

Jet2.com Limited

Monitoring visit report

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Type of provider: Employer

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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.

Jet2.com Limited (Jet2) received its apprenticeship contract in 2017. Four apprentices started their training in September 2017 and eight in October 2018. All the apprentices are on a standards-based, four-year aircraft maintenance fitter/technician (fixed and rotary wing) apprenticeship at level 3. At the time of the monitoring visit, 11 apprentices are on the programme.

Themes

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

Reasonable progress

Leaders have excellent knowledge of, and experience in, the aviation industry, which they use to very good effect. They plan a coherent and highly relevant four-year programme of on- and off-the-job training for aircraft maintenance fitters/technicians. Leaders and managers select the most appropriate pathway and unit options for the aircraft maintenance fitter/technician apprenticeship.

Leaders ensure that they follow the principles and requirements of the apprenticeship precisely. For example, apprentices need to spend a considerable amount of time in their first year acquiring knowledge, skills and behaviours during their off-the-job periods to prepare them fully for their on-the-job training and experience. Apprentices' on-the-job training increases progressively in their second and subsequent years to give the correct balance to on- and off-the-job learning.

Leaders and managers implement good progression arrangements. Trainers prepare apprentices successfully to move on at the end of their first year from level 2 to level 3. Apprentices, managers and trainers have a good awareness of the requirements of the end-point assessment requirements, which take place towards the end of apprentices' fourth year.

Leaders provide a high ratio of trainers to apprentices. Consequently, apprentices receive a lot of focused individual tuition and attention. They make good progress

and develop highly relevant knowledge, skills and behaviours as required by maintenance fitters/technicians in the aviation industry. Leaders and managers have a good oversight of the progress that apprentices make on their programme.

Leaders set high standards for managers and trainers. They require them to be fully conversant with the latest processes, procedures and products. Managers and trainers participate in very relevant continuous professional development activities. For example, they attend technical training events and Jet2 updates. Consequently, apprentices learn about the most recent aviation developments and practices.

Leaders and managers provide excellent workshop and hangar facilities for apprentices. For example, apprentices use industry-standard tools to develop their hand skills. They apply their theoretical knowledge to practical situations confidently.

Leaders and managers promote the aviation apprenticeship provision widely. They are particularly keen to attract more female applicants. Leaders' and managers' recruitment process is rigorous. They receive a large number of applications for a small number of apprenticeships. Applicants go through a meticulous selection process, including a self-made video presentation, an assessment centre, and a face-to-face interview. Leaders and managers select high-calibre, committed applicants for whom there are excellent career prospects.

Senior leaders are passionate about Jet2 training 'engineers of tomorrow'. They meet the apprenticeship leader frequently. However, senior leaders do not fulfil an effective governance role. For example, they do not challenge leaders and managers about key aspects of the provision such as the quality of teaching, learning and assessment, safeguarding, and the fulfilment of the apprenticeship requirements. Senior leaders do not take individual responsibility to oversee specific key aspects of provision.

Leaders and managers have been slow to implement their observation process. They have not yet observed the apprenticeship provision formally and identified clearly its strengths and weaknesses.

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

Leaders and managers appoint trainers who are highly skilled aeronautical engineers. The trainers are technically proficient and very knowledgeable about the subjects they teach. Apprentices receive high-quality on- and off-the-job training.

Apprentices' induction programme is comprehensive. Apprentices receive a good overview of the apprenticeship programme. They also receive detailed information about Jet2 and visit the company's premises in Leeds, Bradford and Manchester.

Managers and trainers identify apprentices' starting points accurately. They identify their prior knowledge, skills and experiences, and their preferred learning styles. They make very good use of this information when planning learning and assessing apprentices' progress.

Trainers track apprentices' progress systematically. When apprentices do not make the required progress, trainers provide additional support to enable them to catch up quickly.

Apprentices use an excellent range of resources in the training workshops and aircraft hangar. Trainers make full use of the resources. For example, when apprentices study the theoretical aspects of instrumentation the trainer takes them into the cockpit of an aeroplane in the hangar, so they can see each instrument in an operational context.

Apprentices apply their theoretical knowledge extremely effectively in practical situations. They develop very good hand skills that they apply quickly to aircraft repairs and maintenance. Trainers require apprentices to work to extremely high tolerance levels. They work enthusiastically, under very close supervision, on operational aircraft that are in the hangar for routine maintenance checks and planned repairs.

Apprentices have a very good understanding of the importance of health and safety. They always follow safe working practices systematically in practical sessions to keep themselves and their colleagues safe. They understand the need for, and wear, appropriate personal protective equipment.

Apprentices' behaviour is very good. They adopt a mature approach to learning and contribute effectively to discussions. Apprentices enjoy their learning and value the good learning and pastoral support they receive. They have excellent career prospects in the aviation industry and are highly motivated to succeed.

Trainers assess the technical aspects of apprentices' written work accurately. They provide detailed feedback to identify apprentices' progress and to inform them of what they need to do to improve. However, trainers do not always identify the spelling, punctuation and grammatical errors that apprentices make. Consequently, they repeat these errors.

Trainers' target setting requires improvement. Apprentices' targets are not routinely specific, detailed and measurable. For example, trainers ask apprentices to start, or work on, a specific unit without any indication of how much of the unit they need to complete. Consequently, a minority of apprentices do not make the swift progress of which they are capable.

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 safeguarding. The designated safeguarding officer (DSO) and deputy DSO are appropriately qualified and experienced. Leaders and managers have a range of safeguarding and safeguarding-related policies that they implement appropriately when necessary.

Leaders follow safe recruitment practices when appointing staff and apprentices. They investigate thoroughly managers', trainers' and apprentices' suitability to work in high-security airside training and maintenance environments. All staff and apprentices receive disclosure and barring service checks.

Safeguarding training for staff is good. All staff complete safeguarding training that is relevant to the aviation industry. Staff are knowledgeable about safeguarding, health and safety, and equality and diversity. They understand fully their importance in the aviation industry.

Leaders and managers place great importance on apprentices' safety. They ensure that apprentices receive full information about, and comply with, healthy and safe working practices. Apprentices feel safe and are safe.

Apprentices have a good introduction to safeguarding at the start of their apprenticeship. They understand clearly what constitutes a safeguarding or safeguarding-related issue, and the reporting procedures should an issue arise. Apprentices know how to stay safe online and recognise the adverse impact that social media can have on people's lives. Apprentices' knowledge of counter-terrorism is good. However, their wider understanding of the 'Prevent' duty requires improvement.

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