

UK Training and Development Limited

Re-inspection monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

This is the second re-inspection monitoring visit to UK Training and Development Limited (UKTD), following its most recent inspection between 17 and 20 October 2017, and publication of the inspection report on 28 March 2018. At the October 2017 inspection, inspectors judged UKTD to be inadequate for overall effectiveness, effectiveness of leadership and management, and personal development, behaviour and welfare. UKTD's quality of teaching, learning and assessment, outcomes for learners, and its apprenticeship provision were judged to require improvement.

At the time of this monitoring visit, there were 317 apprentices enrolled on programmes. Most apprentices are following intermediate and advanced hairdressing and barbering apprenticeships. Approximately two thirds of apprentices are aged 16 to 18. Following the inspection, UKTD has not recruited any new trainees aged 16 to 18, and has ended its traineeships contract.

Themes

What actions have leaders taken to ensure that safeguarding arrangements are implemented fully by all staff to secure the safety and well-being of apprentices? Reasonable progress

Since the previous monitoring visit, leaders and managers have strengthened the actions they take to safeguard apprentices. The system for reporting safeguarding concerns is clear, and apprentices, staff and employers follow referral procedures appropriately. Staff respond quickly to concerns and ensure that apprentices and families receive appropriate external support if required. Apprentices report that they feel safe and know who to contact at UKTD, and in their workplace, if they have concerns. These include concerns about their own emotional resilience and well-being.

Leaders have maintained rigorous safe recruitment practices for all staff who have joined UKTD since the previous monitoring visit.

Leaders and managers have improved the quality of information that apprentices, staff, guardians and employers receive about safeguarding and the potential risks associated with radicalisation and extremism. Tutors and employers enable apprentices, at the start of their programme, during salon visits and on-the-job training, to improve their understanding of personal safety and well-being. However, apprentices are unable to explain sufficiently how the risks associated with radicalisation and extremism relate to their workplaces and personal lives. Leaders have recently appointed regional designated safeguarding officers. The designated safeguarding officers are developing relationships and improving their knowledge of

local issues to help improve apprentices' understanding of such risks, but it is too early to see the impact as apprentices have yet to receive further training.

What actions have leaders taken to ensure that leaders and managers are held to account for the quality of all aspects of the apprenticeship provision? Reasonable progress

Leaders have strengthened their methods for reviewing the quality of provision. They routinely use accurate management information to evaluate performance at all levels of the organisation. Since the previous monitoring visit, leaders have implemented several improvement initiatives, such as managers conducting frequent reviews of the progress apprentices make towards their qualifications. They now provide employers with clear guidance and training to support them to deliver high-quality training. They have introduced a management structure with clear lines of accountability. Managers, staff and employers regularly evaluate the quality of training that apprentices receive, including off-the-job training. Managers hold staff to account for the actions they need to take to improve their practice. They have a clear understanding of the progress that apprentices make towards their qualifications. They implement swift interventions to support apprentices to catch up when they fall behind in their studies.

Leaders' self-assessment and improvement plans are not sufficiently clear or helpful. The quality of provision has improved since the previous monitoring visit. Leaders' data indicates that the proportion of apprentices who achieved their qualifications increased in 2017/18 and remains above those of similar providers. However, leaders and managers do not effectively monitor and evaluate the impact of their actions or ensure that the quality of provision improves at a rapid pace. Leaders and managers do not analyse all aspects of apprentices' achievements and progress. These include the technical skills, knowledge and behaviour that apprentices acquire in preparation for their end-point assessment. As a result, leaders do not ensure that the curriculum is fully effective. They do not know whether apprentices' programmes provide maximum opportunities for them to achieve their potential.

What actions have leaders taken to improve the quality of teaching, learning and assessment, so that apprentices make good progress and achieve high standards of work? Reasonable progress

Since the previous monitoring visit, leaders and managers have redoubled their efforts to ensure that tutors provide learning activities that challenge apprentices to make swift progress. A high proportion of apprentices develop effective practical skills. They explain proficiently how they use their understanding of theory and apply it to their job roles. For example, apprentices accurately explain the underpinning techniques they use to style clients' hair using a fading cutting technique, and what blow-dry methods are appropriate to curl hair.

Managers' actions to encourage tutors to provide demanding tasks and activities that challenge apprentices to make rapid progress are not having enough impact. Tutors use extension activities during salon visits to provide extra work for apprentices to complete. These activities help apprentices who are making slow progress to catch up and enable apprentices who are making expected progress to improve their knowledge and skills. As a result, most apprentices make expected progress. However, tutors do not provide tasks and activities that challenge the most-able apprentices to develop their understanding and skills to a higher level. Consequently, these apprentices do not make the progress of which they are capable.

What actions have leaders taken to ensure that quality improvement activities focus on the impact of teaching, learning and assessment and how do these inform the improvement of trainers' and assessors' practices? Reasonable progress

Leaders have developed their methods for observing teaching, learning and assessment and ways of improving the work of staff. The revised observation process places greater emphasis than previously on the progress of apprentices and less on the actions of tutors. Managers observe tutors frequently and identify additional support to help tutors to develop their professional practice. However, the actions that managers identify for tutors to improve their practice too often focus on the completion of processes that are not sufficiently focused on teaching. Tutors do not receive clear and helpful objectives to help them rectify identified weaknesses in their practice within challenging time periods.

Leaders now evaluate the quality of the training provided by employers in all work settings. They accurately assess employers' performance using quality audits and observations and identify appropriate actions for employers to rectify the improvements required. However, it is too soon to see the impact from these actions as they are still in very early stages of implementation.

What actions have leaders taken to ensure that all trainers and assessors have the knowledge, skills and confidence to improve apprentices' English and mathematical skills? Reasonable progress

Leaders have completed a full assessment of tutors' English and mathematical skills and have used this information well to implement a range of training to develop tutors' confidence and core skills. Tutors now provide a strong emphasis on the need for apprentices to develop their English and mathematics skills and how to apply these skills successfully to their work tasks. Apprentices fully understand the importance of English and mathematics skills in the hair industry. They are able to confidently apply their new English and mathematics skills in the workplace. For example, apprentices accurately calculate ratios and volume when mixing salon products to use on clients' hair.

Since the previous monitoring visit, leaders have established a priority to improve apprentices' writing and numeracy skills and ensure that apprentices make good progress towards their English and mathematics qualifications. Consequently, most apprentices are making expected progress and the proportion of apprentices who achieve their English and mathematics qualifications at the first attempt is much higher than previously. However, leaders do not ensure that apprentices who have already achieved high grade passes at GCSE in English and mathematics have sufficient opportunities to improve their English and mathematics skills further.

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