

# Chamber Training (Humber) Limited

Report following a monitoring visit to a 'requires improvement' provider

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**Unique reference number:** 51104

**Name of lead inspector:** Alison Cameron Brandwood HMI

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**Type of provider:** Independent learning provider

**Address:** 34–38 Beverley Road  
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## Monitoring visit: main findings

### Context and focus of visit

Chamber Training (Humber) Limited was inspected from 26 February to 1 March 2018. At that time, inspectors judged the overall effectiveness of the provision to require improvement. Inspectors determined that the effectiveness of leadership and management, the quality of teaching, learning and assessment, and outcomes for learners all required improvement and that personal development, behaviour and welfare were good. Inspectors judged that adult learning programmes and apprenticeships required improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Currently, there are 119 apprentices and 12 adult learners studying at Chamber Training (Humber) Limited. Almost half of apprentices are on apprenticeships in hairdressing with the rest on business administration, refrigeration, health and social care and warehousing programmes. All the adult learners are funded through advanced learner loans and are working towards achieving qualifications in health and social care.

### Themes

**What progress have leaders made in ensuring that a higher proportion of apprentices complete their programmes within their expected timescales, by ensuring that apprentices benefit from improved feedback and challenging activities that help them to improve the standard of their work and make the progress of which they are capable?**

**Reasonable progress**

Leaders' and managers' actions have been effective in ensuring that a greater proportion of apprentices completed their programmes on time in 2017/18. However, the proportion of apprentices who achieved on time on programmes at levels 2 and 3 in health and social care and at level 2 in hairdressing, although improved from the previous year, was still too low.

Leaders have taken the sensible decision to introduce a new curriculum in health and social care that meets the training needs of local employers. They also ensure that the apprentices who they recruit are more suited to the programme. As a result, all those recruited in 2018/19 remain on their course.

Since the previous inspection, leaders have changed the way in which they recruit apprentices to the hairdressing programme. They have introduced a more rigorous selection process to ensure that apprentices better understand the demands of the

apprenticeship and the hairdressing industry. Leaders now match apprentices to employers more effectively. Consequently, all the apprentices who were recruited to this apprenticeship over the summer months in 2018 remain on their programme.

Apprentices receive helpful feedback from tutors that supports them to improve. For example, in practical hairdressing workshops tutors guide apprentices who are developing their colouring skills to apply foils more quickly.

Tutors use an appropriate range of activities to challenge apprentices to improve their work and make good progress. In business administration, many apprentices choose extra units to develop their skills in different aspects of their jobs, such as implementing an information system. This supports their progress towards their qualification and ensures that they develop valuable skills that benefit them in their workplace.

In hairdressing, tutors do not routinely challenge apprentices to be aspirational and aim for higher grades in their assessments. Apprentices are not clear if they are on track to achieve above a pass grade in their qualification, or what they need to do to get a higher grade.

**What progress have leaders made in ensuring that apprentices are given the opportunity to complete their English and mathematics qualifications in a timely manner?**

**Reasonable progress**

Leaders have put in place appropriate actions to increase the proportion of apprentices who undertake training to complete their English and mathematics courses on time. They recognised that a key area for improvement was to increase attendance at functional skills workshops. Leaders have made changes to workshop timetables and how they report, monitor and track individuals' attendance. As a result, attendance has improved greatly. The proportion of current apprentices who pass their functional skills in English and mathematics at the first attempt is high.

Leaders have put in place more timely training in English and mathematics for the majority of apprentices. All apprentices who are due to complete their apprenticeships in 2018/19 have begun their functional skills training. Most of the apprentices who are studying mathematics have already passed their functional skills qualification. However, over half of apprentices who are due to complete in 2019/20 have yet to start their functional skills training in English and a quarter in mathematics.

**What progress has been made to improve and enhance the quality assurance arrangements to ensure that apprentices and adult learners benefit from effective teaching, learning and assessment practices?**

**Reasonable progress**

Leaders identified that, to enhance their quality assurance arrangements, they needed to improve the skills and capacity of the team of staff that they use to carry out observations of teaching and learning. They increased the number of observers, all of whom have received training to improve how well they provide clear and measurable feedback to the tutors whose sessions they observe. Observers now accurately identify aspects of tutors' practice that require improvement. However, observation of teaching and learning records focus too much on what the tutor is doing and not enough on the impact of teaching on learning or the progress that learners make.

Leaders have introduced a more robust process for observing teaching and learning. They use the weaknesses identified during the observations to plan training for tutors to improve their practice. However, leaders rightly identify that they have been too slow to put in place the training plan. As a result, improvements to teaching practice have not been quick enough for all tutors.

**What progress have tutors and assessors made in Reasonable progress routinely challenging adult learners to develop vocational skills, knowledge and their English and mathematics skills to enable them to reach their full potential and career ambitions?**

Tutors use a range of activities to challenge learners to extend their vocational knowledge. Learners now reflect more deeply about topics such as mental health and dementia. They research and apply their knowledge of the administration of drugs and the importance of auditing drug supplies. As a result, they develop greater knowledge of key aspects in the health and social care sector.

Tutors use the information from the assessment of learners' starting points in English and mathematics to identify the areas that learners find most challenging. They provide useful opportunities for learners to develop mathematical skills in the production of graphical and diagrammatic representations of data. Learners include these diagrams to illustrate points in their assignments effectively. A minority of learners use the online resources to improve their mathematical skills.

Tutors point out spelling errors in learners' work, but they do not ensure that learners routinely correct these errors to improve the quality of their work. Tutors do not always provide feedback about other aspects of work such as the importance of referencing or presentation. Therefore, learners do not always reference their sources of information or improve the presentation of their work.

**What progress have leaders made in ensuring Reasonable progress that apprentices and learners have a better understanding and an awareness of the risks of radicalisation and extremism?**

Leaders have introduced a range of resources and activities that develop apprentices' and learners' awareness of the risks associated with radicalisation and extremism.

Almost half of apprentices and learners have recently completed online training modules on the 'Prevent' duty and fundamental British values. Leaders and managers have plans in place for the remainder to complete the training. During reviews, tutors ask apprentices specific questions about radicalisation and extremism in relation to their personal and professional lives. Leaders acknowledge that, although apprentices and learners can provide a basic explanation of these important topics, they do not yet have a deep enough understanding of the local risks.

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