



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



Quality and standards in education and training in Wales

**A report on the quality of work-based learning and
The Department for Work and Pensions
funded training programmes**

in

CADCentre (UK) Ltd

July 2007

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Introduction

CADCentre (UK) Ltd was inspected as part of a six-year (2004-2010) national programme of inspections. The purpose of the programme is to identify good features and shortcomings in order that the provider may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of work-based learning and The Department for Work and Pensions funded training programmes, and the learning options available.

All inspections conducted under the arrangements apply the following principles:

- the use of a common inspection framework which is common to all sectors of education and training in Wales;
- an emphasis on the provider's evaluation of its work;
- the involvement of a provider nominee who works with the inspection team; and
- the inspection of a sample of provision.

The inspection took place from 9 July 2007 to 18 July 2007. A team of Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by the Welsh Assembly Government, and Ofsted, the Office for Standards in Education, Children's Services and Skills in England undertook the inspection. The team included additional inspectors and peer assessors released from other work-based learning providers in Wales and associate inspectors in England.

The team is required to report on standards achieved by learners, the quality of education and training provided, the quality of leadership and management and to judge if the company provides value for money.

The report is produced in accordance with Section 77 of the Learning and Skills Act.

Grade descriptors

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

The Learning and Skills Act 2000, requires the company to prepare a written statement of the action that they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.

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Context

The nature of the provider

- 1 CADCentre (UK) Ltd is a privately owned work-based learning provider, based in South Wales. It was set up in 1989 as an educational spin off following the Computer Aided Design (CAD) initiative funded by the Department of Trade and Industry (DTI). The provider currently operates from seven sites in Wales and England, which include its head office in Swansea, and training centres in Swansea, Cardiff, Newport, Gloucester, Swindon and London.
- 2 The provider delivers a variety of learning programmes funded by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) of the Welsh Assembly Government and the Learning and Skills Council (LSC) in England. The learning programmes include Foundation Modern Apprenticeship, Modern Apprenticeship, Skillbuild and Skillbuild Plus programmes. The provider delivers qualification frameworks in:
 - Information and Communications Technology;
 - Engineering and Manufacturing Technologies; and
 - Business Administration and Law.

Types of inspection

- 3 Under Estyn's current inspection arrangements, there are three types of inspection for providers of work-based learning. These are full, standard and short inspections.
- 4 The designation of a particular type of inspection is based on clear criteria that determine the level of risk presented by the provider. The criteria are set out in the Work-Based Learning Guidance Handbook on the Estyn website (www.estyn.gov.uk). As a result of the application of these criteria, Estyn identified that CADCentre (UK) Ltd required a standard inspection.
- 5 During a standard inspection, inspectors evaluate and report on:
 - all seven key questions across the provider; and
 - half of the learning areas which have significant learner numbers.
- 6 The learning areas for the inspection of CADCentre (UK) are:
 - Information Communications Technology (ICT); and
 - Business Administration and Law.

- 7 At the time of the inspection, the numbers of learners in each area inspected were as follows:

	Information Communications Technology	Business Administration and Law
Number of learners	1,015	93

The provider's priorities and targets

- 8 CADCentre (UK) Ltd has a mission statement 'to empower individuals through technical training'. Its key priorities are:
- to exploit the increasing demand for ICT and other related technology programmes;
 - to provide quality support for upskilling in the workplace and create a culture of lifelong learning;
 - to develop staff skills to meet the company needs;
 - to remove barriers to training and learning opportunities by tackling social exclusion; and
 - to respond to the rapidly changing business needs by developing new services and products.

Summary

Table of grades awarded

9 The inspection team judged the provider's work as follows:

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

10 The standards achieved in each of the learning areas inspected are as follows:

Learning area	Inspection grade
Information Communications Technology (ICT)	1
Business Administration and Law	2

Standards

- 11 Overall, the standards achieved by learners in ICT are outstanding, while standards achieved in Business Administration and Law are very good. Almost all learners make very good progress towards their learning goals. Many learners achieve well ahead of their target date for completion.
- 12 All learners achieve very good practical skills. Many learners following the ICT apprenticeship programme also achieve a diploma in Using ICT. Learners in Business Administration and Law demonstrate effective transferable skills. Many complete extra key skills including working with others and improving own learning and performance. These achievements are highly valued by their employer and enable the learner to be more effective when working with others in the workplace.

The quality of education and training

- 13 Overall, teaching, training and assessment are very good in both learning areas inspected. Assessors and training staff combine learning and assessment very well. Assessors provide a flexible approach to training that meets the needs of the learners and employers.
- 14 Most assessors structure training sessions well. All assessors use a wide variety of teaching and learning methods. Employers provide learners with very good opportunities to gain vocational skills and consolidate learning gained in off-the-job training. All assessors work closely with employers.
- 15 The provider has very well-established and outstanding strategic and operational partnerships with a wide range of organisations. The provider works very closely with the ICT sector skills council in developing Computer Aided Design (CAD) and ICT qualifications.
- 16 Working together with these partners and clients, the provider makes a significant contribution to the Welsh Assembly Government's key objectives of widening participation and extending learner entitlement.
- 17 The provider has a suitable Welsh language policy. The provider is beginning to use the expertise of bilingual staff at all the Welsh training centres to inform developments to expand bilingualism throughout the company. The provider has developed a very good bilingual website.
- 18 The provider has very good arrangements in place for planning and managing the care, guidance and support for learners. All training staff give learners good levels of individual support, which help them to match their potential and to achieve their qualification aims.
- 19 The provider has a wide range of policies in place to support learners and to promote their welfare. The provider has arranged for the Criminal Records Bureau (CRB) to check most staff. The provider has prioritised the checking of staff directly involved with learners and has put appropriate plans in place for all other staff to be checked as soon as possible.

The quality of leadership and management

- 20 Overall, leadership and strategic management are outstanding. The provider has a clear and appropriate mission statement. The well-written business plan communicates clearly the provider's strategic objectives.
- 21 The provider has a very effective meetings structure. This enables all staff to contribute to the success of the provider and enables the directors and managers to maintain and improve the quality of training during a period of significant growth in learner numbers across many locations.
- 22 The provider collects and analyses data on learners centrally at its head office. Managers receive regular and detailed reports on performance of learners in their centres. However, staff and managers at the regional offices do not always use the available data well enough to monitor and influence the performance of individuals, teams and centres.

- 23 The provider is committed to improving quality and standards and has established an effective quality framework. All policies and procedures are set out clearly and cover all key aspects of training. Staff at all levels are involved in creating the self-assessment report and are encouraged to continuously identify areas for improvement. The provider is very responsive and quick to address areas for improvement.
- 24 The internal verification process meets awarding body requirements and achieves good external review. The provider makes good use of standardisation meetings to discuss external verifier recommendations. There are insufficient opportunities for new assessors to share good practice on assessment and standardisation issues.
- 25 CADCentre exceeds contract targets in Wales but not in England. The provider makes insufficient systematic use of available data to analyse and improve the performance of different groups of learners and to set targets to improve inconsistencies, such as low recruitment in England.
- 26 CADCentre has enough staff to deliver all their training programmes. Almost all staff are very well qualified. They have high levels of technical knowledge, practical expertise and experience of working in the ICT industry. Many training staff and assessors have additional qualifications, appropriate to their roles.
- 27 The provider has a dedicated Resources Team that designs, reviews and updates current training materials for learners to use. All staff have access to laptop computers that enables them to work with learners away from the learning centres. Learners in ICT use excellent tutorial packs, designed by CADCentre, that guide them through the software applications.
- 28 CADCentre has a detailed resource strategy with clearly identified budgetary commitments. The directors and general manager monitor the cost-effectiveness of all training programmes well.
- 29 Overall, CADCentre provides very good value for money.

Recommendations

- 30 In order to improve, CADCentre (UK) Ltd needs to:
- R1 make better use of data to inform the self-assessment process and drive forward quality improvements;
 - R2 share best practice, particularly in internal verification and assessment, across the organisation as a whole; and
 - R3 encourage all learners to take more responsibility for their own learning.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

31 Overall, standards achieved in each of the areas inspected are as follows:

Learning areas	Grade
Information Communications Technology	1
Business administration and Law	2

32 All learners develop good levels of knowledge and competence enabling them to work well within a variety of ICT and business administration environments. Many learners make outstanding progress and complete their qualification ahead of their target date.

33 CADCentre offers an outstanding opportunity for all learners to achieve units towards the Diploma in Using ICT. Many learners have taken up this opportunity, and this has helped them to progress at the work place.

34 In Business Administration and Law, most learners achieve very good levels of occupational skills and knowledge. Many learners demonstrate good skills in applying a range of paper-based and electronic administration tasks.

35 Overall, nearly all learners in both learning areas make outstanding progress towards the aims set out in their Individual Learning Plan (ILP). Many learners know what they still have to do to complete their training programme. Learners in ICT benefit from outstanding support from their employers. This helps them to make excellent progress through their qualification. This support enables them to undertake a wide range of learning and assessment activities in the workplace.

36 Many learners develop excellent time management skills and are able to organise and meet work deadlines to a good standard. Nearly all learners are well motivated, enthusiastic and enjoy their learning. All learners have good records of attendance and timekeeping in work. All learners are developing good personal and social skills.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

- 37 The quality of teaching and training is very good. Assessors are the only point of contact for learners and combine the teaching, training and assessment well. The very good working relationship between the assessors and learners helps all learners to make good progress towards their learning goals. All assessors provide a flexible approach to training that meets the needs of the learners and employers, for example to accommodate shift patterns. All assessors are enthusiastic and committed to supporting their learners.
- 38 Most assessors structure training sessions well. The assessors have a very good level of technical ICT knowledge and use a good variety of teaching and learning methods, such as, demonstration, discussion and practical tasks. Nearly all assessors use effective questioning to challenge learners' thinking. Most learners at off-the-job training sessions work at a suitable pace. Assessors encourage learners to reflect on their work practices, which helps them to collect portfolio evidence. All assessors provide training to Skillbuild learners that helps them to learn quickly how to strip and assemble computers. Many learners have used their new skills to rebuild and upgrade their home computers.
- 39 All learners on the Skillbuild programme attend a minimum of four weeks on work placement, which helps consolidate their off-the-job training with appropriate work. These effective work placements offer learners an opportunity to experience working to tight deadlines, dealing with customers and working on their business skills. All training sessions motivate and maintain learners' interest extending their skills, knowledge and understanding.
- 40 All assessors familiarise themselves with the job roles of their learners. This ensures that learners get good opportunities to apply their off-the-job theory knowledge to their practice in the workplace.
- 41 All assessors work closely with the employers. For example, the Fire Brigade required their employees to have appropriate, practical ICT skills in order to record data. The training helped the employer overcome potential barriers such as, fire fighters resisting the move to Goldwatch due to their lack of ICT skills. The training motivated their employees by providing them with an opportunity to achieve qualifications.
- 42 All employers show an extremely high level of support for learners. Many of the employers, where learners are placed, undertake the qualifications for themselves so that they can better understand their learners' qualifications. A few small employers stop their business when assessors arrive to train learners in new tasks.
- 43 All assessment tasks are suitable for all learners and their level of qualification. Most assessors use the learner's achievement of the technical certificates well to support the optional units within the ICT and Business and Administration NVQs.

- 44 Nearly all assessors assess learners' achievements accurately and regularly ensuring that learners progress at a good pace. Most assessors give clear feedback on progress reviews, setting and agreeing clear targets with their learners. This helps learners to track and assess their own progress effectively. However, a minority of assessors do not reflect their verbal feedback in the review documentation.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features

- 45 The provider offers centre-based and work based learners access to a wide range of training programmes including Skillbuild, Modern and Foundation Modern Apprenticeships. These programmes are effective in meeting the needs of learners, employers and the wider community. The provider offers learners very good opportunities for progression from Foundation Modern Apprenticeship to Modern Apprenticeship training programmes and effectively promotes social inclusion. The provider continually works towards meeting the Welsh Assembly Government's regional statement of needs and priorities.
- 46 The provider has very well established and outstanding strategic and operational partnerships with a wide range of organisations. These include, The Department for Work and Pensions and Careers Wales. The provider works very closely with the ICT sector skills council. This partnership has involved the provider taking the role of industry leader in developing CAD and ICT qualifications and in developing processes to help businesses assess their ICT training needs.
- 47 The provider works very closely with a Welsh national newspaper in sponsoring and encouraging innovation in the area of technology. CADCentre is considered by the ICT industry to be an important and outstanding commentator on matters relating to technology innovation in Wales. The provider has a very wide range of clients and partners from small, medium enterprises (SMEs) to large international companies and government agencies. The provider manages all clients' needs very well, including providing out of hours and weekend training and support when required.
- 48 All learners benefit from employment in very good quality companies where they develop their occupational skills in busy industrial, service and commercial environments. Most learners develop a wide range of transferable skills that help them secure and sustain employment and gain promotion as a result of successfully completing their training programmes.
- 49 All learners have good opportunities to progress in their learning. These opportunities include access to extra qualifications such as ICT for Business Administration and Law learners and Diploma qualifications for ICT learners. Assessors effectively support the providers' key skills provision.
- 50 The provider has a suitable Welsh language policy. Managers and training staff are proactive in establishing a bilingual ethos within the company. The provider is beginning to use the expertise of bilingual staff at all of the Welsh training centres to inform developments to expand bilingualism throughout the company.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

- 51 Overall, the provider has very good arrangements in place for planning and managing the care, guidance and support for learners. All training staff give learners good individual support, which help them to achieve their qualification aims.
- 52 The provider has a wide range of policies in place to support learners and to promote their welfare. These policies include equal opportunities and the protection of young people and vulnerable adults. There is a senior member of staff with a designated responsibility for safeguarding matters within the company. The provider has arranged for the Criminal Records Bureau (CRB) to check most staff. The provider has prioritised the checking of staff directly involved with learners and has put appropriate plans in place for all other staff to be checked as soon as possible. However, it has not provided all staff with appropriate training to promote their understanding of learner safeguarding issues.
- 53 CADCentre staff provide learners with appropriate information before starting their programmes to help them to choose the training programme that best suits their needs. The provider has well established links with Careers Wales, The Department for Work and Pensions and employers. They work well together to select and support learners' development and progress.
- 54 All learners complete a basic skills initial assessment when they apply for a place on a training programme with CADCentre. Where the provider identifies learners with a significant basic skills need, it makes appropriate arrangements to refer learners back to Careers Wales or to another training provider offering pre-vocational training programmes. These arrangements generally work well. At the end of their programme, all learners complete a basic skills assessment to identify the progress they have made. The provider gives appropriate feedback to the learner on the outcome of this assessment, but does not analyse the information to consider overall, the value that training has added to the standards achieved by learners.
- 55 Most learners benefit from the effective induction to their training programme. During induction, assessors make sure that the learners understand what they need to do to achieve their qualifications and what support is available to promote their progress. The provider has a clear Learner Charter, which sets out its commitment to supporting learners' progress throughout their training.
- 56 Many training staff use learning activities and computer-based packages to identify the learning styles of learners early in their programmes. Most assessors use this information well to help learners to make the most of their training. Training staff also use a buddying system to link new and more established learners, to help the new learners to settle into their programmes quickly and to develop important teamwork skills.
- 57 All assessors visit learners regularly in their work places. They provide learners with good individual support, including by email, to help them progress. Staff have detailed information about the specialist support available in their area to help learners with specific difficulties. Learners who come into the centres for training

make good use of leaflets, posters and particularly the Careers Wales CLIC online to access a range of information, for example about health, finance and further training. Many of the training staff have undertaken an Information for Young People programme accredited by the Open College Network to help them to support learners more effectively.

- 58 The provider has established a work placement process to find suitable work placements for unemployed learners on Foundation Modern Apprenticeship and Skillbuild learning programmes. This process is effective in helping learners to find suitable employment at the end of their learning programme.
- 59 CADCentre has established an effective reward scheme to motivate and celebrate learners' achievements. Every month staff in each centre identify a learner to receive an award in recognition of their achievement whether in respect of effort, attendance, punctuality or personal or vocational development. These learners receive a voucher of their choice. This scheme is highly valued by learners and promotes the development of important employment and life skills.
- 60 The provider makes good arrangements for learners with specific disabilities who require specialist equipment or support. Many staff have benefited from training to help them work more effectively with learners with dyslexia. The provider makes good use of specialist computer software to help these learners.
- 61 The provider collects a range of useful information relating to learners for example, feedback from learners and employers about the quality of their experience. The provider makes appropriate use of most of this information to inform policy and practice relating to the care, guidance and support of learners.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 62 Overall, leadership and strategic management are outstanding. The provider has a clear and appropriate mission statement. Its well-written business plan communicates clearly the provider's strategic objectives. The directors work very well with their managers to communicate their values, aims and strategic objectives to all staff, learners and employers. There is an inclusive management style and all staff are actively involved in managing and developing the business.
- 63 The directors and senior managers have a very good understanding of local and national priorities. They have developed effective partnerships with a range of appropriate organisations and employers. For example, the provider is working with Welsh Assembly Government officers on the development of e-learning and delivers Information and Communications Technology and CAD training to Small and Medium Enterprises.
- 64 Directors and managers have developed a wide range of appropriate and clear policies for the effective delivery and management of all aspects of training. Staff at all levels are aware of these policies and implement them well in their day-to-day work. Managers update these policies regularly and distribute them to staff and learners. They include clear and appropriate policies for Equality of Opportunity, Protection of Children and Vulnerable Adults, Health and Safety and for promoting the Welsh language.

Good practice in effective meetings structure

- 65 The provider has a very effective meetings structure. The two directors hold regular and productive meetings with senior managers. These meetings focus appropriately on both operational and strategic issues. The meetings include appropriate discussions on contract numbers, performance, marketing, staffing and equality of opportunity. They document these meetings carefully. However, they do not always make sure that the meetings result in clear outcomes and responsibilities for action. The directors have encouraged an ethos of continuous quality improvement involving all staff. The sound meetings structure enables all staff to contribute to the success of the company and enables the directors and managers to maintain and improve the quality of training during a period of significant growth in learner numbers across many locations.
- 66 Communication and team working across the provider are very good. The regular meetings structure and annual staff meeting help this. Managers at each centre hold useful weekly meetings with all staff. They have a standard agenda with discussions on learners, performance, contract volumes and operational issues. The staff communications records are an effective method of recording and communicating operational issues to all staff working from that office. These include detailed references to learners' progress, employer reviews and training and resource issues.

- 67 The provider collects and analyses data on learners centrally at its head office. Managers receive regular and detailed reports on the performance of learners in their centres. These reports include data on contract volumes, DCELLS profiling, learner starts, completions and attainment. Managers at head office have a good understanding of the provider's performance against their contracts and how well each region and learning area is performing against these contracts. However, staff and managers at the regional offices do not always use the available data well enough to monitor and influence the performance of individuals, teams and centres.
- 68 The provider has a clear and very effective appraisal system for all staff. The system is supportive, encouraging and motivational. Managers have clear guidelines for the management of the appraisal system. Staff prepare detailed self-evaluations before their appraisal. These are honest and self-critical, and provide a good analysis of their work and performance. All reviews result in clear development points and realistic targets for completion. The directors analyse the appraisal forms carefully to identify staff development needs. They use this information well to plan and organise staff training and development.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

- 69 Leaders and managers have a good understanding of learner performance. The self-assessment report (SAR) of 2006, updated in May 2007, covers all aspects of the Estyn Common Inspection Framework. Staff at all levels are involved in creating the self-assessment report. The report is largely descriptive but strengths and weaknesses identified are appropriate to Estyn key questions used in its inspections. SAR priorities and action points are set out clearly in the development plan. The inspection team agreed with many of the strengths in the SAR but identified different areas for improvement.
- 70 The provider is committed to improving quality and standards and has established an effective quality framework. Its new quality team has staff representation across the organisation. It monitors and evaluates the performance of the company well. The quality team reviews all policies and procedures, analyses the effectiveness of existing systems and addresses issues arising from the quality development plan. All policies and procedures are set out clearly and cover all key aspects of training.
- 71 All managers make effective use of team meetings to involve staff in quality issues. The directors monitor and track trends and improvements in the quality of training and support for learners. Centre managers and assessors discuss detailed monthly reports to closely monitor learner's performance against contract targets and to identify and address areas of concern. However, staff in England are unclear of their role in improvement.
- 72 The internal verification process meets awarding body requirements and achieves good external review. The provider makes good use of standardisation meetings to discuss external verifier recommendations. There are insufficient opportunities for new assessors to share good practice on assessment and standardisation issues.

- 73 The directors use data well to evaluate trends in performance and have a clear understanding of where CADCentre needs to improve. A significant number of learners in ICT achieve well before their target completion date. The directors and managers use data well to evaluate trends in performance and have a clear understanding of where CADCentre needs to improve. The directors compare learner performance with benchmarks from other centres and, in England set Equality and Diversity Impact Measures (EDIMS) for the recruitment of minority groups. CADCentre exceeds contract targets in Wales but not in England. The provider makes insufficient systematic use of available data to analyse and improve the performance of different groups of learners and to set targets to improve inconsistencies, such as low recruitment in England.
- 74 The provider makes very good use of its quality improvement plan. Regular feedback from staff, employers and learners contribute to improving standards and training. The provider monitors the quality improvement plan effectively. However, a few actions lack SMART targets to measure progress.
- 75 Overall, the quality development plan is effective in bringing about improvement. Directors communicate priorities in the development plan effectively. The provider has maintained and significantly improved quality and standards of training since the last inspection.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

- 76 CADCentre has enough staff to deliver all the training programmes. Almost all staff are very well qualified. Staff working in ICT have excellent levels of technical knowledge, practical expertise and experience of working in the ICT industry.
- Good practice in staff qualifications**
- 77 Many training staff and assessors have additional qualifications, appropriate to their roles, such as teaching qualifications and mentoring and coaching awards. This enables staff to analyse the style of teaching best suited to each learner. CADCentre is increasing the number of training staff who can support learners bilingually. All staff have expressed an interest in Welsh language training offered by the provider. Currently the provider has two members of staff in each training centre that are able to assess through the medium of Welsh.
- 78 The provider has a very strong commitment to training and developing staff. It has consistently maintained its Investors in People (IiP) award. All staff take part in a wide range of good training and development activities, such as dyslexia awareness and equality and diversity training. Each manager has a training development plan and skills matrix for the staff based at their training centre. These plans feed into the overarching training and development plan for the company.
- 79 Directors are very aware of the need to invest in staff to support existing and anticipated growth in the number of learners. The company business plan for 2007 to 2010 has a strategic objective to invest significantly in staff training and development. In order to develop the staff skill base and to meet the company needs, the provider has increased its training budget by 80% over the next three years. A key objective is to ensure that all staff have appropriate teaching and assessment qualifications.

- 80 All staff have detailed job descriptions, which reflect their current responsibilities. Managers and staff have a very good understanding of their job roles and responsibilities. Newly-appointed staff have a mentor to support and help them settle into their new post.
- 81 The provider has an effective and dedicated Resources Team that designs, reviews and updates current training materials. All staff have access to laptop computers that enables them to work with learners away from the learning centres.
- 82 All learners in ICT use excellent tutorial packs, designed by CADCentre, that guide them through the software applications, such as word processing and databases. The tutorial packs are user friendly and linked to NVQ qualifications. This encourages learners to work independently and at their own pace. In Business Administration and Law, all Foundation Modern Apprenticeship learners are given a useful textbook linked to the standards in the business administration NVQ.
- 83 All learners benefit from a wide range of very good learning resources, such as a bilingual website. All learners use ICT equipment to enhance their development and support their learning. Each training centre has a small, well-stocked library for learners to use. This helps learners to make informed choices about their future training.
- 84 Many employers who work with a number of learners have designated training rooms on their premises. CADCentre has furnished these rooms well with up-to-date ICT equipment and storage space. Learners are able to work on their underpinning knowledge and NVQ portfolios to suit their shift patterns. Assessors and training staff have excellent partnership arrangements with employers. They work flexible hours to accommodate learners shift patterns. In a few cases, there are residential assessors on site every day, to accommodate number of learners and maximise assessment opportunities.
- 85 Most accommodation is of a very good standard and meets Disability Discrimination Act (DDA) requirements. The provider has well-maintained training centres that provide a stimulating learning environment for all learners.
- 86 All learners work with a wide range of very good quality local and national employers. The provider selects employers carefully, and this makes sure learners are able to complete their qualifications quickly, particularly those learners on ICT programmes. The provider has a suitable policy and procedures in place to monitor the health and safety of all work placements.
- 87 CADCentre has a detailed resource strategy with clearly identified budgetary commitments for staffing, accommodation, equipment and resources, course manuals and website design. The directors and general manager monitor the cost-effectiveness of all training programmes well. They make sure that staffing and spending decisions meet learners' needs and the priorities of the company.
- 88 Standards are outstanding in ICT and very good in Business, Administration and Law. Overall, CADCentre offers very good value for money.

Standards achieved by learners in learning areas inspected

Information Communication Technology (ICT)

Grade 1: Good with outstanding features

Summary of provision in ICT

- 89 CADCentre delivers ICT training programmes to 1,015 learners following the Foundation Modern Apprenticeship, Modern Apprenticeship or Skillbuild training programmes. Learners work in small, medium and large organisations, in Government agencies, and commercial and private companies.
- 90 Learners on the Skillbuild training programme work on practical courses in the training centres. They attend a minimum of four weeks on placement, which sets their learning in context and helps them to progress quickly through their programme.
- 91 The numbers of learners in training at the time of the inspection are shown in the table below.

	Foundation Modern Apprenticeship	Modern Apprenticeship	Modern Skills Diploma	Skillbuild
Number of learners in training	558	417	0	40

- 92 Qualification frameworks for learners on Foundation Modern Apprenticeship and Modern Apprenticeship programmes include key skills at the levels indicated below. Most learners complete a Foundation Modern Apprenticeship before moving on to the Modern Apprenticeship. Many take the ICT key skill as an additional qualification.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship in ICT	1	1
Modern Apprenticeship in ICT	2	2

Success in attaining agreed learning goals

- 93 All learners train on-the-job and learn new technical skills and competences quickly. Many learners have access to well-resourced bespoke learning centres on their company's premises. This helps them to train and complete their assessments away from their desks.
- 94 CADCentre offers all Foundation Modern Apprentices an opportunity to complete the Diploma in Using ICT. During 2006 and 2007, many Foundation Modern Apprenticeship learners took the opportunity to take either the full Diploma or units towards it.

A Report on the Quality of work-based Learning and The Department for Work and Pensions
funded training in CADCentre (UK) Ltd, July 2007

Leavers/Completers 1 August 2005 to 31 July 2006								
	New starters during this period	Total leavers this period	Leavers gaining full NVQ	Leavers gaining full ILP	Leavers gaining part NVQ &/or key skills	Destination of leavers who did not gain a NVQ, part NVQ or any key skills		
						Related employment	Other employment	Unemployed or other
Foundation Modern Apprenticeship	748	304	1	176	37	52	0	38
Modern Apprenticeship	450	161	21	82	19	27	0	12
Modern Skills Diploma	0	3	2	0	0	1	0	0
Skillbuild	143	138	12	94	10	0	0	22

- 95 Attainment for the period 2005-2006 across all programmes is very good. For the period from August 2005 to July 2006, many Foundation Modern Apprentices and Modern Apprentices successfully attained their full frameworks. Learners' attainment on the Skillbuild training programme is very good with 68% of learners successfully completing their individual learning plans.
- 96 Achievement for the majority of learners has improved significantly for the period from August 2006 to July 2007. The majority of Foundation Modern Apprentices and learners on Skillbuild completed their training plans and attain their qualifications. However, there has been a small decrease in the attainment of Modern Apprenticeship frameworks during this period.

Outstanding practice in early completion of training programmes

- 97 A significant number of learners successfully complete their training programmes early. During the period from August 2005 to July 2006, 75% of Foundation Modern Apprentices and Modern Apprentices completed their qualification frameworks early. During the same period, around 65% of learners following the Skillbuild training programme completed their training before their planned completion date. During the period from August 2006 to July 2007, the majority of Foundation Modern Apprentices and Advanced Modern Apprentices completed their programmes early.

Progress in learning

- 98 Most learners make outstanding progress through their qualification frameworks and many attain additional qualifications, such as higher level key skills. Learners develop their Information and Communications Technology skills quickly in outstanding quality workplaces. They use technical terms correctly and competently. All employers show high levels of commitment and support. Many employers and managers take an apprenticeship programme themselves to help them understand their learners' training.
- 99 All learners make very good progress in using a range of industry standard software such as databases, computer aided design, spreadsheets and word processing and apply these skills well in the workplace. In many cases, learners use their information and communications technology skills well to improve the efficiency and effectiveness of their organisations. For example, a learner in one organisation offering music festivals uses spreadsheets well to analyse the amount of sweets they sell at each concert. The manager uses this information to predict precisely the number of staff and quantity of stock needed for each concert.

- 100 Learners on the ICT practitioners programme talk confidently about how they have learnt the correct procedures for stripping and assembling a computer. Many learners use this knowledge well to upgrade their own computers at home.

Development of personal, social and learning skills

- 101 All learners are highly motivated and enthusiastic. They enjoy their learning and complete their training and assessments on time or early and to a very high standard. Most learners work very well with their colleagues, assessors, employers and training staff. Learners quickly develop effective personal and communication skills through the use and application of their computing knowledge. Many learners have progressed rapidly through their organisation and speak about how their knowledge of information and communications technology has helped them to be more effective in their work roles.

Business Administration and Law

Grade 2: Good features with no important shortcomings

Summary of provision in Business Administration and Law

- 102 The provider delivers work-based learning programmes to 93 Business Administration learners. Nearly all learners are employed in office environments. They are typically located in public and private sector offices. Ninety-one learners are following apprenticeships in Business Administration of which 70 are Foundation Modern Apprentices, 21 Modern Apprentices and two Skillbuild. Most training takes place in the workplace, although assessors offer individual training and coaching as required.

	Foundation Modern Apprenticeship	Modern Apprenticeship	Skillbuild
Number of learners in training	70	21	2

- 103 The qualification frameworks for learners on the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the table below. Learners also complete an appropriate technical certificate in order to achieve the qualification framework.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship in Business Administration	1	2
Modern Apprenticeship in Business Administration	2	2

Success in attaining agreed learning goals

- 104 Most learners achieve good standards of work. All learners develop practical skills and knowledge that enable them to work well within a variety of administration environments. Many learners demonstrate good skills in applying a range of paper-based and electronic administration tasks.

- 105 The quality of all learners' work meets awarding body requirements. A majority of learners have achieved satisfactory skills in communication and application of number. However, there are no learners on programme extending their existing bilingual competence in Welsh.
- 106 Nearly all learners organise their portfolios well and present written work to a very good standard. Many learners also produce well structured and presented business reports. Nearly all learners can organise, deliver and maintain reliable administrative support.
- 107 The provider introduced business administration programmes during the reported year 1 August 2005 to 31 July 2006. Almost all learners started on the programme in June 2006. Learners were still in training, there were no leavers and consequently no attainment during this period.
- 108 In the period, from 1 August 2006 to 6 July 2007, Foundation Modern Apprenticeship attainment is very good overall. Most leavers who did not gain a qualification, left at an early stage of training and went into related employment. A few learners left through redundancy. Modern Apprenticeship learners are still in training with no leavers.

Progress in learning

- 109 Most Modern Apprenticeship learners are making very good progress. The majority of Foundation Modern Apprenticeship learners make good progress towards achieving the goals in their individual learning plans. All learners acquire very good skills and knowledge of work within the business administration environment. For example, a learner demonstrated effective transferable skills, cross-referencing a visual word document on office supplies for a National Vocational Qualification unit, as evidence for their communication key skills.
- 110 A minority of learners do not have a clear understanding of their own progress. Target setting both short-term and long-term is not always clear enough for these learners to plan and assess their own progress.
- 111 Many learners' complete extra key skills, including working with others and improving own learning and performance during their training that is highly valued by employers. These achievements enable learners to be more effective when working with others in the work place.

Development of personal, social and learning skills

- 112 All learners develop very good personal and social skills. Many learners develop good time management skills and are able to organise and meet work deadlines to the standard expected of them.
- 113 A minority of Modern Apprenticeship learners independently research and collect good quality workplace evidence and reference it to their NVQ portfolios. A few learners do not take enough responsibility for their own learning.
- 114 All learners receive very good support from assessors. As a result, they become more self-confident in work. All learners develop effective professional relationships

with assessors, employers and peers. Nearly all learners are well motivated, enthusiastic and enjoy their learning. They have good records of attendance and timekeeping in work. All learners have adequate awareness of equal opportunities issues and show respect for diversity.

Provider's response to the report findings

We welcome the findings of this Estyn and Ofsted joint inspection report and are delighted with the grades awarded.

The inspection results recognise our commitment to providing high quality services that can make a positive impact on the learners and the community. The report also highlighted the continuous improvement culture in the organisation.

We have accepted the recommendations in the inspection report and we are in the process of making the necessary action plan to address these recommendations.

Appendix 1

The evidence base of the inspection

Inspectors visited:

- learners in the workplace and during off-the-job training; and
- a variety of other activities delivered by the provider including progress reviews, assessments and key skill sessions.

Members of the inspection team held meetings with:

- directors, managers and staff of CADCentre (UK) Ltd;
- employers; and
- learners at the workplaces and in off-the-job locations.

The inspection team also considered:

- a selection of learners' work and photographic records of achievement; and
- comprehensive documentation provided both before and during the inspection.

Appendix 2

The inspection team

Sandra Barnard HMI	Reporting Inspector
Janice Thomas HMI	Deputy Reporting Inspector
Judy Birkenhead HMI	Lead Inspector Ofsted
Huw Collins HMI	Team Inspector
Bernard Hayward HMI	Team Inspector
Maxine Mayer HMI	Team Inspector Ofsted
Sally Stringer	Additional Inspector
Stephen Nelson	Additional Inspector
Maureen Everett	Additional Inspector
Hazel Iveson	Additional Inspector
Ian Jones	Additional Inspector
Mary Heylin	Additional Inspector
Sain Farqhaurson	Peer Assessor
Susan Morgan-Jones	Peer Assessor
Ian Ashman	Peer Assessor
Ali Anwar	Provider nominee
Bernard W O'Reilly MHMI	Quality Assurance