

Compass Group UK and Ireland

Employer

Inspection dates		3–7 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
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:

- Too few security services learners successfully complete their apprenticeship.
- The quality of training that learners receive in their workplaces is too varied. Workplace mentors do not know enough about learners' programmes to plan the support and guidance they could give.
- Teaching, learning and assessment do not enable learners to develop independent learning skills.
- Initial assessment of learners' English and mathematics skills does not identify sufficiently the support learners need to achieve their apprenticeship and progress to higher levels of learning. Learners who need help to improve their English and mathematics do not receive sufficient support to do so.
- Compass Group UK and Ireland (Compass) is not able to identify and improve the variability in the standards of teaching, learning and assessment and the progress that different groups of learners are making.

This provider has the following strengths:

- High apprenticeship success rates in business administration and retail and commercial enterprise.
- High participation by employees in a range of opportunities which develop good vocational and employability skills.
- Well planned and good off-the-job training workshops which enable apprentices to learn and develop a good range of vocational skills.
- Well qualified and experienced staff that motivate and inspire learners in business administration and retail and commercial enterprise to achieve their apprenticeships.
- Decisive action that led to a recent restructure of learning and development to refocus it to meet well the needs of learners and the company's key business objectives.

Full report

What does the provider need to do to improve further?

- Fully implement plans to improve the on-the-job training and assessment for security services learners so that the proportion who completes the apprenticeship increases significantly.
- Significantly improve the planning of learning in on-the-job, and some aspects of off-the-job, training to meet learners' individual needs and circumstances better.
- Improve initial diagnostic assessment of learners' English and mathematics skills. Provide appropriate support and learning resources that engage and challenge learners to improve their skills and enable them to progress to higher levels.
- Improve arrangements for monitoring all aspects of training and assessment of apprenticeships so that workplace mentors fully understand what they need to do to enable learners to make good progress and to develop independent learning skills.
- Develop and implement fully robust quality improvement systems that will raise, to consistently high standards, the quality of teaching, learning and assessment and the outcomes for all learners.
- Significantly improve management information systems to enable robust monitoring and evaluation of learners' performance that will rapidly identify where improvement action is required.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ The proportion of learners who successfully complete their qualifications in service enterprises, hospitality and catering, business management and customer service has remained high and well above national averages. However, the proportion of learners who successfully completed apprenticeships in security services in 2011/12 was low. This was a new programme and almost half of the learners who left the programme did so without gaining the qualification. During the last two years, the loss of some key contracts resulted in some apprentices being transferred to new employers where they were unable to complete their qualifications. ▪ Although published results suggest that many apprentices make slow progress, the practice of setting target completion dates that were unrealistically short gives a false picture. Compass has restructured aspects of the apprenticeships including reducing the number of security service assessors, setting more appropriate time scales and the termination of an established agreement with a subcontractor. These changes were implemented very recently. Although almost all learners who started their apprenticeships since have remained on their course and are making sufficient progress, it is too early to confirm that these improvements will be sustained. ▪ Most learners develop good vocational, social and personal skills in training workshops and their regular workplaces. Hospitality and catering apprentices learn how to prepare new dishes that are offered by Compass brands with which they were previously unfamiliar. Business management learners broaden their communication skills to deal sensitively and professionally with a wide range of customers. Learners on the security services apprenticeship develop an appropriate range of skills, for example by exploring the different ways that they could deal with people who are acting suspiciously on premises for which they are responsible. ▪ Experienced employees recently promoted to team leader roles develop the supervision and leadership skills and competence they need to perform these new roles well. Other apprentices value the opportunities they have to achieve nationally recognised qualifications and to develop skills which they believe will enable them to seek further promotion or employment opportunities. 	

- No significant gaps exist in the achievement of learners from different age groups or ethnic backgrounds. However, the proportion of females that successfully achieved their qualifications in 2011/12 was significantly higher than that of males. Inspectors identified that the high proportion of males on the poorly performing security services apprenticeship was the reason for this difference. Compass managers do not have access to sufficient management information to quickly recognise and analyse the reasons why specific groups of learners succeed compared to other groups undertaking similar apprenticeships.
- Many learners do not have sufficient skills in English and mathematics to enable them to complete their apprenticeships without difficulty. Those needing help to improve their English and mathematics skills do not receive sufficient support to do so.

The quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement. This reflects the judgements in outcomes for learners where learners develop vocational skills and knowledge well, but are not sufficiently challenged or supported to improve their English and mathematics skills and, other than in business management, independent learning skills.
- Workplace mentors and assessors are good role models, providing inspiration and motivation to learners to complete their apprenticeship. Staff are well qualified in their subject and many have considerable commercial and industry experience. They use this well to put learning into the relevant work context, enabling learners to develop good, up-to-date work-related skills. Learning resources are good and used well to enable learners to practise and develop new skills. Assessors are very flexible, arranging visits to meet the varied needs and work patterns of their learners.
- Although Compass has a standard system to plan and document learners' programmes, most assessors and trainers do not use this effectively. Security services staff regard it as an administrative task rather than as a tool to help plan and record learning progress. In hospitality, documented training plans are often not adhered to and too many learners are not given challenging targets to motivate them and improve their progress.
- As identified in the self-assessment report, staff do not always take into account learners' individual needs when they plan learning. Learners' prior skills, for example those gained while working in commercial kitchens or as security guards with previous employers, are often not appropriately recognised. Other than in business programmes, few learners are encouraged to take responsibility for their own learning or develop independent learning skills.
- Off-the-job workshop training sessions are good and valued highly by learners. However, although a few learners receive good on-the-job training from their mentors, many do not. Mentors do not know enough about learners' training and assessment to be able to plan the most effective training and guidance they could give to support them to make good progress in their apprenticeships. For example, some security guards' managers are slow at writing witness testimony to evidence learners' skills.
- Learners are monitored very effectively as employees of the company and are kept well informed about their ability to do their job and develop in their careers. However, monitoring of their progress through the apprenticeship lacks sufficient detail. Most learners are aware of how much progress they have made and whether they are on target to complete their programme on time. However, although some learners receive detailed feedback on how to improve their work, others receive very little. On occasions feedback is only verbal, leaving learners with little to refer back to or reflect on.
- Arrangements to assess learners' skills and individual learning and support requirements at the start of their programmes require improvement. Until recently, learners took a short assessment of their English and mathematics skills but this was only used to establish whether they could start their chosen apprenticeship. It did not identify their level of skill or the specific aspects which they need to improve. A more detailed on-line diagnostic test has been introduced recently which more appropriately identifies the level of support and help individuals will need to

succeed. Although now available to staff, these results are not always acted on or used to inform the planning of learning.

- Arrangements to help learners to improve their skills in English and mathematics require improvement. Learners who want, or need, to improve their English and mathematics skills are referred to on-line materials where they practise by taking tests. They receive little other tuition or support to help them gain the extra knowledge they need. This is disheartening for some learners who feel they are repeating the same mistakes in their work.
- Equality and diversity are explored well during induction and in some training workshops. In security services training, however, there is an over-emphasis on legislation rather than challenging learners to discuss and explore underlying issues associated with discrimination. Equality and diversity are covered well during a minority of progress reviews. However, in too many reviews learners are asked only if they are aware of any equality and diversity issues and little is done to improve their broader understanding.

Service enterprises and hospitality and catering

Requires improvement

Apprenticeships

- Teaching, learning and assessment in service enterprises and hospitality and catering require improvement. Although much off-the-job training is good and a high proportion of learners successfully complete all parts of their apprenticeship, training in learners' workplaces is insufficiently planned. Some learners receive good training in their workplace, but many receive little or no structured training. The majority of learners improve their vocational skills, but they are not sufficiently challenged to develop independent learning skills.
- Learners enjoy their learning in busy work environments that help them to develop good employability skills. They value the well-planned workshops where they meet and share ideas with other apprentices and can practise preparing new dishes. Learners work well in teams and many take responsibility for sections in their kitchens.
- Mentors and trainers motivate and encourage learners well and many are successful in national competitions. Learners receive good encouragement to extend their learning in the workplace, for example practising filleting and portioning whole salmon and preparing turkey ballotine.
- Learners use resources well to broaden their range of skills. Many work at prestigious national and regional events. Those attending training workshops at the Chertsey site are able to see the full range of catering brands that Compass offers. This opportunity to meet members of the innovation and development team increases their knowledge of brands, dishes and cookery methods and extends their awareness of career progression opportunities.
- Training in cleaning services is good. Learners demonstrate good knowledge and understanding through the well planned and skilful questioning of trainers. However, in hospitality, training requires improvement. Knowledge and understanding are not fully checked or extended and learners are often given insufficient time and opportunity to answer questions and develop critical analysis skills. Workplace mentors are not always aware of how they could contribute to training. This results in some learners receiving little on-the-job training which slows their progress in developing new skills. Learners are given insufficient guidance and support to improve their English and mathematics skills.
- The range of National Vocational Qualification (NVQ) units that hospitality apprentices work towards is narrow, although it meets the general operational requirements of the business. To make training and assessment more appropriate to learners' individual situations, plans are at an advanced stage to offer learners the opportunity to take part in practical workshops in other areas such as patisserie and confectionery.
- Assessment in cleaning services is good; however, assessment of hospitality learners' work requires improvement. Learners are assessed in workshop training sessions; however, they are often inappropriately corrected during the process. Although their regular work provides good

evidence of competent performance, too few learners are assessed by their workplace assessors. Insufficient use is made of witness testimonies from line managers.

- Learners take part in regular reviews of their progress during workshop training sessions where they receive constructive and supportive feedback on both the quality of their work and progress through the workshop training tasks. However, few workplace mentors provide similar feedback on learners' progress in the workplace. Targets aimed to guide learners to make progress against all aspects of the apprenticeship are not sufficiently detailed or specific enough to be helpful to learners.
- Learners have a good understanding of diversity in the workplace and apply their knowledge well to meet customers' dietary and cultural requirements. Staff effectively ensure learners are safe from discrimination. Learners respect each other while in the workplace and in workshops.

Business management and customer service

Apprenticeships

Requires improvement

- Teaching, learning and assessment in business management and customer service require improvement. Although the majority of learners make good progress, some learners take too long to complete the programme. Success rates for learners on intermediate apprenticeships are high, but for advanced apprenticeships these are low and require improvement. The vast majority of learners improve their business management and customer service skills, but there is insufficient support to enable learners to improve their English and mathematics skills.
- Off-the-job workshop training sessions are good. Trainers and assessors inspire learners to do well and to work hard towards completing their apprenticeship. Assessors work very flexibly to provide learners with good access to assessment around their individual work patterns. For example, one assessor visits on Sunday mornings. However, training and individual support in learners' workplaces require improvement. Too many learners do not receive sufficient coaching on how to improve their skills in the workplace.
- Assessors and trainers have good business management and customer service experience which they use well to support learners. They provide useful high quality resources that enable learners to study independently. Most learners use on-line systems for uploading and monitoring work and they progress well. However, there is little support for the minority of learners who are not confident in using information technology, which slows their learning and progress.
- Most learners are guided well in selecting the qualification that is most relevant to their roles and responsibilities at work. On some programmes they are given the opportunity to choose their modules of study to best reflect the office or commercial site where they work. Although some learners have higher academic qualifications, they value doing the intermediate or advanced level qualification as it provides them with vocational skills and knowledge, which are new to them and meet business needs, such as managing the performance of a team.
- Not all learners benefit from clear and detailed feedback on how to improve their work. Some learners receive detailed feedback from their assessors during regular visits to their workplaces. They are coached well and guided to relevant resources so they can carry out appropriate research. However, this support varies from site to site and a few learners are given only limited feedback about their progress on the course.
- Systems to record and monitor learners' progress require improvement. Where targets are recorded they are often insufficiently detailed. This means that learners are often not clear about the deadlines they need to meet and lack awareness of completion dates for the qualifications and next steps in training.
- Support for the learning and development of English, mathematics and information technology skills to help learners progress at work requires improvement. At some sites, learners are offered extra support to improve these skills by their workplace mentors. More often, however,

support for learners having difficulty with English and mathematics skills is limited to referral to resources on websites or repetitive completion of on-line tests.

- Trainers plan for, and promote, equality and diversity well through the business course content. Learners are able to articulate effectively the need for flexibility in communication styles when dealing with a wide range of customers. Learners on management courses develop better leadership skills by using their knowledge of equality and diversity to create teams that perform well with respect for individual differences. Learners practise skills in dealing with difficult customers, including those with health issues such as drug abuse. They are aware of how to remain safe and also respectful in difficult situations.

The effectiveness of leadership and management

Requires improvement

- In the past year, significant re-structuring of the learning and development department has led to a fundamental review of the organisation's key objectives. The strategic direction of Compass is now strongly focused on learning and development as a way to improve its competitive performance. The new management team has a good understanding of the challenges ahead and is clear about the work required to improve the quality of learning provision and meet the company's aims.
- Managers have high expectations and new subcontractors are monitored effectively. Managers are decisive and take prompt actions to address weak performance. Programme managers have a good understanding of their roles and responsibilities; targets to improve are demanding and action plans monitored effectively.
- The learning and development team has responded well to changing priorities and has addressed the previously weak management of a major subcontractor. However, plans to establish more robust and systematic approaches towards improving all aspects of provision are at various stages of development and implementation. The lack of access to timely and accurate management information is a significant impediment to the effective management and improvement of apprenticeships.
- Teaching and learning strategies and procedures to monitor the performance of off-the-job trainers have recently been put in place, although it is too early to judge the impact of these measures. Line managers deliver much of learners' training in the workplace, and the quality of that training varies too much. Managers have no clear understanding of where the better on-the-job training is. The sharing of better practice is beginning to have a positive impact on the quality of provision.
- In a relatively short period of time, the new managers have gained a good understanding of the quality of provision and how to take it forward. The self-assessment report is broadly accurate and quality improvement plans are detailed and robustly monitored. Concentrated activity is leading to the development and introduction of comprehensive quality assurance procedures. However, such arrangements are still in their early stages and generally untested. Some areas for improvement from the previous inspection, such as insufficient support for learners to improve English and mathematics skills and shortcomings identified in quality improvement processes, have yet to be fully addressed.
- Compass is responsive to learner comments and takes positive actions when necessary. However, approaches used to gain feedback vary too much between programme areas and do not always fully cover all aspects of the learner experience. It is not sufficiently clear how learners' views inform the self-assessment process.
- Compass has a broad and inclusive vocational and professional curriculum offer that meets the needs of the business and learners well. Learners are able to progress from foundation to senior management qualifications. Access to training is good and the company provides flexible training to meet learners' varied needs and the company's key objective of investing in its staff through learning and development. Bespoke vocational learning resources are good. However,

the planning of English and mathematics to develop learners' skills effectively is underdeveloped and, in some cases, inhibits talented employees from progressing.

- The management of equality and diversity is satisfactory. Compass successfully promotes inclusivity in the recruitment, development and training of its staff. Respect for individuals is a core value and learners speak confidently about what it means. Arrangements to increase under-represented groups are effective, such as increasing the proportion of women into more senior roles. Policies on equality and diversity are comprehensive. However, success rates in some aspects of provision vary substantially between different groups and analysis of data has yet to lead to effective measures to reduce these gaps.
- The provider meets its statutory requirements for safeguarding learners. Health and safety are key priorities in Compass and their management is particularly effective. Robust procedures and training ensure that all staff have a clear and detailed understanding of how to work safely and maintain safe working environments. Board members are actively involved in monitoring health and safety and regularly review the impact of measures in place. All training staff have received appropriate safeguarding training, and are registered with the Criminal Records Bureau. An appropriate central record is maintained. Policies and procedures ensure compliance with current legislation. Learners feel safe and are well supported by mentors in the workplace.

Record of Main Findings (RMF)

Compass Group UK and Ireland

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	Apprenticeships
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
Service enterprises	3
Hospitality and catering	3
Business management	3
Customer service	3

[illegible]

Additional information

Compass Group UK and Ireland, part of the larger Compass Group PLC, specialises in contract catering and support services. Formed in 1987 after a management buyout of a predecessor company, Compass Group floated on the Stock Exchange a year later and entered the FTSE 100 list of companies in 1998. In 2010, Compass Group UK and Ireland acquired Vision Security Group (VSG). Around 60,000 employees work at over 5,000 client sites. Compass Group UK and Ireland contracts directly with the National Apprenticeship Service to provide apprenticeships for new recruits and as development opportunities for existing employees.

Information about this inspection

Lead inspector

Malcolm Fraser HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Qualifications Contract 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



Learner View is a new website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to www.learnerview.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2013