

KFC (GB) Ltd

Employer

Inspection dates		04–07 February 2014
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Requires improvement-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:

- Many learners make considerable progress and rapidly develop a good range of skills during their time on the programme.
- Learners develop very good and often outstanding personal and social skills as a result of a comprehensive training and development programme.
- The training has a positive impact on learners and gives them opportunities to access management roles quickly and further develop their careers in the hospitality industry.
- The high level of vocational, personal and social skills developed by learners is well above that expected of the qualifications.
- Vocational training in hospitality, catering and customer service is good and designed well.
- KFC's commitment to the promotion of training, recognises talent, celebrates success and offers inclusive opportunities for learners to better themselves.
- KFC sets high standards and endeavours to improve the learner experience while at the same time, meeting demanding business needs.

This is not yet an outstanding provider because:

- While most learners now achieve the vocational aspects of the apprenticeship, too many learners are either not successful in achieving their English and mathematics qualifications at first attempt or are slow to complete them.
- Learners do not fully appreciate the benefits of learning English and mathematics because in some areas planning and teaching of these skills is not sufficiently integrated into the hospitality apprenticeship programme.
- Support arrangements to enable learners with English as an additional language are not sufficiently well planned to enable them to make rapid progress in achieving English functional skills qualifications.
- While KFC has much improved the quality of its training since the last inspection, aspects of the quality assurance framework remain underdeveloped.

Full report

What does KFC need to do to improve further?

- Enhance the quality of English and mathematics teaching by:
 - using the results of initial tests more effectively to plan individual programmes of study
 - integrating English and mathematics into the vocational programme to maximise learning opportunities and avoid unnecessary duplication of assessment
 - ensuring that every opportunity is taken to correct learners' work.
- Ensure that support arrangements for learners with English as an additional language are more effectively planned by:
 - initially assessing learners' language abilities more effectively and planning individual programmes of study based on identified needs
 - developing learning resources to support learners more effectively
 - carefully planning the transition of learners from one level of course to the next.
- Enhance quality assurance arrangements to:
 - clearly articulate KFC's expectations and requirements towards ensuring that learners receive the highest standards of training
 - frequently monitor the quality of learning and assessment across all aspects of the learners' training and take timely and effective actions to reduce variability in quality
 - ensure that all restaurant managers/assessors have a clear understanding of how to monitor learners' progress effectively, set challenging targets, accurately record learner progress and ensure that all learners complete in a timely manner.

Inspection judgements

Outcomes for learners	Good
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- Latest success rates for the advanced apprenticeship programme in 2013/14 show a significant improvement on the previous year and are now around the national rate for similar provision. The vast majority of learners who left the programme early in 2013/14 achieved the vocational qualifications of the apprenticeship programme. Recently enrolled learners are making at least adequate progress and many are making good progress.
- Learners enrolled before the previous inspection have made slow progress and a minority have yet to complete the English and mathematics component of their apprenticeship. Many of these learners continue to be encouraged to do so by their line managers and recent arrangements are now in place for them to achieve. At the time of the inspection, a small intermediate apprenticeship programme was being piloted and it was too early to make any judgements on success rates.
- Most KFC employees are young adults and many of these have few or no qualifications when they start work. KFC is quick to recognise and encourage the potential of its workforce and is successful at supporting team members to develop into junior management roles, regardless of their previous attainment. For many apprentices, the distance travelled in terms of achieving qualifications and developing an effective range of professional and personal skills in management is extremely impressive.
- The development of vocational, personal and social skills is at least good and in some cases, outstanding. All learners develop a much greater capacity to understand and appreciate the demands of the hospitality industry. Intermediate apprentices learn how to deal with difficult customers well. Advanced learners increase their communication and team leadership skills to a

point where they become much more self-assured and confident in their own abilities and more able to solve operational difficulties. Managers have been quick to recognise the additional benefits of the apprenticeship programmes through improved business performance.

- Learners enjoy the training and value the opportunities they have to learn and progress further. Many advanced learners are promoted into management roles upon completing the programme and some take temporary management positions before they complete. A few apprentices have recently progressed on to a bespoke degree programme based at De Montfort University.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good and enable learners to develop their hospitality skills and complete their hospitality qualifications in good time. Managers motivate learners well by boosting their confidence, celebrating their achievements and supporting them to put into practice the knowledge gained in vocational workshops. Learners benefit from well-planned and effective job-related training. However, the delivery of English and mathematics learning is less effective.
- Prospective apprentices undergo a well-planned preliminary training and assessment course to maximise their understanding of the programme and to assure KFC of their commitment to learning. Since the previous inspection, promotion within KFC is now closely linked to learners successfully achieving the apprenticeship and, as a consequence, learners are more motivated and take more responsibility for the standard of their work. Learners' progress is now tracked effectively and reasons for slower progress are well understood.
- Vocational training is steadily improving and is structured well. On- and off-the-job-training is good. Hospitality theory knowledge is appropriately self-assessed by learners using well-developed and bespoke on-line multiple choice tests. All learners have a good understanding of health and safety and food hygiene in the workplace.
- Learners maintain appropriate records of their knowledge, understanding and performance and benefit from effective line manager coaching and detailed and relevant verbal feedback. Learners have a clear understanding of what they need to do to improve. Assessment practice is satisfactory overall; however, the quality of written feedback to help learners understand how they can improve further is an area for improvement. In too many cases the feedback provided is superficial.
- Initial assessment of learners' English and mathematics ability is satisfactory and learners have a clear understanding of the meaning of their results. For learners not achieving the required entry criteria, KFC does not provide formal support but signposts potential apprentices who need better levels of English and mathematics before they start, to relevant websites and books. While more learners now achieve the English and mathematics qualifications, the planning and integration of both subjects into the apprenticeship programme is underdeveloped.
- Learners benefit from English and mathematics workbooks usefully customised to the KFC workplace. However, functional skills are too often viewed as stand-alone qualifications and opportunities are missed to integrate English and mathematics into vocational training and to share learning resources and assessment opportunities. English and mathematics teachers make insufficient attempts to match the content of the training to the learners' starting points, the wide range of their abilities and their workplace activity. Restaurant managers/assessors too frequently fail to correct learners' written English.
- KFC recognises that a large proportion of employees speak English as an additional language, and as a result is looking at ways to improve its diagnostic and training practices to better serve learners' and business needs. However, the current teaching of English to apprentices too often makes little concession to this fact and the teaching of grammar and punctuation is not sufficiently adapted to the different language abilities of individual learners.

- Learners receive appropriate and timely information, advice and guidance before and during the training programme. The company has strong and clearly expressed values around diversity and fairness. Advanced apprentices learn about the legislative aspects as part of their management training, and are clear about their responsibilities to support victims of bullying on a shift, for example, while dealing appropriately with the perpetrator. All learners know where they can go for help.

The effectiveness of leadership and management

Good

- Senior managers and leaders provide good support for the programme and have a very good understanding of the benefits it brings for employees. KFC's learning and development strategy is good and is strongly aimed at supporting its staff to gain nationally recognised qualifications. This commitment is a key business objective and entrenched well across the whole of the organisation. The apprenticeship programme has been designed well and new courses are being introduced to ensure that staff at all levels have equal opportunities to access accredited training. The impact of the apprenticeship programme has seen a marked increase in staff skills, motivation and much improved business practices.
- The company's clear commitment to educating its staff brings considerable benefits for learners. When they join the company, many learners lack confidence and skills to succeed in employment; they develop these rapidly and soon understand the importance KFC places on developing staff. Progression pathways are very good, and the company provides very good support for employees to undertake training. To date, approximately half of current apprentices are funded from KFC's own resources and in a relatively short period of time, KFC has introduced the advanced apprenticeship programme that is now well established. A bespoke business degree programme has recently enrolled its second cohort of learners and provides very good progression opportunities for advanced apprentices. A level two apprenticeship programme is being successfully piloted to provide a good entry point for employees with lower level qualifications. The company's links with the Barnardo's charity is leading KFC to introduce a pre- apprenticeship traineeship programme.
- The roles and responsibilities of those involved in the programme are clearly defined and well understood and are constantly being reviewed and improved to meet key company objectives and the high standards KFC sets. A dedicated and skilled training team works closely with restaurant managers/assessors and trainers to support delivery and maintain a strong focus on getting learners to complete the training in a timely manner and to make continuous improvements.
- Since the previous inspection, KFC has effectively managed major improvements to the operation and effectiveness of the apprenticeship programme. However, because of the needs of the business, some improvements have taken too long to implement. For example, as recognised by KFC, support for learners from restaurant managers is good, but the formal process to monitor learner progress still varies too much and requires improvement in a minority of restaurants.
- The findings of KFC's latest self-assessment report are well matched to those of the inspection and the views of learners are used appropriately to monitor and improve the training. The report is suitably reflective and judgemental and action plans for improvement are strongly and directly linked to apprentices' needs. Action plans are very effectively monitored.
- Quality assurance arrangements have improved rapidly since the previous inspection. Recommendations for improvement from the previous inspection if not yet fully resolved, are well underway, for example, the introduction of a nationwide on-line system to track learners' progress is being rolled out. Management information is very effectively used to improve programme quality. Channels of communication throughout the organisation are effective and

ensure that managers have a good understanding of any variations in the quality of provision so that under-performance is tackled quickly and appropriately. However, KFC recognises that a few aspects of quality assurance are still under development, for example, recent observations of teachers lack clear action plans that detail how teachers can improve their performance.

- The management of learning resources is good. The advanced apprenticeship programme is structured well and quickly develops learners' skills and understanding of first line management roles. The level two apprenticeship programme is being carefully piloted to avoid any unnecessary operational difficulties before being offered nationally. However, the planning and effectiveness of teaching of English and mathematics and for English for speakers of other languages (ESOL) is not yet as effective. Access to training for employees is very good and learners feel valued and respected.
- Equality and diversity policies and procedures are well developed and learners have a good understanding of anti-discrimination and harassment policies. KFC is quick to recognise and celebrate work done well by learners and staff alike. A diverse work force and effective in-house customer service training supports a greater appreciation of the society in which learners live and work. The monitoring and analysis of equality and diversity data are satisfactory.
- Management and learner understanding of health and safety are particularly good. KFC's arrangements to safeguard learners are appropriate and meet statutory requirements.

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	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 the quality of teaching, learning and assessment	Grade
Hospitality and Catering	2

Provider details

Type of provider	Employer							
Age range of learners	16+							
Approximate number of all learners over the previous full contract year	Full-time: 300							
	Part-time: N/A							
CEO	Mr Martin Shuker							
Date of previous inspection	October 2012							
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 traineeships	16-19		19+		Total			
	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+		
	6	49	18	259	0	0		
Number of learners aged 14-16	N/A							
Full-time	N/A							
Part-time	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							

Contextual 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. In the United Kingdom and Ireland, KFC operates as a joint franchise and company owned structure and has over 270 directly owned and managed sites and 850 franchised 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 Beaumont 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 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 KFC managers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant 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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