

# JGA Group

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Inspection date

24 July 2009

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Inspection number

333291

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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](http://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](http://www.ofsted.gov.uk)), reports from the inspectorates' quality monitoring or annual assessment visits, and data on participants 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, care and public services

Inspectors also considered specialist provision in information and communication technology (ICT) and business administration. The proportion of learners following these programmes overall is very small, so the programmes are included in the main findings but not graded separately. Almost all skills for life provision, again a small proportion, is mostly attended by health, care and public service learners. This also was considered as part of the main findings.

## Description of the provider

1. The JGA group (JGA), a private limited company founded in 1991 and incorporated in 2003, provides publicly funded training programmes in London, the East, and the South East of England. Its head office is situated in the London Borough of Hillingdon. In addition JGA provides private training both in the United Kingdom and internationally.
2. This inspection focused on Train to Gain provision funded by the LSC, none of which is subcontracted. The inspection did not include JGA's other contracts with the LSC, which include the Employability Skills Programme for Jobcentre Plus/DWP customers and training funded by the European Social Fund.
3. The provision is delivered by a team of assessors and trainers managed by a senior management team responsible to the managing director. Currently, 221 learners follow health, care and public service NVQs at levels 2 or 3. Some of these learners also attend a skills for life programme. In addition, 37 learners follow ICT and business administration NVQs at levels 2 or 3.
4. Nationally 64.5% of people are qualified to NVQ at level 2 or above, higher than for London where most of JGA's learners are based. The proportion of people currently claiming job seekers allowance is 4.1% nationally, approximately the same as London. Most employment in London is in the service industries such as health, restaurants, hotels, finance and IT.

## Summary of grades awarded

Effectiveness of provision	Good: Grade 2
Capacity to improve	Satisfactory: Grade 3
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

Health, care and public services	Good: Grade 2
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## Overall judgement

### Effectiveness of provision

Good: Grade 2

5. JGA's overall effectiveness is good. Achievement and standards are good. The quality of provision is good. Teaching and learning are good and JGA are good at providing programmes and activities to meet the needs of interests and learners. Information, advice, guidance and support are satisfactory. Leadership and management are satisfactory as is equality of opportunity.

### Capacity to improve

Satisfactory: Grade 3

6. JGA demonstrates satisfactory capacity to improve. Learners' timely completion of qualifications has improved and success rates are high. Almost all learners' experiences of their NVQ programmes are good and the provision generally meets learners' and employers' needs. This is the first inspection of Train to Gain at JGA. JGA has a good team of staff and a clear direction for the business. It has successfully demonstrated a flexible and swift response to contractual requirements and has maintained the quality of delivery during a period of rapid growth in learner numbers.
7. The self-assessment process was more consultative than previously and staff welcome greater involvement in identifying strengths and areas for improvement. Inspectors agreed with the overall grade proposed by JGA for health, care and public services, but awarded lower grades for leadership and management and equal opportunity than those proposed in JGA's most recent self-assessment report (SAR). Inspectors agreed with some of JGA's judgements and identified additional strengths and areas for improvement. Not all staff or managers are involved in monitoring the progress of the quality improvement plan.

## Key strengths

- High success rates
- Good progress towards completing qualifications
- Good off-the-job training
- Good programmes and activities to meet employer and learners' needs
- Good business planning
- Good staff development

## Key areas for improvement

- Insufficient involvement of employers in reviews
- Incomplete quality assurance arrangements
- Inadequate management information

## Main findings

### Achievement and standards

Good: Grade 2

8. Achievement and standards are good, which matches the judgement in JGA's most recent SAR. Success rates are high at 89% although it is not possible to make a detailed judgement currently about the achievement of different cultural groups. Timely success rates are satisfactory, however, learners are now making good progress towards their NVQ at levels 2 and 3 and most complete their programme quickly within the planned end date. Learners meet their short term assessment objectives well and achieve their NVQ units.
9. Learners' portfolios contain a satisfactory range of evidence. Learners take responsibility and have a good understanding of gathering evidence and compiling assessment portfolios. The standard of learners' work in portfolios is satisfactory. Many learners have raised aspirations as a result of their training and now want to progress to a higher level qualification or to other types of care work, such as nursing.
10. Almost all learners enjoy their NVQ programmes, particularly health, care and public services and ICT learners. They feel the programme improves and develops their practice in the workplace. Employers benefit from learners being more confident about their skills and able to carry out tasks more quickly and efficiently. Learners demonstrate an increased awareness of health and safety and correct working procedures after completing the programme. However, a minority of learners on business administration programmes are not happy with their programme. A few are not improving their skills although they are achieving their qualification quickly.

### Quality of provision

Good: Grade 2

11. The quality of provision is good. Teaching and learning are good which was not identified in the provider's most recent SAR. Off-the-job training in health, care and public services and information and communication technology is good. The sessions are planned carefully and meet individual learning needs well. Learners enjoy and clearly benefit from the training. It improves their confidence and significantly develops their understanding and knowledge. Tutors skilfully develop learners' practical skills and reinforce learning in classes. The resources are used well to promote learning. Learners have access to laptops, and classroom accommodation is spacious. Learners' feedback on the quality of off-the-job training is very positive. Learners receive good individual training sessions offered by JGA.
12. Assessors monitor learners' progress satisfactorily. Initial assessment is satisfactory. Those learners requiring additional skills for life support receive it.

On-the-job assessment is satisfactory. Learners make good use of the wide range of assessors' occupational expertise, experience and qualifications. Assessors use a satisfactory range of methods, including observations, product evidence and questioning. They set sufficient targets at reviews and learners' progress is adequately recorded in individual portfolios. Progress against planned target completion dates are monitored in portfolios and records are held centrally at JGA's head office. Internal verification is satisfactory.

13. Employers are insufficiently involved in reviews. Many are unaware of the NVQ units learners and assessors select or what new skills learners are developing. In business administration some employers note only a marginal skills difference in what the learner can do after the completed programme compared with when they started. Learners are afforded insufficient opportunities to discuss their progress and any barriers that may exist to their learning with their assessor and employer.
14. JGA are good at providing programmes and activities to meet the needs of the employers and learners. Assessment practice is well conceived, consistent and assessment visits are frequent and well planned. Assessors visit learners at a wide range of workplace locations and at unsocial hours and support them effectively. Learners receive a high level of customised support from assessors and employers. The activities and learning programmes JGA provide are planned well to meet individual needs. Assessors communicate effectively and clarify assessment requirements to learners between visits. They help to promote learners' confidence and self-esteem. JGA also support employers to become assessors and internal verifiers.
15. Information, advice and guidance are satisfactory. Learners receive suitable information about courses and are advised satisfactorily about progression options. Induction at the start of NVQ programmes is satisfactory. It has a strong focus on preparing learners for assessment in the workplace. JGA cover health and safety sufficiently and learners demonstrate a satisfactory understanding of their rights and responsibilities. However, equality of opportunity is only briefly covered.

## Leadership and management

Satisfactory: Grade 3

Equality of opportunity

Contributory grade: Satisfactory Grade 3

16. Leadership and management are satisfactory, JGA's most recent SAR judged leadership and management as good overall. Business planning is good. Senior managers monitor performance and finance carefully and have maintained quality during a rapid growth in Train to Gain learner numbers. JGA respond promptly to funding partner requirements and contractual changes. They provide training for a variety of employers in London and the South East. Training and assessment takes place in a wide range of workplaces with a broad range of learning needs;

for example those with learning difficulties, or shift patterns or language needs. JGA has improved the slow progress of learners considerably by planning more frequent assessment effectively, reducing the time taken to achieve a level 2 or level 3 qualification. At the same time, communication with and support to assessors has improved. Overall success rates for 2008/09 are high and JGA are committed to improving these further. Communication is satisfactory at management and team meetings, twice-yearly team forums, email and newsletters. Part-time staff are kept well informed and contribute to continuous improvements. Examples of continuous improvements include the introduction of e-learning to staff and learners, faster recruitment of learners to Train to Gain and more detailed information for new assessors.

17. Staff development is good. Twice yearly team forums have been particularly successful in providing a variety of relevant and useful workshops to staff including training in English for speakers of other languages (ESOL), NVQs, information, advice and guidance and dyslexia. The latest forum included a panel of guest speakers from funding partners, local authority and employers who answered questions from staff on topical issues in the learning and skills sector. A new virtual learning environment is a useful reference and communication tool currently being pioneered, for example, to compile e-portfolios. JGA successfully promote continuous professional development of staff and employers. Assessors and internal verifiers receive regular and relevant training to promote the importance of thoroughness and consistency in assessment. Assessors are supported to improve their performance where weaknesses are identified. The managing director is involved closely in recruitment and induction. The annual appraisal system is satisfactory. Part-time staff who form more than half of the delivery team receive a wide range of training including embedding skills for life in Train to Gain, lone working and employer engagement.
18. Management of the NVQ programmes is satisfactory. Policies and procedures are satisfactory and several were revised before inspection. Managers implement procedures to monitor the learner's journey effectively. JGA produce clear and comprehensive staff handbooks for head office staff and part-time delivery and assessment staff. JGA are responsive to employers where issues arise. Assessors implement JGA assessment policy by adequately managing the planning and assessment for a wide range of learners in many different locations.
19. Equality of opportunity is satisfactory. Social inclusion is good. JGA meet the needs of a variety of learners through accessible and flexible training delivery and assessment in different socio-economic locations including areas of recognised deprivation. Staff and learner induction includes basic reference to the company policies on equality, harassment and bullying. The company encourages respect for staff and learners and has zero tolerance of discrimination. Staff receive some training on equality of opportunity at team forums and the new virtual learning environment links to relevant equality and diversity sites. JGA has recognised the need for, and are in the process of recruiting, a qualified skills for life co-ordinator. However, progress reviews do not record discussion of equality and diversity with learners. Equality data is not used to routinely evaluate the

progress and achievements of individual groups. JGA could not provide inspectors with a detailed summary of staff by age, gender, ethnicity or disability.

20. JGA meet current safeguarding requirements. Health and safety monitoring and risk assessment is satisfactory. Staff are vetted and records are adequately maintained. A safeguarding policy and incident record was recently introduced and a safeguarding co-ordinator appointed who has good experience of child protection. Safeguarding posters and leaflets are adequately promoted to learners.
21. Quality improvement is satisfactory. JGA has pinpointed some key areas for improvement and implemented changes successfully. However, quality assurance arrangements are incomplete. An observation scheme is established but observations of training are not evaluated and moderated. The SAR did not include data on observations. JGA has supported tutors to gain assessment and guidance qualifications, provided some internal training but not implemented training leading to national teaching and learning qualifications. Learner feedback is collected regularly, however learners do not receive summaries of the feedback or information on the actions taken as a result of the feedback. The self-assessment process was more consultative in 2008 with departments reflecting on their own strengths and areas for improvement. However, many judgements in the report are insufficiently evaluative and objective. Employer feedback is not collected systematically or used to monitor the quality of provision. Employers were not involved in the SAR.
22. Management information is inadequate. JGA presented numerous versions of performance data throughout the inspection and are aware of the importance of management information. However, the management information system is rudimentary and cannot successfully produce reports to monitor performance systematically for all the different programmes JGA offer. JGA has reviewed a number of systems used in the learning and skills sector but have yet to identify which best meets their needs. The quality improvement group which was established in 2008 failed to achieve its aim of standard data reporting across departments.

## What learners like:

- 'I gained personal confidence in decision making'
- 'Assessors are supportive'
- 'I like case studies and workshops'
- 'They are very good at explaining things. I can do things now, that I couldn't before like spreadsheets for payroll'
- 'We learn so much knowledge and how to improve practice'
- 'We get lots of support from assessors, tutors and employers'
- 'The clear feedback from assessors'
- 'The programme is well organised'
- 'The very individualised approach of the assessor'

## What learners think could improve:

- 'Getting their certificates'
- 'Opportunities to carry out the practical elements of the training session in an actual care setting'
- 'Didn't improve my skills'
- 'More involvement of employers'

## Learners' achievements

Success rates on work-based learning Train to Gain NVQ programmes managed by the JGA Group 2008/09

Programme	End Year	Success rate	No. of learners*	college/provider NVQ rate**
Train to Gain NVQ	2007/08	overall	16	62.5
		timely	10	62.5
	2008/09 (11 months)	overall	184	89
		timely	158	64

Note: 2008/09 data is 'part year' only and is representative of the first three 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
- \*\* NVQ qualification success rates are calculated using data supplied to Ofsted by the college/provider before inspection