

# JAG Training Ltd

Monitoring visit report

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**Unique reference number:** 2494996

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

JAG Training Ltd began delivering apprenticeships in healthcare as a subcontractor in 2014. In October 2017, it gained a direct contract to provide levy-funded apprenticeships and continues to act as a subcontractor for the local authority. JAG offers a variety of apprenticeship standards from level 3 to level 5, including healthcare support, public service operations, school business management and software developer. At the time of the inspection, three apprentices had successfully completed their programmes and a further 48 are in training.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Leaders and managers are highly experienced in apprenticeship delivery. They are planning the scope and growth of their provision to ensure that they focus on programmes that match the expertise and capability within the company. They make good use of provider forums to learn and to improve their practice.

Leaders devise well-planned programmes that fully meet the requirements of apprenticeships. They plan a personal learner journey for each apprentice that sets out clearly what will be undertaken each month in terms of training, coaching or reviews. Tutors tailor programmes to take into account the context and needs of employers. For example, tutors set apprentices projects that match the specific duties within their job. Managers closely monitor the time spent in off-the-job training and correct where hours have been initially overstated by apprentices.

Processes to assure quality and improve the provision are effective. The new quality manager has introduced monthly supervision meetings with tutors, which ensures a more standardised approach to tracking progress and identification of professional development needs. Observations of training sessions enable managers to set specific actions for tutors to improve their practice. The self-assessment report is externally validated and provides a realistic evaluation of performance, together with effective improvement actions.

Leaders and managers closely track apprentices' progress and identify quickly those at risk of falling behind. A group of apprentices who were taken in from a provider that ceased trading receive additional visits to help them catch up. Tutors are appropriately qualified, with relevant industry backgrounds. They work closely with end-point assessment organisations to ensure that those arrangements are in place and that apprentices are fully prepared.

Managers undertake a comprehensive assessment of apprentices' existing job-related knowledge and skills. They take this into account to ensure that apprentices are placed on the most appropriate level and duration of course.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Apprentices build and develop new skills and knowledge that they use to contribute effectively to their employer's business. They become increasingly confident and self-assured in their job roles as they progress through the training; they know what they are doing well and what they need to do to improve.

Apprentices benefit from a broad range of additional training and increased responsibilities in their daily working roles. For example, in healthcare, apprentices are trained in the fundamentals of intensive care.

Tutors provide good training and support to apprentices. Apprentices feel valued and respond well to the support that they receive. Consequently, most are on track to complete their courses within planned timescales.

Tutors use progress reviews well to record what apprentices have achieved. This includes their wider personal development, for example from volunteering in their communities.

Tutors provide informative careers advice and guidance so that apprentices are aware of future training and career opportunities. This includes help with university applications. Some apprentices are promoted or receive permanent contracts during their programme. In a few cases, employers have indicated that apprentices cannot continue their employment once they complete.

Apprentices benefit from additional training and support to pass functional skills qualifications in mathematics and English. Around half have taken and achieved these qualifications, most at the first attempt. However, tutors do not routinely continue to develop apprentices' mathematical or English skills as part of their apprenticeship programme.

Apprentices produce written work of the expected standard. Tutors' feedback is specific and supportive. However, it does not sufficiently detail how apprentices can

improve further or obtain higher grades. Most apprentices remain on programme. The very few who have left did so as a result of job loss or resignation. Of the three that have completed their apprenticeships, all obtained better grades than predicted.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers place a high priority on the safeguarding of apprentices, especially those aged under 18. The designated safeguarding lead, together with all staff, has recently completed appropriate training in safeguarding, the 'Prevent' duty and British values. The company website and virtual learning environment contain helpful information videos about topical issues, such as knife-crime and modern-day slavery.

Leaders and managers have put in place comprehensive policies for safeguarding and to ensure that they recruit staff who are safe to work with their apprentices. They explain clearly at induction and in apprentice and employer handbooks the importance of the 'Prevent' duty and British values.

Apprentices have a good understanding of how to stay safe and to whom they should report any concerns. Many work in regulated workplaces such as schools and hospitals and benefit from additional training and awareness-raising in safeguarding practice. Apprentices have a basic understanding of the risks of radicalisation and extremism and how to keep themselves safe online.

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