

Inspection of HIT Training Ltd

Inspection dates:

20 to 23 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Apprenticeships	Good
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Overall effectiveness at previous inspection	Good
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Information about this provider

HIT Training Ltd (HIT Training) is a national provider of apprenticeships, operating from a head office in Shoreham-by-Sea, West Sussex. At the time of the inspection there were 5140 apprentices studying apprenticeship standards from level two to level five. Most apprentices are aged 19 or over, the majority are studying at level two or level three. There were 2274 apprentices studying hospitality and catering apprenticeships, 114 level 4 brewer apprentices, 1058 health and social care apprentices, 162 apprentices studying funeral care, and 684 early years apprentices. The company trains smaller numbers of apprentices in the management, education, sales, retail and facilities sectors, primarily for employers in the hospitality industry. They work with one subcontractor for apprentices studying funeral care.

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

Apprentices enjoy studying with HIT Training. They feel very well supported by their training consultants, who provide them with detailed feedback at frequent, helpful training and review meetings. As a result, most apprentices are clear about how they are progressing, and what they need to do to achieve.

Apprentices swiftly develop new knowledge and skills, which enables them to become increasingly more independent at work. For example, commis chef apprentices are quickly able to prepare simple starters or desserts unaided, before moving on to more complex dishes. Adult care apprentices use their clinical understanding well, to update service users' care plans.

Apprentices understand and value differences in society, due to training consultants' consistent and effective promotion of these values. They can confidently discuss how this applies to their sector. For example, funeral team member apprentices reflect on customs of different cultures and consider this in meeting expectations of their clients. Early years apprentices understand the importance of celebrating different festivals to ensure all children feel included.

Most apprentices benefit from informative, sector-based careers guidance and support, which helps them plan their next steps. Many hospitality supervisors gain promotions or move on to the level 4 hospitality manager apprenticeship. Almost all level 4 brewer apprentices stay in the industry. Some go on to study masters level qualifications in brewing science. Trainers tell adult care apprentices about careers in care, but do not inform them about wider options, such as progressing to university.

Apprentices feel safe. They are rightly confident in knowing how to keep safe when studying online. Apprentices have a good understanding of how to keep safe in the workplace. Chef apprentices understand how to work with knives and other dangerous equipment safely. Sales executive apprentices understand the importance of looking after their own welfare and that of colleagues when working in a high pressure, target driven industry. Apprentices understand how to raise concerns. They are confident that staff will listen and act on concerns they raise.

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

Leaders and managers have a clear rationale for the curriculum and apprenticeship standards they offer. They use their industry expertise well to meet the needs of their employers. For example, leaders have introduced new apprenticeships in brewing and funeral care. This meets a national demand and builds on their sector expertise in hospitality and care.

Leaders and managers have planned the curriculum very effectively so that learning builds on what apprentices know and can do. For example, level 4 brewer apprentices learn about recipe design before learning about technical and scientific

procedures used in the industry. Level 3 hospitality supervisors learn leadership skills early in their programme, recognising that most will have hospitality experience but that many are new to management roles. As a result, apprentices quickly develop new skills, which they apply in the workplace.

Training consultants use their industry skills and knowledge effectively in their teaching. In the chef academy, skilful, experienced trainers demonstrate how to prepare scallops and fillet mackerel, role modelling expected standards of professional and workplace behaviours. As a result, commis chef apprentices were able to competently prepare and serve two new fish dishes.

Most training consultants use assessment of apprentices' work well, to quickly identify strengths and areas for improvement. As a result, most apprentices, including those with additional needs, make good progress. In a small minority of cases, training consultants do not correctly identify errors in apprentices' work or provide feedback which enables them to improve. There are too many examples of incorrect answers being marked as correct on functional skills mathematics questions. A few hospitality manager and level 2 care apprentices do not have targets which help them understand their areas for improvement, or how to get better.

Staff rightly maintain a strong focus on the requirements of the final assessment from the start of the apprenticeship. Apprentices, and their employers, are clear about what they need to do to complete their apprenticeship. Training consultants provide frequent practice of professional discussions and multiple-choice tests. As a result, almost all apprentices pass their final assessment first time. In the case of level 3 early years educator, most achieve a distinction. However, too many level 2 and level 3 adult care apprentices are unaware of the range of grades available to them and do not know how to achieve higher grades.

Leaders have implemented a clear and effective structure for governance and oversight. The members of the board of directors hold leaders and managers to account effectively. They focus appropriately on actions that will have the greatest impact on the quality of education. For example, directors successfully challenged leaders to improve pass rates for apprentices in hospitality management.

A few level 4 sales executive apprentices are not producing work at an appropriate level. In a small number of cases, they copy work directly from the internet without stating the source. Training consultants have been too slow to identify and resolve issues of plagiarism. As a result, apprentices have not been able to learn from their mistakes in order to correct them in future work.

Too many apprentices are making slower than expected progress in their functional skills qualifications. For a very small minority of apprentices, a lack of success in level 2 functional skills mathematics has delayed the achievement of their apprenticeship. Leaders rightly identified that they had a problem with the teaching of functional skills. They have taken swift and decisive action to improve this situation. As a result, more apprentices are now passing their functional skills

English qualifications in timely fashion. However, it is too early to see the impact on level 2 mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have put in place appropriate policies and procedures which contribute positively to keeping apprentices safe. Staff are appropriately trained to carry out their roles successfully. They carry out health and safety checks and risk assessments to ensure that apprentices are safe in the workplace. Staff work with external agencies, including 'Prevent' duty co-ordinators in different regions, to raise awareness of local risks for apprentices. Leaders recruit staff appropriately to ensure they are safe to work with apprentices.

Training consultants are confident about how to support apprentices who disclose concerns. Apprentices confidently recall training in safeguarding from the start of their courses. They rightly value the ongoing support staff provide, such as bereavement counselling and resources to support personal well-being.

What does the provider need to do to improve?

- Leaders must continue to improve the teaching and assessment of functional skills mathematics, to ensure apprentices are supported effectively and enabled to achieve their apprenticeship well.
- Leaders should ensure that all apprentices understand what they need to do to improve their written work and workplace practice.
- Leaders should ensure that all apprentices understand clearly the full range of grades available to them clearly, and how to achieve them in their final assessment.

Provider details

Unique reference number	57860
Address	24a Cecil Pashley Way Shoreham Airport Shoreham-by-sea BN43 5FF
Contact number	07415 220406
Website	www.hittraining.co.uk
Principal/MD	Jill Whittaker
Provider type	Independent learning provider
Dates of previous inspection	7 to 10 March 2017
Main subcontractors	Co-operative Group Limited

Information about this inspection

The inspection team was assisted by the head of quality, 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

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