

Inspection of Tui UK Limited

Inspection dates:

26 to 29 April 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Apprenticeships

Good

Overall effectiveness at previous inspection

Good

Information about this provider

TUI UK Limited (TUI) is an employer provider established in 2001 when Thomson Travel Group was restructured. At the time of the inspection, there were 127 apprentices in learning. More than three-quarters of the apprentices study the level 3 travel consultant apprenticeship.

During the national pandemic in March 2020, apprentices were furloughed, and their training was suspended. TUI closed more than 200 travel stores across the country. Apprentices restarted their training in June 2021 when their retail travel stores reopened. Apprentices undertake a range of activities, including booking package holidays, working in the bureau de change and acting as travel representatives. In January 2022, TUI UK recruited an additional 90 apprentices. TUI do not work with any subcontractors and no apprentices are in receipt of high needs funding.

What is it like to be a learner with this provider?

Apprentices gain new and specialist knowledge and skills within the travel sector. They quickly learn how to advise customers and prepare personalised travel packages. Furthermore, they learn how to manage and increase the sale of foreign currency. This helps them to become valuable team members and increase income for the company.

Apprentices become confident team members through the training and help they receive. For example, they are given appropriate opportunities to resolve customer complaints such as issues with travel arrangements and accommodation. This helps them to swiftly progress on to more complex duties.

Apprentices are highly motivated to complete their apprenticeship and progress within the travel business. Apprentices take on duties based on their interests and expertise. This includes working within the bureau de change, booking package holidays and planning bespoke luxury holidays for customers.

Apprentices with additional learning requirements receive appropriate help and training from their coaches. Coaches provide learning materials and strategies to help apprentices overcome their individual barriers to learning. This enables apprentices to achieve their qualifications and secure full-time employment.

Apprentices know how to keep themselves safe. They know what to do and who to contact if they have any concerns. Apprentices learn about safe working practices, including lone working considerations, to ensure their personal safety. For example, apprentices know how to stay safe when working late evening shifts and remain vigilant to potential risks to themselves and the business.

What does the provider do well and what does it need to do better?

Leaders and managers have designed a curriculum that meets the needs of the business and the travel sector comprehensively. Leaders and managers recruit high-calibre apprentices who are ambitious about a career in the travel sector. On completion of their training, apprentices progress to permanent positions, often gaining rapid promotion to managerial roles.

Apprentices are well prepared to work in a fast-changing and challenging work setting. Since the pandemic, coaches and managers have adapted the training very effectively to account for the unprecedented changes to the travel industry. Coaches teach additional sessions to ensure that apprentices quickly know, understand and correctly apply the changes to government regulations regarding foreign travel.

Apprentices quickly develop new and relevant skills through their training. They gain detailed knowledge of a broad range of different travel destinations and provide good information to customers. This enables customers to choose the holiday that

meets their requirements effectively. For example, apprentices advise customers on the different additional excursions they can take when visiting historic sites.

Apprentices are highly resilient. They show a positive attitude toward dealing with the changes affecting their sector and are proud of the work they do. Apprentices have adapted to returning to work in the retail stores and have helped to train the new staff who have recently joined the travel business.

Apprentices benefit from the expert knowledge and experience of coaches linked to the travel industry. Coaches have substantial prior experience in managing travel stores for TUI. They use this knowledge skilfully to train apprentices about the very high standards of customer care expected of them. Coaches teach apprentices how to go above and beyond the expectations of their customers. For example, apprentices ensure that all family members, including children, are involved in the planning and discussions of family holidays. This helps apprentices to become valuable to the business as they successfully retain and attract new customers.

Coaches use assessments effectively to check apprentices' understanding and correct any misunderstandings. Coaches check frequently that apprentices are becoming expert in applying their learning in their workplace. As a result, apprentices know what knowledge and skills they need to focus on to successfully complete their apprenticeship.

Apprentices are thoroughly prepared for their end of course examination. Coaches help apprentices prepare through clear explanations about how to improve and enhance their work to achieve the highest grades. Most apprentices complete their qualification achieving high grade passes.

Apprentices have a good understanding of the core British values. They receive highly effective training to enable them to become responsible citizens. Apprentices respect and work collaboratively with colleagues and customers from different backgrounds providing very high levels of customer care.

Apprentices benefit from ongoing career education and advice about other career options beyond the travel sector. Coaches develop good resources and activities to help apprentices prepare appropriately for future jobs. For instance, apprentices receive help with the preparation of their curriculum vitae and learn effective interview techniques. This helps apprentices secure promotion and/or move into related roles such as finance and digital marketing.

Leaders and coaches have not ensured that apprentices improve their mathematical skills. This has meant that a minority of apprentices who needed to pass a formal mathematics qualification have not completed their qualifications in a timely manner.

Leaders and managers have been slow to put in place their own identified actions to improve the quality of education and training. They have not enabled longstanding coaches to adapt and improve their teaching strategies to meet the requirements of the apprenticeship standards. Since training restarted, leaders and managers have

focused on the smooth return to business operations and preparing apprentices for their final examinations.

Governors support education leaders effectively. Since the return to business, governors have helped leaders to recruit high-calibre apprentices. Governors have demonstrated to the executive board, the value that apprentices add to their business. However, governors have not sufficiently challenged education leaders to focus on the quality of the learning experience of the apprentices. For example, ensuring that leaders have appropriate teaching arrangements in place to improve apprentices' mathematical skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Apprentices learn about and have a secure understanding of the risks of radicalisation and how it could impact negatively on their working and personal lives. Coaches check their understanding throughout the apprenticeship.

Coaches and line managers have good oversight of the welfare and well-being of apprentices. They quickly identify and take necessary actions to help apprentices deal with any issues or concerns they may have. When apprentices share a disclosure, the safeguarding team promptly refer them to the appropriate external partners. This ensures that apprentices get the right support in a timely manner.

What does the provider need to do to improve?

- Leaders and managers need to ensure that longstanding coaches receive the updating and training they need to make the transition from framework-based apprenticeships to standards-based apprenticeships.
- Leaders need to ensure that apprentices improve their knowledge and skills in mathematics. They need to also ensure that those apprentices who require a formal qualification in mathematics achieve this, thereby completing their apprenticeship in a timely manner.

Provider details

Unique reference number	55115
Address	Wigmore House Wigmore Place Wigmore Lane Luton Bedfordshire LU2 9TN
Contact number	020 3451 2688
Website	www.tuigroup.com/
Principal/CEO	Andrew Flintham
Provider type	Employer provider
Date of previous inspection	1 to 4 March 2016
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the early talent and apprenticeship manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Sambit Sen, lead inspector

Chris Bealey

Caroline Williams

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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