

Inspection of Hawk Management (UK) Limited

Inspection dates:

21 to 24 March 2023

Overall effectiveness**Outstanding**

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Apprenticeships

Outstanding

Overall effectiveness at previous inspection

Outstanding

Information about this provider

Hawk Management (UK) Limited (Hawk Training) is an independent training provider based in Twickenham, west London. Hawk Training was founded in 1989 and incorporated in 1998 and has over 20 years of experience in delivering apprenticeships. Hawk Training works with over 400 different employers, teaching apprenticeships across levels 2 to 5. At the time of the inspection, there were 622 early years apprentices on standards at levels 2 to 5, 184 business administration apprentices at levels 2 and 3, 133 operational department manager apprentices at level 5, 22 improvement technicians and improvement practitioner apprentices at levels 3 and 4, and 26 supply chain warehouse operatives and trade supplier apprentices at level 2. Hawk does not work with any subcontractors.

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

Apprentices receive outstanding support from their tutors to help them to succeed on their programmes. For example, apprentices on the operations departmental manager standard at level 5 report that tutors are always available to support them and cannot do enough to help them.

Apprentices thoroughly enjoy their apprenticeships. They have an extremely positive attitude towards their studies and are highly committed to their training. Many apprentices demonstrate this commitment through the work they produce in advance of their progress and teaching and learning reviews. Apprentices frequently complete all targets they are set ahead of time. Their attendance is high, and during sessions they engage very effectively in discussions with tutors and managers. As a result, most apprentices make very good progress, develop their confidence and achieve their qualifications.

Apprentices' behaviour is exceptional. Apprentices rapidly develop a range of personal and professional behaviours that support them in their social and working lives. For example, apprentices on the business administration standard at level 3 quickly develop the teamwork and customer service skills that their roles demand. Apprentices on early years programmes learn to model the professional and expected behaviours of an early years practitioner. For example, they are kind and considerate and they model practical activities such as washing hands to help children understand the importance of specific tasks. Apprentices become valued team members, and many take on additional responsibilities at work.

Most apprentices receive helpful initial careers advice and guidance. When apprentices start their apprenticeship, tutors take the time to understand what apprentices already know and can do and what they aspire to do in the future. They help apprentices to set short-term goals that will help them to prepare for their next steps. However, not all apprentices receive sufficient information about the wider career pathways available to them after they complete their apprenticeship.

Apprentices feel safe and know how to keep themselves safe. Apprentices learn about the dangers of radicalisation and extremist views through completing online learning resources and in their progress review meetings. As a result, apprentices have a well-developed awareness of the potential risks posed in the areas in which they live, work and study. Apprentices are confident that if they reported a concern, it would be dealt with quickly and effectively.

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

Leaders, managers and staff ensure that the vast majority of apprentices benefit from a challenging and demanding curriculum. Leaders have considered very carefully the content of programmes to ensure that apprentices build on existing, and gain substantial new, knowledge and skills. The curriculum aligns very closely

with local employers' needs and helps to fill national skills shortages. Leaders have developed very positive and purposeful relationships with their employers.

Tutors have expert subject knowledge and highly relevant industry experience. They implement the curriculum skilfully. Tutors explain content clearly and introduce new knowledge skilfully. They cleverly use their own experiences to highlight points and examples. As a result, apprentices learn and can remember what they have been taught extremely well. For example, level 3 business administration apprentices recall well what they have learned about General Data Protection Regulation and compliance.

Tutors plan and link on- and off-the-job training activities extremely well. They consider very carefully what tasks apprentices need to complete at work to consolidate their learning. For example, apprentices on early years programmes at level 3 benefit from highly effective, on-the-job training. Apprentices learn about high-quality teaching in their nurseries, which includes topics such as how children's brains develop. This consolidates the theory they cover with their tutors. As a result, apprentices gain highly relevant workplace skills.

Tutors give apprentices clear and concise feedback in their teaching and learning reviews. This helps apprentices to know how well they have done in their frequent assessments and observations at work. In reviews, tutors review targets and apprentices' progress. These reviews help apprentices to improve their work, and most produce work of a very high standard.

Leaders and managers provide apprentices who have additional learning needs with particularly good support. They have put in place a team of highly skilled and knowledgeable staff who work closely with tutors to provide apprentices with the most appropriate support and adjustments. As a result, apprentices with additional learning needs achieve as well as their peers.

Leaders and managers provide effective support for apprentices who need to complete qualifications in English and mathematics. They have reviewed apprentices' outcomes and made changes to provide better support. For example, they provide apprentices with additional sessions at flexible times to better meet apprentices' demands. A high proportion of apprentices achieve their English examination at the first attempt. However, the number of apprentices who pass mathematics on their first attempt is still too low.

Tutors prepare apprentices well for their final assessments. For example, tutors encourage apprentices to practise their professional discussion skills throughout the programme. As a result, apprentices say that they feel well prepared, and a high proportion achieve high grades in their final assessments. Most apprentices achieve their programme and remain with their employer. A high proportion gain pay rises, and many are promoted.

Most apprentices know about and access online learning resources that include information on topics such as the development of confidence, equality and diversity,

sexual harassment and consent. However, leaders have not focused sufficiently on ensuring that this information relates specifically to the small number of their 16- to 18-year-old apprentices to help them understand the importance of healthy relationships. Leaders recognise this and have started to implement their plans to ensure that young apprentices have an opportunity to learn about and access this information.

Leaders and managers have a forensic oversight of the quality of their provision, which they use to inform their clear and concise improvement plans. They gain this oversight through activities such as sampling teaching, speaking with apprentices and employers, and reviewing the progress of apprentices. As a result, leaders and managers know exactly their areas for development and make progress in implementing improvements. For example, leaders have accurately identified and are making progress in providing a more structured careers advice and guidance curriculum to provide apprentices with more information about pathways available to them.

Leaders provide very effective continuing professional development opportunities for their staff. For example, they provide tutors with training on topics such as apprentice-centred learning, individualised learning and motivating apprentices to be successful. Support staff have access to a range of useful, career-enhancing opportunities, such as apprenticeships and mental health first-aid training. As a result, staff feel valued, are well equipped to undertake their job roles and are proud to work for Hawk Training.

Leaders have put in place highly effective governance arrangements. Governors and non-executive directors have a broad skillset that they use with great effect to improve the provision. They have a detailed understanding of further education and take a real interest in the experience that apprentices and their employers have with Hawk Training. Governors understand the strengths and weaknesses of the provision and provide high-level support on topics such as management structures and apprentices' learning journey. They offer appropriate challenges and scrutiny to the leadership team at their frequent meetings, which helps leaders to make improvements, while also keeping apprentices at the centre of every decision made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have created a culture in which the safeguarding and well-being of apprentices are promoted and checked frequently. Safeguarding is overseen by a senior designated safeguarding lead, governors and senior leaders. They have particularly good oversight of safeguarding issues because they receive frequent updates from designated safeguarding leads and they analyse these to identify any emerging themes.

Designated safeguarding leads bring good experience to their role. When they need to take action to support apprentices' welfare, they do so very effectively. They are

vigilant in their support of apprentices and secure external support for them if needed. Leaders work closely with an appropriate network of safeguarding experts, such as the counter-terrorism advisory group and the London 'Prevent' duty network.

Leaders and managers ensure that safeguarding practice stems from a comprehensive safeguarding policy. They ensure that the policy is updated to reflect any changes in guidance. Leaders and managers employ safe recruitment practices when they recruit new staff. This ensures that staff are suitable to work with apprentices.

Provider details

Unique reference number	52147
Address	Regal House 3rd Floor 70 London Road Twickenham TW1 3QS
Contact number	0208 891 0992
Website	www.hawktraining.com
Principal, CEO or equivalent	Crawford Knott
Provider type	Independent learning provider
Date of previous inspection	23 September 2013
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of quality and curriculum, 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

Paul Manning, lead inspector	His Majesty's Inspector
Jane Hughes	His Majesty's Inspector
Maureen Gilmartin	Ofsted Inspector
Lucy McLeod	Ofsted Inspector
David Baber	Ofsted Inspector
Simon Spearman	Ofsted Inspector
Sam Hanmer	Ofsted Inspector
Alison Davies	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
W: www.gov.uk/ofsted

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