UK Training and Development

Independent learning provider

Inspection dates		24-28 September 2012
Overall effectiveness	**This inspection:**	**Good-Grade 2**
	Previous inspection:	Satisfactory-Grade 3
Outcomes for learners		Good-Grade 2
Quality of teaching, learning and assessment		Good-Grade 2
Effectiveness of leadership and management		Good-Grade 2

Summary of key findings for learners

This provider is good because:

- Good quality training and assessment ensure that a high proportion of learners successfully complete their apprenticeship in hairdressing.
- A very large majority of learners make good progress as demonstrated by their sound understanding and development of practical skills.
- Learners develop their confidence and customer service skills which increases their future employability.
- Trainers and assessors make good use of their industry background and experience to provide learners with relevant and useful knowledge and understanding.
- Senior managers provide good leadership to ensure that the company's corporate vision and high expectations are shared by all staff.
- Rigorous self-assessment and quality assurance has resulted in clear improvements in success rates for the very large majority of learners.

This is not yet an outstanding provider because:

- Provision for a very small minority of learners requires improvement.
- Too much inconsistency exists in the quality of individual target setting for learners.
- Not enough training and assessment is outstanding.
- Trainers and assessors do not sufficiently integrate equality and diversity with the apprenticeship programme.

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Full report

What does the provider need to do to improve further?

- Improve the quality of provision in information and communication technology (ICT) and business administration by taking swift actions to raise success rates.
- Improve the quality of training and assessment by ensuring that trainers and assessors provide relevant and interactive learning opportunities that engage and enthuse learners. Mark learners' work accurately, paying particular attention to spelling and punctuation and provide constructive feedback so that learners know what they have to do to achieve.
- Ensure that targets for learners are clear, measureable, time-constrained and realistic and that managers monitor progress towards achievements of these targets more rigorously. Involve employers more in the target-setting process.
- Promote the good practice found in hairdressing by more effective joint working between curriculum teams so that all learners receive good provision.
- Support trainers and assessors to develop the confidence and resources to integrate equality and diversity more effectively with practical skills teaching.

Inspection judgements

Outcomes for learners	Good

- Overall success rates for hairdressing apprentices, who make up the very large majority of UKTD's learners, have improved significantly and are high in 2011/12. The proportion of learners who complete within planned timescales is similar to national rates, though some groups of learners, such as those aged over 19, perform particularly well. Current learners are making good progress.
- Apprenticeship success rates for the very small minority of learners following apprenticeships in administration and information and communication technology (ICT) have improved recently, but remain just at or below average. UKTD has begun to take actions to tackle this, though it is too soon to judge the impact. Current learners are making satisfactory progress.
- Most apprentices make good progress relative to their starting point. Hairdressing apprentices take on increased responsibilities in salons as they progress through their programme. ICT and business administration learners develop good practical skills and become valued employees.
- UKTD has identified performance differences for some groups of learners, specifically on the hairdressing programme where males and those learners based in Greater London achieve less well than other groups. Managers have taken a range of actions to narrow this gap in achievement, but it is too early to judge the impact. Learners receiving additional learning support perform as well as their peers.
- Hairdressing learners gain good practical skills in shampooing, blow drying and cutting and colouring. They know how to handle chemical and specialist products safely. Administration learners develop good customer service and team working skills.
- Trainers and assessors provide good support for apprentices' English and maths skills. Learners become confident in applying literacy and numeracy skills in their work context. They also develop sound personal learning and thinking skills which help them to become confident and independent employees.
- A good proportion of apprentices gain increased workplace responsibilities. Many advanced apprentices go on to take a specialist teaching qualification or a National Vocational Qualification (NVQ) assessor award. A majority of ICT advanced apprentices have progressed from an intermediate award with UKTD.

The quality of teaching, learning and assessment	Good

- The quality of training, learning and assessment is good and leads to good outcomes for the very large majority of learners. Aspects of teaching, learning and assessment in administration and ICT however, require improvement and reflect the below-average or average success rates.

- UKTD staff have high expectations of their learners. They provide good quality care and support for learners and they work hard to motivate them to achieve within planned timescales. This has had a particularly positive impact on apprentices in hairdressing.

- Trainers, assessors and verifiers are very well qualified. They provide good quality training and assessment which is closely aligned with the requirements of the learners' workplace. Employers report good development in their learners' practical and vocational skills.

- A very wide range of modern and well-equipped salons employ the hairdressing apprentices. Salon owners and managers are very supportive of training and they provide good opportunities for learners to develop a wide range of skills, as well as additional training in the use of specialist hair products.

- Initial assessment is effective in identifying learners' needs and matching them to an appropriate apprenticeship programme. UKTD uses a more thorough diagnostic assessment to identify and plan to meet the specific needs of those learners whose initial assessment results indicate that they may benefit from specialist support.

- Hairdressing assessors monitor learners' progress carefully. Through monthly assessor and verifier meetings staff effectively identify those at risk of leaving early or making insufficient progress and take appropriate corrective actions. However, too many learners in ICT and administration make slow progress because staff do not intervene sufficiently promptly to support them.

- Learners receive good quality constructive feedback on their work which helps them to understand what they have to do to achieve, especially in hairdressing and administration. However, the quality of feedback on learners' work in ICT is poor. Managers recognise this problem and the company has recently appointed a new ICT assessor, but it is too soon to judge the impact of this appointment.

- Most hairdressing learners receive achievable and time-constrained targets. Consequently, most learners progress well. However, target setting in ICT and administration and for a very small minority of hairdressing apprentices, is weak. Learners do not receive realistic or relevant targets and many fail to make the progress expected of them.

- The provider's Skills for Life team is effective in identifying and supporting learners whose English and mathematics skills are weak. They provide effective individual and small group support in the workplace which helps learners to achieve. However, tutors do not always pay sufficient attention to poor spelling and punctuation when marking English assignments.

- Trainers and assessors provide appropriate advice and guidance for learners on options available to them as they progress through their apprenticeship. However, a very small minority of learners are unaware of the full range of further training opportunities available after they complete the apprenticeship.

- Staff promote equality and diversity effectively during induction for most learners and, to a lesser extent, during progress reviews. Learners have an adequate understanding of their rights and responsibilities at work and they know who to talk to if they feel vulnerable or unsafe. Trainers and assessors lack the confidence and learning resources to integrate effectively equalities topics within the curriculum.

Information and communication technology	
Apprenticeships	Requires improvement

- Teaching, learning and assessment require improvement; this correlates well with the low, but improving overall apprenticeship success rates. The seven learners directly employed by UKTD

are making satisfactory progress, but the five learners employed in other companies are currently making slow progress. UKTD has correctly identified the reasons for this and it has implemented appropriate action plans to provide additional support for those learners who have fallen behind.

■ Classroom teaching and learning enables learners to attain new knowledge and skills. Learners benefit from the availability of current industry software and access to individual workstations. In weaker sessions, learners complete paper-based assignments which they find boring and uninspiring.

■ Assessors and trainers do not sufficiently link on-the-job training with the apprenticeship qualification and they rarely provide learners with tasks that they can complete in the workplace. Learners and employers are unaware that evidence gathered during on-the-job training can be used to update their portfolio and help them progress towards the qualification. Some employers are insufficiently involved in the learning process.

■ UKTD carries out an appropriate initial assessment of learners before placing them on a programme that matches their aptitudes and abilities. However, individual learning plans are not used to challenge and set appropriate goals for the more able learners. Short- term action planning is not always specific or time-constrained and learners often fail to complete the required actions.

■ Assessors' feedback on learners' reflective reviews, electronic assignments and written work is often weak. Learners are often unaware of what they need to do to improve. Assessors do not always complete the paperwork used to track progress effectively to help learners monitor their progress towards successful completion of the qualification.

■ The company's life skills tutors provide good quality additional learning resources and group and individual coaching sessions for learners who need extra help in English and mathematics. Externally employed learners do not always have access to the same level of support in English and mathematics as that provided for learners employed by UKTD.

■ Advice, guidance and support arrangements are generally satisfactory. However, a small minority of learners have a limited knowledge of the structure and demands of the programme and do not understand their future options or potential progression routes to higher ICT qualifications.

■ Learners have an adequate understanding of equality and diversity. Learners employed by UKTD complete a useful safeguarding workbook and participate in activities related to equalities during their induction, but learners employed in other companies do not always receive this induction training. All learners regularly complete equality and diversity activity sheets, but assessors do not always review and correct learners' responses to develop their understanding further.

Hairdressing and beauty therapy
Apprenticeships

Good

■ Good quality teaching, training and assessment correlate well with the high overall success rates which are well above national rates. Learners receive challenging targets, as well as regular homework, and the very large majority are making good progress. Manufacturers of specialist hair products often carry out workplace demonstrations on new products and lines which helps learners to keep abreast of developments in the industry.

■ Assessors provide high quality effective training which learners value. Learners speak very highly of the inspiration and support they receive, especially those with additional learning needs. Learners rightly report that assessors and trainers are enthusiastic and knowledgeable and that they have high expectations of them.

■ Teaching and learning sessions effectively challenge and engage learners, particularly through trainers' use of stimulating interactive learning packages. Staff customise training plans to meet employers' business needs and they adapt learning sessions well to meet learners' preferred learning styles. In a few weaker lessons, learning is too teacher-led and written work is

corrected insufficiently.

- All learners receive initial assessment and a specialist skills assessment to ensure that the programme is suitable. UKTD carries out further diagnostic testing for those identified as having specific learning needs. Trainers support learners in their development of basic skills in English and maths, though they often do this discretely rather than through integrating these skills with topics relevant to hairdressing.

- Progress reviews are good, with clear targets and detailed action plans that identify learners at risk of falling behind. In a few cases, targets are very general and timescales insufficiently clear. Employers are fully involved in progress reviews and assessors set agreed targets for learners aligned closely with workplace tasks and schedules.

- Assessment is robust, with clear, concise oral questioning and verbal feedback that supports learners' development. Internal verification is effective in monitoring the performance of UKTD and salon-based assessors. Learners' portfolios demonstrate good standards of work with advanced apprentices making particularly good use of photographs to record their achievements.

- The planning and delivery of key skills is often weak, with some learners unaware of what they have to do to achieve. Intermediate level work is often marked without sufficient attention paid to spelling and punctuation. However, learners' communications and application of number portfolios make good use of relevant and naturally-occurring evidence.

- Advice and guidance are satisfactory, with learners receiving full induction and most learners being offered a trial period by their employers. UKTD's 'Employment Rights and Responsibilities' is comprehensive and helps learners to understand the full range of employee benefits and responsibilities that apply to them as apprentices. A few learners nearing completion of their apprenticeship are unaware of the range of progression options available to them.

- Staff make good use of a wide range of high quality and accessible equalities learning resources that cover bullying, sexual orientation, disability, gender and ethnicity. Topics such as alcohol and substance misuse, which are of particular relevance to learners, are sensitively covered. However, assessors lack the knowledge and confidence to maximise opportunities to integrate equalities topics with apprenticeship training, especially during practical sessions.

Administration
Apprenticeships

Requires improvement

- The overall quality of training and assessment requires improvement; this correlates well with success rates that are broadly similar to national rates. Reviews of learners' progress is insufficiently effective in helping them to make the necessary progress towards completion. UKTD recognises this problem and has begun to take appropriate actions.

- Employers are insufficiently involved in planning the programme to benefit learners. For example, UKTD does not sufficiently discuss with employers the suitability of particular optional NVQ units that would meet employers' business needs and make learning more relevant. Employers have limited opportunities to comment on the effectiveness of training and to identify areas for development.

- Assessors help learners to develop an appropriate range of knowledge and skills to meet the requirements of the framework. However, they spend too much time coaching learners on their existing administration and customer service skills rather than on developing new skills. The company has begun to focus recently on developing learners' wider skills and knowledge but it is too soon to judge the impact of this. Feedback to learners is constructive and generally supports the development of their understanding. Learners' work is well-organised and helps them to identify the progress they have made towards completion. However, target-setting is insufficiently robust to encourage independent learning and to broaden learners' interests.

- The company uses an appropriate and often effective risk-based process to monitor learner's progress. However, assessors do not always apply this process consistently, so for example, some learners are categorised as being on target when they are behind schedule while others receive an incorrect assessment that they are making insufficient progress. As a result, learners

and employers lack clarity on overall progress and achievement.

- UKTD employs well qualified and vocationally experienced assessors who provide appropriate advice and guidance. Staff ensure that learners receive clear guidance in selecting a programme that matches their interests and aptitudes. Recent improvements have ensured that assessors begin working with learners much earlier in the programme to ensure that they are motivated to complete units in line with their personal targets and timescales.

- The promotion of equality and diversity is adequate. Assessors discuss specific equalities topics such as bullying and harassment in the workplace at each progress review. This approach is often effective in promoting learners' understanding of diversity, though assessors do not always use these sessions effectively to challenge inappropriate comments or attitudes.

The effectiveness of leadership and management	Good

- Staff have high expectations for their learners through a clearly articulated and shared vision. These expectations are used to great effect when setting challenging targets for staff and learners. Managers regularlly monitor learners' progress against targets, which has resulted in improved success rates for the very large majority of learners.

- Senior staff manage performance robustly but fairly, through strict adherence to well-written policies. As a result, staff focus very well on learners' outcomes and improving the learners' experience. Recent changes to the company's structure and clearer lines of responsibility have resulted in greater rigour in planning and monitoring learning programmes and services.

- Regular and detailed performance reviews ensure that staff have a good knowledge of the progress of most learners. The greater rigour of these meetings has contributed to improved rates of progress for the very large majority of learners. Senior staff generally use data well to manage the provision but the company's use of summary statistics to provide strategic performance information is still not yet fully established.

- The company has made good improvements to arrangements for monitoring and raising the standard of teaching, learning and assessment. These arrangements are robust and have contributed to improvements for the very large majority of learners. Staff training and development is clear and linked clearly to appraisals, targets and performance incentives.

- Staff use their good knowledge, skills and experience to help the very large majority of learners achieve their learning goals. Recent improvements in the support provided for hairdressing staff has resulted in improved opportunities for them to share good practice. However, UKTD has not yet made this support available to staff across the other curriculum areas.

- Self-assessment is robust and makes good use of the views of all staff, learners and employers. UKTD uses the findings well to plan and implement improvements, which it monitors well to ensure that learners' experience improves. Quality assurance arrangements have successfully tackled under-performance for the very large majority of learners, but they have been less effective in raising standards for the very small minority of learners in ICT and administration.

- The overall self-assessment report is critical and broadly accurate. Senior staff use detailed data reprots to assess the company's performance over time. The self-assessment report for hairdressing is critical and matches inspectors' findings. However, self-assessment judgements for administration and ICT are insufficiently rigorous.

- Senior managers use a range of performance information to ensure that the provision meets the needs of learners, employers, and the local and national communities well. UKTD focuses well on providing programmes tailored to meet a range of business needs. Staff development activities focus well on this aspect of the provision.

- Staff pay good attention to the individual needs of learners and employers. For the very large majority of learners, staff adapt training programmes well to match individual learners' needs and their working environment. While most employers rate communications with UKTD very highly, employers in administration report that they are not sufficiently involved in the planning of training.

- The company focuses strongly on the promotion of equality and diversity. In hairdressing, this has resulted in learners having a clear understanding of equality and diversity topics. However, in administration and ICT, learners' understanding and awareness is no better than adequate. Staff have begun to use the very accessible and well-written 'Awareness Activity' equality resource pack and learners' understanding continues to improve.

- Arrangements for dealing with complaints are thorough and, in the very few cases that have arisen, used well to provide a swift and effective remedy. Learners are very clear about how to report issues. UKTD monitors regularly the performance of different groups of learners and actions taken to reduce recently identified performance gaps are thorough, though it is too early to judge their effectiveness.

- The company focuses very strongly on safeguarding learners and staff are well-trained to deal with reports or concerns raised by learners. Staff carrying out health and safety checks are well qualified and perform thorough and regular audits. UKTD records information well and follows up any issues promptly and sensitively. UKTD meets its statutory requirements for safeguarding learners. It provides excellent learning resources and well thought out arrangements for helping learners to become aware of safety matters and how to raise concerns. As a result, the very large majority of learners have a good understanding of safeguarding issues and make a very significant contribution towards keeping themselves, their clients, and their workplaces safe.

Record of Main Findings (RMF 2012)

UK Training and Development

Learning types: Apprenticeships

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
Overall effectiveness	2	2
Outcomes for learners	2	2
The quality of teaching, learning and assessment	2	2
The effectiveness of leadership and management	2	2

Subject areas graded for quality of teaching, learning and assessment	Grade
Information and communication technology	3
Hairdressing and beauty therapy	2
Administration	3

Provider details

UK Training and Development	
Inspection dates	24-28 September 2012
Lead inspector	Jai Sharda HMI
Type of provider	**Independent learning provider**
Age range of learners	16+
Approximate number of all learners over the previous full contract year 2011/12	332
Principal/CEO	Theresa Wisniewski
Date of previous inspection	15 October 2009
Website address	http://www.uktd.co.uk

Provider information at the time of the inspection				
Main course or learning programme level	**Level 1 or below**	**Level 2**	**Level 3**	**Level 4**
Total number of full-time learners excluding apprenticeships	NA	NA	NA	NA

Apprenticeship level	**Intermediate**	**Advanced**	**Higher**
Number of apprentices	199	152	NA

Age of full-time learners	**14-16**	**16-18**	**19+**
Total by age	0	159	192

Number of part-time learners	NA
Number of main sites	1
Funding received from	SFA and EFA
At the time of inspection the provider contracts with the following enter no.XX subcontractors:[1]	▪ NA

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[1] The main subcontractors only

Additional socio-economic information

UKTD is based in Hemel Hempstead, Hertfordshire. Hairdressing apprentices are employed in salons across the county, as well as in Greater London, Berkshire, Buckinghamshire, Essex and Oxfordshire. Administration learners are employed in small and medium-sized businesses in Hertfordshire and neighbouring counties. A sister company of UKTD employs seven of the 12 ICT apprentices.

Information about this inspection

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the operations manager- business as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and emails to gather the views of learners and employers. They observed learning sessions, assessments and progress reviews. These views are reflected throughout the report. The inspection took into account all of the provision at the provider. Subject inspectors looked in detail at a sample of the quality of teaching, learning and assessment in information and communication technology, hairdressing and beauty therapy and administration.

What inspection judgements mean

Provider		
Grade	**Judgement**	**Description**
Grade 1	Outstanding	An outstanding provider is highly effective in delivering outcomes that provide exceptionally well for all its learners' needs. This ensures that learners are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good provider is effective in delivering outcomes that provide well for all its learners' needs. Learners are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A provider that requires improvement is performing less well than it might be reasonably expected in one or more of the key areas. This provider will receive a full inspection 12-18 months after the date of this inspection.
Grade 4	Inadequate	A provider that is inadequate is one where the provider is failing to give its learners an acceptable standard of education and/or training and the provider's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the provider. This provider will receive a re-inspection within 12-15 months after the date of this inspection.

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