

Short inspection of Humber Learning Consortium

Inspection dates:

8 to 9 June 2022

Outcome

Humber Learning Consortium continues to be a good provider.

Information about this provider

Humber Learning Consortium is an independent learning provider that provides leadership and management services to subcontractor partners that deliver on its behalf. It has a particular emphasis on supporting voluntary and community organisations. Subcontractors provide traineeships across the Yorkshire and Humber region. At the time of the inspection, there were eight trainees on programmes in hairdressing and beauty therapy, warehousing and childcare.

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

Trainees benefit from helpful initial and ongoing careers guidance to ensure they are suitable for their programme and to support them in their next steps. Subcontractors provide an intensive induction period of up to two weeks before trainees start their work experience. This helps trainees to develop essential workplace skills such as attendance, time keeping and communication. Trainees are very clear about their next steps, including progressing to apprenticeships and work. A high proportion of trainees move into apprenticeships, work or further training on completion of their course.

Trainees are well supported in the workplace. Workplace supervisors show trainees how to complete tasks, and trainees become proficient as a result. In warehousing, supervisors show trainees how to use specific machinery including lifting and carrying jacks and recycling machines for crushing boxes. Trainees use this machinery competently and safely.

Trainees in hairdressing and beauty therapy develop good customer care skills during their work experience. Tutors focus on the importance of professional behaviours which are expected in the beauty industry, including providing clients with helpful aftercare advice.

Trainees feel safe in the workplace and in the training centres they attend. They have a good understanding of local risks, including knife crime and county lines.

They know about the dangers of peer-on-peer abuse and understand what constitutes acceptable and unacceptable behaviour. Trainees know who to report any safeguarding concerns to and are confident that any issues will be dealt with quickly.

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

Leaders and managers ensure that the traineeship curriculum is built around job roles that are needed in the local areas. They select subcontractors because of their vocational specialisms and ability to work with trainees from disadvantaged communities. Subcontractors provide effective education and support for trainees who are not yet ready for an apprenticeship and trainees who prefer to learn with a supportive employer and in small groups.

Trainees benefit from high-quality work experience in warehousing that enables them to develop their skills in stock control, making up orders using picking lists and delivering orders. They successfully develop their confidence and team-working skills. However, a few trainees in hairdressing and beauty therapy do not have the opportunity to gain work experience in a wide range of salons to develop their understanding of the industry further.

Tutors in hairdressing and beauty therapy effectively support trainees to develop their skills when the quality of their practical work does not meet high expectations. Tutors stress the high importance of good hygiene to avoid cross contamination when carrying out treatments such as pedicures. This helps trainees to understand the implications of spreading infections to clients and others.

Tutors skilfully support trainees in developing English, mathematics and digital skills. They break learning down to easy-to-understand sections and provide helpful feedback on how trainees can improve their skills. Tutors deliver engaging sessions, with activities such as problem-solving games aimed at securing information in trainees' long-term memories. Trainees feel well supported in developing their English and mathematics skills and a few gain qualifications as a result.

Trainees understand British values and demonstrate these values in their work experience placements. For example, hairdressing and beauty therapy trainees demonstrate respect for clients regarding their religious beliefs. Warehousing trainees demonstrate a high level of respect for work colleagues and become valued team members. Trainees benefit from taking part in key national events which provide them with the opportunity to develop as active citizens. For example, they take part in National No Smoking Day and Red Nose Day.

Governors, leaders and managers have a clear overview of the quality of education. Managers work closely with subcontractors, visiting them frequently to carry out observations of teaching and to speak with trainees. They also carry out work scrutiny and audits. Where subcontractors are not meeting minimum standards, managers provide support and training to help them to improve. Leaders and managers recently identified that the provision of English and mathematics by

subcontractors needed to improve. They put in place effective improvement actions, including better identification of trainees' skills gaps, more effective teaching resources and employing skilled tutors. As a result, trainees benefit from much-improved support to develop their English and mathematics skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have put in place effective safeguarding policies and procedures that they use to keep trainees safe. They use these effectively when any safeguarding concerns are raised.

Designated safeguarding leads (DSLs) have relevant experience and complete useful training appropriate to their role. Recent training topics have included peer-on-peer abuse and the Channel process. DSLs have close working relationships with the local authorities and the regional 'Prevent' duty coordinator who provide frequent updates and relevant information regarding local risks and safeguarding themes. DSLs cascade information frequently to staff and subcontractor staff during partnership meetings and through written communication.

Leaders and managers ensure that staff and subcontractor staff are suitable to work with trainees. They carry out relevant background checks and provide helpful training for staff in safeguarding and the 'Prevent' duty.

What does the provider need to do to improve?

- Ensure that subcontractors providing hairdressing and beauty therapy courses provide a wider range of work experience opportunities for trainees.

Provider details

Unique reference number	58700
Address	63–71 Anlaby Road Hull HU3 2LL
Contact number	01482 327438
Website	www.hlc-vol.org
Principal/CEO	Andy Crossland
Provider type	Independent learning provider
Date of previous inspection	October 2015
Main subcontractors	In House Training Goodwin Development Trust

Information about this inspection

The inspection was the first short inspection carried out since Humber Learning Consortium was judged to be good in November 2020.

The inspection team was assisted by the quality 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

Jonny Wright, lead inspector

Her Majesty's Inspector

Alison Gray

Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022