

KFC (GB) Ltd

Employer

Inspection dates		02-05 October 2012
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Not previously inspected
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Of the small number of learners who have left the programme to date and who are in the first group of employees KFC has enrolled as apprentices, almost half have not completed their qualification. Only a minority of learners complete the programme on time.
- Most apprentices make slow progress towards completing their qualification, particularly those learners who joined when KFC first introduced the apprenticeship as a pilot in a number of regions. Newer learners are making satisfactory progress.
- Learners have insufficient awareness of the requirements of the apprenticeship programme relating to assessment and the need to study for English and mathematics qualifications.
- The planning of learning and assessment does not always take sufficient account of learners' prior abilities and individual needs or all of the requirements of the apprenticeship.
- Managers do not monitor data about the recruitment of learners and achievements sufficiently well.
- Arrangements to monitor and raise the standard of the apprenticeship need improvement.

This provider has the following strengths:

- Learners develop good management and personal skills and improve their technical knowledge of all aspects of food preparation and service.
- Learners are very positive about the training programme and most describe it as a life-changing experience.
- The work in learners' portfolios is good and demonstrates a detailed knowledge of hospitality supervision and their well-developed analytical and reflective skills.
- KFC provides apprentices with good learning both in the workplace and in its training centres, which is very relevant to their job roles.
- The company has a clear vision and commitment to training and a highly inclusive approach to the way in which it rewards and recognises talent through providing opportunities for all staff to better themselves at work.

Full report

What does the provider need to do to improve further?

- Improve the monitoring of all aspects of the training and the tracking of the regularity of all quality assurance activities. Focus particularly on assessment practices and progress reviews to ensure that training staff carry them out in a more evaluative manner. Devise an action plan for quality improvement based on the outcomes of these activities.
- Improve induction and the visibility of the apprenticeship as part of the KFC training programme for team leaders so that learners are more aware of what they have to do to meet the requirements of the qualification. Support them to take more ownership of their learning and assessment.
- Revise the apprenticeship programme to ensure learners complete every area of the qualification in sufficient time. Develop strategies for the more effective integration of mathematics and English teaching and assessment with the remainder of the training programme.
- Improve the use of the information gathered about apprentices at the start of their training to devise individual learning plans that are more detailed and to set realistic target dates for them to complete their qualification. Use progress reviews more effectively to ensure apprentices meet target dates.
- Monitor starts and completions on the apprenticeship as it grows to ensure that different groups of learners in all regions have equal access to the training and the same chances of success.
- Involve all learners, training staff and managers in self-assessment so they have a greater awareness of the apprenticeship programme, how well it is performing and its strengths and areas for improvement.

Inspection judgements

Outcomes for learners	Requires improvement
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- Outcomes for apprentices at KFC require improvement. At the inspection, data on leavers and completing learners were only available for one incomplete year, as the company has just recently introduced the apprenticeship for its trainee team leaders. However, overall success rates are below average for the small number of learners who have left the apprenticeship so far. Only a minority of those learners have completed the programme on time.
- Most apprentices make slower progress than expected of them when they started their learning programme. This is particularly so for those learners involved in the pilot phase of the apprenticeship when KFC was introducing it across each of its regions in turn. The majority of learners complete the vocational aspects of the apprenticeship quickly, but then lack the necessary motivation and guidance to complete the English and mathematics qualifications. Learners who have joined the programme more recently are making satisfactory progress.
- Too few apprentices have left the apprenticeship to be able to discern any differences in the achievement of learners from different backgrounds or regions in which KFC operates the training programme.
- Apprentices gain good technical skills and knowledge both in the workplace and through attending workshops at KFC training centres. They are able to apply this understanding to their job roles, particularly with regard to legislation relating to employees' rights and responsibilities and the implementation of safe working practices.

- Apprentices develop their leadership and management skills very well through the highly relevant workshops and by taking on increased responsibility at work. They acquire the confidence to train other staff and have a better awareness of a range of solutions to issues arising in the stores. Learners are able to practise budgeting and forecasting skills and learn other very useful management techniques. They enjoy their learning and most describe the opportunity to do the apprenticeship as a life-changing experience in the way that it has enhanced their working and personal lives.
- The standard of work in learners' portfolios is high. They demonstrate very good product knowledge and a keen awareness of health and safety, safeguarding and equality and diversity at work through their written assessments. Apprentices show good analytical skills in evaluating the performance of team members as part of their assessed evidence. Their English and mathematics work reinforces the skills they need in their job roles and shows a good application of theory to practice in the workplace.
- A high proportion of learners go on to increase their levels of responsibility through promotion with their employer, either within the stores to become assistant restaurant general managers or to seconded positions elsewhere in KFC.
- The rate of staff turnover is lower for employees who have completed their apprenticeship and become team leaders than for their peers in similar roles who have not studied for the qualification.

The quality of teaching, learning and assessment	Requires improvement
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- Training, learning and assessment overall requires improvement and reflects the need to improve the outcomes for apprentices, particularly for their English and mathematics qualifications. Much training is good and, in most instances, very good, but a minority of assessment practices are weak and do not enable learners to progress and achieve at their own pace and with sufficient understanding of what they have to do to achieve.
- Apprentices receive good training away from the workplace in the training centres in each region. Trainers treat them with respect and value them as important members of the management team. The training highlights and successfully develops parts of the team leader role that apprentices are least certain about, such as legislation about health and safety, food hygiene and employees' rights.
- Trainers are good role models and gain respect from the learners through discussions of their own experiences in the stores. This enhances the workshops considerably and makes them lively and interesting for learners who join in willingly with debates on a wide range of topics, using examples from their own job roles.
- The training apprentices receive in the workplace from restaurant general managers helps them to improve their management skills and technical knowledge. They take responsibility quickly for leading shifts and have the freedom to demonstrate their initiative and to solve problems.
- Apprentices make good use of laptops in the stores to extend the learning they acquire at the training centres and to produce high quality evidence for their portfolios of work. The quality of online learning materials is good and helps apprentices to understand KFC's standards and principles of operation. Web-based exercises for learners to practise their English and mathematics link clearly to their initial assessment results and enable them to receive constructive feedback on how to improve these skills.
- For those learners who study for English and mathematics qualifications, the standard of teaching is good. Associate tutors who are knowledgeable and experienced teach both subjects in a way which stimulates learners' interest and helps them to apply theory at work. In one particularly good class on ratios, learners found out how to apply their learning using an example involving the make-up of soft drinks in KFC stores.

- The ways of assessing learners' work are not always sufficiently wide ranging or detailed enough. Assessors carry out too few formal observations of apprentices at work and those that are completed are often only a series of ticked checklists with very little evaluative feedback. A few apprentices and assessors do not understand fully the purpose of assessment. A number of learners are unaware that they are able to request the assessment of their work when they are ready and this hinders their progress towards completing the apprenticeship.
- Reviews of apprentices' progress are mostly poor with very little constructive feedback on their performance. Whilst a minority of learners can describe accurately the targets set for them and their progress, too many cannot explain what they have to do to complete their apprenticeship. Assessors make very little use of individual learning plans to identify ways in which apprentices will study for the qualification or to differentiate target dates for completion. Progress reviews contain insufficient discussion of the skills learners develop and frequently contain almost no meaningful targets or any evaluation of the content of previous reviews.
- Apprentices receive good advice, guidance and support from employers and trainers. All staff are easily accessible to learners and willingly give up their time outside of normal working hours to help them with any issues. Learners have access to a confidential KFC helpline to discuss any wider support needs. Potential learners go through a detailed selection process that assesses a wide range of skills necessary to become a team leader and apprentice. However, induction does not prepare learners adequately to understand the make-up of the apprenticeship programme.
- KFC promotes equality and diversity well in the way trainers conduct themselves and the respect they show for learners from a very wide range of backgrounds. The apprentices, in turn, show a similar respect for each other's differences and abilities. KFC provides good support for learners with language needs. However, assessors miss opportunities to reinforce learners' understanding of equality and diversity during progress reviews.

The effectiveness of leadership and management

Requires improvement

- KFC has a clear strategy for developing and maintaining a well-trained and educated workforce in order to fulfil its business objectives for further growth. The apprenticeship is an important part of this strategy and managers have introduced it carefully using a number of pilot schemes in some of the company's regional areas before its launch nationally. Apprentices take advantage of the career pathways available to progress into supervisory management roles.
- Staff that support the apprenticeship programme are clear about their training roles and responsibilities and how they contribute to improving employees' skills. The teaching and training provided for apprentices and their experience generally of learning at KFC are good. However, staff are less clear about the performance of the programme and how assessment of learners' work should be carried out.
- Apprentices are highly motivated. They show good attitudes to colleagues and their work and are very positive about, and committed to, working for KFC. They appreciate the opportunity they receive through the apprenticeship to enhance their lives. Learners develop good all-round management skills and become strong candidates for progressing in the hospitality and catering industry.
- The use of resources to support teaching and learning is highly effective. Learners have easy access to laptops and KFC's virtual learning environment in the stores to improve their background knowledge and to reinforce their learning from workshop sessions.
- The standard of most training centres is high with good quality resources and learning environments, but a few do not have up-to-date facilities and access is difficult, particularly for any learners with restricted mobility. KFC is aware of this variability in the centres and is currently taking steps to find venues that are more appropriate.

- The vocational content of the training programme devised by KFC meets the needs and interests of the apprentices well. Most learners achieve the NVQ and technical certificate qualifications quickly. However, learners are less aware of the need to study for English and mathematics qualifications as part of their apprenticeship and this hinders their progress to achieve the programme on time. The integration of these parts of the apprenticeship with the remainder of the programme is poor and too many learners are promoted to the team leader role without having achieved them.
- The planning of the learning programme does not meet all apprentices' individual needs. Planned target dates for completion and the time envisaged to complete the different parts of the qualification are often the same for all learners. Staff make little use of the outcomes of the rigorous and detailed selection and initial assessment processes to plan individual targets and completion dates.
- Managers do not have adequate arrangements to monitor and improve the quality of teaching, learning and assessment. Staff are unclear about their responsibilities for quality assurance and improvement. Too few observations take place of important parts of the apprenticeship such as the workshops and progress reviews. Internal verification is insufficiently thorough in evaluating the rigour of assessment practices. KFC does not have an action plan for quality improvement. Attempts to gather formally the views of learners about the apprenticeship and to use that feedback to make changes to the programme have not been sufficiently successful.
- Self-assessment has a strong focus on those aspects of the apprenticeship that most affect learners. The company's first attempt at a self-assessment report identifies most of the main areas for improvement but under-estimates their impact on the overall quality of the apprenticeship. The process is not sufficiently inclusive of learners and staff and makes little use of data about success rates.
- KFC provides a safe environment for apprentices. They use safe working practices in the stores. All learners carry out relevant additional training in first aid, food hygiene and internet safety. The core workshop training has a strong focus on health and safety legislation and knowledge. The company meets its statutory requirements for safeguarding.
- The company promotes equality and diversity well. The apprenticeship is open to all staff who show the potential to become team leaders and attracts a wide range of learners from different backgrounds and of different ages. However, KFC does not monitor data on recruitment or success rates to assess the impact the apprenticeship has on its workforce in general or in each region. The learning modules studied by apprentices have a strong focus on equality and diversity. Apprentices are respectful to each other and the training staff and value and understand colleagues' differences in their ability to learn and express themselves.

Record of Main Findings (RMF)

KFC (GB) Ltd									
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 Learning programmes	16-18 Learning programmes	19+ Learning programmes	Apprenticeships	Other work- based learning	Employability	Foundation Learning	Community learning
	Overall effectiveness	3				3			
Outcomes for learners	3				3				
The quality of teaching, learning and assessment	3				3				
The effectiveness of leadership and management	3				3				

Subject areas graded for the quality of teaching, learning and assessment	Grade
Hospitality and catering	3

Provider details

KFC (GB) Ltd	
Type of provider	Employer
Age range of learners	16+
Approximate number of all learners over the previous full contract year	Full-time: 301
	Part-time: N/A
Principal/CEO	Mr Martin Shuker
Date of previous inspection	N/A
Website address	www.kfc.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 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Part-time	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	1	6	0	294	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	N/A							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

Additional socio-economic information

KFC (GB) Ltd (formerly known as Kentucky Fried Chicken) is part of the 'Yum! Brands Inc' corporation. The company has its headquarters in Dallas, in the United States of America and comprises five quick service restaurant concepts. In each of its brands, consumers can either eat in or take away food. Two of the brands offer a drive-through option for motorists and two others offer a delivery service in some countries. In the United Kingdom and Ireland, KFC operates as a joint franchise and company owned structure and has over 270 directly owned and managed outlets through whom it recruits for, and delivers, the apprenticeship programme. The company employs 800 salaried employees and a further 9,000 hourly paid staff.

Information about this inspection

Lead inspector

Richard Moore HMI

Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the education manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report. Inspectors also used data on learners' achievements over the last year to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject area listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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