

# Inspection of HYA Training Limited

Inspection dates:

27 to 29 September 2023

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Education programmes for young people

**Requires improvement**

Apprenticeships

**Good**

Provision for learners with high needs

**Requires improvement**

Overall effectiveness at previous inspection

Good

## Information about this provider

HYA Training Limited is an independent learning provider based in Hull which offers study programmes for young people and apprenticeships in the local area. The full study programme is comprised of a main qualification in health and social care at level 1, 2 or 3 with English and mathematics qualifications where needed. At the time of inspection, there were 58 learners on study programmes, with around two thirds on full programmes and a third only on courses leading to English and/or mathematics qualifications. There were seven learners with high needs. The vast majority of the 64 apprentices enrolled were on business and administration standards, including 15 on level 3 business administrator, 12 on level 2 customer service practitioner, five on level 3 team leader and fewer than five on level 5 operational or departmental manager. Very recently, 13 apprentices started on the level 2 healthcare support worker standard. Most apprentices work in the health and care sector.

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

Learners and apprentices develop their character and resilience during their programmes. They often arrive at the provider with low confidence, having been out of education for a time or with other providers where their experience was not successful. They feel safe and valued by their tutors and employers, and learn in a calm, supportive and respectful environment.

Learners and apprentices benefit from helpful training in understanding the world around them and how to keep themselves healthy. They learn about staying safe, equality and diversity, positive relationships and making healthy meals on a budget.

Attendance on study programmes is too low, and learners are often late to lessons. This impedes the progress of too many learners, although tutors do provide opportunities to catch up on the work which has been missed. Apprentices attend well and arrive at their lessons on time and prepared to start learning.

Most learners and apprentices receive useful careers information so they can plan and prepare for their next steps. Most learners have a clear understanding of their career options, such as how to enter nursing and social work. Apprentices understand how they might gain a promotion in the National Health Service (NHS). However, they are not made fully aware of the range of opportunities across the health sector.

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

Leaders have a clear purpose for their provision. They provide study programmes for disadvantaged learners aged 16 to 18, and those aged 19 to 25 with education, health and care (EHC) plans. They aim to provide these young people with an opportunity to gain skills and attributes that will enable them to progress to further education or to their first job. They provide apprenticeships which meet the skills needs in the local area, mostly in the health and care sector.

Leaders understand the challenges that their learners and apprentices face, and the factors that impede their potential to be successful in education. They provide services on site such as a well-being space and a food bank, and have a full-time welfare officer and special educational needs coordinator. They bring external services into the centre for their learners and apprentices, ranging from therapy-based support to barbers. Learners and apprentices are supported to develop the behaviours and attributes that they need for education and employment.

Prior to the current academic year, the curriculum for health and social care on study programmes was not sufficiently ambitious to enable learners to achieve their full potential. For example, learners did not have the opportunity to gain work experience. They did not benefit from consistently high-quality teaching or helpful feedback on assessments. Too many did not achieve their qualifications in health and social care, English and mathematics. Learners who demonstrated the ability to

achieve at a high level were impeded by the limitation of the qualification that had been chosen for them to study.

Leaders understand the weaknesses, as well as the strengths, of their provision. They identified a downward shift in achievement on study programmes and took action to attempt to stem the tide. Although improvements have been too slow to take effect over the last 12 months, leaders have made significant changes to their study programmes for this academic year. These include recruiting experienced tutors and making sensible changes to the structure and content of the curriculum, increasing the level of ambition for learners. As these have only recently been introduced, there is little evidence of impact yet.

Despite many not achieving their full qualifications, learners on study programmes achieve elements of their qualification and develop valuable skills and behaviours for their future education and employment, which prepares them well for their next steps. For example, in level 2 functional skills English, learners complete the reading component successfully, which they could not have done prior to being with this provider. As a result, most learners successfully move into further education or employment after their programmes.

Staff use the EHC plans of learners with high needs effectively to identify and put in place appropriate support. This includes support from teaching assistants, overlays for reading, carefully structured tasks, extra time to complete tasks and therapeutic input. Learners with high needs achieve at a similar level to their peers, although the weaker aspect of study programmes have had the same impact on them as with their peers.

Apprentices benefit from programmes which are designed in collaboration with employers, including a long-standing and positive relationship with the regional NHS trust. Tutors use carefully crafted training plans based around their apprentices' individual aspirations and the needs of their employer.

Using frequent and comprehensive progress reviews, tutors ensure that apprentices, and their employers, know the progress that they are making. Employers participate in the reviews, which include effective discussions that enable apprentices to know where to focus their attention, such as improving their timekeeping, using work diaries with the support of their employer.

Tutors provide apprentices with high-quality teaching which is planned using accurately assessed starting points and gaps in learning. Tutors sequence the curriculum logically. For example, level 3 business administrators learn how to solve problems before moving on to topics in change management practices. Apprentices develop substantial new knowledge, skills and behaviours steadily and securely.

Leaders have recently established a new board of trustees which brings expertise from education and finance, and an understanding of the region. Trustees focus well on the key issues at the provider and have already had a positive impact in contributing to the curriculum changes being implemented for this academic year.

Leaders work closely with their staff and are considerate of their workload. Staff value the 'family' atmosphere and the fact that leaders are approachable. They recognise the challenges that leaders have faced over the last two years and understand the need for the changes that have been implemented for this academic year.

## **Safeguarding**

The arrangements for safeguarding are effective.

The vast majority of staff know how to report safeguarding concerns and welfare issues. These are followed up swiftly by members of the safeguarding team who involve and signpost to external agencies frequently and appropriately. However, in a few instances, staff, particularly those who are new, do not respond to potential safeguarding concerns quickly enough.

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

- Ensure that the actions taken to improve study programmes are implemented effectively and lead to rapid improvements.
- Ensure that learners benefit from consistently high-quality teaching.
- Improve learners' attendance and punctuality on study programmes.
- Enable learners to access high-quality and relevant work experience that helps to prepare them for the workplace.
- Provide learners and apprentices with useful careers guidance so they are empowered to understand their range of options and prepare for their next steps.
- Ensure that all staff are competent and confident to identify and report safeguarding concerns.

## **Provider details**

<b>Unique reference number</b>	52418
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<b>Contact number</b>	01482 211778
<b>Website</b>	<a href="http://www.hyatraining.co.uk">www.hyatraining.co.uk</a>
<b>Principal, CEO or equivalent</b>	Pearl Armstrong
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	18 to 20 July 2017

## Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent 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

Karen Anderson, lead inspector	His Majesty's Inspector
Sarah Seaman	His Majesty's Inspector
Jonny Wright	His Majesty's Inspector
Sharron Mansell	Ofsted Inspector

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