

Umbrella Training And Employment Solutions Limited

Independent learning provider

Inspection dates

26–28 November 2018

Overall effectiveness		Good
Effectiveness of leadership and management	Good	Apprenticeships Good
Quality of teaching, learning and assessment	Good	
Personal development, behaviour and welfare	Good	
Outcomes for learners	Good	
Overall effectiveness at previous inspection		Not previously inspected

Summary of key findings

This is a good provider

- Senior directors and managers have established outstanding partnerships with prestigious employers to provide high-quality standards apprenticeships in the hospitality industries.
- Senior managers set high expectations and aspirations for apprentices and employers and have defined challenging targets for the organisation.
- Managers and employers make excellent contributions to the planning, training and assessment of apprenticeship programmes.
- Apprentices benefit from a good standard of teaching, training and learning from experienced learning development managers, who have extensive experience in the hospitality industries.
- Workplace mentors provide good support for apprentices to help them develop their knowledge and practical skills in commercial settings.
- Apprentices develop very good knowledge and technical skills which enable them to carry out their job roles to the high standard expected by their employers.
- The very large majority of apprentices are making very good progress towards achieving their apprenticeship. Most apprentices who have completed their programmes remain with their employers and gain promotions.
- Apprentices are highly motivated and show high levels of communication skills. They contribute well to recruitment campaigns and show excellent interpersonal skills at the many award ceremonies arranged by provider staff.
- Leaders and managers do not routinely share the good practice in teaching, learning and assessment in the culinary programmes with the other programmes.
- Too few trainers develop apprentices' English skills beyond those required by their qualification. They do not provide sufficient support for English speakers of other languages to ensure that they fully understand complex technical terminology associated with culinary skills.

Full report

Information about the provider

- Umbrella Training and Employment Solutions Ltd (also known as Umbrella Training Ltd – UTL) was formed in 2012 and is a private limited training company specialising in providing hospitality apprenticeship programmes. The provider has held a direct contract since 2016 for apprenticeships and has delivered to levy-paying employers since May 2017.
- All apprentices are employed by prestigious hotels and restaurants and a vast majority are in London, with a growing population in other English regions. Representatives from a selection of employers sit on the UTL employer Board. UTL sponsored 'Skills London' in November 2017 and an innovative 'virtual reality hotel' hosted over 5,000 young people. At the time of inspection UTL had approximately 300 apprentices, all of whom are following standards-based apprenticeship programmes. These include culinary, front-of-house operations, reception and housekeeping from level 2 to level 4.

What does the provider need to do to improve further?

- Managers should ensure that they have a full and accurate understanding of the quality of teaching, learning and assessment across all aspects of their apprenticeship programmes; they should identify and share best practice among employers and learning development managers.
- Learning development managers and employers should develop apprentices' English skills beyond those required by the qualification. They should also provide more effective support for apprentices who are English speakers of other languages to ensure that they understand fully the technical terms used in the hospitality industries.

Inspection judgements

Effectiveness of leadership and management

Good

- Directors have a very clear and ambitious vision to provide high-quality training for apprentices in the hospitality industries. They have designed programmes to ensure that they meet local and national priorities to provide a well-qualified workforce in hospitality. They have established outstanding partnerships with prestigious employers, many of whom have worked with UTL before. They provide excellent training for apprentices and value the training and support that UTL staff provide. Directors have established challenging targets for apprentices' achievements which are shared with employers.
- Senior leaders and managers ensure that all employers understand fully the standards-based apprenticeships, the component elements and the important part that they play in supporting and training apprentices. This ensures that training is well planned, and that apprentices make good progress and carry out their roles to the high standards expected by the industries.
- Employers are fully involved in planning apprenticeships. A small group of employers have joined a UTL employer board. They attend meetings on a regular basis and value the opportunity to review the programmes and keep up to date with developments in areas such as safeguarding and the 'Prevent' duty. A vice president of a national hotel group willingly and enthusiastically chairs the meetings, during which they share good practice about apprentices' training. Employers interviewed during the inspection expressed their delight and good fortune to be able to use UTL for their recruitment and training.
- Leaders and managers set high standards for staff and apprentices, which reflect those expected by employers in the hospitality industries. Managers monitor and challenge staff performance thoroughly through rigorous performance reviews. UTL staff are very experienced and have a very good range of expertise in the hospitality field. Many UTL learning development managers use these skills effectively to train apprentices in culinary skills where employers are unable to provide all the training and assessment due to pressures in the workplace.
- Leaders and managers evaluate the performance of the organisation thoroughly. They accurately identify their strengths through their self-evaluation process. They correctly identify most areas for improvement and these are linked well to a quality improvement plan, which is reviewed regularly to ensure that actions are taken to address concerns. Managers use feedback from employers, apprentices and other key partners, such as hospitality trade groups, extremely well to help identify areas for improvement. For example, the use of electronic systems to better record apprentices' attendance and details of the off-the-job training.
- Most apprentices achieve functional skills in English and mathematics well. A minority of employees are recruited onto level 3 apprenticeships having already achieved entry level 3 in English and mathematics and find the progression difficult. Managers also recognise that male apprentices' first-time pass rates in mathematics at level 1 continue to be lower than females' achievements, although the gap has reduced since 2016/17. Managers have recognised these aspects and are recruiting a functional skills coordinator to provide

additional guidance and support to learning development managers to help apprentices achieve better.

- Arrangements to observe and evaluate the quality of teaching, learning and assessment are working well. Plans are well advanced to increase the range of observations to cover other aspects of the apprenticeship programmes, such as the training provided by employers' staff. Directors have recently appointed curriculum leaders for culinary programmes and front-of-house operations. These leaders provide strong support for the learning development managers. However, managers have yet to share good practice in teaching, learning and assessment in culinary skills with other areas to ensure best practice across the provision.

The governance of the provider

- Governance of the provider is strong. Umbrella Training Ltd is a private company with three directors, who also have an operational role in the organisation. The provider also has two non-executive directors who provide effective external scrutiny, challenge and support. Directors of UTL have been instrumental in developing the apprenticeship standards and are key members of national and local training provider and hospitality organisations. As a result, they have a very good understanding of the industries in which they work and a thorough understanding of standards-based apprenticeships.

Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders and managers have put in place relevant and comprehensive safeguarding policies and action plans which they implement effectively throughout the organisation. They ensure that pre-employment checks are in place, recorded and rigorously monitored. Staff have a good understanding of safeguarding requirements. They also have a good understanding of the 'Prevent' duty and a good knowledge of local referral agencies.
- Apprentices have a good understanding of safeguarding and the 'Prevent' duty and feel safe in training and in the workplace. They have a clear understanding of how to report concerns and a very good knowledge of safe working in the wide range of practical activities and situations associated with their roles.
- Managers keep records of safeguarding referrals and have very strong relationships with local authorities' support agencies. They have developed workplace care plans in conjunction with local authority care staff and employers for the small minority of apprentices with behaviour difficulties. These are monitored thoroughly and, as a result of the support provided, apprentices are making good progress towards completing their training.

Quality of teaching, learning and assessment

Good

- Apprentices benefit from high-quality teaching and learning. Learning development managers and trainers are very experienced in their areas of expertise. They use their vast knowledge to bring real examples of professional culinary preparation and customer

relation situations. They provide apprentices with an increased understanding of behaviour in a charity setting, such as 'The Clink' restaurant. Some apprentices are unable to access kitchens in their employer premises due to workloads on kitchen staff. In these instances, learning development managers provide an apprentice club. They use a well-equipped kitchen in a local establishment to prepare specific dishes. This allows apprentices to mix and share experiences while learning new skills.

- Employers work very closely with UTL managers and plan training programmes which are clearly linked to the standards. Employers provide high-quality off-the-job training and support. Enthusiastic and well-qualified mentors spend valuable and constructive time with apprentices, developing their skills, knowledge and behaviours. Employers provide apprentices with challenging tasks related to their future job roles. Consequently, the vast majority of apprentices remain with their employer. One apprentice stated that as a result of her apprenticeship, she has been promoted from housekeeping to security with additional responsibilities. Another apprentice commented that the team leader programme made her feel happy to learn something new and try it out at work, to help with her aim to become a food and beverage manager.
- UTL managers and employers have very high expectations of apprentices. Apprentices are recruited by employers or UTL and undergo a thorough assessment of their knowledge and English and mathematics standards, which ensures that they have the skills required for their role and to be successful on the programmes. Managers have a clear system to identify learners' progress throughout their apprenticeship. In the small minority of instances where apprentices fall behind or need additional support, learning development managers plan support activities well to meet apprentices' individual learning support needs. Managers have provided a good range of online resources to support apprentices' skills and behaviour development and use social media effectively to contact and support learners.
- All apprentices have a good understanding of the components of the apprenticeship. UTL staff plan progress towards end-point assessment (EPA) very well. They provide clear guidance on the requirements and expectations of grades and most apprentices receive very good developmental feedback on mock EPAs. This ensures that they are fully aware of how they will achieve a high grade.
- Apprentices produce very high standards of written and practical work and UTL staff provide good constructive feedback. However, they do not correct spelling and grammar mistakes well enough. Employers and workplace mentors play a very supportive role and participate well in the reviews of apprentices' progress, ensuring that their training continues to meet individual and programme needs and they remain on track to achieve. For a few apprentices, targets are focused on the activities and tasks to be completed, rather than the skills, knowledge and behaviours apprentices need.

Personal development, behaviour and welfare

Good

- A very large majority of apprentices are highly motivated and thoroughly enjoy the apprenticeship programme and the knowledge and skills they develop. They are immensely proud of their jobs and the prestigious employers they work for. Senior managers celebrate apprentices' success in high profile ceremonies. Many apprentices

develop confidence quickly and speak with gusto about their experiences at award ceremonies and recruitment fairs.

- Apprentices have very positive attitudes to their learning. They understand fully the need to work within teams and adapt easily to the role of team manager or team member in the kitchens, housekeeping and reception. Workplace mentors provide excellent role models and ensure that apprentices are developing the high standards of behaviour and performance expected by employers.
- Apprentices receive very good advice and guidance at the start of their apprenticeships. The vast majority of apprentices are employed and on programmes that are appropriate to their career aspirations. Apprentices wishing to change roles are supported well to adapt to alternative roles and receive good training support to continue with their training. Many apprentices are promoted to roles with higher responsibilities during or upon completion of their programme.
- Apprentices have a good knowledge of safe working practices and apply these well. They recognise the high level of importance attached to working safely in the workplace and the need to keep colleagues and the public safe at all times.
- Most apprentices are exempt from taking functional skills. However, further support for apprentices' development of English and mathematics is not planned consistently across the programmes. Managers do not support apprentices who are English speakers of other languages sufficiently to ensure that they fully understand the complex terms used, particularly those used for culinary work.
- Apprentices have a good understanding of safeguarding and know who to report any concerns to. They know how to keep themselves safe online. Most apprentices interviewed during inspection showed a good understanding of the dangers of radicalisation and extremism and were able to discuss British values. One apprentice described how he had learned to change his behaviour and attitude to his team. They now all focus on respect for each other.

Outcomes for learners

Good

- Most apprentices complete their training and achieve. In 2017/18, 15 apprentices completed their apprenticeships and all gained a distinction in one component, with two apprentices gaining an overall distinction. A very small minority of apprentices do not complete their apprenticeship and move onto other employment or return to their country of origin.
- The vast majority of current apprentices are progressing very well and are on target to achieve within their planned timescales. A very large proportion of apprentices make very good progress from their starting points and are well prepared to continue their employment in their chosen careers. Apprentices develop very good skills, knowledge and behaviour within the workplace and contribute well to their work. One apprentice developing planning and project skills identified a need to provide hotel clients with undisturbed rest and suggested a new type of cordless vacuum which was readily adopted by the hotel. A few apprentices use the skills and behaviours they develop to move into other areas, such as into reception or kitchens, from housekeeping roles.

Provider details

Unique reference number	1248029
Type of provider	Independent learning provider
Age range of learners	16+
Approximate number of all learners over the previous full contract year	100
Principal/CEO	Mrs Adele C Oxberry
Telephone number	07816 390512
Website	www.umbrellatraining.co.uk

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	-	-	-	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	19	51	2	212	-	9		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	None							
Number of learners for which the provider receives high-needs funding	None							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

Information about this inspection

The inspection team was assisted by the director of excellence, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Bob Cowdrey, lead inspector	Her Majesty's Inspector
Ian Bamford	Ofsted Inspector
Lynda Bourne	Ofsted Inspector

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