

British Printing Industries Federation Ltd

Independent Learning Provider

Inspection dates

30 July–2 August 2019

Overall effectiveness		Good
Effectiveness of leadership and management	Good	Apprenticeships Good
Quality of teaching, learning and assessment	Good	
Personal development, behaviour and welfare	Good	
Outcomes for learners	Good	
Overall effectiveness at previous inspection		Requires improvement

Summary of key findings

This is a good provider

- Senior leaders and board members have acted swiftly to rectify most of the areas for improvement from the previous inspection.
- The board members' establishment of the Training Advisory Board has led to the effective recruitment of experienced board members, who have driven the pace of change.
- The board members' swift recruitment of an experienced management team has led to significant improvements in the quality of provision and outcomes for apprentices.
- Senior leaders and board members have developed a highly responsive curriculum to meet the training needs of the printing industry. The British Printing Industries Federation Ltd (BPIF) works extensively with employers across the industry to meet national and local needs.
- The large majority of apprentices make expected or better progress on their programmes. Most apprentices develop new skills, knowledge and behaviours through well-considered on-the-job training.
- Training coordinators benefit from extensive training and professional development activities. They value the training, which helps them to support apprentices more effectively.
- Training coordinators plan training programmes well. They provide helpful feedback to apprentices, which helps them to improve their skills and knowledge at work. As a result, most apprentices achieve well on their programmes.
- Apprentices have a good understanding of their role as citizens, as employees working in the printing industry, and in their daily lives.
- Leaders and managers do not identify in enough detail how they will bring about further improvement. Managers do not set precise targets to judge the progress achieved.
- Training coordinators do not ensure that all apprentices develop their English and mathematics skills to the level of which they are capable.
- Printing apprentices do not receive sufficient information on future career opportunities. As a result, too many are unclear on their next steps when they complete their programme.

Full report

Information about the provider

- The British Printing Industries Federation (BPIF) is a not-for-profit organisation which provides business support and training to the UK print industry. It delivers support services to printing companies located throughout the UK, ranging in size from large multinationals to small companies employing fewer than 10 people. It provides apprenticeship training to both member and non-member companies within the industry.
- Governed by a national council, the BPIF employs more than 50 full-time staff and has its administrative base in Coventry. The provider has two further offices in Brighouse and London. It has nine training coordinators covering the three regions. There are currently 396 apprentices on the programme. The large majority of the 288 apprentices on framework-based apprenticeships are at level 2 and level 3 in printing. A further 108 apprentices are on standards-based apprenticeships in management at level 3 and level 5.

What does the provider need to do to improve further?

- Ensure that all apprentices receive impartial careers education, advice and guidance to enable them to make informed choices about their next steps.
- Ensure that all apprentices are supported to improve their English and mathematics skills to the level of which they are capable.
- Ensure good-quality improvement plans focus on setting precise targets to improve the provision further and enable leaders and managers to measure the impact of the actions taken.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, managers and staff are ambitious for all apprentices. They have been successful in making significant improvements to the apprenticeship provision. Leaders' and board members' actions have successfully improved or made strong progress towards addressing all the weaknesses identified at the previous inspection.
- The chief executive officer (CEO), strongly supported by board members, recognised the need for considerable organisational improvement. The CEO and board members decisively acted to establish a new training advisory board with direct oversight of apprenticeship training. They quickly increased the management capacity and expertise needed to bring about rapid improvement. The board's swift appointment of an experienced managing director has brought about significant improvements to the quality of provision. Leaders' and board members' appointment of a head of data and compliance has ensured that they have accurate information about apprentices' progress and outcomes to inform their actions.
- Leaders have implemented a sharply focused quality assurance framework to secure continuous improvement. Leaders have significantly improved the assessment of apprentices' starting points, promotion of safeguarding and e-safety. Senior leaders have strengthened the self-assessment process through contributions from apprentices and employers. Leaders now have an accurate view of the quality of teaching, learning and assessment and outcomes for apprentices.
- Leaders have significantly invested in training and support for training coordinators. Staff have been supported to complete qualifications in careers education, information, advice and guidance, English and mathematics, functional skills and mental health awareness. Training coordinators attend and contribute to meetings focused on improving the quality of training. As a result, training coordinators are well informed and confident that they have the skills to carry out their roles effectively.
- Leaders and managers constantly review and develop the curriculum available to apprentices. As a national federation of many companies in the print industry, BPIF is keenly aware of changing demands in the sector. Leaders are highly attuned to the emerging local and national needs of the industry. Leaders and managers have helped design new apprenticeship programmes to meet these needs. For example, leaders have won national approval for a new level 3 standards apprenticeship for print technicians as part of an employer consortium. BPIF is also highly active in promoting the industry to younger learners and women. It supports regular industry careers fairs, as well as in-school events. These encourage school pupils to consider the print industry as a career.
- Leaders have developed a well-designed strategy to improve apprentices' English and mathematics skills. Leaders have appointed champions who successfully support the delivery of training in developing apprentices' English and mathematics skills. The large majority of apprentices achieve their qualifications in these subjects. However, leaders and managers recognise that not all apprentices improve their skills in English and mathematics to the level of which they are capable.
- Leaders and staff promote equality of opportunity and diversity effectively. They work closely with employers to ensure a secure and positive learning environment for

apprentices. All training coordinators work continuously with apprentices to promote their understanding of their role as citizens in British society, in their lives and in their work. They use a particularly well-designed approach to making British values meaningful to apprentices. Each month, staff prepare five topical issues to discuss with apprentices. For example, topics include 'educate against hate', 'multicultural communities' and 'hidden harassment'. Most recently, an apprentice contributed a topic they had prepared on 'gangs and gang violence'. As a result, apprentices gain a very good awareness of how these issues relate to their own work and lives.

- Leaders and staff frequently review the improvements made since the previous inspection. However, leaders have not fully implemented all of the quality improvement processes. Leaders have identified that further staff training is needed to secure the delivery of the strengthened observation of teaching, learning and assessment process. Similarly, leaders recognise that the quality improvement plan needs further development. They have not yet set out sufficiently precise targets to measure the progress achieved. As a result, leaders do not always have a sufficiently clear overview to enable them to prioritise further actions.

The governance of the provider

- Board members on the new training board have a broad and relevant range of business and financial skills. Members also have specific expertise in apprenticeships. They apply their skills and experience very effectively in frequent meetings with senior leaders. They use the much-improved data provided to rigorously review apprentices' progress. The board constantly challenges and supports leaders to improve quality and raise standards for the benefit of apprentices.
- The CEO and managing director of the training board also submit regular, detailed reports for thorough scrutiny by the main board of BPIF.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, managers, board members and staff have developed a strong organisational culture of safeguarding. This is well supported by recently updated policies and procedures. Leaders, managers and staff place high priority on ensuring the health, safety and welfare of apprentices. They work effectively with employers to ensure that apprentices are safe. As a result, apprentices know how to keep themselves safe, including online. They know who to contact if they have any concerns.
- Staff are well trained and vigilant to identify safeguarding risks. They quickly report any concerns to the designated safeguarding lead (DSL). The DSL records all incidents carefully and takes appropriate action to resolve incidents. The DSL maintains appropriate links with external agencies. They channel all queries through agencies such as NSPCC, due their knowledge of national support and advisory agencies. As a result, the DLS can quickly identify the most appropriate agency to support apprentices.

Quality of teaching, learning and assessment

Good

- Training coordinators use their expertise and industry experience to provide good support for apprentices. Training coordinators work well with employers to plan on-the-job training. Apprentices develop the skills, knowledge and behaviours required for their job roles. Level 3 printing apprentices improve their skills when working with customers. They take responsibility for training internal and external customers in product awareness. As a result, the majority of apprentices increase their responsibilities at work during their programme.
- Training coordinators use the information they gain on apprentices' starting points well to plan training. Training coordinators work closely with apprentices with additional learning support needs. Training coordinators sensitively work with apprentices to improve their confidence in their written and numerical skills. As a result, most apprentices make expected or better progress on their programme.
- Training coordinators frequently review apprentices' progress on their programme. Level 3 printing apprentices develop new skills in using complex software to design and set original work to meet customer requirements. They operate large print machinery to print and supply orders. Management apprentices develop their skills in managing individuals and teams in the workplace. They supervise organisational restructures, and they set team objectives to achieve projects. Apprentices develop new skills and knowledge relevant to their individual starting points and their job roles.
- Apprentices value the helpful feedback most receive from training coordinators, especially the targets that they are set to help them improve their practical and written work. Level 5 management apprentices receive helpful feedback to improve their written work. Most management apprentices demonstrate high standards of written work. However, in a minority of sessions, training coordinators do not provide enough feedback to ensure apprentices improve their skills and knowledge further. In these sessions, targets are too often focused on the completion of units. As a result, a minority of apprentices do not improve their skills to the level of which they are capable.
- Apprentices value the high-quality training materials used by training coordinators. These materials are well used to develop apprentices' independent study skills to support them in their work-based projects. As a result, most apprentices improve their confidence and independence in their daily lives.
- Training coordinators make good use of materials specific to the printing industry. As a result, the majority of apprentices develop their English and mathematics skills well and are able to work independently in the workplace. Print apprentices recognise how the improvement of their skills has helped them to complete projects at work. They are able to estimate the cost of quantities and speed needed for a print run.
- Training coordinators ensure that apprentices on standards-based apprenticeships have a detailed understanding of the requirements of their end-point assessment. Management apprentices benefit from the training they receive to plan for their management project. Training coordinators do not always ensure that apprentices on standards-based apprenticeships receive sufficient feedback on how they can improve their skills to achieve high grades.
- Managers and staff ensure that apprentices meet the requirements for their off-the-job-

training. However, training coordinators do not plan off-the-job-training for printing apprentices well enough. Too many printing apprentices are unclear about when their off-the-job-training will take place.

Personal development, behaviour and welfare

Good

- Most apprentices are enthusiastic and enjoy their learning, and the roles they undertake in the workplace. Training coordinators evaluate apprentices' confidence, skills and knowledge at the start of their programme. Apprentices quickly improve their confidence in the workplace. They develop and improve their skills and perform effectively at work. Employers value the skills and enthusiasm that apprentices bring to their everyday job roles.
- Apprentices demonstrate high levels of attendance and punctuality in their on- and-off-the-job training. Training coordinators provide good support to apprentices aged 16 to 19. Printing apprentices who are school leavers benefit from the support they receive to develop their understanding of the world of work. They quickly improve their time-keeping, punctuality and problem-solving skills. As a result, they improve their skills when working with others, and when meeting printing deadlines.
- Apprentices benefit from the support they receive to improve their mental health and well-being at work. Most BPIF staff have completed mental health awareness training. Managers have supported the large majority of staff to train as mental health first aiders, and/or mental health champions. Managers and staff work well with employers to raise their awareness of mental health issues in the workplace. Training coordinators provide effective support for apprentices who have experienced personal difficulties during their programme. As a result, they remain in their apprenticeship, improve their confidence and succeed on their programme.
- Apprentices develop the skills they need to work in the printing industry well. Employers recognise the skills and knowledge that apprentices learn. They encourage apprentices to apply for the national award schemes supported by BPIF and the printing sector. Employers and apprentices value these awards as recognition of working to industry standards. Apprentices benefit from the opportunities that arise from winning these awards. They are able to attend national and international events, which are highly valued by employers.
- Apprentices have a good understanding of their role as citizens, and as employees working in the printing industry. Apprentices demonstrate a good understanding of sustainability and recycling at home and at work. Printing and management apprentices can identify how the use of packaging, paper, cardboard and plastics at work impacts on the environment. They take steps to recycle and improve the sustainability of the workplace.
- Apprentices improve their knowledge of cultural diversity, British values, safeguarding, and equality of opportunity through a well-thought-out curriculum. They are able to discuss how these relate to their life at home and at work. The majority of apprentices are not sufficiently aware of the 'Prevent' duty. As a result, they are not able to demonstrate an understanding of how to keep themselves safe from the risks posed by radicalisation and extremism.

- Apprentices demonstrate a good understanding of health and safety issues at work. Printing apprentices frequently review risk assessments when working with large machinery at work. They demonstrate safe working practices when using industrial guillotines when cutting and preparing printing jobs.
- Management apprentices improve their skills through frequent attendance at additional training workshops identified with training coordinators. Level 3 and level 5 management apprentices undertake additional training in finance, computer software and project management. Employers recognise how the additional skills and knowledge that apprentices have learned benefit the workplace.
- The majority of apprentices improve their English and mathematics skills through their on- and-off-the-job training. Training coordinators have developed a well-considered approach to improving the skills of apprentices through their everyday tasks. A minority of apprentices do not improve their English and mathematics skills well enough. They do not develop the skills they need for work and in their daily lives to their full potential.
- Management and business apprentices have a good understanding of their next steps when they complete their programme, including further training and higher education. However, printing apprentices do not receive sufficient information on future career opportunities. The careers education, information, advice and guidance these apprentices receive is not yet of a consistently high standard. The majority of printing apprentices are unsure of their next steps when they complete their apprenticeship.

Outcomes for learners

Good

- The proportion of apprentices who have completed their programme in the planned timescale has significantly improved and is high. The number of apprentices who complete their programme in the expected time has significantly improved over the last three years.
- The proportion of apprentices who make good progress in their English and mathematics qualifications has significantly improved. The number of apprentices who achieved their functional skills in 2017/18 in English at level 1 and mathematics at level 1 and level 2 is now high.
- Most apprentices on framework and standards-based apprenticeships have a detailed understanding of the progress they are making on their programme. Most apprentices are making expected or better progress on their programme. As a result, most apprentices demonstrate expected standards of work in their on- and-off-the-job training. A small minority of apprentices on level 3 and level 5 management programmes demonstrate high standards of work.
- Most apprentices on standards-based apprenticeships have a detailed understanding of their end-point assessment. However, training coordinators do not provide feedback to apprentices on how to achieve high grades well enough. A minority of apprentices do not understand what they need to do to achieve the grades of which they are capable.
- Apprentices benefit from completing additional training and vocational qualifications during their programme. Apprenticeships undertake additional training to develop the skills to meet the requirements of their job role. For example, apprentices on level 2 and level 3 printing complete additional training in design software relevant to the printing

industry.

- Leaders and managers effectively identify and address any significant gaps between the achievement of different groups of apprentices. At the time of inspection, there were no significant achievement gaps.
- Most apprentices remain in employment, acquire additional responsibilities, receive a pay rise and secure a promotion at the end of their programme. However, managers and staff do not analyse apprentices' next steps well enough. As a result, too few apprentices move on to the next level of study when they finish their programme.

Provider details

Unique reference number	50857
Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	596
Principal/CEO	Charles Jarrold
Telephone number	01676 526030
Website	www.britishprint.com

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	36	64	62	178	-	56		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	-							

Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Andrea Dill-Russell, lead inspector	Her Majesty's Inspector
Derek Williams	Ofsted Inspector
Maria Rayworth	Ofsted Inspector
Alan Winchcombe	Ofsted Inspector
Clifford Shaw	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019