

JBC Computer Training Limited

Independent learning provider

Inspection dates		17 – 19 September 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- a very high proportion of learners achieve their qualifications by the planned end date
- learners develop good occupational and employability skills and most progress to permanent employment
- off-the-job training makes good use of learners' experiences in the workplace to enhance learning
- very good support for learners from employers and the provider ensures that most learners stay on programme and achieve their apprenticeships
- good operational management and quality assurance and improvement arrangements are particularly effective in raising the standard of provision.

This is not yet an outstanding provider because:

- directors, managers and staff give insufficient attention to developing further learners' already good mathematics and English skills
- the use of direct assessment evidence from the workplace is insufficient
- it does not have enough appropriate partnerships, strategies and formal systems for the planned expansion of the provision and widening the participation of traditionally under-represented groups.

Full report

What does the provider need to do to improve further?

- Use the outcomes from learners' previous study and their initial and diagnostic assessments to determine their proficiency in mathematics and English on entry. Ensure that learners are engaged in activities that will challenge them to improve further their mathematics and English, particularly in the final weeks of the programme.
- Teach learners to identify opportunities to collect assessment evidence from a range of sources and assist them to make better use of evidence from the workplace to demonstrate their competence.
- Develop partnerships and formal strategies by forming links with external agencies and other providers that will help improve the organisation's approach to widening participation and managing equality and diversity. Ensure that formal plans and strategies are in place for all aspects of the proposed expansion in provision.

Inspection judgements

Outcomes for learners	Good
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- JBC Training Ltd (JBC) offers government funded training for apprentices aged 16 to 18. The apprenticeship programme started in 2013 and the current cohort of apprentices is the provider's first. No historical data are available. Apprentices currently in learning are making excellent progress towards completion of their apprenticeships. Of the 21 who started, 13 have already completed their full apprenticeship programme. The remaining eight apprentices have finished all elements of their apprenticeship. All apprentices completed their programmes in a timely manner resulting in high success rates.
- Apprentices develop very good technical and employability skills through particularly effective individual and group activities during off-the-job training and in the workplace. For most apprentices the development of employability skills starts early in the programme when most applicants benefit from useful job skills training prior to formal interviews with employers.
- Apprentices' progress to permanent positions as information technology (IT) practitioners with established IT companies is very high. Early indications are that the majority of apprentices will move to permanent jobs with their current employers. For example, most who have completed their apprenticeship have already accepted job offers with their current employer. One other apprentice has secured employment as an IT technician with a different employer.
- All apprentices benefit from additional training and qualifications above the minimum requirements for the apprenticeship framework. All apprentices complete additional industry-standard qualifications, which are valuable to the apprentices and valued by employers.
- All apprentices make the progress that they are expected to make given their qualifications on entry. Assessments have not identified any apprentices as having additional learning and support needs, learning difficulties and/or disabilities or requiring mathematics or English support to allow them to complete their technical qualifications.
- Within the small number of apprentices, inspectors did not identify any significant gaps in achievement between different groups of learners.
- Apprentices, particularly those who complete before their scheduled completion dates, do not receive sufficient challenge to improve further their technical, social or mathematics and English skills.

The quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment have led to good outcomes for those who have already completed the framework and ensure that current apprentices are progressing well. Apprentices make rapid progress through their programmes due to good training and support from staff at the employers and the provider. Most achieve the component elements of the apprenticeship framework well within the target time for completion. However, teachers do not always make good enough use of the remaining time on programme to help these apprentices develop wider employability skills, or prepare for the next stage in their careers that they have identified on their individual learning plans or through routine initial assessment.
- Apprentices develop strong information and communication technology (ICT) and employability skills due to working with good ICT companies. Employers offer a good mix of relevant and technically demanding job roles that provide a rich learning environment. Trainers and assessors provide good guidance for apprentices who do not receive an offer of employment at the end of the programme to help prepare job applications, but this is left until the last week of the apprenticeship.
- Managers and staff provide good, well-structured off-the-job training that meets apprentices' needs and interests and builds progressively on their experiences at work. They also integrate equality and diversity into the programme appropriately. For example, training sessions enable the apprentices to develop a particularly good understanding of the different needs that potential clients or customers may have, particularly those who would benefit from the use of adaptive technology or modified ICT systems.
- Teachers integrate functional skills development in mathematics and English with ICT very effectively, with a particularly strong focus on the standards expected in business communications, for instance when using email. Internet safety is an integral element of the induction programme, reinforced in the off-the-job training and the regular progress reviews. Apprentices feel safe at work and know who to approach to report any concerns they may have.
- Assessors provide apprentices with detailed, developmental feedback from the exercises and assignments set as part of the off-the-job training that enables them to improve their work and ensure that it meets the standards required both by the awarding body and by the employer. However, assessors do not make enough use of all the available workplace evidence to help the apprentices understand the value of such evidence in assessing their competence. As a result, apprentices have an insufficient understanding of the overall framework structure and their progress through the NVQ component.
- Initial assessment is effective at identifying the apprentices' starting points and any additional learning needs they may have. Employers support apprentices very well at work through the regular, frequent reviews with their supervisors that very effectively identify their strengths and help them to improve on weaker areas of performance. Targets for the completion of the framework are challenging, but achievable by all the apprentices. All apprentices are required to have achieved passes in GCSE mathematics and English at grade C or above before starting on the programme. Their standard of English is mostly good, but they do not have the opportunity to develop the subject further.

The effectiveness of leadership and management

Good

- JBC's managing director sets a clear strategic direction and challenging targets for the organisation and shares them very effectively with staff, directors and managers. The approach of directors, managers and staff has ensured provision clearly meets the needs of learners and employers with a very high proportion of learners achieving their apprenticeship framework and securing permanent jobs in the IT sector.
- Directors, managers and staff share an ambitious vision for the organisation and the small management team work well together and communicate effectively with the staff and each other. Formal strategic planning is at a basic level and business planning covers banking and funding. This approach is appropriate for the organisation at its current stage of development. However, directors recognise that existing arrangements for strategic planning will not be sustainable as the provision grows. They plan to make changes as the need arises.
- Operational management is good and it is contributing particularly effectively to the quality of teaching learning and assessment. For example, the arrangements for quality assurance and improvement are making a significant contribution to the good training and to the high proportion of learners who achieve their qualifications. Managers have created an open and transparent culture in which staff welcome their colleagues to observe their lessons at any time and to share good practice in teaching and learning. Collection, analysis and use of feedback from learners and employers is highly effective in bringing about improvements. Internal verification of assessments is well planned and effective in improving assessments and the feedback received by learners.
- Managers make good use of the self-assessment to identify strengths and areas for improvement. Self-assessment makes a valuable contribution to the planning on how to improve provision. The self-assessment report is comprehensive, judgemental and well written. The report identifies most key strengths and areas for improvement identified by inspectors. Managers and staff use appropriate evidence to support their self-assessment findings including data and feedback from learners and employers. The process is inclusive and all staff contribute to compiling and reviewing the report.
- Directors have a successful record in managing and responding to change over a number of years. They have responded well to changes in local and national priorities and are currently implementing a carefully devised growth strategy following a period of contraction.
- Staff and learners benefit from clear performance management arrangements. Directors set challenging targets for recruitment, retention and achievement and staff have exceeded their targets in the first year of operation of apprenticeships. Staff development is good and has a direct impact on the quality of the apprenticeship training. For example, all teaching staff obtained additional and current vendor qualifications in IT before training apprentices to the same standards.
- Partnership working with local colleges and employers is good. Learners benefit from highly effective engagement with employers. Staff make good use of JBC's extensive network of IT employers to secure jobs and work opportunities for learners. Good contacts with employers allow them to play a valuable part in developing the curriculum to meet their needs. However, Directors recognise the need to develop further these partnerships to ensure that appropriate networks are in place to support the new apprenticeship and other new funded provision and to widen the participation of under-represented groups.
- Promotion of equality and diversity in the classroom and workplace is effective. Staff and managers receive appropriate training and apprentices display an adequate understanding of their roles and responsibilities in relation to equality and diversity. Appropriate policies and procedures are in place and reviewed regularly. Complaints procedures are clear and well established, and managers and staff deal with complaints effectively. However, the organisation

does not have a clear strategy, supported by formal targets, for promoting and improving the understanding of equality and diversity. No measures are in place to judge the impact of equality and diversity activities on staff and learners.

- Safeguarding arrangements are good and JBC meets its statutory requirements for safeguarding learners. Learners feel safe and arrangements are in place to protect them from bullying, harassment and inappropriate internet interactions. Directors and managers appropriately monitor and check staff and ensure they receive good training in safeguarding. Staff are alert to identify signs of abuse and are clear on what action to take if they suspect an apprentice is at risk. Directors and managers have implemented appropriate policies and procedures and are currently developing links with local safeguarding children boards. The manager responsible for safeguarding is making good progress with developing a new strategy for safeguarding, specifically related to the new funded provision.

Record of Main Findings (RMF)

JBC Computer Training Limited									
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2						2		
Outcomes for learners	2						2		
The quality of teaching, learning and assessment	2						2		
The effectiveness of leadership and management	2						2		

Subject areas graded for the quality of teaching, learning and assessment	Grade
ICT for practitioners	2

Provider details

Type of provider	Independent learning provider							
Age range of learners	16-18							
Approximate number of all learners over the previous full contract year	0							
Principal/CEO	Mr Bill Jaspell							
Date of previous inspection	Not applicable							
Website address	www.jbctraining.co.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	N/A	N/A	21	N/A	N/A	N/A		
Number of traineeships	16-19		19+		Total			
	N/A		N/A		21			
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ▪ Not applicable 							

Contextual information

JBC Training has only recently been awarded a contract to offer funded training for apprentices aged 16 to 18. In addition to this funded training, the provider offers training in ICT for practitioners as a sub-contractor and other ICT training for adults all of which is out of scope for this inspection.

Information about this inspection

Lead inspector	John Dunn AI
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Two additional inspectors, assisted by the Director of Training as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area stated in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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