with the LSC's National Employers Service on behalf of the Jarvis Group and for the first 18 months the Group's training focused on adults aged 25 or above. In 2005, JTM began work-based learning programmes across a number of occupational skill areas.
4. JTM now offers apprenticeships and NVQs in the following subject sector areas: children's care learning and development NVQ at Levels 2 and 3 and apprenticeship programmes; cleaning and support services apprenticeship programmes and NVQ Level 2; food and drink services NVQ Level 2; teaching assistants apprenticeship programmes and NVQ Levels 2 and 3; skills for life literacy Level 2 and numeracy Level 2 and business administration apprenticeship programmes and NVQ Levels 2 and 3.
5. The management team at JTM consists of the managing director, supported by a team of two senior managers and eight middle managers, who are responsible for the day to day management of the programmes. Twenty-nine members of staff are responsible for training and assessment of learners. A further nine members of staff are available on a flexible basis.
6. The percentage of pupils gaining five GCSE at A* to C including English and mathematics in the Northwest was 52% compared with a national average of 57%.

Summary of grades awarded

Effectiveness of provision		Satisfactory: Grade 3
Work-based learning	Contributory grade:	Satisfactory: Grade 3
Train to Gain	Contributory grade:	Satisfactory: Grade 3
Capacity to improve		Satisfactory: Grade 3
Achievement and standards		Satisfactory: Grade 3
Work-based learning	Contributory grade:	Satisfactory: Grade 3
Train to Gain	Contributory grade:	Satisfactory: Grade 3
Quality of provision		Satisfactory: Grade 3
Work-based learning	Contributory grade:	Satisfactory: Grade 3
Train to Gain	Contributory grade:	Satisfactory: Grade 3
Leadership and management		Satisfactory: Grade 3
Work-based learning	Contributory grade:	Satisfactory: Grade 3
Train to Gain	Contributory grade:	Satisfactory: Grade 3
Equality of opportunity		Contributory grade: Satisfactory: Grade 3

Sector subject areas

Health, public services and care	Satisfactory: Grade 3
Retail and commercial enterprise	Good: Grade 2
Education and training	Good: Grade 2
Preparation for life and work	Satisfactory: Grade 3
Business, administration and law	Inadequate: Grade 4

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

**Work-based learning
Train to Gain**

Contributory grade: Satisfactory: Grade 3

Contributory grade: Satisfactory: Grade 3

7. The overall effectiveness of the provision is satisfactory for both work-based learning and Train to Gain programmes. Achievement and standards, the quality of the provision and leadership and management are all satisfactory, as is equality of opportunity. Provision in retail and commercial enterprise and education and training is good. Health, public services and care, and preparation for life and work provision are satisfactory. However, the provision in business, administration and law is inadequate.

Capacity to improve

Satisfactory: Grade 3

8. JTM has demonstrated satisfactory capacity to improve. Managers and assessors improved success rates in 2006/07. Success rates in 2007/08 are continuing to improve. A minority of learners are making slow progress. The organisation's quality improvement plan clearly identifies the company's strengths and areas for improvement and actions are well monitored. JTM's quality improvement strategy is detailed and covers all aspects of the training provision, however, some aspects are still to be implemented. The organisation has recognised that more formal quality improvement arrangements are required to quality assure the learner experience and further develop the training programme.
9. The self-assessment report is reasonably critical and the self-assessment process involves all staff. Information about learner recruitment and success rates were used well to arrive at performance judgements. Most of the strengths and areas for improvement identified by inspectors were not proposed by the organisation, however, most of their grades were judged to be accurate.

Key strengths

- Good strategic initiatives for business development
- Good and improving success rates on most programmes
- Highly effective partnerships

Key areas for improvement

- Further develop quality assurance systems
- Further develop language, literacy and numeracy support across the organisation
- Develop staff to meet changing requirements

Main findings

Achievement and standards

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3
Contributory grade: Satisfactory: Grade 3

10. Achievement and standards are satisfactory overall and improving. Success rates for JTM have improved from zero in 2005/06 to 65% in 2006/07. Success rates for advanced apprenticeships however, remain low. Success rates on support work in schools programmes were high in 2006/07 at 89%. Success rates for cleaning services programmes were very good at 85% in 2006/07 and for Train to Gain and apprenticeships were 80%.
11. Success rates for education and training for apprenticeships and Train to Gain were good and very good in 2006 and 2007 at 100% and 82% respectively. Success rates for apprentices and Train to Gain learners on health, public services and care and preparation for life and work are satisfactory. Key skills success rates are satisfactory overall and improving. Technical certificates success rates are satisfactory in all sector subject areas.
12. Learners on the health, public services and care, cleaning services and education and training develop good occupational skills and gain confidence within the work setting. The standard of learners work in portfolios is satisfactory overall. Inspectors' judgements did not match most of the strengths and areas for improvements in the self-assessment report.

Quality of provision

Satisfactory: Grade 3

Work-based learning
Train to Gain

Contributory grade: Satisfactory: Grade 3
Contributory grade: Satisfactory: Grade 3

13. The quality of the provision is satisfactory overall. Teaching and learning is satisfactory overall. Most training and learning takes place at work, with frequently planned assessor visits. JTM provides effective workshops and coaching sessions that are clearly linked to the NVQ and work practices for most learners. However, the quality of provision in business, administration and law is inadequate.
14. Assessment and internal verification arrangements are satisfactory overall. Assessment practices account for most of the learning experience and there is much effective direct observation of competencies being demonstrated at work. Assessors' visits are well planned. However, there is poor assessment practice in business and administration programmes, with poor target setting and a limited use of assessment methods by assessors. On a number of programmes progress reviews are ineffective, lacking structure and clarity.
15. JTM programmes meet the needs of learners and employers well. All learners are employed before they start their apprenticeship or NVQ programme. JTM offers a good breadth of programmes for learners in most programmes areas format Levels 2 and Level 3.

16. Support is very good for most learners and they benefit from particularly supportive and effective work environments. The support provided by JTM assessors is effective in supporting learners who are at risk of not completing their training programme.
17. Learners receive a satisfactory induction into JTM which includes equality of opportunity and health and safety. Learners receive appropriate information, advice and guidance from JTM assessors. Initial assessment arrangements are satisfactory overall though the assessment tool lacks sophistication.

Leadership and management

Satisfactory: Grade 3

Work-based learning

Contributory grade: Satisfactory: Grade 3

Train to Gain

Contributory grade: Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory: Grade 3

18. Leadership and management are satisfactory. The organisation has developed a range of good strategic initiatives to develop its business. These initiatives include delivering new in-house qualifications to the engineering side of the parent company; highly effective partnerships with employers and with regional colleges to deliver discrete qualifications;

and offering higher levels of existing qualifications and piloting qualifications to meet new qualification framework requirements. The business plan forms part of the organisation's overall three year plan and clearly identifies the emphasis on business improvement and, in particular, the generation of new business.

19. JTM makes highly effective use of its management information systems. The computer based systems are used to improve and drive performance forward by very precise monitoring of learner progress. Through a colour coded system, management is able to produce a series of data that identify individual learners at risk of not completing their qualifications within the given timescale. Broken down into NVQ, technical certificate and key skills, progress across all qualification component areas is carefully monitored. This system provides a very effective way of monitoring the performance of subject areas and, in particular, the performance of individual assessors. The system is well used by all staff.
20. Communication within JTM is satisfactory. Staff have a useful range of formal meetings which include a twice yearly 'away day' focusing on key themes for improvement. Weekly subject and programme area discussions take place, which staff value as they look to improve learner achievement.
21. Staff appraisal and development are satisfactory. Staff are appraised annually and development and occupational updating activities are identified as part of the process. Staff performance management is not sufficiently structured. Assessors are aware of their responsibilities to ensure learners achieve but no measurable interim or completion targets are in place.
22. Equality of opportunity is satisfactory overall. Equal opportunities and diversity training is part of induction for learners and is effectively reinforced during training in some areas. In some programme areas learners gain sufficient confidence to challenge what they interpret as inappropriate behaviour and practices in work based settings. The numbers of learners from minority groups has increased in 07/08 to 8%. JTM effectively analyses and uses data to monitor the progress of learners from minority ethnic groups, and to identify learners at risk to inform management decisions. Some learning materials have been translated into other languages to facilitate access to learning, however, there has been limited staff updating on equality and diversity issues. In some programme areas there is insufficient promotion and reinforcement of equality and diversity issues. The equality improvement plan is satisfactory, however, it is too early to judge its impact.
23. The JTM quality improvement system is currently underdeveloped. Although a comprehensive quality assurance manual underpins the organisation's quality assurance processes, certain key quality improvement measures are not in place. A recently developed quality improvement strategy document covers all the key aspects required to ensure and improve quality, however, some of the initiatives are only at the trial stage and inspectors identified quality issues in the delivery of the training programmes. Observation of some of the key learning processes is not taking place. Learner reviews are not being observed and inspectors identified concerns at the quality and structure of reviews and of some assessment and teaching and learning practice. Although observation activity has started it is still at an early stage. Internal verification activity is satisfactory and standardisation meetings take place regularly. A range of feedback is being collected from learners and there are good examples of this leading to improvements.

24. The procedures for safeguarding young learners and vulnerable adults do not meet current government requirements. JTM has no arrangements in place to meet government requirements for safeguarding learners. There are no policies or procedures in place. No individual has responsibility for this area.

What learners like:

- Achieving qualifications
- Any problems sorted out immediately
- ‘Given me good pointers to do my job better’
- Relaxed learning atmosphere
- ‘Helped me with my organisational and time keeping skills’
- ‘I am more aware of what a good learning environment is at school’
- ‘I like the flexibility – delivered when it suits me’
- ‘The opportunity to do mathematics at age 46!’
- ‘It fits around my work life’

What learners think could improve:

- More practical activities in workshop
- ‘Would like more training’ (SWiS)
- No extra time given by the company to do the work
- ‘Key skills explanations are confusing’
- More handouts
- All receive the same level of information at workshops regardless of the programme – ‘this is repetitive for me’
- ‘I was told my previous experiences could not be used towards my qualification’
- ‘I’d like more resources’

Sector subject areas

Health, social care and public services

Satisfactory: Grade 3

Context

25. JTM offers programmes in childcare, learning and development and short courses for support work in schools (SWiS). In childcare, learning and development there are 9 learners on apprenticeship programmes, 11 learners on advanced apprenticeships, 36 on train to gain Levels 2 and 3. All learners are employed. Programmes are supported by a team of six full-time and one part-time assessor. Apprentices access workshops at two local centres.
26. The SWiS programme is delivered in 12 local authorities with 986 learners on programme in 07/08. Learners work in a variety of roles in primary and secondary schools including: site supervisors, cleaners, teaching assistants and administrative staff.

Strengths

- High success rates for support work in school
- Good development of skills
- High responsiveness to employer needs

Areas for improvement

- Ineffective progress reviews
- Insufficient management of the learning process
- Insufficient reinforcement of equality of opportunity

Achievement and standards

27. Achievement and standards are satisfactory overall. Success rates on the SWiS programme are high. In 2006/07, success rates were 89%. Learners make satisfactory progress. The success rates for apprenticeship and Train to Gain programmes in 2006/07 were satisfactory at 50% for advanced apprenticeship and 73% for Train to Gain. Some learners make slow progress.
28. Learners develop good skills. These include personal, professional and practical skills. Both learners and managers are able to identify the improvements in practice and the increasing ability to work to a good professional standard. Learners demonstrate a greater understanding of their work and are able to apply background knowledge and practice to support children's learning and development well. Learners have developed the confidence to do further study. SWiS learners improve their understanding of data protection, developing more general skills, including the use of information technology and more effective strategies for managing children's behaviour. There are some opportunities for learners to progress to higher levels of qualification and to gain promotion.

29. The standard of learners work is satisfactory. Portfolios are well organised and evidence of learners' knowledge is at an appropriate level. Key skills have started to be effectively integrated with the apprenticeship programmes.

Quality of provision

30. Overall the quality of provision is satisfactory. Teaching, learning and assessment are satisfactory. Workshops and coaching sessions are clearly linked to NVQ and work practices. Appropriate methods are used to promote and extend learning and make good use of learning materials. Assessment practices are satisfactory, holistic and cross-referenced to several NVQ units. Observations of assessments are detailed and clearly linked to NVQ standards. Learners receive good verbal and written feedback on assessment outcomes and receive support with portfolio-building. However, learning on the short programmes are not sufficiently differentiated to meet the needs of those learners who require more direct training.
31. Some progress reviews are ineffective with few clear targets that measure learners' progress and achievement. They do not clearly identify what action the learner should take before the next progress review. There is little indication of whether any additional support learners receive, such as literacy or numeracy support, is effective or whether further support is required. Assessors do not record sufficient detail on the review form and some of their comments are vague and descriptive rather than evaluative. In most cases assessors give informal feedback to employers before or after the review. Individual learning plans are not routinely updated and used to record dates of reviews. Learning plans are not tailored to individual needs, not used as the basis for reviews and are often not fully completed.
32. JTM is highly responsive to employer needs. Assessors are easily accessible and work flexibly to meet needs. Learners are visited at least once every four weeks, but more often if needed. Workplace supervisors and assessors have developed a good working relationship. Employers and learners value the support they receive very highly and recognise that it helps the learner to stay on programme and achieve. Assessors liaise effectively with workplace mentors to support learning and workplace training is accredited within portfolios.
33. Induction is satisfactory. It provides a satisfactory foundation for learners who are given a detailed information pack. They are given information on equal opportunities and the appeals and complaints procedure.
34. Advice and guidance is satisfactory. Learners undertake a skills scan that effectively ensures they access the appropriate level of programme and select correct optional units. However, initial assessment of their literacy and numeracy skills is not systematically used to inform the individual learning plan. Additional support is offered where necessary but take up is dependent on learner choice and learners are not actively encouraged to participate. There are no clear links between the vocational team and the skills for life team.

Leadership and management

35. Leadership and management overall are satisfactory. Assessors regularly communicate with occupational skills managers at monthly standardisation meetings and one to one sessions. However, these meetings are insufficiently focused to drive improvement forward and assessors are not set short term targets for individual achievement by learners. Systems do not adequately identify learners making slow progress and interventions are not planned to address this.
36. Resources are satisfactory. Staff qualifications are satisfactory with all assessors qualified to Level 3 with appropriate teaching and training qualifications.
37. Internal verification meets awarding body standards with some recent improvements to assessor practice. Internal verification processes include observation of assessors, sampling of portfolios and standardisation meetings. Feedback to assessors is descriptive rather than developmental. Standardisation is insufficiently focused on sharing good practice in assessment of individual units.
38. Management of the learning process is insufficient. Policies and procedures are in place. However, there is insufficient monitoring of how effectively these are applied and little evidence that these lead to improvement in the learning process. Assessors do not review progress at team meetings.
39. Reinforcement of equality of opportunity is insufficient. Equality and diversity are introduced at induction and childcare learners are asked follow up questions during review. These questions are insufficiently challenging to support ongoing development and most learners have a limited knowledge of equality and diversity issues and how they relate to their workplaces. There are no formal workshops on equality and diversity.
40. The self-assessment process is satisfactory. Staff effectively participated in the development of the self-assessment through a series of team meetings; however, the report was insufficiently detailed and did not identify the same strengths and areas for improvements inspectors identified.

Retail and commercial enterprise

Good: Grade 2

Context

41. JTM offers programmes in cleaning services and hospitality. Seventy one of the 80 learners are on Train to Gain programmes. Of these 52 are working towards NVQ Level 2 in food and drink service with the remainder working towards NVQ Level 2 in cleaning services. There are four food and drink service apprentices. All learners are interviewed and assessed for literacy, numeracy and their occupational skills. Induction is satisfactory

and takes place at the workplace. Assessors visit the apprentices in the workplace at least fortnightly to provide training and assessment and to review their progress. All learners are employed.

Strengths

- Very good success rates on cleaning services programmes
- Good progress of learners
- Frequent and supportive assessor visits

Areas for improvement

- Ineffective initial assessment of literacy and numeracy needs for Train to Gain learners
- Ineffective use of learner reviews
- Insufficient integration of employer training into learners' programme

Achievement and standards

42. Achievement and standards are good overall. Success rates for cleaning services programmes are very good. In 2006/07, success rates on Train to Gain programmes were 85%. Success rates for cleaning services apprenticeships were 80% for 2006/07. Success rates for hospitality are satisfactory and are improving considerably. In 2006/07, success rates were 74% and in the year to date they have increased to 93%.
43. Learners make good progress. Learners progress through their NVQ at a challenging pace which is very well matched to their prior attainment, experience and their current job role. Learners, assessors and internal verifiers make good use of a monitoring sheet to effectively monitor progress towards NVQ achievement. Learners are confident and well motivated. They demonstrate high levels of enthusiasm for their programme. They enjoy gaining knowledge and understanding and building on the skills and knowledge gained from their careers to date. Portfolios are well organised and contain a satisfactory, in some cases good, standard of work.

Quality of provision

44. The quality of provision is good overall. There are frequent effective assessor visits to support learners through their programme. Visits are timed to ensure that they match the learners' work schedule and enable the gathering of good performance evidence. These visits are used well for a variety of activities depending on the need of the learner, for example, observation, assessing and giving feedback on background knowledge questions and good one to one coaching of learners. Each visit results in work being set for learners for the next visit. Learners value this support which is readily offered by assessors.
45. The initial assessment of learners' occupational skills is good. Learner induction to their programme is effective. Learners have a clear, in some cases good, understanding of their rights and responsibilities and equality of opportunity. Health and safety is effectively covered and appropriately reinforced. NVQ assessment practice is effective. Assessments are well planned and learners are clear about what is expected of them. Assessors ensure

good use is made of a range of evidence. However, there is insufficient use of witness testimony.

46. Off-the-job coaching is effective. Assessors ensure learners are able to gain the necessary additional information they require during their visits. Much of the learning updates and reinforces prior learning collected by learners during their time working in their job roles. JTM has a limited range of learning materials, most of which focus on hygiene and health and safety. Many of the learning materials have only recently been given to learners' and have yet to have a significant impact on their learning. As identified in the self-assessment report, there are insufficient learning materials to support some aspects of the hospitality programme.
47. The initial assessment of literacy and numeracy skills for Train to Gain learners is ineffective. Little use is made of screening tools and all learners complete a very basic test. Not enough consideration is given to learner's prior attainment or current job role in the approach to initial assessment. Assessors are unaware of other, more detailed diagnostic tools available for those learners who may have additional basic skills needs.
48. Learners' reviews are ineffective. There is little differentiation between reviews, assessment planning and a visit report. Reviews often lack structure with little logical discussion of areas to be covered. At times, the focus is on planning the next assessment. Insufficient emphasis is placed on reviewing learning and progress, and planning for the next period. Targets resulting from reviews are sometimes vague and too short term. Workplace supervisors are not sufficiently involved in reviews.
49. JTM does not sufficiently integrate employers' training into the learners' programme. Learners see the instruction and training given by employers as separate and not linked to their programme. Little work has been carried out to link the training offered by employers into the programmes offered by JTM.

Leadership and management

50. Leadership and management are good. The occupational skill managers are also the internal verifiers for the area. Staff induction is effective and there is good ongoing support for all assessors. Good use is made of data produced by the two managers to monitor staff progress towards learner success. Assessors have satisfactory access to data in the form of weekly and monthly reports to effectively monitor learners' progress. The cleaning services team and the hospitality team hold separate formal monthly meetings which result in clear action plans. Staff are set targets at their annual appraisal but these lack clarity. The targets for monthly success rates do not always accurately reflect the pattern of learner starts.
51. The internal verification of assessors is satisfactory. However, the monitoring of key aspects of the learners' programme, such as observation of on-the-job training, learner induction and reviews are underdeveloped.
52. The self-assessment report includes the strengths identified during inspection, however, it failed to adequately identify the areas for improvement.

Education and training

Good: Grade 2

Context

53. Ninety-seven Train to Gain learners are following Level 2 and 3 in supporting teaching and learning in schools and apprenticeship programmes for teaching assistants. Twelve learners are following an NVQ Level 2 and 45 learners are following NVQ Level 3. Eleven learners are on the Level 2 apprenticeship programme and 39 learners are working towards Level 3. Learners are employed in a combination of primary and secondary schools. Three assessors support learners to complete their qualification.

Strengths

- Good overall success rates for Train to Gain and apprenticeship programmes
- Good workplaces
- Highly effective support for learners

Areas for improvement

- Underdeveloped review process
- Lack of resources to support learning

Achievement and standards

54. Achievement and standards are good overall. Success rates for Train to Gain and apprenticeship programmes are good and improving. This was partially identified in the self-assessment report. In 2006/07, success rates for Train to Gain learners was 82% with satisfactory timely completion at 67%. Learners on apprenticeship programmes had a success rate of 100% in 2006/07. However, the timely success rate for apprenticeship programmes was at 43%.
55. The standard of learners' work is good. Learners' portfolios are well organised and professionally presented. They are making satisfactory progress through the various elements of their qualification and demonstrate good knowledge and understanding about course topics. Learners are self-motivated to complete their programme and demonstrate commitment to their work role. They are developing a good range of employability skills and increasingly appreciate the wider implications of their job role within the organisation as a whole. Improving their knowledge of education policies and procedures has increased their knowledge about the importance of different learning environments when working with children. Employers have noticed that learners are more knowledgeable in their job roles and are working more effectively with teachers and children in the classroom.

Quality of provision

56. The quality of the provision is good overall. Workplaces are good. Learners support a range of curriculum areas in schools. Some learners specialise in core curriculum areas such as Science or Mathematics. Learners work well with their workplace supervisors who act as mentors to provide help and encouragement with their programme when directed or requested by the learner. Learners receive additional support from other members of staff when required. Employers are very interested in their programmes and are keen for the learners to succeed. Some employers have changed and modified teaching programmes and timetables to accommodate learners' needs in completing programme tasks. Employers with more than one learner often encourage all learners to work as a group together on programme tasks. Some employers allow their learners to complete coursework while at work. Learners have access to on-the-job training in their workplaces and undertake relevant job specific training programmes. These include listening skills, behaviour management, inclusion, speech and language and first aid.
57. Support for learners is highly effective. Learners feel very well supported by their assessors and greatly value their relationship with their assessor. Learners feel able to approach their assessors to discuss programme or personal issues. Assessors are always available in between regular visits if the learner requires extra support. Assessors also communicate with learners by e-mail, text and by mobile phone. Assessors respond almost immediately to learners' queries and keep in regular contact with their learners in between face to face meetings. Learners appreciate that assessors understand their workplace demands and are responsive and flexible to their personal needs when planning and assessing their work. Assessors have developed positive relationships with employers and ensure that they are regularly kept up to date regarding the learners' progress.
58. Teaching and learning is satisfactory overall. Workshops have recently been developed to deliver sessions to support the technical certificate. Tutors prepare their sessions thoroughly and manage them well. Learners with a diverse range of abilities and experience attend the same workshop. However, there is insufficient differentiation in learning activities to cater for their individual needs.

59. Assessment practice is effective. Assessors visit the workplace frequently, often weekly, to review and assess completed work and set short term targets to be completed by the next visit. Short-term targets set for learners are clear. Learners receive useful verbal and written feedback. The range of programmes is adequate to meet the needs and interests of the learners and employers. Many learners have progressed from NVQ Level 2 to Level 3.
60. Initial assessment is effective. Initial advice and guidance is satisfactory. The company employs specialist key skill tutors to deliver key skill elements of the programme. Assessors identify learners' previous experiences to support their programme development and in the selection of relevant optional units.
61. The review process is underdeveloped. Reviews are included as part of every assessment visit but lack clarity. Learners are unclear about the differences between regular assessments, planning and reviewing progress. Assessors do not focus sufficiently on setting long-term targets for learners. Reviews do not always identify how much progress learners are making towards their overall qualification completion. Learners are not given sufficient time to reflect and review their learning and explore any additional training needs.
62. JTM does not have sufficient resources to support learning fully. JTM has few relevant training materials available to assessors. These are not readily available to learners to enable them to explore the wider context of education and child-related topics and to support the development of independent learning skills. JTM is over-reliant on learners and employers accessing alternative resources themselves.

Leadership and management

63. Leadership and management are good. Curriculum management is good. A small team of assessors have learners as their primary focus. A recently appointed Occupational, Skills Manager has developed an effective meeting and support structure for assessors. Informal weekly meetings are used to share good practice and discuss learners. Learner progress is discussed and monitored effectively at monthly standardisation meetings, which ensures that assessors are interpreting the standards consistently and fairly. All staff are appropriately qualified. Promotion of equal opportunities is satisfactory, but there is too much variability in the depth of knowledge and quality of understanding of some learners.

Preparation for life and work

Satisfactory: Grade 3

Context

64. JTM has been delivering literacy and numeracy programmes since November 2007. The course provides teaching and certification to the national qualifications in literacy and numeracy at Level 2. The learners are all teaching assistants within schools. Thirty-six learners are currently on the course. The delivery team is newly formed and consists of a manager and three tutors who teach literacy and numeracy in addition to key skills.

Strengths

- Good skills development
- Highly effective partnership working

Areas for improvement

- Insufficient implementation of skills for life strategy

Achievement and standards

65. Achievement and standards are satisfactory overall with an improving trend. Success rates for 2006/07 were 67%. Success rates have increased for the ten months so far during 2007/08 to 69%.

66. Learners are developing good skills. This has not been identified in the self-assessment report. Learners speak enthusiastically about the skills they have gained in literacy and numeracy and are more confident in their abilities. Learners are keen to embrace further learning opportunities. They recognise the positive impact their new skills have on their work with children in the classroom.

Quality of provision

67. The quality of provision is satisfactory. Partnership working is highly effective. This has not been identified in the self-assessment report. Liaison between the provider and employers is good. Employers feel well supported by the provider. They state that the provider is responsive to their needs. The provider ensures minimal disruption to school activities and much of the teaching is delivered during time when teaching assistants are not supporting classes. In addition, the provider works hard to ensure that only one tutor teaches literacy, numeracy and key skills, when needed, to simplify arrangements within the school. Employers value the benefits of the training to their staff and the positive impact it has on the children.

68. Teaching is satisfactory. Lessons are delivered to one or two learners. Tutors are well prepared for lessons, although they do not use appropriate tailored lesson plans. Those provided are too generic and do not reflect the actual pace or content of lessons. Lesson plans are not cross referenced to the relevant core curriculum. Teaching and learning takes place within the learners own workplace. Tutors are qualified and widely experienced teachers. However, they have not achieved the relevant literacy and numeracy subject specialist qualifications. Assessment of learning is satisfactory. However, there is an excessive use of workbooks during assessments to check that learners have grasped concepts.
69. Initial and diagnostic assessment is satisfactory. All learners complete an appropriate initial assessment and linked diagnostic assessment. The majority undertake an electronic assessment. Learning styles assessment is undertaken but does not fully identify the needs of the learner in the context of skills for life. The version currently used is pitched at too high a level.
70. Reviews are satisfactory. These are completed consistently at the end of each lesson. They are used to record progress and action points. However, some reviews contain insufficient detailed reference to the specific skills learned. In addition, some action points are too general. They contain references to completing workbooks but do not specify topics or concepts to be addressed at the next lesson.
71. Individualised learner programmes are satisfactory. The individualised programme for each learner is developed appropriately from areas for improvement identified in each diagnostic assessment. Learners are able to identify the topics they will be covering during the course. Advice and guidance is satisfactory. Learners are referred to other appropriate organisations if necessary to meet their needs.

Leadership and management

72. Leadership and management are satisfactory. The manager provides good leadership to the team. The team is newly formed but has made much progress in a short time. Communication within the team is good. The manager is in daily contact with members of the team who are based at home and visit the office weekly. The manager holds regular formal monthly team meetings with tutors. In addition the manager has a monthly supervision session with each tutor.
73. Effective use is made of the data systems to discuss learner progress, which is raised at each monthly supervision session. However, there is no central record of learner attainment of individual learning goals. The detailed progress of each learner remains with the tutor.
74. The team manager has recently publicised the implementation of a development centre to other teams within the organisation. The development centre offers learning support to all colleagues and learners.
75. Reinforcement of equality and diversity is satisfactory overall, but some learners are unclear about equality and diversity issues. The induction programme provides insufficient in-depth information to the learners. It only covers fair assessment of the

learner. However, tutors discuss and record an aspect of equality with the learners at each review.

76. Provision for quality improvement is satisfactory. Good ideas are appropriately shared at monthly team meetings. Feedback has recently been sought from learners. However, a programme of evaluation has yet to be implemented. JTM has no arrangement for formalised observation of teaching sessions.
77. Skills for life is not sufficiently implemented. This has not been identified in the self-assessment report. Although the manager has developed the programme very quickly by using existing key skills methods, tutors do not possess the relevant subject specialist qualifications. Some staff have not attended core curriculum training. Staff are not making sufficient use of specialised skills for life publications.
78. The team contributed to the overall self-assessment report. They wrote the section relating to their subject area at a monthly team meeting. The self-assessment report identified some of the strengths and areas for improvement found by inspectors.

Business, administration and law

Inadequate: Grade 4

Context

79. Forty five learners are currently on business and administration programmes. Thirty three learners are following the Train to Gain, NVQ only programme and the remaining 12

learners are on the apprenticeship programme. These programmes started in 2006/07. Induction takes place in the workplace where all learners are employed.

Strengths

- Good in year overall success for Train to Gain learners
- Good workplaces

Areas for improvement

- Poor assessment practices
- Lack of structure to review process
- Slow progress for learners

Achievement and standards

80. Achievements and standards are satisfactory overall. Overall success rates for Train to Gain learners are good and the trend for success rates is improving. For 2006/07, the success rate was 73% and the in year overall success rate is currently 92%. The overall success rate for apprenticeships is improving from 42% in 2006/07 to 75% for 2007/08.
81. The standard of learners' work is satisfactory. Portfolios are well organised and of a professional standard of presentation. Learners are positive about their job roles and the work they are doing towards their qualifications.
82. Learners make slow progress towards completion of their qualifications. Although the overall success rates are improving many learners exceed their lengths of stay. In 2006/07 only 8% of apprenticeship learners and 17% of advanced apprenticeship learners completed by their expected end date. In 2006/07, 22% of learners completed by their expected end dates and in 2007/08, 27% completed by the expected end date.

Quality of provision

83. The quality of the provision is inadequate overall. Workplaces are good. The range of programmes is satisfactory and meets learners' and local employers' needs. Learners are employed in a variety of organisations in the education sector, including primary and secondary schools and Early Years agencies. Learners are exposed to a wide variety of business administration tasks and there are opportunities enabling them to gain experience in a range of different skill areas. Employers are very interested in their learners' programmes and progress and are keen to support their ongoing development. Some learners have access to additional on-the-job training opportunities, for example, word processing and spreadsheet qualifications. However, this training is not always co-ordinated with the learners programme needs. Employers are very keen to be updated by the assessors of learners' progress. This usually happens verbally and informally after the assessor visit to the learner in the workplace. Employers do not receive written information on the qualifications being undertaken by the learners or of the requirements of the programmes.

84. Teaching and learning is satisfactory. However, there are no off-the-job training sessions to support the delivery of the NVQ's or apprenticeship frameworks. The technical certificate topics are delivered on a one to one basis through assignment based tasks.
85. Assessment practice is poor. Assessors visit learners regularly to carry out assessment in the workplace. However, targets set for learners are inconsistent, unclear and not time determined. Individual learning plans are not fully completed and lack detail. The range of assessment methods used is limited. Records of professional discussions are handwritten and evidence of learner involvement in these discussions is limited. Much of the evidence used implies, rather than demonstrates, the competence of the learners. In many portfolios, company documents are included as evidence of learner competence. JTM does not offer learners any additional training sessions currently. JTM has no system in place to check assessor competence against the range of units within the NVQ. Little use is made of any information and communications technology resources within the assessment process. Sampling plans are in place however, internal verification of completed units is slow. Many units are not internally verified for several months after the assessor has signed them off as complete.
86. The learner review process lacks structure. A review sheet is completed at every visit, however, not enough time is devoted to learners' reflection on the progress they have made on the programmes, and their individual needs or requirements. The recording document for the reviews is very brief and short term targets are not specifically monitored or evaluated. The review process does not include the employer who is informed of progress after the meeting has concluded. Learners are not set challenging targets.

Leadership and management

87. Leadership and management are inadequate. Little sharing of good practice takes place between subject areas. Quality assurance is insufficient. Internal verification is ineffective and is not regarded as an integral part of the management process. No observation of the learning process takes place. Assessors working with their learners are not observed as to the quality of their assessment or review practice. Feedback is not used to make improvements to working practices at each stage of the learners' programmes. Learners are required to answer questions relating to health and safety and equality of opportunity during the progress review to promote these issues. However, the questions are very basic and identify only minimal knowledge of these topics without application of the principles to any real issues within the workplace.
88. The self-assessment process is satisfactory. Staff effectively participated in the development of the self-assessment through a series of team meetings. However, the report was insufficiently critical and did not identify the same strengths and areas for improvements inspectors identified.

Annex

Learners' achievements

Success rates on **work-based learning 'apprenticeship' programmes** managed by Jarvis Training Management **2004 to 2007**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**	National NVQ rate**	Provider framework rate**	National framework rate**
Advanced Apprenticeships	04-05	overall	4	0%	48%	0%	34%
		timely	4	0%	31%	0%	22%
	05-06	overall	5	40%	53%	20%	44%
		timely	7	29%	34%	14%	27%
	06-07	overall	8	38%	64%	38%	58%
		timely	8	13%	43%	13%	37%
Apprenticeships	05-06	overall	19	37%	58%	0%	52%
		timely	23	30%	38%	0%	34%
	06-07	overall	49	76%	65%	65%	61%
		timely	46	54%	47%	41%	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

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

Success rates on **work-based learning 'Train to Gain' programmes** managed by Jarvis Training Management **2006 to 2008**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	2006/07	overall	312	85.7%
		timely	410	45.1%
	2007/08 (9 months)	overall	240	92.9%
		timely	522	31%

Note: 2007/08 data is 'part year' only and is representative of the first 3 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

** 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'