

# Inspection of UK College of Business Limited

Inspection dates:

26 to 28 April 2023

**Overall effectiveness****Inadequate**

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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Inadequate</b>
Apprenticeships	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not previously inspected

**Information about this provider**

UK College of Business (UKCB) is an independent training provider based in north London. The company has received direct funding to teach their apprenticeships since April 2020.

The college offers a range of apprenticeships from level 3 to level 7. At the time of the inspection, there were seven apprentices in learning. Two were studying the level 4 dental practice manager apprenticeship, one was studying the level 4 digital community manager apprenticeship and four were studying the level 7 senior leader apprenticeship.

Twenty-nine level 3 junior content creator apprentices, eight level 3 fundraiser apprentices and nine level 7 senior leader apprentices were waiting to take their end-point assessment (EPA).

Two level 3 junior content creator apprentices, one level 3 fundraiser apprentice and four level 7 senior leader apprentices had withdrawn from their programmes before completing them. One level 7 apprentice had taken a break in learning. The college offers level 4 and level 5 childcare apprenticeships. All 42 apprentices withdrew from these programmes before completing them.

All apprentices are aged 19 and over.

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

Too many apprentices have received poor training and insufficient support from staff. Training provider staff and apprentices' employers have failed to make adequate arrangements for apprentices to take their final assessments. Too many apprentices had employment contracts that ceased before they took these assessments. They feel that staff do not support them.

Too few apprentices complete their programmes. They do not receive planned regular support to prepare for or take their assessments. For example, junior content creator apprentices do not feel assured about the college's commitment to helping them gain their qualifications. As a result, they feel dissatisfied with their programme and frustrated about its abrupt ending.

Staff do not provide apprentices with planned opportunities to learn about what next steps they can take once their programmes have finished. For example, apprentices do not receive enough information about further education, training or employment. While staff provide a session on career options, this is on a one-off basis and apprentices cannot recall what information they have received.

Staff do not plan a curriculum that extends beyond the academic or technical content of the apprenticeship. They do not give apprentices insights into real work environments. As a result, apprentices do not develop workplace knowledge, skills and behaviours over time.

Staff create productive online learning environments. Apprentices find the lessons calm and orderly. They are courteous and try to help each other.

Apprentices feel safe. They know whom to go to if they have concerns.

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

Leaders do not ensure that they have staff with the relevant expertise to plan and teach apprenticeships. They recognise that they have made numerous errors and have tried to correct some of these. However, their poor management of the apprenticeships has had a negative effect on too many apprentices.

Leaders and managers do not ensure that their programmes meet the principles and requirements of an apprenticeship. For example, staff do not consistently and accurately complete the apprenticeship agreements. Too often tutors do not hold frequent enough progress review meetings with apprentices, and they do not routinely record employers' reflections on apprentices' development. A few senior leader apprentices do not have appropriate staff at work, such as a line manager or a supervisor, to support them in their development. As a result, too many apprentices do not receive their full apprenticeship entitlements.

Leaders and managers do not assess accurately what apprentices know and can do at the start of their programme. While staff complete assessments of apprentices' skills, they do not provide training plans that are designed to meet apprentices' individual needs. Apprentices are unclear about the steps they need to take to make progress.

Staff do not ensure apprentices develop skills relevant to the sector they work in. For example, junior content creator apprentices do not create authentic workplace projects. They work alone from home and do not interact with marketing or digital teams. As a result, apprentices have very limited opportunities to learn from fellow professionals or work with relevant digital platforms.

Leaders and managers do not use effective assessment strategies. For example, the short reflective statements that junior content creators write do not relate to the assessment criteria for the EPA and do not help them develop high-level thinking skills. Tutors do not give senior leader apprentices specific developmental targets that help them understand what they need to do to make progress. As a result, apprentices do not have an accurate view of the progress they make or what to do to complete their programmes.

Leaders and managers do not ensure that they have in place suitable recruitment processes that enable apprentices to complete their programmes. For example, they do not ensure that apprentices are in appropriate employment when they start their programmes.

Leaders do not ensure that their governance arrangements are suitably impartial. Consequently, leaders do not receive appropriate external scrutiny and challenge to enable them to improve the quality of their apprenticeships.

Leaders and managers do not ensure that apprentices receive support that helps them develop their English skills. They do not put in place an English curriculum or revision sessions to help apprentices fill the gaps in their knowledge. For example, junior content creator apprentices are not able to produce written content for their job roles independently. As a result, apprentices do not develop the required level of English to enable them to make progress over time.

Tutors on the level 3 fundraiser apprenticeship develop good working relationships with the apprentices they teach. Apprentices feel well supported by their tutors and enjoy their programmes.

Tutors on the level 7 senior leadership apprenticeship create calm and professional learning environments during online training sessions. They encourage apprentices to participate in discussions, listen to each other's opinions and collaborate with their peers. As a result, apprentices learn behaviours that are valued in the workplace.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers put in place appropriate safeguarding processes, including a 'Prevent' duty action plan. They have an appropriate safeguarding policy but recognise that they need to update it.

The designated safeguarding lead and deputy safeguarding leads are suitably qualified to undertake their roles.

Staff carry out appropriate pre-employment checks when appointing new staff.

Apprentices say that they feel safe and know whom to report any concerns to.

Leaders and managers do not routinely carry out risk assessments on all of the employers their apprentices work for. Consequently, they are not aware of the potential risks their apprentices face when they are at work.

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

- Leaders must make sure that their apprentices are in suitable employment at the start of their programmes.
- Leaders must ensure that apprentices receive the support they need to develop their English skills.
- Leaders must ensure that all apprentices, including those who are not in employment at the end of their practical training, are supported through to the final assessment.
- Leaders must plan appropriate assessment strategies that support apprentices to make progress.
- Staff must accurately identify apprentices' starting points at the beginning of their programmes and provide them with training plans tailored to their individual needs.
- Leaders must ensure that apprentices, employers and tutors discuss apprentices' progress during quarterly reviews and set relevant targets for development.
- Leaders must implement a curriculum that enables apprentices to develop their wider skills and knowledge beyond the requirements of the main apprenticeship programme.
- Leaders should put in place governance arrangements to provide a suitable level of external scrutiny and challenge.

## Provider details

<b>Unique reference number</b>	2654181
<b>Address</b>	16-17 Grand Arcade North Finchley London N12 0EH
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<b>Website</b>	<a href="http://www.ukcollegeofbusiness.org">www.ukcollegeofbusiness.org</a>
<b>Principal, CEO or equivalent</b>	Abdul Matin Khan
<b>Provider type</b>	Independent Learning Provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection team was assisted by the CEO, 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

Andrea McMahon, lead inspector	His Majesty's Inspector
Akhil Amlani	Ofsted Inspector
Christina Christou	Ofsted Inspector

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