

# Inspection of HTP Apprenticeship College Ltd

Inspection dates: 12–15 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Information about this provider

The HTP Apprenticeship College Limited (HTP) is an independent learning provider based on the Isle of Wight. The provider has two training centres in Newport and an additional one in Portsmouth. The Portsmouth centre is for all programmes delivered on the mainland covering Hampshire, Sussex and surrounding counties. At the time of inspection, 604 apprentices were on standards-based and apprenticeship frameworks. The vast majority follow apprenticeships at levels 2–5 in business administration and management, health and social care, and hospitality. Training for apprentices takes place through a combination of attendance at training centres and training delivered on employers' premises. There are 157 learners on education programmes for young people, including 16 on a traineeship programme. Training for these learners takes place mainly in the training centre in Newport. The provider uses five subcontractors for its hairdressing and horse care provision and aspects of its healthcare sciences, childcare, management and catering provision.

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

Learners on education programmes for young people and apprentices are highly motivated to succeed. They benefit from high levels of support which help them achieve their learning goals. They achieve well and value highly the new knowledge and skills that they gain and the behaviours they develop.

All programmes prepare learners well to achieve their qualifications and goals and progress to their next steps in learning and employment. Disadvantaged learners benefit immensely from subcontractors' and partners' well-planned programmes. For example, in partnership with the Island Riding Centre, learners learn and practise a wide range of practical skills in horse care. They benefit from high-quality, commercial-standard resources and well-qualified staff.

Apprentices quickly develop new knowledge, skills and behaviours through very well-planned programmes designed in close collaboration with employers. Apprentices achieve well and gain in confidence to improve their skills in their workplace, particularly those apprentices on business administration and management apprenticeships. Apprentices are supported well and valued highly by employers.

Learners and apprentices enjoy their time at HTP. They feel safe, behave well and are motivated to achieve. Learners who have additional learning needs, are disadvantaged or who have barriers to learning, receive inclusive and very effective support that enables them to achieve as well as their peers. This high level of support ensures that they improve their wider skills, such as communication and teamwork, alongside their job prospects.

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

Leaders have high expectations of their learners, apprentices, subcontractors, partners and training staff. They have developed an ambitious range of programmes based upon local and national priorities. For example, leaders have developed the health and social care provision to match increasing local employment needs in care as the area has an ageing population. A high proportion of learners and most apprentices move into sustained jobs. Almost all of the small number of learners on traineeships move on to apprenticeships.

Staff provide well-sequenced and carefully considered learning activities that enable learners and apprentices to gain knowledge and continuously build on skills as they progress through their programme. As a result, learners gain in confidence and self-belief. Apprentices in hospitality in supervisory roles use their newly gained knowledge to manage part-time waiters and quickly gain promotion. A porter who completed a level 3 supervisory apprenticeship is now the head concierge in a London hotel.

Staff use their substantial commercial and vocational knowledge well when providing clear and helpful careers advice and guidance to learners and apprentices. This

ensures that learners have access to activities that support the knowledge they gain from their programmes and helps them to plan their careers.

Managers provide excellent support for learners' and apprentices' skills development in English and mathematics. Learners and apprentices receive very good support within taught sessions, discussions and individual sessions. Managers have designed learning programmes well, including a strong emphasis on English and mathematics in their vocational training. For example, an apprentice on a level 3 customer care programme was supported in the workplace to achieve their functional skills in English. The apprentice was subsequently able to confidently write letters for the maintenance of council-owned housing. Another apprentice was able to apply his mathematical skills when costing portions of food for older clients to changing suppliers and reducing stock levels held out of season. Learners' achievements of functional skills in English and mathematics have improved significantly.

Managers work well with local authority partners and provide excellent support for those learners with specific learning difficulties and those with special educational needs and/or disabilities. This ensures that these learners build their knowledge well. Learners quickly develop new skills and behaviours that enable them to be successful in their work placement and in their personal lives. For example, teaching staff attend work experience with anxious learners and practise travel with them. Learners develop confidence and self-belief through these well-planned activities.

Staff have high expectations of learners' and apprentices' behaviour. Learners and apprentices are polite, tolerant and respectful to each other, staff and external customers and clients. Staff on education programmes for young people have developed and implemented new ways of monitoring and improving attendance. This has resulted in the vast majority of learners improving their punctuality and attendance and successfully gaining good work placements.

Leaders have high expectations about what learners and apprentices can achieve and provide high levels of support and guidance for their staff. Leaders manage subcontractors extremely well and make sure that they fully understand their role in helping learners and apprentices to achieve. This ensures that leaders plan and implement programmes that meet the needs of employers and members of the communities that the provider serves. For example, one member of staff is qualified as an end-point assessor. Another member of staff has completed a level 5 specialist course to support the delivery of mathematics functional skills. However, sector-specific training and knowledge in health and social care for leaders is less well developed. Staff monitor the activities and quality of the off-the-job training for apprentices on the standards programmes.

Directors have a good understanding of their provision and of the many strengths. They are also aware of the few weaknesses. External consultants provide challenge to directors. However, much is not formally acknowledged and HTP does not have an external formal governing body.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff ensure that safeguarding has a high profile and that all learners and apprentices are safe. They ensure that all staff have been through appropriate checks and have undertaken required safeguarding training. Staff clearly understand their responsibilities to safeguard learners and apprentices. Designated lead staff are appropriately trained, and any safeguarding concerns are dealt with thoroughly. Learners and apprentices feel safe in their learning environment and workplace and know how to report any concerns. They always follow safe working practices and have a secure understanding of potential risks to their own and safety and that of others.

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

- Leaders should ensure that managers on the health and social care programmes have appropriate vocational knowledge to strengthen the management of those programmes.
- Leaders should ensure that staff fully understand and monitor the activities and quality of the off-the-job training for apprentices following standards apprenticeships in health and social care.
- Directors should make sure that they establish a more formal arrangement to appropriately challenge leaders to respond to identified improvements.

## Provider details

<b>Unique reference number</b>	52386
<b>Address</b>	118–119 St James Street Newport PO30 5HE
<b>Contact number</b>	01983 533926
<b>Website</b>	<a href="http://www.htp.ac.uk">www.htp.ac.uk</a>
<b>Chief executive and principal</b>	Mrs Rachael Randall
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	10 November 2008
<b>Main subcontractors</b>	Plums Limited Portsmouth Hospital NHS Trust Parkdean Resorts UK Limited Island Riding Centre Limited Showcase Training Limited

## Information about this inspection

The inspection team was assisted by the chief executive and principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. 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 observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Bob Cowdrey, lead inspector	Her Majesty's Inspector
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