

# Select Service Partner UK Limited

Employer provider

**Inspection dates**

8–11 August 2017

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	Apprenticeships	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>		
Personal development, behaviour and welfare	<b>Requires improvement</b>		
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection			Good

## Summary of key findings

### This is a provider that requires improvement

- Senior leaders have a limited understanding of the strengths and weaknesses of the apprenticeship programme and do not recognise that for too long, too few apprentices have completed their qualification.
- Too few apprentices on level 2 hospitality programmes make good progress in their learning or complete their qualifications on time.
- Most workplace managers do not involve themselves sufficiently in the planning and coordination of training. As a result, too many apprentices make slow progress.
- Senior leaders have been slow to meet their obligations under the 'Prevent' duty. Apprentices do not understand fully the potential risks posed by those who seek to undermine democracy and democratic values.
- Managers do not have good enough information to be able to monitor apprentices' learning and progress effectively.
- Trainer-assessors do not identify and provide the additional help that apprentices require with their English skills early enough in their programme of study.

### The provider has the following strengths

- The small minority of apprentices on level 3 hospitality management programmes make good progress and have high achievement.
- Apprentices develop good technical skills and knowledge because well-qualified trainer-assessors match learning closely to apprentices' individual job roles.
- Apprentices improve in confidence and self-esteem. They take great pride in their work and the very good customer service that they provide.
- Apprentices benefit from well-planned career opportunities and most continue into management and/or further training on completion of their programmes.
- Trainer-assessors use online materials and resources well to develop learners' independent learning skills.

## Full report

### Information about the provider

- Select Service Partner Group PLC (SSP) is a British-based, multinational company, with its group headquarters in central London. SSP operates catering and retail outlets at airports and railway stations around the world and in most major air and transportation hubs across the UK.
- The learning and development team, in conjunction with managers in the individual outlets, provide apprenticeship training at level 2 and level 3 in hospitality and catering, retail, warehousing, business administration and business management. Most apprentices are aged 24 and over, and work towards a level 2 hospitality and catering apprenticeship. Around half of apprentices currently in learning speak English as an additional language.

### What does the provider need to do to improve further?

- Senior leaders need to ensure that they have a good understanding of the strengths and weaknesses of the apprenticeship programme. They need to hold managers to account for increasing rapidly the proportion of apprentices at level 2 who complete their qualification on time by ensuring that:
  - workplace managers are involved closely in the planning and coordination of learning for individual apprentices within their business units
  - apprentices receive the additional help they need with their English skills at the start of their programme to make rapid progress towards completing their qualifications
  - managers have the information they require to monitor effectively apprentices' learning and progress.
- Senior leaders and managers must make sure that apprentices have a good understanding of the potential risks posed by those with extremist views, and have a good awareness of how to keep themselves safe when working online, using the internet or when using social media.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and managers have not maintained the good standards seen at the previous inspection, and the proportion of apprentices who complete their qualification on time is low. Leaders do not ensure that workplace managers prioritise learning effectively enough or are involved sufficiently well in planning and coordinating learning, to make certain that apprentices make good progress in completing their qualification. Managers have been slow to remedy the weaknesses found at the previous inspection.
- Managers' monitoring of the quality of learning is insufficient to ensure that learning and the learner experience remain good. They do not use data effectively to monitor and review learning and progress. Managers do not know precisely why too many apprentices leave learning early, or the reasons why achievement gaps exist between different groups of apprentices.
- Managers' evaluation of the quality of provision is insufficiently rigorous and places too little focus on apprentices' continued slow progress. Their self-assessment of performance is not sufficiently insightful and quality improvement plans do not focus on the main challenges that hinder improvement. Too often, managers fail to set realistic timescales that would bring about rapid improvement.
- Under the leadership of the recently appointed qualifications and programmes manager, the training team has taken rapid action to improve the proportion of apprentices who complete their learning within the time planned. Early indications show that the proportion of apprentices who achieve is improving, especially at level 3, and many more apprentices are now successfully passing their functional skills qualifications at the first attempt.
- Performance management of trainer-assessors is effective and ensures that they focus their time carefully on ensuring that apprentices develop the skills and competencies they need to become valued members of the workforce. Well-qualified trainer-assessors benefit from a range of training and development activities, and have clear targets for improvement linked to the progress of their apprentices.
- Apprentices benefit from clear career pathways and routes into employment within hospitality and catering through the strong relationships that managers have developed with their franchise partners. Managers and trainer-assessors make sure that the training and skills requirements of apprentices match closely the skills and knowledge needs of franchise partners at a local and national level, while preparing them well for a career within the hospitality industry.
- Managers have a clear strategy for developing and improving the English and mathematical skills of apprentices. Managers recognise that many apprentices face significant barriers to improving their skills, particularly in written English, and have worked carefully to put a comprehensive range of additional help in place.
- Leaders and managers have established a very strong culture of high-quality customer service and an ethos of valuing the diversity of different cultures and beliefs. Apprentices quickly adopt these values and work harmoniously and well with their peers and customers.

- Leaders and managers respond well to feedback from apprentices about how to improve learning. For example, they commissioned additional learning materials to help apprentices understand better the requirements of their functional skills learning, and provided them with more opportunities to practise answering test questions under examination conditions.

### **The governance of the provider**

- The learning and development division, which reports to the executive board of SSP UK, oversees the apprenticeship training programme. While members of the board place workforce improvement at the centre of corporate decision making, they do not have a good enough understanding of the strengths and weaknesses of the apprenticeship programme.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Apprentices know how to keep themselves safe at work, and have a good understanding of their role in maintaining the safety of the travelling public and remaining vigilant to potential breaches of security. The good-quality training that apprentices complete at the start of their programme regarding safety within major transport hubs ensures that they know how to deal with potential emergencies. Apprentices are tolerant and highly respectful of the cultural values and differences of their peers and customers.
- Senior leaders have been slow to meet their obligations under the 'Prevent' duty. Apprentices often do not understand fully the potential risks posed by those with radical views who seek to undermine democracy and democratic values. In addition, many apprentices do not have a sufficient awareness of how to keep themselves safe when working online, using the internet or when using social media.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- Trainer-assessors do not make effective use of targets to help apprentices achieve their qualifications. They do not use targets to plan learning well or make sure that individual apprentices complete the theory elements of their qualification while developing their practical skills. As a result, too many apprentices do not make good progress in their learning or complete their qualifications on time.
- The assessment of apprentices' learning and skills requires improvement. While trainer-assessors' verbal feedback is positive and encouraging, it does not focus sufficiently on the skills and knowledge apprentices have acquired or identify areas for improvement. A significant minority of written records of progress lack detailed developmental feedback, leaving apprentices unclear about how to improve further.
- The majority of workplace managers do not involve themselves sufficiently with the planning and coordination of apprentices' learning. Too often, they do not know what apprentices should be doing and/or do not allow apprentices sufficient time to complete assessments while at work. In a minority of examples, trainer-assessors work well with workplace managers and apprentices benefit from good learning opportunities and make

good progress.

- Apprentices develop good independent learning skills, for example, in using the internet to research project information, and they value the opportunity to improve their knowledge further. Access to a wide range of good online resources, including those for English, information and communication technology (ICT) and mathematics functional skills, enables apprentices to reflect on their work and develop the skills they need to acquire to perform their jobs to the highest standard.
- Well-qualified and experienced trainer-assessors use their knowledge well to help apprentices develop the practical skills they need to provide good customer service. Apprentices quickly develop good product knowledge and learn to anticipate customers' needs well. Apprentices enjoy their learning and are keen to improve.
- Trainer-assessors provide highly effective training on health and safety and food hygiene early in the apprentices' programme. Apprentices have a good understanding of the health and safety requirements of working in transport hubs and are vigilant to potential security breaches. They demonstrate very high standards of food and drink preparation and service, and a good knowledge of food hygiene.

#### **Personal development, behaviour and welfare**

#### **Requires improvement**

- Too few apprentices have a good understanding of the danger posed by those who hold radical views. For example, they are not aware enough of their own potential vulnerability as a target for exploitation outside the workplace by those who seek to bully, groom or coerce them. Trainer-assessors do not make these risks evident in apprentices' everyday work and life during their training. Apprentices feel and are safe in the workplace.
- Trainer-assessors do not identify and provide the additional help that apprentices require with their English skills early enough. Apprentices who speak English as an additional language, and those who have dyslexia, often do not receive the help they need at the start of their programme to commence their learning effectively. As a result, too few apprentices make good progress towards completing their qualifications in the time planned and many make slow progress in improving their English.
- Apprentices are well motivated, and take great pride in their work. They quickly become confident to use their skills in their workplace. Their positive and professional work ethic benefits the business in which they work, and the customers they serve. Apprentices have a good awareness of healthy eating options and provide appropriate information to customers on, for example, allergens and low-calorie options and alternatives.
- Trainer-assessors and workplace managers encourage apprentices to be aspirational in their next steps within the company and the hospitality industry. Apprentices make well-informed choices about their learning and careers, and many of those who complete their apprenticeship progress to higher level job roles. Apprentices benefit from taking additional qualifications, such as barista training, and successfully participate in national and international food and drink competitions within the company.
- Apprentices grow in confidence as they develop their practical skills. They can describe with genuine pleasure the skills and knowledge they have developed in, for example, preparing a wide range of hot drinks or in dealing with impatient customers.
- Apprentices value the high level of personal help and guidance they receive from trainer-

assessors and know how to report personal concerns about work and home. Trainer-assessors work closely and well with managers to ensure that work patterns accommodate these concerns appropriately.

## Outcomes for learners

## Requires improvement

- In 2015/16, too few apprentices on level 2 programmes achieved their qualifications within the time planned. Managers' own data for 2016/17 indicates that while the proportion of apprentices achieving their qualifications is improving, it is not yet good; too many apprentices continue to make slow progress.
- Managers have not taken sufficient action to reduce the achievement gaps between different groups of apprentices. For example, female apprentices continue to out-perform their male peers, as do those who have a declared disability. Managers do not collect data that could identify why these differences continue, or know precisely why too many apprentices leave their programmes early.
- The proportion of apprentices who achieve their functional skills qualification is now good. With the exception of the small proportion of apprentices taking ICT at level 2, most make expected progress and pass their examinations at their first attempt.
- Apprentices enjoy their learning. They develop good practical skills and quickly become valued members of their teams. Apprentices develop very good, and on occasion, outstanding levels of customer service. For example, they know how to deal sensitively and well with parents who have lost their children, are able to serve customers effectively who have a limited understanding of spoken English, and deal professionally and courteously with customers who are angry and distressed because they have missed their transport connections.
- The small proportion of apprentices on level 3 programmes make good progress and have high achievement. They develop their management skills well, and learn quickly how to manage the finances of their individual business units and manage staff absence and sickness effectively.
- Most apprentices who achieve their qualifications progress to the next level of training or to further education on completion of their programme. Internal promotion to management posts is high.

## Provider details

Unique reference number	59042
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	322
CEO	Kate Swann
Telephone number	07432 741048
Website	<a href="http://www.foodtravelexperts.com">www.foodtravelexperts.com</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	0	0	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	3	242	0	88	0	0		
Number of traineeships	16–19		19+		Total			
	0		0		0			
Number of learners aged 14 to 16	0							
Number of learners for which the provider receives high-needs funding	0							
Funding received from:	Education and Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

## Information about this inspection

The qualifications and programmes manager, as nominee, assisted the inspection team. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used individual interviews, telephone calls and online questionnaires to gather the views of learners; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
Lyn Bourne	Ofsted Inspector
Francoise Beregovoi	Ofsted Inspector
Carolyn Brownsea	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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