

Huddersfield Textile Training Limited

Not for profit organisation

Inspection dates		13–15 November 2012
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Satisfactory-3
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- A high proportion of learners achieve their learning goals.
- Learners gain good vocational and personal skills and increase their employability.
- Progression into training and employment and onto further training and responsibility at work is good.
- Learners are highly motivated and well supported by Huddersfield Textile Training Limited (HTTL).
- Assessment is well organised and provided flexibly in the workplace.
- HTTL works particularly effectively in partnership with employers and other organisations to meet the needs of the textile industry and bring forward innovative projects.
- The organisation is led and managed very well and has a successful record of implementing improvements.

The provider is not yet an outstanding provider because :

- Some of the workplace learners in 2011/12 did not achieved within planned timescales and this needs to be addressed.
- Learning plans are not sufficiently individualised to guide learners' on-the-job training.
- The use of information and communication technology (ICT) and web-based resources to support learning is underdeveloped.

Full report

What does the provider need to do to improve further?

- Increase the number of workplace learners who complete within agreed timescales by closely monitoring their progress and provide more training where necessary.
- Develop learning plans for individuals with clear objectives for training, including on-the-job training so that front-line supervisors can engage more systematically with training and assessment.
- Introduce and use more ICT and web-based resources to support learning.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for learners are good. Success rates have improved and are now high overall. Achievements by advanced apprentices in manufacturing technologies print and print packaging in 2010/11 were particularly high. Workplace learners' achievements in manufacturing technologies, business management and administration programmes were also particularly high over the past two years.
- The number of learners who achieve within planned timescales is in need of improvement particularly in workplace learning. The progress current learners are making is in line with their planned programme in nearly all cases. There are no significant trends relating to gaps in achievement between different groups of learners.
- Learners develop a good range of practical manufacturing skills and knowledge in textiles, fashion and print and packaging. Learners in administration use modern office technology confidently, have good interpersonal skills and deal with customers professionally. Learners demonstrate confidence and enthusiasm for learning. They gain personal, social and employability skills and employers value their contribution at work.
- Learners are successful in progressing from intermediate to advanced qualifications and developing their careers with the majority going on to positions of responsibility and further training. A high number of apprentices in manufacturing technologies achieve additional qualifications. A significant minority of entrants progress from school or unemployment into employment and onto the apprenticeship programme.

The quality of teaching, learning and assessment	Good
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- Teaching, learning and assessment are good overall and this is reflected in the high overall success rate. For manufacturing apprentices most learning and assessment is in the workplace, which is effective and very supportive in meeting the individual needs of learners. HTTL staff have good knowledge, understanding and skills of the textile industry. They use this to coach learners and support learning in the workplace.
- Experienced textile workers use their expertise well to develop the learners' understanding and skills. Learners benefit from working on a range of tasks, frequently with sophisticated manufacturing technology and under production conditions, such as computer controlled weaving looms, which one learner was using very skilfully.
- Learners quickly gain confidence and competence through practical application of skills and feedback from experienced colleagues. For example, one learner was using textile design skills learnt in the workplace and was performing to a high standard designing prototype badges to be worn on clothing. Personal learning, employability, thinking and problem-solving skills are well

integrated into this process, and reviewed and assessed appropriately with individual learners by HTTL staff.

- Technical certificate sessions take place at the main training centre and these sessions are well planned and very supportive with good results. Learners value off-the-job sessions highly and benefit from sharing experience with their peers. English and mathematics learning are satisfactory. Training facilities and technical resources are of a high standard at the centre, which is used by a range of employers and by organisations from the local community for training services.
- Learners are highly motivated and supported well by HTTL staff who visit learners at work regularly and frequently. Staff manage the visits well and are very responsive to the learners' needs. They coach learners effectively and highlight and reinforce learning points well. Working relationships between apprentices, assessors and employers are productive.
- The strengths of this approach are its flexibility, responsiveness and the immediate impact it has on developing the individual's competence and motivation to learn more. It also gives learners confidence to carry out tasks in the work environment using equipment and techniques that are relevant to the job and specific tasks.
- Staff carry out regular reviews of progress with generally good involvement by employers. Learners' progress is monitored effectively and records are thorough. Individual plans for assessment are clearly laid out. However, the plans have insufficient information detailing the training required in the workplace and how this links with assessment and any off-the-job training.
- Assessment is good, thorough and carefully matched to the needs of the individual and the work environment. Apprentices and employers are effectively involved in the process. A good range of methods are used and apprentices benefit from the approach taken by assessors, which is well organised. Portfolios are extremely well compiled and feature digital photography and a wide range of other evidence. Initial assessment is satisfactory.
- HTTL staff provide good advice and guidance to support learners in progressing in their careers. Employers, parents and learners celebrate the achievements of learners at well attended high-profile events. Award winners and visiting speakers provide good role models for new entrants and current learners. Endeavour, ability and skills development at all levels are recognised and rewarded. A good proportion of the learners contributed to the learners' views survey prior to the inspection and expressed very high satisfaction levels
- The promotion of equality and diversity with learners is effective. They generally have a good awareness and understanding of issues such as bullying, harassment, discrimination and other topics, which are reinforced well throughout the training programme. Learners demonstrate safe working practices and feel safe.

The effectiveness of leadership and management

Good

- Leaders and managers at HTTL are good at providing high-quality training that meets the needs of textiles employers and learners. They have a clear vision for the future development of the provision. The strategy for the promotion of training, and particularly apprenticeship training, in the textiles industry is articulated well with wide support from employers and other significant partners.
- Recent developments involving government and national industry bodies have seen the organisation play a strong leadership role in bringing forward an employer ownership pilot project due to commence imminently. Board members who are representative of the employer membership take an active part in steering the corporate direction and overseeing the performance of the organisation.
- Leaders and managers have responded well to the need to improve the provision. Success rates have improved since the last inspection. A number of significant improvements have been

achieved in the way training is provided and progress monitored: sub-contractors are managed; learners are safeguarded; and equality and diversity is promoted.

- However, in the year 2011/12, none of the 14 out of 17 learners who achieved in workplace learning completed their programmes within planned timescales due to particular difficulties at one or two workplaces. HTTL dealt with this problem swiftly and has increased the thoroughness of its progress-monitoring systems and currently the progress of the learners in training is in line with their planned programme.
- The provider is at a point in its development where the board and senior managers recognise that a number of changes will have to be made to achieve the strategy for growth and expansion of training. They are ambitious to improve further and have well developed plans to extend the range of training programmes and to improve the training delivery model. The intention is to increase the level of quality, the amount of structured training in the workplace and build the capacity of employers to train and contribute to assessment.
- HTTL has established strong links in the textile industry with a variety of local, regional, national and international partners and responds well to external priorities. Good-quality facilities, resources and expertise provide a highly flexible and well-respected service to the industry and to learners. A good example of the innovative work in which HTTL is engaged is the development of a technical textiles learning platform that provides learners with a knowledge base for textile qualifications.
- However, progress in the introduction of ICT and web-based learning resources specifically to support the apprenticeship programme has been slow. The provider is very aware of the position and plans are well developed to rectify this situation.
- The use of data to plan and for decision making is generally good. However, some minor aspects require improvement such as the management-reporting system for the collection of data to support measurement of progression.
- Systems to improve teaching and learning are sound and the outcomes are used appropriately in appraisal and performance management of staff and sub-contractors. Staff development arrangements are well organised and staff take part in appropriate opportunities for training and development. Self-assessment and improvement planning is effective. More could be done to highlight and share good training practices across the staff team and sub-contracted staff, although sub-contracted staff are integrated as partners and attend regular meetings and briefings.
- HTTL meets the needs and interests of learners and textile employers very well by providing a good range of programmes, some of which are unique to the provider, and by contributing to the development of standards and new programmes for the industry. The organisation has played a prominent role in the development and introduction of the first level 4 training programme in textiles technology, which is a major achievement for the industry nationally.
- The views of users contribute to planning and improvement. Feedback from learners indicates that they particularly value the support provided by HTTL. The very positive response to the Ofsted learner survey confirmed this view.
- The way learners develop their understanding of equality and diversity is effective and firmly integrated in all the aspects of the training programme. Recent initiatives with employers and groups of learners who speak English as an additional language have widened participation successfully. A member of the board has a watching brief on equality and diversity and effective action planning is supporting further promotion.
- HTTL meets its statutory requirements for safeguarding and has put in place a number of effective improvements to its safeguarding policies and practices since the last inspection.

Record of Main Findings (RMF)**Huddersfield Textile Training Limited**

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

Subject areas graded for the quality of teaching, learning and assessment	Grade
Manufacturing technologies	2

Number of learners aged 14-16	NA
Number of community learners	NA
Number of employability learners	NA
Funding received from	Skills Funding Agency (SFA)
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Edward Marshall ■ MS Training Services ■ Sue Taylor ■ Inspirational Training

Additional information

Huddersfield Textile Training Limited is a not-for-profit training company based in Huddersfield, Kirklees, West Yorkshire. Formed in 1976 to meet the needs of local textile manufacturers it now provides training to learners in West and South Yorkshire and small numbers further afield. The majority of learners are selected and employed by their companies although a significant minority come through the skills matching service. Training is provided at the workplace apart from the technical certificate. Training is funded through contracts with the Skills Funding Agency. The number of employers in HTTL's membership is 82.

Information about this inspection

Lead inspector	Derrick Spragg HMI
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One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the training manager 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 online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments 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 areas 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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