Inspection of Hull Business Training Centre Limited

Inspection dates: 6 to 9 May 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Apprenticeships	**Good**
Overall effectiveness at previous inspection	Good

Information about this provider

Hull Business Training Centre is an independent learning provider and has been established for over 30 years. It provides apprenticeship training programmes in Hull, East Riding of Yorkshire and Lincolnshire.

At the time of the inspection, there were 211 apprentices on programmes from levels 2 to 5. Just under half of apprentices are studying level 3 business administration. The remaining apprentices are spread across a further 10 apprenticeships, including level 3 teaching assistant, level 3 team leader and level 3 multi-channel marketer.

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

Apprentices are keen to learn. They reflect thoughtfully on their personal and professional development and take pride in their work. Apprentices on the customer service specialist programme take part in group discussions with enthusiasm, sharing confidently their experiences on the relevance of trust and credibility to an organisation.

Apprentices attend very well. Staff make clear the expectations for apprentices' professional conduct at the start of programmes and revisit these in lessons and reviews. Apprentices understand the importance of high attendance and good punctuality in training and at work, taking responsibility to catch up if they miss any training.

Apprentices develop their confidence and resilience quickly, as their knowledge and skills grow. They take responsibility eagerly and make positive contributions at work. Apprentices in business administration working in medical centres become more confident in speaking to patients over the phone. Digital support technician apprentices gain resilience by shadowing experienced colleagues, solving clients' issues.

Apprentices develop their understanding well of how they contribute to society. Staff place a high priority on apprentices' understanding of citizenship and support apprentices to learn about a wide range of current political, economic and social issues. Apprentices apply what they learn in their job roles and respect colleagues' and customers' beliefs and identities.

Apprentices value the commitment of staff in supporting their mental and physical health. Staff work closely with employers to understand and overcome any factors that may have an impact on apprentices' well-being at work. They discuss with apprentices a range of relevant topics, such as healthy relationships, domestic abuse and online misogyny.

Apprentices feel safe because of the secure and welcoming learning environment that staff create. They know who to contact if they have a concern, both when at work and when in training.

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

Leaders have developed a high-quality curriculum, which effectively contributes to meeting skills needs in the region. They have developed the curriculum to meet the growing digital skills needs of the local economy through the introduction of digital support technician and multi-channel marketer apprenticeships.

Leaders work very successfully with stakeholders. They have a clear understanding of local challenges and opportunities through their active engagement in employer

networks. They work closely with local secondary schools to promote apprenticeships, supporting school pupils with interview preparation and practice.

Staff skilfully design and sequence training and make sure that it is closely aligned to apprentices' and employers' needs. They work closely with employers to plan training so that apprentices develop the knowledge, skills and behaviours that they need. Staff who teach on the digital support technician apprenticeship start by teaching apprentices how to work safely, including how to prevent repetitive strain injuries. Apprentices go on to learn about automation and how to troubleshoot issues in the workplace.

Staff are well qualified to teach and support apprentices. They have relevant and up-to-date industry expertise which they utilise well to enhance lessons and reviews. Leaders provide helpful training to staff to support their ongoing development, such as recent training on cognitive load, which has helped staff to make materials more accessible to apprentices.

Most staff use a range of teaching strategies and resource effectively to help apprentices develop their knowledge and skills. They adapt their teaching when they recognise that apprentices' knowledge may not be secure, before moving on to new learning. For example, where customer service specialist apprentices hesitate to recall fully the meaning of brand image and brand satisfaction, staff take the time to revisit these definitions and support apprentices to recall accurate examples. However, in a very few cases, staff do not challenge apprentices to make the progress of which they are capable.

Staff assess apprentices' knowledge and skills accurately through a variety of well-planned methods. They use questioning skilfully to check and consolidate apprentices' knowledge in lessons. Staff provide helpful, specific feedback on apprentices' written work, so apprentices understand clearly what they are doing well and what they need to improve.

Staff support apprentices well to improve their English and mathematics skills. Apprentices then use these skills in the workplace, which enables them to be more professional. For example, with these newly acquired skills, business administration apprentices compose formal, professional emails and take responsibility for issuing invoices.

Staff provide useful careers advice and guidance to apprentices at the start of their apprenticeship. They provide apprentices with helpful advice to secure the right apprenticeship, supporting them with applications and development of interview skills. However, staff do not revisit this guidance sufficiently during the apprenticeships, and consequently a few apprentices are less clear about how they can progress in their careers after they have completed their apprenticeship.

Directors, who have governance responsibility, work closely with leaders and managers to shape the company's strategic direction. They ensure that new curriculum developments are carefully considered before they are introduced. Staff

feel highly invested in the company because leaders and managers value their contributions. Staff find leaders and managers approachable and responsive. They feel that their well-being and workload are high priorities.

Most apprentices achieve well, with many achieving merit and distinction grades. Leaders and managers have been successful in reducing the proportion of apprentices who leave before the end of their apprenticeship. They have carefully considered some of the possible reasons that may contribute to apprentices leaving early, such as mental well-being, and have ensured that staff have the skills to support apprentices through challenging periods.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Make sure that all apprentices benefit from consistently demanding lessons and reviews so they can meet their full potential.
- Provide all apprentices with comprehensive careers guidance consistently throughout their apprenticeship, so that they are all aware of how they can fully progress in their careers.

Provider details

Unique reference number	52402
Address	2 Charlotte Street Mews Hull HU1 3BP
Contact number	01482 211714
Website	www.hbtc.co.uk
Principal, CEO or equivalent	Johanna Rudd
Provider type	Independent learning provider
Date of previous inspection	11 to 12 December 2019
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the managing director, 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

Mark Keen, lead inspector	His Majesty's Inspector
Philippa Firth	His Majesty's Inspector
Alison Dennis	His Majesty's Inspector
Rebecca Clare	His Majesty's Inspector

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