

# UK Training & Development Limited

Independent learning provider

## Inspection dates

29-30 March and 6-7 April 2017

Overall effectiveness		Inadequate
Effectiveness of leadership and management	<b>Inadequate</b>	Apprenticeships
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 an inadequate provider

- Arrangements for safeguarding are not effective. Apprentices and employers do not have sufficient understanding of safeguarding, and managers' responsibilities for safeguarding are not clearly defined and acted upon.
- Leaders do not ensure that quality improvement actions improve teaching, learning and assessment.
- Apprentices aged 16 to 18 make insufficient progress and too few achieve their full apprenticeship programmes.
- Too few apprentices achieve their qualifications in English functional skills and too few improve their mathematical skills.
- Leaders' monitoring of the progress made by apprentices does not help ensure that all groups make good progress.
- Leaders do not ensure that all apprentices' off-the-job training is recorded, monitored and is of high quality.
- Assessors set targets that are often limited to apprentices fulfilling the minimum requirements of their qualifications and, as a result, too many are not challenged to make good progress.

### The provider has the following strengths

- Leaders collaborate well with employers to provide bespoke programmes that improve apprentices' vocational skills and support their future employment.
- Assessors provide helpful feedback which improves apprentices' practical skills that they use well in the workplace.
- Regional managers and assessors work effectively with hairdressing employers to shape the content of the apprenticeships programmes within their own salons to meet client needs.

## Full report

### Information about the provider

- UK Training and Development Limited (UKTD) is a private company with its operational base in Hertfordshire. It works with over 400 small employers, mainly in London and southern England, the very large majority of which provide workplace apprenticeships in hairdressing and barbering. A small minority of apprentices are enrolled on business administration and customer service programmes. The majority of apprentices are aged 16 to 18. More recently, UKTD has extended its reach to Merseyside.

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

- Take rapid action to ensure that all safeguarding procedures, policies and practices are revised and implemented fully by managers and staff so that all apprentices are safe.
- Ensure that younger apprentices achieve and make good progress by urgently improving the quality of teaching learning and assessment.
- Ensure that assessors set and review targets with apprentices that challenge them to excel.
- Train assessors to enable apprentices to improve their English and mathematics skills.
- Ensure that managers and assessors record, monitor and improve significantly the quality of apprentices' off-the-job training.
- Identify the causes of underachievement by particular groups of apprentices, and take specific actions to make sure that all apprentices achieve their qualifications and make good progress.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are inadequate because safeguarding is ineffective. Procedures for assuring the safety and well-being of apprentices are not implemented meticulously, and this potentially places young people at risk.
- Leaders and managers do not focus sufficiently on monitoring and improving apprentices' progress. Although leaders have a rich source of data and reports made available to them, they do not use this information to gain a sharp focus on why differences in achievement occur between groups. In particular, they do not understand why certain groups of apprentices do not make as much progress as their peers. For example, leaders are aware that younger apprentices fare less well than older apprentices, but do not put in place the required actions to enable them to improve. As a result, too many apprentices do not achieve or make the progress of which they are capable.
- Leaders do not ensure that quality improvement actions secure good outcomes for apprentices. For example, too many assessors record the impact of apprentices' off-the-job training to ensure that they make good progress. Managers do not all have a good understanding of the quality of employers' practical training because they do not monitor sufficiently its effect on apprentices' learning. A minority of employers do not understand the role of assessors and their contribution to apprentices' learning. As a consequence, too many apprentices do not make good progress.
- Leaders and managers prioritise the importance of apprentices' English and mathematics skills, but do not monitor effectively apprentices' progress. For instance, they do not have a precise understanding of apprentices' achievement of functional skills qualifications. This impedes their capacity to ensure that apprentices make good progress.
- In their self-assessment report, managers set out well their plans and ambitions for the business. They effectively sample apprentices' records to ensure that apprenticeship procedures are followed and are compliant. They provide feedback to regional staff on the quality of these records, but focus insufficiently on the quality and impact of learning on apprentices. Managers conduct routine observations of assessors' practice but do not identify key weaknesses in teaching, learning and assessment and, as a result, do not plan robust actions that improve the quality of teaching, learning and assessment.
- Leaders and managers have put in place new procedures to improve their monitoring of apprentices' destinations. Exit interviews record that a very high proportion of apprentices remain in employment. However, leaders do not have a sufficiently clear measure of the proportion of apprentices who move to higher levels of study and do not know the impact of their provision.
- Managers promote well the importance of diversity in modern Britain. However, too many assessors lack confidence and experience in promoting British values and the dangers of radicalisation into their sessions. As a consequence, too many apprentices do not demonstrate a good understanding of such fundamental aspects of living in modern-day, multicultural Britain.

- Leaders collaborate well with employers across England to provide bespoke programmes that improve apprentices' vocational skills and support their future employment. They have recently introduced helpful workshops and consultation events with employers to support them in making informed decisions about the new and emerging national arrangements for apprenticeships provision. Regional managers and assessors work effectively with hairdressing employers to shape the content of the apprenticeships programmes within their own salons to meet client needs.
- Leaders and managers contribute well to local and regional planning networks through their links with the South East Midland local enterprise partnership. They review regularly their provision to ensure that the training content of qualifications meets industry standards and the needs of employers.

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

- Governance arrangements operate primarily through a monthly managers' meeting involving, on occasions, external consultants. The group reviews many aspects of the overall business but does not give sufficient and timely prominence to key performance concerns including safeguarding, the quality of teaching, learning and assessment and ensuring good outcomes for all groups of apprentices.

### **Safeguarding**

- The arrangements for safeguarding are not effective. Apprentices and employers do not have sufficient understanding of safeguarding and how it affects their day-to-day work.
- Managers do not record and monitor the progress of safeguarding referrals effectively. They do not ensure that all staff have precise procedures to follow should an apprentice refer a safeguarding concern to them; as a result, too many actions taken are not followed up to full resolution. Managers are not aware sufficiently of the role of key safeguarding agencies; partnership working with these agencies is poor and, as a result, apprentices are not safe.
- Leaders do not ensure that they are informed fully about any safeguarding concerns. They have not defined clearly the responsibilities of the designated safeguarding officer's post in order for it to be effective. Leaders do not ensure that apprentices and employers have a good understanding of safeguarding arrangements.
- Managers ensure that Disclosure and Barring Service and other employment checks are in place and are properly updated for each member of staff. Safeguarding forms a core part of the induction programme for all new staff but its impact is diminished by poor implementation of procedures.
- Managers provide workshops and online training to raise staff awareness of the 'Prevent' duty. However, they are not aware if all staff are up to date with their training.
- The 'Prevent' action plan does not provide managers with well-informed actions to promote the importance of British values throughout the organisation. Consequently, assessors do not ensure that apprentices have a good understanding of British values and the dangers of extremism and radicalisation.

## Quality of teaching, learning and assessment

## Requires improvement

- Although there are pockets of good teaching practice, there is too much variability in the quality of teaching, learning and assessment and too much is not good.
- Assessors do not ensure that apprentices' off-the-job training is recorded, monitored and of high quality. Not enough assessors have a robust understanding of the quality of training provided by employers to inform their tuition. Consequently, apprentices are not challenged to make good progress.
- Some assessors challenge apprentices to gain extra skills or undertake additional units. Too often, however, assessors set targets that are limited to fulfilling the basic minimum requirements of qualifications, and do not take into account the progress that apprentices make in improving their understanding, knowledge and skills. Too many targets and reviews of progress fail to challenge apprentices to deepen and extend their learning. For example, they do not promote routinely the need for apprentices to develop their written recording skills or research relevant theory that underpins their practical skills in the workplace. Apprentices do not always contribute to assessing their own progress.
- Assessors have good vocational knowledge. Apprentices value the regular support and assessment visits they receive; they find these helpful in improving their vocational knowledge and understanding of the skills they need in the workplace. For example, assessors work effectively with hairdressing employers to shape the content of the apprenticeships programmes within their own salons to meet client needs. As a result, employers value highly the contribution most apprentices make to their business.
- Assessors ensure that apprentices are enrolled on the correct level of learning and programme. The majority of assessors skilfully coach apprentices to enable them to improve their practical skills development. Assessors often challenge apprentices to achieve additional qualifications that prepare them well for their next steps: for example, in business administration, apprentices study an additional functional skills qualification in information and communications technology (ICT) to enable them to contribute more to the workplace. As a result, the large majority of apprentices use their knowledge well when dealing with external clients and are able to change their approaches to meet client needs.
- At assessment, assessors provide good verbal feedback to apprentices to enable them to improve their practical skills and add value in the workplace. However, written feedback lacks sufficient detail and fails to identify how apprentices can further improve their skills and knowledge. It does not sufficiently detail points for further development. Too many assessors do not improve apprentices' English and mathematics skills. They do not routinely provide tuition to enable apprentices to understand their errors in spelling, punctuation, grammar and structure of writing to improve their written work.
- The majority of assessors ensure that apprentices develop a good understanding of equality. The large majority of apprentices acquire a sound awareness of the diverse needs of their clients and colleagues in the workplace.

## Personal development, behaviour and welfare

## Requires improvement

- Apprentices and their employers do not have sufficient understanding of safeguarding arrangements and how these impact on their day-to-day work. For example, apprentices

are not sufficiently aware of the potential risks to their personal safety when finishing late shifts. Employers do not routinely inform the provider where apprentices aged 16 to 18 fail to attend work and training or understand why they need to do so. Assessors do not check sufficiently apprentices' understanding of aspects of safeguarding.

- Too many apprentices have a poor understanding of British values and the dangers of radicalisation and extremism. The awareness activity workbook, designed to improve apprentices' understanding of citizenship, fails to meet their needs and interests or extend their understanding of why British values are important in their social and working lives.
- Apprentices work well with colleagues, assessors and employers and demonstrate high levels of social skills needed to interact effectively with clients. They develop good practical skills to industry standards, which they apply adeptly in the workplace.
- Most apprentices attend frequently and are able to articulate well the requirements of their course as a result of good information advice and guidance. This helps ensure that the very large majority understand the steps they need to take to achieve their career aspirations.
- Most hairdressing apprentices are motivated, develop their confidence, communicate well and demonstrate respect for their assessors, peers and colleagues. They adopt safe working practices such as caring for themselves and their clients with respect to avoiding back strain. They can identify potential risks and hazards such as trailing cables, the potential for hairdryers to overheat and the incorrect use of chemicals. Apprentices respond correctly to any clients who demonstrate what they consider to be inappropriate behaviour. This level of awareness prepares them well for their future employment and to effectively meet the needs of a range of different clients.

### Outcomes for learners

### Requires improvement

- The majority of apprentices are aged 16 to 18 and enrolled on intermediate-level programmes. Too many do not make good progress and achieve their qualifications. The achievement rates of apprentices studying hairdressing at intermediate level have declined for the last two years and are too low.
- Those aged over 19 complete their programmes successfully and at a better rate than their peers studying with similar providers. The large majority of adults make at least the progress expected of them.
- The majority of apprentices achieve their vocational qualifications within the planned timescale. However, the provider's in-year data indicates that too many apprentices due to complete their full programmes are not on target to do so.
- Recordings of exit interviews of apprentices indicate that the vast majority are in employment, with a minority securing enhanced roles with their employers.
- Leaders' tracking and monitoring of different groups of apprentices are insufficiently robust to enable them to take specific action to improve progress and achievement to ensure that all groups do well.
- The majority of apprentices studying mathematics functional skills achieve their qualifications. However, too few apprentices make good progress in developing their mathematical skills.

- Too many apprentices enrolled on English functional skills qualifications do not make sufficient progress. The large majority of apprentices of all ages studying ICT functional skills achieve their qualifications.

## Provider details

Unique reference number	55149
Type of provider	Independent learning provider
Age range of learners	16–18, 19+
Approximate number of all learners over the previous full contract year	271
Managing Director	Theresa Wisniewski
Telephone number	01442 230130
Website	<a href="http://www.uktd.co.uk">www.uktd.co.uk</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+		
	282	85	28	95	0	0		
Number of traineeships	16–19		19+		Total			
	2							
Number of learners aged 14 to 16	NA							
Number of learners for whom the provider receives high-needs funding	NA							
Funding received from:	Skills Funding Agency							
At the time of inspection, the provider contracts with the following main subcontractors:	NA							



## Information about this inspection

The inspection team was assisted by the contract and operations manager (hairdressing) as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans and the previous inspection report. Inspectors used individual interviews and telephone calls to gather the views of learners and employers; these views are reflected within the report. They observed assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Tony Gallagher, lead inspector	Her Majesty's Inspector
Harpreet Nagra	Her Majesty's Inspector
Andrea Machell	Her Majesty's Inspector
Christopher Bealey	Ofsted Inspector
Heather Barrett-Mold	Ofsted Inspector
Kathy Tyler	Ofsted Inspector
Stephen Masterson	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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