

# Kwik-Fit (GB) Limited

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Motor Vehicle

## Description of the provider

1. Kwik-Fit (GB) Limited (Kwik-Fit) is a wholly owned subsidiary of Speedy 1 Limited, a company controlled by a private equity firm, PAI partners SAS.
2. Kwik-Fit is Europe's largest retail automotive fast-fit services provider. The company specialises in the fitting and servicing of a selected range of mechanical and electrical components for motor vehicles. The company has 657 retail centres located across the United Kingdom with a total workforce of approximately 4,200.
3. Currently 38 staff are involved in the delivery of the apprenticeship programme. Kwik-Fit has three dedicated training centres in Derby, Harlow, and Gloucester. The company's headquarters is in Scotland and the apprenticeship programme is administered from Derby.
4. Kwik-Fit employs 106 apprentices at fast-fit centres throughout England and Wales. All potential apprentices are requested to complete a 12-week assessment before entry to the apprenticeship programme. All Kwik-Fit apprentices are employed and currently 8% of the apprentices are female and 15% are from minority ethnic groups.
5. There are 211 adults employed by Kwik-Fit who are completing a NVQ at Level 2 in motor vehicle fast-fit as part of a Train to Gain programme. All learners on Train to Gain programmes are male and 12% are from minority ethnic groups. Kwik-Fit contracts with the National Employer Service of the LSC. The total number of learners receiving funding from the LSC is 317.

## Summary of grades awarded

<b>Effectiveness of provision</b>		<b>Outstanding: Grade 1</b>
Work-based learning	Contributory grade: Outstanding: Grade 1	
Train to Gain	Contributory grade: Outstanding: Grade 1	
<b>Capacity to improve</b>		<b>Good: Grade 1</b>
<b>Achievement and standards</b>		<b>Good: Grade 2</b>
Work-based learning	Contributory grade: Good: Grade 2	
Train to Gain	Contributory grade: Outstanding: Grade 1	
<b>Quality of provision</b>		<b>Good: Grade 2</b>
Work-based learning	Contributory grade: Good: Grade 2	
Train to Gain	Contributory grade: Good: Grade 2	
<b>Leadership and management</b>		<b>Outstanding: Grade 1</b>
Work-based learning	Contributory grade: Outstanding: Grade 1	
Train to Gain	Contributory grade: Outstanding: Grade 1	
<b>Equality of opportunity</b>		<b>Contributory grade: Good: Grade 2</b>

## Sector subject areas

<b>Motor vehicle</b>	<b>Outstanding: Grade 1</b>
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## Overall judgement

## Effectiveness of provision

### Outstanding: Grade 1

Work-based learning  
Train to Gain

Contributory grade: Outstanding: Grade 1  
Contributory grade: Outstanding: Grade 1

6. The overall effectiveness of Kwik-Fit's provision is outstanding. Achievements and standards are good for apprenticeships and outstanding for Train to Gain learners. The quality of the provision is good. Training for motor vehicle apprentices and for learners on Train to Gain programmes is outstanding. Leadership and management are outstanding and equality of opportunity is good.

### Capacity to improve

#### Outstanding: Grade 1

7. Kwik-Fit has demonstrated that it has an outstanding capacity to improve. This is the third inspection of the company's government funded training in the last ten years and they have consistently improved the grades for their motor vehicle provision and for leadership and management. Recently, they have successfully run NVQ courses for many of their adult staff and are achieving high success rates with all of their learners. Quality improvement is high on the company's agenda and the company invest heavily in training and developing their people. The company training centres are very well equipped with excellent up-to-date industry standard equipment. Training in the training centres and in the workplace is particularly good.
8. The self-assessment process is thorough and inclusive. The latest report was last updated in May 2008. It takes into account the views of learners, employers and staff. Staff and learners actively contribute to the report through regular questionnaires to gain their opinions about the quality and content of training courses and about how they might be improved. The self-assessment report is well written with clear judgements backed up with supportive data and explanatory text. It provided a largely accurate assessment of the provision and inspectors agreed with most of the grades in the report, although they awarded some higher grades than some proposed in the report. An improvement action plan has been drawn up that is closely linked to the self-assessment report. The improvement action plan is discussed and updated at regular management meetings. Regular self-assessment has led to good improvements and has helped to develop and enhance learners' training programmes.

## Key strengths

- High success rates
- Good teaching, learning and skills development
- Excellent training resources
- Good progression
- Very effective quality improvement processes
- Strong company commitment to training
- Particularly well planned and managed training programme
- Good partnership arrangements

- Good initiatives to recruit female apprentices

## Key areas for improvement

- Insufficient initial assessment for Train to Gain learners
- Insufficiently formalised business planning

## Main findings

### **Achievement and standards**

**Good: Grade 2**

Work-based learning  
Train to Gain

Contributory grade: Good: Grade 2  
Contributory grade: Outstanding: Grade 1

9. Achievements and standards are good. There is high overall learner achievement. Apprenticeship framework completion is well above national averages. In 2005, the achievement rate was 66% compared with the national average of 42%, in 2006 and 2007 the achievement rates were 68% and 70%, compared with national averages of 50% and 62% respectively. Learners on Train to Gain programmes have outstanding achievement. In 2007, 90% gained their target qualification and in 2008 this increased to 92%. However, the data shows that not all achievement has been within the time expected. Kwik-fit have rectified this and recently started claiming the apprenticeship completion certificate as soon as the framework is completed rather than waiting for the three additional units that they offer to be completed as well.
10. Learners acquire good vocational skills both in the workplace and at the training centres. They work closely with trainers, managers and assessors who impart good skills and knowledge. Learners portfolios are well organised and adequately reflect an appropriate range of activities to demonstrate competence. This strength was identified in the self-assessment report.

## Quality of provision

### Good: Grade 2

Work-based learning  
Train to Gain

Contributory grade: Good: Grade 2  
Contributory grade: Good: Grade 2

11. The quality of provision is good. Overall, teaching, training and learning are outstanding, a strength that is identified in the self-assessment report. Off-the-job training programmes are well structured and delivered by very experienced and well qualified trainers who use excellent training resources. Learners enjoy their training and in practical sessions there is particularly good peer support and good involvement and engagement of learners. Trainers provide high levels of individual attention.
12. On-the-job training is particularly good. Employers follow the well planned training programmes to develop learners' skills and knowledge. The tasks and learners' skills development are regularly monitored by trainers in the centre and assessors. Trainers, supervisors and managers have very good levels of subject and vocational knowledge and use examples of their experiences very effectively to support learners and develop their knowledge and skills. Workplace service centres have good quality and extensive servicing equipment. In-centre trainers and managers provide individual on-the-job tuition that underpins the off-the-job training. New equipment and operator training is regularly introduced to all 650 workplace service centres resulting in a high level of standardised equipment and associated training across centres.
13. Learners develop particularly good workplace skills. Working alongside skilled fitters they work competently and confidently on the tasks set. This strength was identified in the self-assessment report. They work with an appropriate regard for health and safety and develop good team working and customer skills.
14. Kwik-Fit provides an extensive range of excellent training resources. They have three training centres in England that offer a wide range of good quality off-the-job training



courses for apprentices and adult trainees. They are well equipped with modern vehicles and training rigs that provide a realistic and challenging learning environment. Classrooms are clean, spacious and fitted with ultra-modern learning aids. Hand held electronic scoring and voting pads are used to good effect by learners in classrooms. Good quality paper-based learning materials support every course. On returning to work learners take detailed achievement reports and guidance to their managers explaining what needs to be done to provide opportunities to practise their new skills. Links between training centres and the workplace are good.

15. Assessment is satisfactory and fit for purpose. The assessment procedure is fair, accurate and a formative process. Assessors observe tasks in the workplace and good use is made of witness testimony from centre staff. Learners receive good feedback on their performance. Internal verification is satisfactory and carried out frequently. Assessors visit learners at work regularly for assessment and review purposes and provide satisfactory support for training and assessment. Managers in the centres, assessors and trainers work effectively to support on-the-job training and assist learners' progress.
16. Learner progress reviews are satisfactory. Reviews clearly record progress across each part of the apprenticeship framework. Realistic targets are set for learners to progress, however, for a minority of learners targets are not specific or achievable in the short to medium term and do not assist progress. Reviews are carried out every 8 to 12 weeks. For some learners they are more frequent to meet the needs of the individual. However, in one area of the country, learner reviews were not always carried out within the contractual timescale.
17. Apprentices are initially assessed to identify any required additional or key skills support. Results are used effectively to plan training and provide support when needed. There is insufficient initial assessment for learners on Train to Gain programmes. Most learners have not received an induction or initial assessment before starting their training programme. Assessors are not systematically informed of any particular support needs of the individual. Recently introduced progress review forms are not updated with results of initial assessment. This was not identified in the self-assessment report.
18. Training programmes effectively meet the needs of the employer and workplace managers. Learners enjoy the training and have opportunities for additional learning. The programmes also meet the requirements of the awarding bodies and regulatory authorities.
19. Support for learners is good and opportunities for progression outstanding. Once qualified, there are opportunities to progress to either service technician status or to a supervisor or manager. Kwik-Fit has introduced a service technician programme that results in a second NVQ Level 2 qualification in vehicle service and repair, for successful learners. Many former apprentices achieve manager status within three years of completing their apprenticeship. Training programmes are provided for aspiring managers so that they are equipped with the basic and advanced skills needed to run a successful business. Many long-serving staff have progressed from fitter to middle and higher management roles within the organisation. Long term stability and career progression are a feature of the organisation. This strength was not identified in the self-assessment report.

## Leadership and management

### Outstanding: Grade 1

Work-based learning  
Train to Gain

Contributory grade: Outstanding: Grade 1  
Contributory grade: Outstanding: Grade 1

### Equality of opportunity

Contributory grade: Good: Grade 2

20. Leadership and management are outstanding. There is a strong management team that provides a clear strategic direction and operational control. The company has a very strong commitment to provide outstanding training. It provides a wide range of thoughtfully developed training programmes closely linked to the company's business objectives. Training events are particularly well planned and managed at all levels. Training is a crucial business support function aimed at consolidating existing business activity and driving forward many new areas of development. Kwik-Fit training centres provide outstanding training facilities and a responsive range of business related events. In the field, local centre managers and workplace trainers follow through the training function, ensuring that learners have the opportunities they need to quickly consolidate their skills. There are very good resources in the centres used for training purposes. There is a regular programme of updating equipment across all centres.
21. Kwik-fit has very effective quality improvement processes that frequently monitor and improve the key stages of training. This strength was identified in the self-assessment report. A full-time quality manager and centre co-ordinator is responsible for ensuring that quality checks are regularly conducted and that learners and employers provide individual feedback about the services. Evaluative feedback is gained through written questionnaires, direct face to face questioning or through follow up telephone calls. Feedback information is evaluated, summarised and final analysis is produced for discussion at management meetings. Managers discuss possible improvements resulting from the analysis and implement them as required. This process has led to many excellent improvements being made, for example following feedback about the hotels used by apprentices when attending off-the-job training, the quality of hotels used now is much improved.
22. The training programmes are particularly well planned and managed. This strength was identified in the self-assessment report. On- and off-the-job training are very well co-ordinated to allow learners to practice new skills and knowledge gained and assessments are well planned to ensure learners competence is assessed before moving on to the next training module. Managers closely monitor the training to ensure that learners are progressing as expected and if not corrective action is quickly taken to catch up. Data has been very well used providing accurate and timely information to inform managers about learners progress and staff performance. However, Kwik-Fit has recently invested in an internet-based management information system and has experienced problems in it providing the types of reports they require from it. All parties are working hard to resolve this issue as it has recently produced some unreliable information about learners progress.
23. There are good partnership arrangements at Kwik-Fit that positively impact on learners. The head of training plays an active role in ensuring that the motor vehicle fast fit NVQs are suitable for the industry through his involvement with the industry's Sector Skills Council and the Qualifications Curriculum Authority. This outstanding proactive

approach to training helps Kwik-Fit to influence the fast fit qualifications so that they reflect current industry practice as well as helping to ensure that employers views are at the forefront of the regulators agendas. This strength was not identified in the self-assessment report.

24. The training department at Kwik-Fit has insufficiently formalised business planning. The company produces an overall business plan, although it focuses mainly on the retail business and there is very little specific detail about the training operations. The training department is very good at reacting quickly to initiatives to grow the retail business; however, there is a lack of focus on targets and objectives for the training department. This area for improvement was not identified in the self-assessment report.
25. Equality of opportunity across the company is good and is closely observed and reinforced at learners' progress reviews. Kwik-Fit has appropriate policies and procedures on equality, discrimination, anti-harassment and anti-bullying. Learners are given comprehensive training in equality and diversity at their initial induction to the company. Two excellent training modules are used to highlight the company's ethos about equality and diversity and to raise learners awareness of relevant legislation and how it applies to them. Learners take part in interesting discussions that highlight equality and diversity issues that often challenges their views and perceptions and to impress upon them the importance that Kwik-Fit gives to the fair and equal treatment of staff and customers.
26. Kwik-Fit has developed good initiatives to recruit female apprentices. Successful management initiatives have increased the employment of female apprentices in successive years. At the previous inspection in 2004, 4.5% of apprentices were female compared to the current figure of 8%. This has been achieved through a number of initiatives that include positive images on promotional materials that show female fitters, direct advertising in young women's magazines aimed at recruiting female apprentices and running engineering events for schools specifically targeting females through practical tasks in the workshops. This strength was not identified in the self-assessment report.
27. The procedures for safeguarding learners meet current government requirements. Relevant staff are Criminal Records Bureau (CRB) checked and there are effective safeguarding policies, procedures and guidance notes in place. Guidance is provided for all staff that will be involved with learners at residential training events and these staff have an enhanced CRB check carried out that is re-checked every three years.

## What learners like:

- ‘The apprenticeship is as good as it gets, the best thing that has happened to me’
- ‘The in-centre trainer is a top bloke’
- ‘Being treated like an adult’
- ‘The training is enjoyable and we learn’
- The chance to gain a qualification while earning a wage
- ‘The off-the-job training where we develop new skills’

## What learners think could improve:

- ‘Provide the special tools needed at work’
- ‘Need to know more about proper problems – things like rusted, seized or damaged parts and how not to scratch alloys’
- ‘Need to improve the smartness of Centres – they are tired-looking’

## Annex

## Learners' achievements

Success rates on **work-based learning 'apprenticeship' programmes** managed by the provider **'2004' to '2007'**

Programme	End Year	Success rate	No. of learners*	Provider/c college NVQ rate**	National NVQ rate**	Provider/college framework rate**	National framework rate**
Apprenticeships	04-05	overall	94	66%	52%	66%	42%
		timely	73	5%	26%	5%	19%
	05-06	overall	126	68%	56%	68%	50%
		timely	141	50%	36%	50%	32%
	06-07	overall	77	70%	67%	70%	62%
		timely	61	31%	45%	31%	40%

**Note** 'At the time of the inspection - LSC data for 2006/07 had yet to be fully validated'

- \* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- \*\* Provider and national qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'

Success rates on **work-based learning 'Train to Gain' programmes** managed by the provider **'2006' to '2008'**

Programme	End Year	Success rate	No. of learners*	Provider NVQ rate**
Train to Gain ***	2006/07	overall	341	90%
		timely	269	79%
	2007/08 (8 months)	overall	322	92%
		timely	249	78%

**Note:** 2007/08 data is 'part year' only and is representative of the first 3 months or greater of the LSC contract year

- \* Learners who leave later than originally planned are counted in the year they actually leave. This group of learners are then added to the learners who planned to complete in a given year and did so or left earlier than planned
- \*\* Provider qualification success rates are calculated using LSC published data derived from the 'Individual Learning Record'
- \*\*\* Includes 'Train to Gain' long course NVQ provision, but not 'skills for life'