

# REINSPECTION REPORT

## **Career Development UK Limited Reinspection**

**14 November 2003**



ADULT LEARNING  
INSPECTORATE

## Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

## Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

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## Career Development UK Limited Reinspection

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## REINSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Career Development UK Limited (CD-UK) is a private training provider with charitable status. Its head office is in Cleator Moor in Cumbria and it has training centres in Whitehaven, Workington, Carlisle, Barrow-in-Furness and Oldham. It offers a broad range of training that includes work-based learning for young people, New Deal 18-24, New Deal 25+ and work-based learning for adults, and programme centres. Areas of learning include motor vehicle engineering, business administration, management and professional, health and social care, and foundation programmes. Since the previous inspection, CD-UK no longer provides training in land-based, hospitality, sport, leisure and tourism programmes.

### SCOPE OF PROVISION

#### Health, social care & public services

2. CD-UK offers national vocational qualification (NVQ) training in care and early years care and education at levels 2 and 3. It has 39 advanced modern apprentices, 78 foundation modern apprentices and 31 learners completing NVQ training. One New Deal client is working towards three units of an NVQ in care. A dental nurse training programme has recently been piloted and CD-UK intends to increase recruitment in this area. Learners are either employed or on work placements in nursing homes, residential homes, day centres for people with disabilities, primary schools, nurseries and dental practices. Learners may join the training programme at any time. They are recruited from Connexions, by referral from employers and through direct recruitment. CD-UK checks all work placements for safety and suitability. CD-UK interviews all learners and carries out an initial assessment of their numeracy, literacy and key skills. Learners receive a four-day induction at a local training centre, or a half-day induction in the workplace.

### ABOUT THE REINSPECTION

Number of inspectors	3
Number of inspection days	3
Number of learner interviews	21
Number of staff interviews	10
Number of employer interviews	11
Number of locations/sites/learning centres visited	4

### OVERALL JUDGEMENT

3. During the previous inspection, the quality of the provision in health and social care was found to be unsatisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory or better.

CAREER DEVELOPMENT UK LIMITED REINSPECTION

**GRADES**

*grade 1= outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak*

	Inspection	Reinspection
<b>Health, social care &amp; public services</b>	<b>4</b>	<b>2</b>
Contributory grades:		
Work-based learning for young people	4	2
New Deal 18-24		None

## AREAS OF LEARNING

### Health, social care & public services

Grade 2

Programmes inspected	Number of learners	Contributory grade
Work-based learning for young people	148	2
New Deal 18-24	1	None

*During the reinspection process, the inspectors identified the following strengths and weaknesses:*

#### Strengths

- good retention rates on modern apprenticeship programmes
- well-supported learners
- good key skills training
- good working relationships with employers

#### Weaknesses

- limited learner awareness of equality and diversity

#### Achievement and standards

4. The retention rates on the modern apprenticeship programmes are good. In 2000-01 and 2001-02, 82 per cent of advanced modern apprentices were retained until the end of their planned training period and, in 2002-03, this increased to 88 per cent. In 2001-02, 74 per cent of foundation modern apprentices were retained and in 2002-03 this increased to 81 per cent.

5. Learners' achievements are at least satisfactory in all training programmes. The standard of work in learners' portfolios of evidence is good. In 2000-01 and 2001-02, 57 per cent and 53 per cent, respectively, of foundation modern apprentices achieved their full qualification. In 2000-01 and 2001-02, 74 per cent and 42 per cent, respectively, of advanced modern apprentices achieved their full qualification. In 2000-01 and 2001-02, 57 per cent and 54 per cent, respectively, of learners achieved their NVQs.

#### Quality of education and training

6. Learners are well supported. Many who come into training with very poor self-esteem have become confident and valued members of staff at employers. Assessors visit learners at least once each month and often more frequently. At every visit the assessor agrees an action plan with the learner. Employers use the action plan to provide appropriate training and experience in the workplace. Employers usually attend thorough quarterly reviews. Assessors respond quickly to learners' support needs.

7. Learners attend monthly off-the-job training sessions. The content of these sessions meet the needs of the technical certificates. Lessons are well planned and include a variety of teaching and learning techniques. Most learners find the training sessions informative and enjoyable, but a small minority are not released by their employers to attend. Training advisers monitor attendance carefully, and ensure that learners who miss training receive additional individual support sessions. Learners with additional learning and social needs have particularly supportive work placements. Learners receive satisfactory support for their literacy, numeracy or other learning needs.

8. Key skills training is introduced during induction and learners quickly begin to collect evidence of their competences. Action plans identify how the key skills enhance their occupational competence. Assessors identify the wider key skills and incorporate their assessment within the NVQ and technical certificates. Learners understand why key skills are important in their workplaces and they and their employers value them. A significant number of learners attend their local training centre to prepare them for the key skills tests.

9. CD-UK maintains good working relationships with employers, as identified in the previous inspection. Employers use a comprehensive handbook of policies and procedures and understand their responsibilities to learners, including the requirements of modern apprenticeship frameworks. Many employers provide additional training and contribute to achievement of the qualification. Learners value this additional training and the pastoral support they receive from employers.

10. Resources are satisfactory. Staff are appropriately qualified and experienced. Learners benefit from a wide variety of resources in the workplace. Classrooms are comfortable and have satisfactory facilities. In one training centre there is a prayer room. There is a limited selection of books and practical resources.

11. Assessment practices are satisfactory and have improved since the previous inspection. Observation of learners takes place in the workplace and is recorded appropriately. A satisfactory range of other evidence is collected. The internal verification process is satisfactory. There are regular standardisation meetings and observations of the assessment process.

## **Leadership and management**

12. Leadership and management of this programme area are satisfactory. Quality assurance policies and procedures are used to accurately identify strengths and weaknesses. Teaching sessions are observed and useful feedback is given to teachers on how they can improve. Learners often fill in questionnaires and suggestions are collected and used to make improvements to learning. There are plans to observe the training delivered in the workplace. Since the previous inspection, actions have been put in place to improve training. However, the current self-assessment process is not sufficiently detailed or linked to the company's three-year development plan. Some staff are confused about the roles and responsibilities of the company's managers. There is a

satisfactory appraisal process that identifies staff development needs.

13. Learners' understanding of equality and diversity is limited. There is some use of inappropriate language in learners' portfolios of evidence. This was not recognised by training advisers. Learners had little recall of training on equal opportunities issues. In lessons and during progress reviews tutors did not use learners' own experiences to raise cultural awareness and reinforce understanding.