

REINSPECTION MONITORING VISIT: MAIN FINDINGS

Name of provider: Jarvis Training Management
Date of visit: 23 April 2009

Context

Jarvis Training Management Limited (JTM) is a wholly owned subsidiary of Jarvis Plc Group and provides training services to the rest of the group.

JTM contracts with the Learning and Skills Council's (LSC) National Employer Service and offers apprenticeships and National Vocational Qualifications (NVQs) through its Train to Gain programmes in the following 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 at NVQ levels 2 and 3.

The JTM management team consists of the managing director, supported by a team of senior and middle managers. Twenty-nine staff are responsible for training and assessing learners. A further nine staff are available on a flexible basis.

At the previous inspection, JTM achieved satisfactory grades for overall effectiveness, achievement and standards, quality of provision, leadership and management and equality of opportunity. Two of the five sector subject areas inspected were good, two were satisfactory and one was inadequate.

Since the previous inspection JTM has increased its learner numbers across its apprenticeship and Train to Gain programmes. JTM has also increased participation rates in Skills for Life training across all programmes. JTM has well established plans in place to introduce a range of new NVQs this year in railway engineering, management training and security.

Achievement and standards

What progress has been made to improve overall success rates?	Reasonable progress
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JTM has made reasonable progress in improving its apprenticeship and Train to Gain success rates. Apprenticeship and Train to Gain overall success rates were broadly satisfactory at the previous inspection. Published LSC data shows that all

apprenticeship success rates have improved steadily over the last three years in all areas. Advanced apprenticeship success rates improved from 38% in 2006/07 to 46% in 2007/08. Provider data for 2008/09 shows a significant and continued trend of improvement that will bring JTM's advanced apprenticeship success rates to above national rates in all areas for the first time. Apprenticeship success rates are good at 75% and improved to 11 percentage points above the national rate in 2007/08.

Train to Gain success rates have been maintained over the same period and provider data shows that success rates have been around 80% for the last three years.

A range of successful actions and improvements have been introduced to support the improvement in retention and success rates since the previous inspection. These include increased scrutiny of individual learner progress using a very effective 'traffic light' monitoring system; improved initial assessment and diagnostic testing that now contributes more fully to individual learning plans; and improved language, literacy and numeracy support arrangements. Provider data for 2008/09 shows that JTM has improved its retention rates significantly across all programmes and nearly all learners are on target to complete their programmes in a timely manner.

Quality of provision

What progress has been made in the planned development of language, literacy and numeracy support arrangements?	Reasonable progress
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Since the previous inspection JTM has continued to develop and more fully implement its Skills for Life strategy. These developments are supported particularly well by a newly formed team of specialist support staff who work across all programmes. For apprentices, initial assessment is now systematic at the outset of their programme. The results of initial assessment and any further diagnostic testing are used well to more closely align learners with the most appropriate level of training and with the most appropriate support to help them achieve. These new arrangements now contribute more fully to individual learning plans.

Arrangements for initial assessment and diagnostic assessment are still an area for improvement in Train to Gain programmes. However, JTM are working hard to introduce a computer-based proprietary literacy and numeracy initial assessment and support programme accessible by all learners while at work. These arrangements, when they are established, will be supported by the JTM Skills for Life department.

Since the previous inspection JTM has introduced a support and training provision for learners and staff where English is not their first language. These new arrangements are still being developed but JTM is responding well to the language support needs of a number of Somali and Russian learners recently recruited to its programmes.

Leadership and management

What progress has been made towards meeting government requirements to secure adequate safeguarding arrangements?	Reasonable progress
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Since the previous inspection JTM has prioritised safeguarding through staff training and raising awareness. It has developed and shared a new child protection and vulnerable adults policy and established a named child protection officer. All staff are checked with the Criminal Records Bureau. *Every Child Matters* themes are now cross referenced into teaching and training schemes of work. JTM now meets current government safeguarding requirements.

What progress has been made to improve self-assessment and quality improvement planning and implementation, including development of quality assurance systems?	Significant progress
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JTM has made significant progress in reviewing and improving its quality assurance and improvement arrangements. Since the previous inspection, JTM has devised and implemented a particularly effective system for monitoring learners' progress. Assessors, managers and administrators can now easily identify learners at risk of falling behind. Assessors and administrators work together well to ensure the system is up to date and accurate. Managers review the reports regularly and learners' progress is scrutinised. All instances of learners at risk are followed up rapidly and effectively. These new monitoring arrangements have had a significant affect on improving learners' timely progress towards completing their qualification.

Other particularly effective quality improvement measures introduced recently include improvements to JTM's internal verification system. Verification is now more focused on supporting assessor development and sharing good practice.

Other developments include improvements to initial and diagnostic assessment and better arrangements for gaining and acting upon learners' feedback. Staff and learners now benefit from the new system for observing teaching and learning. The system is fit for purpose. It helps tutors to improve through supportive observations of their work, professional discussion with managers, follow-up training and sharing good practice. The system is in development and does not currently focus enough on learning. It places too much emphasis on tutor performance through 'tick box' responses from observers. Managers have already identified this shortcoming.

The process of quality improvement and assurance is improving. JTM now has a formal and well documented quality cycle in place. Subject area managers produce useful reviews of their programmes to a standard format. However, this is still at the early stages of development and further improvements are planned. The current self-assessment report is in draft stage. The post-inspection action plan is good and

is proving to be very effective in dealing with areas for improvement identified at the previous inspection.

What progress has been made to improve staff development opportunities?	Reasonable progress
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JTM has made reasonable progress in providing staff development opportunities. Since the previous inspection, a relevant and useful programme of staff development has been carried out. This training has been successful in updating staff on new organisational arrangements and procedures and has contributed to the implementation of the post-inspection action plan. For example, assessment training provided in response to some poor assessment practices has resulted in improved internal verification reports for many staff and more effective assessment practices. Appropriate staff development policies and procedures are in place. However links between the staff development plan and business and strategic planning are insufficient. Many of the skills needs identified through business planning are not included in the current staff development plan.