

# Inspection of UK Training & Development Limited

Inspection dates: 18 to 21 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Requires Improvement

## Information about this provider

UK Training and Development Limited (UKTD) is based in Hemel Hempstead and was established in 1998. UKTD mainly offers apprenticeships in hairdressing and barbering, with a very small proportion of apprentices on business or customer services apprenticeships. At the time of the inspection, 109 apprentices were on level 2 hair professional standards-based apprenticeship, and seven were on level 3 advanced and creative hair professional standards. There were four apprentices studying business administration at level 3. Most apprentices with UKTD are aged 16 to 18 years.

There are two apprentices with special educational needs and/or disabilities. UKTD does not work with any subcontractors. Apprentices work and train in salons across the country, with the largest proportion in the east of England.

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

The majority of apprentices quickly gain highly relevant and up-to-date practical hairdressing and barbering skills. This is because employers' salon trainers teach them commercial practical skills frequently in the workplace. Apprentices have sufficient opportunities to practise their new skills on models and paying clients. Apprentices demonstrate a high level of technical skills. They produce good standards of work in techniques such as colouring, cutting and styling. For example, apprentices on the level 2 programme apply toners correctly and assist their more senior stylists effectively in techniques such as root tints. Apprentices on the barbering pathway successfully run a column of clients to offer services such as wet shave and skin fades.

Apprentices have very positive attitudes to their training. They take pride in their work. They like to showcase work they are particularly proud of through photographs in their portfolio. Apprentices adhere to the correct professional behaviours and standards expected in their salons. They follow health and safety requirements by wearing gloves and aprons when using hair colourants. Most apprentices aim to gain high grades in their final assessments. They understand what they need to do to gain these.

Many apprentices learn from a range of extra activities beyond the requirements of their course. For example, some apprentices attend training with product manufacturers. More advanced apprentices attend sessions in colour correction, balayage, creative cutting and hair extensions. A few apprentices enter and win high-profile competitions.

Apprentices enjoy working in salons where their employers value their work and with provider staff who care about their well-being. They appreciate that tutors check frequently on their mood and that tutors give them tips to help them cope with pressure and anxiety. Apprentices feel safe and know who to contact if they have concerns.

Apprentices attend their one-to-one sessions and mandatory teaching sessions as expected. However, they do not always turn up to the non-mandatory extra sessions available to them when they have previously booked to attend.

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

Since the previous inspection, leaders have taken effective action to improve the quality of education. They have recruited specialist staff and tutors to ensure apprentices have a consistently good experience. The very small number of apprentices with additional learning needs receive appropriate support to help them manage their workload and make good progress. The proportion of apprentices who achieve their programme and gain high grades has recently increased.

Leaders and managers have designed the hairdressing curriculum so that it meets employers' specific needs and prepares apprentices to become junior or graduate stylists. Leaders ensure that tutors collaborate closely with employers to link the practical teaching in salons to the theory sessions that tutors teach. Tutors teach the underpinning theoretical knowledge required in a well-sequenced way, which builds in complexity over time. Consequently, apprentices gain the commercial practical skills and techniques that meet the standards of their employers.

Tutors and salon trainers have particularly good experience both as hairdressers and trainers. They use this very effectively to teach apprentices. They give apprentices clear explanations and demonstrations. As a result, apprentices understand and remember what they are taught. They understand the importance of specific techniques and the impact these have on the final look of a style. For example, apprentices know why clients might prefer 'herringbone highlights' rather than 'T-section', so they maintain a professional look if they change the parting in their hair.

Tutors frequently recap and reinforce apprentices' prior knowledge during their online teaching sessions. They use questioning skilfully to check that apprentices remember essential information. For example, tutors consistently check what apprentices know about chemical reactions when they apply perming lotion and the importance of testing hair for metallic salts. As a result, apprentices carry out these techniques safely with clients.

Tutors know their apprentices' strengths and weaknesses well. They give apprentices helpful and developmental feedback on their work. They work closely with apprentices' salon trainers to identify any gaps in apprentices' knowledge or skills. They use the online portfolio particularly well to track apprentices' progress. Salon trainers and managers know well the progress their apprentices make. They give frequent feedback about apprentices' competency to tutors during their monthly meetings. However, not all apprentices' line managers attend the formal progress reviews frequently enough.

For apprentices who need to achieve qualifications in English and mathematics, tutors plan and deliver the curriculum effectively. Tutors give apprentices good support and make topics relevant to apprentices' vocational training. For example, tutors set apprentices tasks, such as costing a re-style and measuring chemicals, to develop apprentices' mathematical skills. Tutors support many apprentices to take qualifications higher than the requirements of their programme. The majority of apprentices pass their examinations first time.

Most apprentices start their programme with little or no experience of hairdressing or barbering. Staff use an appropriate assessment of apprentices' prior knowledge and skills to ensure apprentices are on the right level and programme. However, on a small minority of occasions, such as in business administration programmes and where apprentices have some experience in hairdressing, tutors do not use this information sufficiently to ensure apprentices do not repeat prior learning.

Leaders and managers have put in place a range of useful resources, such as the awareness tasks and workbooks, to help apprentices develop knowledge beyond the requirements of their vocational training. This includes topics about healthy lifestyles and relationships, British values, and equality and diversity. As a result, the majority of apprentices develop their knowledge in these areas and apply this in their workplace. For example, apprentices show respect for their clients and make adjustments for clients with disabilities or different religious beliefs.

Most apprentices know about the different career opportunities available to them. They have frequent discussions at their progress reviews about their next steps and aspirations. However, on a few occasions, apprentices are not clear on how to achieve these.

Leaders have put in place appropriate governance arrangements. They have recently strengthened the membership of the advisory board. Members are sufficiently experienced in the sector and knowledgeable about education. They understand their roles and responsibilities. They are aware of the strengths and areas for improvement within the apprenticeship programmes.

Leaders give staff good support and professional development opportunities. Provider staff appreciate these opportunities and enjoy working at UKTD. Tutors have recently enrolled on an assessor coaching apprenticeship to enhance their skills in these areas. New members of staff enjoy a thorough induction and effective support to help them conduct their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have put in place appropriate policies and procedures. When safeguarding concerns arise, staff follow these correctly. The designated safeguarding lead is knowledgeable and understands the requirements to safeguard apprentices. Staff undergo appropriate safeguarding and 'Prevent' duty training.

Apprentices complete mandatory safeguarding training during their induction. This includes how to stay safe online and knowledge of the dangers associated with extremism and radicalisation. They also receive information about organised crime, modern day slavery and county lines. Apprentices have a good understanding of how to work safely at work.

Many apprentices know what constitutes a healthy relationship and sexual harassment. They have received information about bullying and coercive control. However, leaders recognise they need to do more in this area to ensure all apprentices fully understand these topics.

## **What does the provider need to do to improve?**

- Leaders must ensure that all employers attend apprentices' formal progress reviews.
- Leaders must ensure that tutors use the information about apprentices' prior knowledge and experience effectively to avoid apprentices repeating learning.
- Leaders should ensure that all apprentices know clearly how to work towards their aspirations and next steps.

## Provider details

<b>Unique reference number</b>	55149
<b>Address</b>	IMEX, 575-599 Maxted Road Hemel Hempstead Hertfordshire HP2 7DX
<b>Contact number</b>	01442 230130
<b>Website</b>	<a href="https://www.uktd.co.uk/">https://www.uktd.co.uk/</a>
<b>Principal, CEO or equivalent</b>	Theresa Wisniewski
<b>Provider type</b>	Independent Learning Provider
<b>Date of previous inspection</b>	14 to 17 May 2019
<b>Main subcontractors</b>	n/a

## Information about this inspection

The inspection team was assisted by the chief executive officer, 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

Jane Hughes, lead inspector	His Majesty's Inspector
Rebecca Jennings	His Majesty's Inspector
Gemma Hart	Ofsted Inspector
Bev Ramsell	His Majesty's 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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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