

Hudson & Hughes Training Limited

Inspection report

Unique reference number: 52396

Name of lead inspector: Diana Pinkney HMI

Last day of inspection: 27 May 2011

Type of provider: Independent learning provider

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Information about the provider

1. Hudson & Hughes Training Limited (Hudson & Hughes) was established in 2001 and its administrative base is located in Taunton, Somerset. The company provides training in health and social care. Hudson & Hughes has a managing director, three managers, a centre coordinator, two administrators and nine trainers, assessors and verifiers, seven of whom are self-employed. Approximately 70% of the company's training is publicly funded, through a contract with the South West Skills Funding Agency (SFA) to provide Train to Gain programmes.
2. A total of 234 learners are on Train to Gain programmes in health and social care. The majority are on level 2 National Vocational Qualifications (NVQ) or level 2 diploma programmes, with 82 on NVQ at level 3 or level 3 diploma programmes. All the learners are aged 18 and over and most are female. Additionally, one learner is on an apprenticeship for health and social care and one learner is on a management NVQ programme at level 3; provision for these learners was not inspected. All the training and assessment for learners is carried out in the workplace.
3. Learners are employed in care settings across the south west and mainly in Wiltshire and Somerset. The unemployment rate in the south west is 5.9% compared with 7.2% nationally. The proportion of people from minority ethnic groups in the region is 2.3% compared with 9.1% nationally.
4. Hudson & Hughes does not provide training on behalf of other providers.
5. No organisations provide training on behalf of Hudson & Hughes.

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Train to Gain	471 learners

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
		Grade
Outcomes for learners		2
Quality of provision		2
Leadership and management		2
Safeguarding		3
Equality and diversity		3
Subject Areas		
Health and social care		2

Overall effectiveness

6. Learners make good progress on the programmes. They enjoy their learning and increase their skills, knowledge and confidence in their work as carers. Most learners achieve their qualification and in the time planned for completion. Learners make significant improvements to the quality of their work during the programme; they work more effectively to support the independence of vulnerable people receiving care services. They learn and use safe practices well in their work.
7. The quality of the training and assessment learners receive is good and these are planned well to meet their individual needs and work roles. Learners learn at a pace which is appropriate to them. The skilled assessors work very effectively with learners, who know how they are progressing towards their learning goals and what they need to do to improve. Their progress reviews are carried out well, but do not reinforce learners' understanding of equality and diversity matters or check routinely on health and safety.
8. Learners have a choice of programmes that are relevant to their work and career goals. The programme materials are of a high standard. The workplace visits for training and assessment are arranged flexibly to suit the needs of learners and their employers. Learners receive good care, guidance and support throughout the programme. They are provided with appropriate information on their next step in training, education and employment.

9. The planning, organisation and management of the programmes are all good. Staff contribute well to developments and improvements to the programmes. Quality improvement includes the views of learners, employers and staff and has a high priority within the company, which carries out effective self-assessment. The company's arrangements to promote the safeguarding of learners, and equality and diversity are satisfactory; although managers do not routinely monitor the achievements of different groups.

Main findings

- Learners enjoy their learning. They make good progress and attain their learning goals. All learners are effectively challenged with targets that are well matched to their individual needs. The rates of learners' achievement and completion in the time planned are high. The quality of learners' work and their ability to demonstrate the required knowledge, skills and understanding are good. Outcomes for different groups of learners are similar.
- Learners develop good personal and social skills. They make valuable improvements to their economic and social well-being through learning and enhance their employability. Many are given increased responsibility and higher pay when they achieve their qualification. A few learners have gained promotion at work and several have progressed to further learning. Learners have a satisfactory understanding of their rights and responsibilities at work.
- Learners feel safe at work. They adopt safe working practices and have a good awareness of health and safety guidance and procedures. Learners have a good understanding of their responsibilities in the creation and maintenance of a safe environment for service users, colleagues and themselves.
- The quality of training and assessment is good. Initial assessment is accurate and assessors use this information effectively to plan, develop and extend learning. Training sessions are well planned with clear objectives and assessors provide constructive feedback to learners. Resources and materials are of high standard. Progress reviews and inductions are generally carried out well, but do not sufficiently promote and reinforce equality and diversity.
- The provision meets the needs and interests of users very well. Learners have an appropriate choice of units, levels and qualifications that are relevant to their work and career goals. Workplace visits for training and assessment are arranged flexibly to suit the needs of learners and employers. Staff use their wide range of experience effectively to meet users' needs, and ensure that learners' training and learning at work is integrated into their programme.
- Strong and effective partnerships with employers meet learners' and industry needs well and the provision is well coordinated. The company has productive links with the sector body for care. Assessors are skilled in encouraging learners to use their roles to promote social inclusion by working more effectively to support the independence of vulnerable people receiving care services.
- Learners receive good care, guidance and support. They are provided with appropriate and timely information, advice and guidance on their next step in training, education and employment. Assessors provide good individual care and

support which help learners to achieve their potential. Additional support for learners is highly effective.

- Managers successfully set and maintain high standards for the provision. They are very effective in ensuring that the quality of the programmes is good. The company has a positive and supportive culture which focuses on learners' development and achievements. Teamwork within the company is good and staff are experienced, well qualified and highly motivated. The provision is well planned and data are generally used effectively to monitor and review.
- The company's arrangements to promote the safeguarding of learners are satisfactory overall. All learners are adults and an appropriate safeguarding policy, with suitable reporting and referral procedures, is used. Relevant staff have received initial training in safeguarding. Thorough checks are made of employers' health and safety. However, health and safety are not routinely promoted as part of learners' progress reviews.
- Overall, the promotion of equality and diversity is satisfactory, with no significant achievement gaps. Managers monitor trends in learners' progress and achievement, but not outcomes for different groups. Staff have received recent training. Equality and diversity are well integrated within learners' programmes. However equality and diversity are not sufficiently promoted at learners' induction.
- Engagement with users to support and promote improvement is good. The company makes effective use of learners' and employers' feedback, information from learners' exit interviews and users' evaluations. Engagement with employers is frequent and particularly effective. The levels of learner and employer satisfaction with the programme and its delivery are high.
- Self-assessment is well established and used effectively to improve the quality of the provision, and outcomes for learners. Good use is made of staff involvement and user feedback and evaluation to inform the process. Observations of training and assessment are carried out to a planned cycle and are effective in the improvement of programme delivery. The company gives a high priority to the quality improvement of its work with users.

What does Hudson & Hughes Training Limited need to do to improve further?

- Ensure that new learners understand the equality information provided to them at induction, and develop the arrangements for learners' progress reviews to include and record the promotion and reinforcement of learners' awareness of equality and diversity, and also health and safety.
- Develop and implement a bullying and harassment policy and ensure that learners and staff are made fully aware of the policy contents and understand the requirements and their rights and responsibilities.
- Carry out frequent, routine and systematic analysis of the outcomes for different groups of learners, taking prompt and appropriate action to narrow any gaps identified in achievement and/or completion in the time planned.

Summary of the views of users as confirmed by inspectors

What learners like:

- the quality of the training they receive
- developing the skills they need to progress in their careers
- that their assessors are knowledgeable and reliable
- the support provided to them during their programme
- acquiring a better knowledge of care theory and practice
- enjoying their learning
- becoming confident carers.

What learners would like to see improved:

- no significant improvements identified.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the company's well-organised and reliable staff
- the quality of learners' experience on the programmes
- the service they receive from the company
- that their staff achieve qualifications
- the skilled and experienced assessors
- the way assessors develop effective working relationships with learners.

What employers would like to see improved:

- a reduction in the amount of paperwork.

Main inspection report

Capacity to make and sustain improvement

Grade 2

10. Hudson & Hughes has a sound record of sustained improvement. Managers and staff give a high priority to improvements to the quality of the programmes and their work with users. The rate of learners' achievement of their qualifications has increased well over the previous three years, and both achievements and completions of qualifications in the time planned increased significantly in 2009/10. Hudson & Hughes has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement.
11. The company has fully maintained the strengths identified at the last inspection and tackled effectively most of the areas for improvement. However, no action has been taken to improve the promotion and reinforcement of equality and diversity at learners' progress reviews. Self-assessment is evaluative and mainly accurate. The process is appropriately informed by learners', employers' and staff views. Self-assessment and other quality improvement processes lead to demonstrable impact on the quality of provision. Staff at all levels are proactive in their involvement to ensure that improvements are sustained.

Outcomes for learners

Grade 2

12. Learners make good progress, meet challenging targets and attain their learning goals well. In 2009/10, 93% of learners achieved their qualifications in the time planned, at 16 percentage points above the national rate. Learners' achievement is high, with 95% gaining a qualification in 2009/10 compared to the national rate of 86%. Data trends for the current year indicate that these levels of learners' achievement and progress are being maintained. There are no significant variations in the outcomes for different groups of learners.
13. Learners enjoy learning and work to a high standard. Their ability to demonstrate knowledge, skills and understanding is good. In the workplace they demonstrate skills and knowledge above the requirements of their qualifications. Learners make good progress. They develop good personal and social skills. These include an understanding of the broad values of inclusion and ethical care, such as the importance of their own and their service users' moral and cultural well-being. Learners make significant improvements to the quality of their work during the programme.
14. Learners make good improvements to their economic and social well-being through learning. Many learners are given increased responsibility and a pay rise when they achieve. They become more valuable employees as they develop the relevant knowledge and a better understanding of care work. Learners increase their employability and several learners have progressed to further learning and others have gained promotion. Learners have a satisfactory understanding of their rights and responsibilities at work.

15. Learners feel safe and value Hudson & Hughes' assessments and actions regarding health and safety in the workplace. They adopt safe working practices in learning and at work, such as accurate recording in care plans and recognising hazards. Tutors provide a learning environment that is safe, respectful and welcoming. Learners have a good understanding of their own responsibilities in creating a safe environment. They also acquire a clear understanding of protecting adults from abuse.

The quality of provision

Grade 2

16. Training and assessment are good, and are used effectively to build on and extend learning. Learning sessions are well planned with clear objectives that are understood by learners. Staff and learners develop good individual learning plans that are well informed by thorough initial assessment. The plans meet learners' identified learning goals and are reviewed and updated regularly. Assessment of learners' performance and progress is timely, fair, consistent and reliable. Learners receive clear and constructive feedback on their progress. Assessors motivate and engage learners well. Learners know how well they are progressing towards their learning goals and what they need to do to improve. Employers receive accurate and detailed information about the progress of their learners. However, a minority of employers are not sufficiently involved in planning and reviewing learning.
17. Training and learning methods are interesting, and appropriate. Learners learn at a pace which is appropriate to their needs and interests. The high quality resources inspire and challenge learners and enable them to extend their knowledge, skills and understanding. Equality and diversity are promoted effectively in the training and learners acquire a sound understanding of safeguarding early in their programmes. Technology is used appropriately to promote and support learning. The effective training model of induction, initial assessment and completion of work books is individualised to both the learner and their workplace. When appropriate, assessors provide good support to help learners develop literacy, language and numeracy skills in the context of their main learning goals. Progress reviews and inductions are generally carried out well, but do not sufficiently promote and reinforce equality and diversity or health and safety.
18. The provision meets the needs and interests of users very well. Learners have a choice of units, levels and qualifications that are relevant to their work and career goals. Arrangements for training and assessment are flexible to suit learners' and employers' needs. Assessors have a good range of experience in the care sector and use this effectively to meet the needs of learners and their employers. They carefully integrate into the programmes the training which learners gain in employment, for example in food hygiene and first aid.
19. Hudson & Hughes has well-established and effective partnerships with employers to meet learners' needs and those of the sector. The company also has strong and productive links with the sector body for care at both national and local levels. Assessors successfully encourage learners to recognise the

importance of their work in promoting social inclusion, for example through their role in supporting the independence of vulnerable people receiving care services at home.

20. The care, guidance and support learners receive in helping them to achieve their learning goals are good. They receive appropriate and timely information, advice and guidance on their next step in training, education and employment. Assessors provide good individual care and support to promote learning and development, and to help learners achieve their potential. They also provide highly effective additional support for individual learners whose needs are accurately identified early in the programme, and are met quickly through the provision of appropriate resources and support. Learners who choose to develop their literacy, language and numeracy skills further receive good information, advice and guidance to participate in suitable provision.

Leadership and management

Grade 2

21. Managers set and maintain high standards, and leadership is very effective in promoting good quality in the design and delivery of the programmes. Senior managers have successfully established a positive and supportive culture that raises expectations for learners' experience and outcomes through effective teamwork. Staff are experienced, well qualified and highly motivated. They are well supported and share the vision of the company. Most assessors have completed, with a few working towards, relevant teaching qualifications. Communications within the company are open and effective. The provision is well planned, with generally effective use of data to review and monitor the programmes.
22. Overall, the company's arrangements to promote the safeguarding of learners are satisfactory. An appropriate safeguarding policy is in place which includes suitable reporting and referral procedures. The company's staff who work directly with learners have received initial training in safeguarding. All the learners are employed adults and a trained member of the company's staff carries out thorough health and safety checks of their workplaces. However, health and safety are not routinely promoted at progress reviews.
23. The promotion of equality and diversity is satisfactory overall. There are no significant achievement gaps between different groups of learners. Managers closely monitor general trends of learners' progress and achievement, but systematic analysis of outcomes for different groups of learners is not undertaken. All learners complete the company's detailed and contextualised work book on equality and inclusion as an integral part of their programme. Staff who work with learners have received recent training in equality and diversity. However, the programmes do not include sufficient promotion of equality and diversity during learners' induction and their progress reviews. The company has not yet implemented a policy for bullying and harassment.
24. Hudson and Hughes' engagement with users to support and promote improvement to the programmes is good. The company makes effective use of

feedback from learners and employers, information from learners on completion of their programme and analysis of users' questionnaire evaluations to make improvements. Learners and employers have a high regard for the programme and the quality of its delivery. Staff engagement with employers is frequent and particularly effective.

25. Self-assessment is well established and used effectively to improve the quality of the provision, and outcomes for learners. Good use is made of staff involvement and users' views to inform the process. Observations of the assessors' work with learners are carried out to a planned cycle and are effective in the development of improvements. Other processes to monitor and evaluate performance and tackle weaknesses are mainly informal but effective. Quality improvement is given a high priority within the company.
26. Hudson & Hughes uses its available resources very efficiently and effectively to secure value for money. Learners' progress, their development of skills and knowledge and achievement of their learning goals are good. The quality of resources and materials is high and well matched to meet the needs of learners. The development, availability and use of resources support all learners well.

Information about the inspection

27. One of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
28. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They 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)
Hudson & Hughes Training Limited

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 using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	234	234
Part-time learners		
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
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>	-	
<i>How well do learners make a positive contribution to the community?*</i>	-	
Quality of provision	2	2
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?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
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>	-	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
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?	2	
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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