

# **HYA Training Ltd**

## **Inspection report**

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**Unique reference number:** 52418

**Name of lead inspector:** Harmesh Manghra HMI

**Last day of inspection:** 13 May 2011

**Type of provider:** Independent learning provider

**Address:** HYA Training Ltd  
Hi-Tech House  
Hi-Tech Park  
Goulton Street  
Hull  
HU3 4DD

**Telephone number:** 01482 211778

## Information about the provider

1. HYA Training Ltd (HYA) was established in 1998 as a training subsidiary of the registered charity Humberside Youth Association. The charity's aim is to promote the welfare and development of young people in Humberside. A board of four trustees has overall responsibility for the performance of the training company. Two directors assisted by an operations manager and 18 staff provide learning, assessment and support to the learners. The training centre is located in an expanding industrial and commercial area in Hull. Most of HYA's learners are from the Hull area, with small numbers from the East Riding of Yorkshire and north-east Lincolnshire.
2. Under contract to the Skills Funding Agency, HYA provides learning for apprenticeships in business administration, customer service, and management as well as health and social care for adults. It provides National Vocational Qualifications (NVQs) through Train to Gain to employed learners in these subject areas, under subcontracting arrangements. HYA also holds a contract with the Young People's Learning Agency to provide foundation learning to young people aged between 16 and 18. Fifteen per cent of HYA learning is privately funded through the local National Health Service (NHS) trusts and other organisations. At the previous inspection in 2006, the provision in health and social care was not separately inspected or graded. The numbers of learners in this subject area have significantly increased.
3. According to the census of 2001, Hull had a population of 257,000 of which 2.3% belonged to a minority ethnic group. In April 2011, 8.1% of the population was unemployed and claiming benefits compared with 4.4% in the region and 3.7% in Great Britain. In 2010, 42% of the school pupils achieved five GCSE's, including English and mathematics, at grades A\* to C as compared with the national and regional rates of 50% and 44% respectively. Hull has a teenage conception rate of 69% compared to 47% in Yorkshire and Humber and 42% in Great Britain.
4. HYA provides training on behalf of the following organisation:
  - Avant Partnership

Type of provision	Number of enrolled learners in 2009/10
<b>Provision for young learners:</b> Entry to Employment	95 part-time learners
<b>Employer provision:</b> Train to Gain Apprenticeships	190 learners 228 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision		Grade 2
Capacity to improve		Grade 2
Aspect	Grade	
Outcomes for learners	2	
Quality of provision	2	
Leadership and management	2	
Safeguarding	2	
Equality and diversity	2	
Subject areas	Grade	
Health and social care	2	
Preparation for life and work	2	
Business, administration and law	2	

## Overall effectiveness

- HYA is a good work-based training provider. It has a good reputation for providing learning and support to learners, aged between 16 and 18, who face significant personal barriers. Many of these learners have entered apprenticeship programmes. HYA has successfully extended its provision in health and social care by establishing outstanding partnerships with local employers, including the local NHS trusts. Staff members are well qualified and experienced. They provide highly professional training and good support to learners.
- Apprentices, advanced apprentices and learners on Train to Gain programmes develop high-level skills in business administration, customer service, management, and adult care. Their confidence and self-esteem soars during their training. Many learners use their newly developed knowledge and skills to provide a better quality service to their clients in care homes and hospitals. Many learners have secured promotion at work or assume higher roles in the workplaces. However, HYA does not keep records of learners' destinations. Learners make rapid progress and complete their vocational qualifications in good time, alongside additional qualifications in information and communication

technology (ICT), literacy and numeracy. Employers value the strong impact of training on their businesses.

7. Teaching and learning are good. On-the-job training is comprehensive and very effective. However, staff do not set learners sufficiently ambitious or challenging targets. Some learners, particularly on care programmes, make good progress and are able to complete their qualifications in a shorter timescale. Learners' progress reviews are generally good. However, assessors focus on evaluating progress in completing the units of qualifications rather than on the skills that learners develop. The records of reviews do not accurately reflect the feedback to learners.
8. Learners feel safe in the centre and in their workplaces. HYA knows its provision intimately and has accurately identified its strengths and most areas for improvement. The company has good capacity to continue its successful track record of improvement.

## Main findings

- Outcomes for learners are good. Most learners achieve well and complete their qualifications within the planned timescales. Success rates are outstanding for advanced apprentices and good for apprentices. Outcomes are good for learners working towards level 3 qualifications through Train to Gain and satisfactory for those at level 2. Achievement and progression by foundation learners into apprenticeships are good.
- Learners develop good personal and vocational skills and improve their confidence. Apprentices improve their literacy and numeracy skills; most achieve qualifications in key skills. Achievement of literacy and numeracy qualifications is satisfactory for foundation learners. Most learners enjoy their learning and make good progress.
- Teaching and learning are good. However, there is too little outstanding teaching and learning. One-to-one coaching and training in the workplace are good. Learners have good access to information technology but staff make insufficient use of information and learning technology (ILT) in their teaching and assessment.
- Staff use individual learning plans effectively during progress reviews. However, they do not record these reviews fully. Assessment is well-planned, flexible and accurate in foundation learning and business administration. The quality of feedback provided by assessors varies across the different subject areas.
- The provision is highly responsive and it very effectively meets the needs of learners and employers. Learners benefit from a wide range of units, additional qualifications and work experience. Many learners complete additional training and gain extra qualifications.
- Partnership working is excellent. HYA has won prestigious awards for its outstanding partnership with NHS trusts. Learners benefit significantly from the partnership. Links with employers are highly productive, resulting in good engagement of employers in the learners' training. Strong partnerships with the local council and schools have resulted in HYA engaging high numbers of young people in learning when they were previously not in education, employment or training.
- Care, guidance and support, including information, advice and guidance, are good. All learners receive thorough initial and diagnostic assessments which identify their learning support needs. Tutors and assessors provide excellent individual support and encouragement to help learners progress. They offer practical help in literacy and numeracy development although many of them do not hold relevant qualifications.
- HYA has good safeguarding arrangements. Learners feel safe in the centre and in their workplaces and most adopt safeguarding principles in their daily lives. HYA checks its employees thoroughly through the Criminal Records Bureau. All learners and staff have a sound understanding of safeguarding issues, including how to deal with discrimination, bullying and harassment.

- HYA promotes equality and diversity well, adding significant value to the lives of most learners, particularly those who have had poor experiences of life and learning and those in low-paid jobs. It equips learners with higher-level skills and raises their aspirations. However, during progress reviews HYA staff do not fully explore how learners can use their knowledge of equality and diversity in the workplace.
- Quality improvement arrangements are satisfactory but mostly informal. HYA observes most of its interactions with learners for audit and quality improvement purposes without a clear rationale for doing so. Observers comment on teaching not learning. Some action plans arising from observations are imprecise and managers cannot use them to measure improvement.

### **What does HYA Training Ltd need to do to improve further?**

- Maintain the very high success rates on apprenticeship programmes and ensure that the new provision in health and social care secures equally high success rates by making greater use of training offered by employers, and by setting more challenging targets for all learners, particularly those on Train to Gain at level 2 and Skills for Life programmes.
- Increase the proportion of outstanding teaching through the sharing of good practice across subject teams. Improve teaching, learning and assessment through better use of ILT.
- Improve the development of individual learning plans by taking full account of the learners' educational background, previous achievements, experiences, motivation and opportunities to learn. Ensure that both learning plans and progress reviews provide learners with better recorded, specific and challenging targets.
- Improve observations of learning to ensure that they focus more sharply on the quality of learners' experience. Ensure that required actions on the action plans produced following observations are better recorded and that staff benefit from the sharing of good practice identified through the observation process.
- Further develop the ability of staff to reinforce learners' understanding of equality and diversity during progress reviews. Encourage staff to discuss how learners can apply their knowledge of issues covered to provide better quality services to their clients.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the extremely knowledgeable, professional and supportive tutors and assessors
- the good access to a variety of qualifications
- the very relaxed, friendly and safe learning atmosphere at the training centre
- the lessons that are very well planned and informative

- the good training that is directly relevant to their work, that helps them gain qualifications and enhances their future prospects
- the flexible structure of the programme that enables them to cope with the demands of their course and employment
- the culture of equality and respect.

**What learners would like to see improved:**

- the poorly distributed workloads to complete assignments
- the delayed start of one-to-one support and tuition
- the structure of the programme that prevents learners from progressing to the next stage because of lack of management responsibilities in the workplace
- the range and number of work-placements for foundation learners
- the unclear instructions for completing tasks in the key skills portfolios
- the quality of publicity to highlight the benefits of an NVQ.

**Summary of the views of employers as confirmed by inspectors****What employers like:**

- the very good understanding of the business needs by HYA staff and the training which helps them meet their needs
- the speed and effectiveness of response by the assessors to resolve problems
- the very flexible and responsive training and assessment provided to their employees without any disruption to the businesses
- good key skills tuition and support which helps improve their employees' self-confidence
- the very good information, advice and guidance provided by HYA staff.

**What employers would like to see improved:**

- the lack of written reports on their employees' progress for a small number of employers
- the current qualification framework which limits progression opportunities for their employees.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. HYA has good capacity to make and sustain improvement. Since the last inspection, it has further improved its high success rates in business administration and has also improved the rates of positive progression for foundation learners. Success rates, which are considerably above the national averages, have continued to improve for learners of all age groups and levels. Most learners on the recently expanded health and social care programmes are making good progress. The provision is good in all subject areas. Preparation for life and work has improved from satisfactory at the last inspection. Partnerships remain outstanding and have continued to add significant value to the learners. Staff development remains strong. HYA has made appropriate improvements in target-setting for staff, a key weakness at the previous inspection. The investment in resources is substantial. A new management information system allows managers to collect a broad range of data which they use to monitor learner progress accurately and to set targets for improvement. However, staff do not make sufficient use of data at subject area level.
10. Quality improvement remains satisfactory overall. HYA has improved the self-assessment process since the previous inspection. The self-assessment report reflects the views of all stakeholders and contains a broad range of data. The current report is broadly accurate but is insufficiently analytical. It has failed to identify the areas for improvement in the observations of teaching and learning and progress reviews. The action plan for improvement is not sufficiently firm to deal with aspects such as the introduction of e-portfolios and the monitoring of destination data.

### Outcomes for learners

**Grade 2**

11. Apprentice success rates demonstrate a strongly improving trend and are very high, although the rates have slightly declined in the current year. Success rates for a small number of advanced apprentices are outstanding and have been maintained at exceptionally high levels.
12. All advanced apprentices make excellent progress and achieve their qualifications within the planned timescale. Although most apprentices make good progress and achieve their qualifications, many have not completed their qualifications within their planned timescale in the current year. Apprentices in the recently introduced subject area of health and social care are making good progress towards their qualifications.
13. Success rates for Train to Gain learners are very high at NVQ level 3 and are above national averages at level 2. The progress made by NVQ level 2 Train to Gain learners is satisfactory. Success rates of those Train to Gain learners who complete Skills for Life qualifications are satisfactory.

14. Positive progression rates of learners from the former Entry to Employment programme have significantly improved and are good. A considerable number of these learners progress to apprenticeships with HYA. A high proportion of current foundation learners achieve their learning goals.
15. Most learners improve their employment prospects, confidence and self-esteem during their training. They are well motivated and develop relevant skills and knowledge. They have a good understanding of health and safety in the workplace and of broader welfare and safeguarding issues. Foundation learners participate in a range of sport, leisure, healthy living and independent living activities. Although visiting speakers talk to learners about sexual health, mental health is not covered. A considerable number of foundation learners have benefited from completing community service and have participated in a wide range of charitable fund raising activities. These activities have effectively raised their awareness of different groups and have helped to develop their respect for individuals.
16. Most learners make good progress and enjoy their learning. Most groups of learners achieve equally well. Where differences occur, for example learners aged between 16 and 18 who achieve slightly less well than adult learners, the numbers involved are too small to make the comparison significant.

## **The quality of provision**

## **Grade 2**

17. Teaching and learning are good with some outstanding practice. Most teaching sessions are carefully planned and delivered at a brisk pace with a good range of learning activities which engage learners. Tutors provide sufficient challenge for all but the more able learners. They make ample checks on learning through effective questioning although they do not always accurately direct questions at individual learners. The use of ILT in classes is improving but learners make limited use of interactive technology to produce their assignments.
18. Individual learning plans effectively record foundation learners' medium- and long-term targets but do not record apprentice workplace training sufficiently. Learners' progress reviews are frequent and effective. A significant number of review documents are not fully completed and do not present an accurate picture of agreements reached during discussions. Employers, although involved in these reviews, often do not make an effective contribution. Assessment is well planned, flexible, timely and accurate. Assessors use a wide range of assessment methods. However, some assessment records are too brief. Most learners receive sufficient oral feedback on their work but assessors do not record it accurately enough to provide learners with an overview of what they need to do to improve and how. The quality of feedback varies between assessors and most fail to correct errors in spelling and punctuation.
19. The range of provision meets the needs of the sectors of industry and the community in Hull particularly effectively. HYA has responded very positively to national and local priorities, for example in delivering workforce development for employers. Its excellent work is helping to reduce the high numbers of

young people not in education, employment or training in Hull and to lower the very high teenage conception rate. Progression from apprenticeships to advanced apprenticeships is low due to the limited nature of many learners' job roles.

20. Partnership working is outstanding. The highly acclaimed partnership with the local NHS trusts is delivering significant benefits for learners. HYA has responded exceptionally positively to the specific needs of the NHS trusts through the provision of customised training. Links with other employers are also very good. HYA helps employers to recruit apprentices and to develop their employees. Most employers make a good contribution to the training. HYA works very effectively with the local council on several projects to re-engage hard-to-reach young people such as looked after children, ex-offenders and lone parents.
21. The care, guidance and support offered by HYA effectively ensure that learners are recruited on to the right course. Guidance is successfully incorporated throughout the learners' programme and it includes effective focus on personal, progression and employment goals. Careers education and guidance provided to foundation learners assist them with their jobsearch and help them to present themselves effectively to future employers. Good links with external agencies enable learners to access specialist support and counselling. Tutors and assessors help most learners to make good progress through the high standard of individual support and encouragement that they provide.
22. Support for learners' literacy and numeracy needs is satisfactory. Key skills are delivered early in the training which improves learners' basic skills and helps them with their NVQs and technical certificates. Tutors and assessors provide practical support but not all hold Skills for Life qualifications. Many staff are currently working towards these. Support for learners with learning difficulties and/or disabilities, such as dyslexia, is satisfactory.

## **Leadership and management**

## **Grade 2**

23. The managers and the board of trustees have set out a clear strategic vision and mission which are shared enthusiastically by all staff. The managing director has played a key role in improving the profile of work-based learning in relevant employment sectors across the region. HYA has established a very positive, open and supportive culture in which all staff and learners are empowered to excel. The business planning is strong. HYA has successfully diversified its training into health and social care. Managers set and meet demanding targets to raise success rates.
24. The board of trustees has a good knowledge of the company and demonstrates good commitment to the vision and mission of HYA. Board members give their time and expertise freely. They receive regular reports on the performance of the company, provide good challenge and monitor the progress against the objectives set. For example, HYA has risen to the challenge of diversifying its

business successfully into commercial training. However, the board does not appraise the managing director.

25. Equality and diversity are fully embedded in all aspects of HYA's curriculum. Highly supportive tutors quickly build up learners' self-confidence and raise their self-esteem and aspirations. They work extremely hard to support learners through their personal problems and provide appropriate study support to help them to progress, gain qualifications and improve their future prospects. An example of this can be seen in HYA's work with significant numbers of learners employed in manual jobs in the NHS, who are undertaking qualifications. HYA works very effectively with the local council on several projects to re-engage hard-to-reach young people, with excellent results as illustrated by the outstanding achievement of teenage lone parents. A good number of these learners are now on an apprenticeship programme. In recent years, through outstanding partnerships with local schools and active involvement in local 14–19 developments, HYA has delivered high success rates on three cohorts of young apprenticeships. However, in the current year this provision is not running.
26. HYA makes good use of the learners' and employers' views gathered through regular dialogue, learner forums and questionnaires to improve the provision. For example, foundation learners redesigned their refreshment area to improve the facilities to socialise and established a range of enrichment activities for Fridays. Off-the-job training for the apprentices is now delivered at the centre as it offers better facilities. HYA has changed the sequence of delivery of units of qualifications in adult care to meet employers' requests and needs.
27. Resources for teaching and learning are good and are used effectively to support learners achieve their learning goals and qualifications. Learners have good access to computers and use them well to research their projects. HYA delivers good value for money.

## Subject areas

### Health and social care

### Grade 2

#### Context

28. HYA introduced apprenticeship programmes in this area in the last year. It currently has 57 learners on advanced apprenticeships in health and social care or health, and 13 learners on support services apprenticeships. Under subcontracting arrangements, HYA provides learning to 64 learners on level 2 and 3 qualifications funded through Train to Gain. All learners are aged 19 or above and most are women. Five learners are from minority ethnic backgrounds and eight receive additional learning support. Learning and assessment take place both in the workplace and on HYA's premises.

#### Key findings

- Train to Gain success rates are high and above the national averages. Most learners achieve their qualification within the planned timescales. Success rates for Skills for Life qualifications are just below the national averages. Current apprentices are making good progress and many have already achieved their technical certificate and key skills qualifications.
- Learners develop good vocational skills and knowledge which they quickly apply to their work practices. They are enthusiastic and enjoy their learning. Employers recognise and value the improvement in learners' work and the confidence that they gain. Learners demonstrate a good awareness of cultural differences and an appreciation of diversity, which enhances the quality of service they provide to clients.
- Learners feel safe in their work and learning environments and know how to report concerns. Assessors raise learners' understanding of health and safety and safeguarding effectively throughout their training. They routinely question learners about safeguarding, health and safety, and equality and diversity during progress reviews.
- Teaching and learning are good, particularly for apprentices. Staff use an appropriate range of teaching strategies, which include the use of ILT, to stimulate learners effectively. Learners demonstrate a good understanding of the relevance of theory sessions to their work practices. Many learners are motivated to extend their learning beyond the classroom.
- Initial assessment is thorough and accurately identifies both preferred learning styles and additional learning support needs. Comprehensive skill scans ensure that learners work towards the most appropriate awards. However, staff do not use the results of initial assessment effectively to set long-term targets for each learner.
- Assessment practice is satisfactory but assessment records are often too brief and do not inform learners clearly on how to prepare for assessments. Assessors encourage learners to complete units of qualifications rather than to

develop their knowledge and skills. Although assessors provide thorough oral feedback, written feedback lacks detail.

- Programmes meet the needs of learners, offering them a range of options to develop the skills and knowledge that match their job roles and development aims. All learners are allocated a standard length of duration for each programme regardless of their ability, motivation and aspirations. Many are able to complete sooner than their assessors plan.
- HYA has developed exceptional, often longstanding, links with local care employers. An outstanding partnership with the NHS trusts has led to the development of apprenticeship programmes for a range of trust employees. Most learners benefit from a range of additional training provided by their employers in areas such as dementia care and clinical activities.
- Information, advice and guidance are good throughout all stages of learners' programmes. Many apprentices plan to progress to nursing or other allied health occupations and some learners on the Train to Gain programme have clear career progression goals.
- Assessors have a thorough understanding of learners' needs and provide good, flexible additional learning support. They offer learners detailed explanations and regularly check that learners understand what is expected of them. Learners value the good support that assessors provide to help them overcome a range of personal and work-related issues.
- Assessors make poor use of learning plans to set challenging targets and to monitor learners' progress. Most learners have almost identical similar short- and medium-term targets which are not linked to workplace or assessment activity. Learners receive frequent reviews of their progress but these do not provide an accurate picture of what the learners have achieved.
- Programme management is satisfactory. Staff understand their roles and are committed to improving the provision. Quality assurance of assessment is satisfactory. However, staff do not use standardisation meetings to consider where they can adopt good practice from other parts of the company. Generally, record keeping is poor. The self-assessment process is inclusive but the report is insufficiently evaluative.

### **What does HYA Training Ltd need to do to improve further?**

- Consider the motivation, aspirations and ability of all learners fully, setting them realistic and challenging timescales within which they can complete their qualifications and progress in their careers.
- Make better use of initial assessment and learning plans to monitor learners' progress and to set them challenging short-, medium- and long-term targets that cover skills and knowledge development, and qualification achievement.
- Ensure that assessment and progress records are accurate and sufficiently detailed so that learners understand what they need to do, the skills and knowledge they have developed, and the progress they have made towards achieving their qualifications.

## Preparation for life and work

## Grade 2

### Context

29. Thirty-nine learners are in foundation learning, including 10 learners on a first-steps programme for young parents. All learners are unemployed and aged between 16 and 18; 76% of them are female. Learners receive training and support to help them develop their social, personal and employability skills, to gain qualifications in literacy and numeracy, and to progress into a positive outcome such as an apprenticeship, employment or further education. Learners attend a minimum of 12 hours each week, gradually increasing to 30 hours, including work-placements. Programmes last between 10 and 22 weeks.

### Key findings

- Outcomes for learners are good. A significant number of learners have improved their future prospects by progressing into apprenticeships, further education and employment. Attendance is good overall and improving. Punctuality remains an issue for some learners.
- Learners improve their literacy and numeracy skills well and a significant number achieve one or both of the qualifications at level 1. Although this helps learners to complete their other vocational qualifications, the level of qualification is too low to be of any significant value as an award in its own right to employers.
- Learners develop good social, personal and vocational skills. Enjoyable learning experiences at HYA transform most learners' lives. Their self-confidence and self-esteem improve alongside personal behaviour and attitudes. Learners develop a sound appreciation of work experience while working in the reception area. HYA has sound plans to increase and diversify the range of work-placements.
- Learners make very positive contributions to their community. They become wise and mature very quickly and offer their experiences to mentor other young people. For example, a young mother on the programme delivers talks on a range of issues facing young people in society, including sexual health, safer sex, sexually transmitted diseases, drug and alcohol abuse, and pregnancy.
- The standard of learners' work in the training sessions is good. Learners receive valuable feedback on their practical work, such as mock interviews. However, tutors do not mark learners' work consistently or accurately. The quality of written feedback and marking of work in learners' portfolio are variable. Some portfolios have spelling errors, with little guidance on how to improve.
- Teaching and learning are good. Teaching is carefully planned with relevant topics that stimulate learners' interest and a good range of activities. Excellent use of role plays and ILT enhances learners' understanding of complex topics such as safeguarding and job interviews. Learners are challenged successfully in a safe and supportive learning environment where they learn spontaneously from their peers.

- Assessment of learning and monitoring of progress are good. Learners take total ownership of their learning as they are guided through thorough initial and diagnostic assessments and a comprehensive induction process. Learners value the highly effective monitoring of their progress.
- The provision engages learners from various disadvantaged groups particularly effectively. Learners appreciate the well-structured programmes and the flexible delivery of assessment and training. They learn new vocational and job-seeking skills while developing their literacy, numeracy and ICT skills. The programmes carefully integrate functional skills into units of vocational qualifications.
- Care, support and guidance are outstanding. They enable learners to overcome significant barriers to learning. Free fruit and breakfast in the mornings is offered to learners to improve their eating habits and encourage punctuality. Tutors provide pastoral and study support for literacy and numeracy sensitively. Information, advice and guidance are offered at all stages of learning.
- Leadership and curriculum management are good. Communication, staff appraisal, target-setting, staff development and the use of learners' views to improve the programmes are all good. Quality improvement and internal verification arrangements are satisfactory. There is some informal sharing of good practice among staff. The self-assessment process is inclusive and the report, although lacking in detail, is broadly accurate.
- The promotion of equality and diversity is good. A supportive culture that includes all staff and learners, based on dedication, trust and respect, permeates all parts of the company. Most learners demonstrate sound knowledge of the principles of equality and diversity. HYA is outstanding at celebrating learners' achievement of good results and qualifications, fostering a strong sense of pride in the learners.

### **What does HYA Training Ltd need to do to improve further?**

- Continue to improve the rates of positive outcomes by providing continuous motivation and support for learners. Encourage and support learners to attend regularly and punctually, which will enable them to enter apprenticeship and/or further learning.
- Further improve the achievement rates of qualifications in literacy and numeracy by encouraging learners to achieve qualifications at a higher level. Build on the new skills, methodology and confidence that learners develop and consolidate their skills through identifying opportunities for literacy and numeracy learning in their daily lives and by making use of the many learning opportunities on the internet.
- Adopt a consistent marking policy by which tutors routinely mark all written work to commonly agreed standards, correct errors and spelling, and give comprehensive feedback and guidance to learners on the improvements needed.

## Business, administration and law

## Grade 2

### Context

30. Currently, 47 apprentices, 19 advanced apprentices and 16 Train to Gain learners are enrolled onto programmes in business administration, customer service, and management. Eighty-three per cent of learners are female. Some learners work towards additional accredited work-related qualifications and higher levels of key skills. Most training and assessment take place in the workplace and almost half of the learners are employed in the NHS trusts.

### Key findings

- Outcomes for learners are good. Advanced apprenticeship success rates are outstanding. Success rates are high and have improved over the previous three years for apprenticeship programmes and are well in excess of national rates for both overall success and completion within planned timescales. Success rates for learners on Train to Gain programmes are satisfactory.
- Learners thoroughly enjoy their learning programmes. They develop good levels of confidence and self-esteem. They are particularly keen and motivated to succeed, and contribute very effectively to their learning and development. Learners' success is celebrated extremely well. The standard of learners' work in the majority of NVQ portfolios is satisfactory and in key skills portfolios it is good.
- Learners develop good work skills which improve their employability and promotion prospects. Some learners have been given more responsibility or have gained promotion as a result of the programme. However, HYA does not collect and evaluate learner destination data sufficiently. Many learners achieve additional accredited and non-accredited qualifications in work-related subjects, and key skills in application of number and communication at a higher level than is required for their frameworks.
- Learners have a very clear understanding of their workplace rights and responsibilities, and adopt safe working practices. They feel safe and can explain issues of safeguarding and equality and diversity clearly. However, learners do not have a sufficient understanding of internet safety measures.
- Assessors are highly effective at assessing, monitoring and supporting learners' progress through regular visits to their workplaces. Assessment evidence in portfolios is limited to paper-based resources. Assessors do not make sufficient use of technology to encourage learners to provide a variety of assessment evidence. Learners do not have sufficient or remote access to interactive learning materials.
- Coaching and training are good. Learners benefit significantly from the good training and mentoring provided by the workplace supervisors and by the assessors. Training sessions for the technical certificate and key skills are good and well attended. They offer learners the opportunity to improve their knowledge and to learn from their peers.

- The completion of individual learning plans, target setting and progress reviews are satisfactory. However, most learners do not fully understand how training provided in the workplace will help them to meet their learning goals. Assessors satisfactorily involve most employers in reviewing learners' progress. However, they fail to record accurately learner development and progress and the impact of their development on their work performance.
- HYA involves employers and learners very effectively in the design of programmes that will enhance learners' skills and meet business needs. Programmes are delivered flexibly. Employers choose the units and the order of delivery to meet business priorities. Employers attribute the success of their company to the skills and professionalism of their learners.
- Partnerships with a wide range of employers, organisations and training providers are very successfully developed. These provide clear benefits for learners.
- Care, guidance and support for learners are good. Staff are highly approachable, providing prompt and effective responses to learners. They make good use of initial assessment when developing learning plans. Learners access good support for additional learning needs such as dyslexia. Ongoing information and advice to support progression are good. Learners are well-informed and well-prepared for their programmes.
- Leadership and management of the provision are good. Staff have a clear focus on improving success rates and continuously improving provision. Communication and teamwork are good and staff are well supported. Demanding targets are set and progress against them is closely monitored using reliable, accurate data.
- Quality improvement processes are appropriate and have been well developed and embedded. Staff are fully involved in self-assessment. They routinely seek learners' and employers' views to improve the provision. However, some of the quality measures, such as monitoring of learning plans, progress reviews and observation of key learner processes, are not sufficiently evaluative to bring about improvements.

### **What does HYA Training Ltd need to do to improve further?**

- Make better use of individual learning plans and reviews to plan learners' workplace training and development and to give more detail on their progress reviews.
- Increase the use of technology to support learning and assessment by making better use of ICT equipment and software and by providing more interactive learning materials that learners can access remotely.
- Ensure that learners are fully aware of the dangers of using the internet by providing them with more information and guidance on internet safety.

## **Information about the inspection**

31. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's operations manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the Skills Funding Agency and other funding bodies, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on behalf of the provider. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## HYA Training Ltd

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	175	39	136
Part-time learners	70	0	70
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2		
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	1		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	2		
<b>Quality of provision</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>Leadership and management</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

\*where applicable to the type of provision

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