

Career Development Center Limited

Inspection report

Unique reference number: 51013

Name of lead inspector: Rosy Belton HMI

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Type of provider: Independent learning provider

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Information about the provider

1. The Career Development Center Limited (CDC) is an independent training provider and a limited company offering work-based learning in Greater London, the south and the east of England, with a few learners in the north. The head office and base for Greater London operations is located in Woodford Green, Redbridge. Provision in the east of England is managed and administered from the Huntingdon Business Centre, Huntingdon. The structure of the organisation has changed since the last inspection with three senior managers below the managing director and over thirty staff assessing, training and supporting the training programmes. Since the last monitoring visit, two organisations have merged to form CDC.
2. CDC has a contract with the Skills Funding Agency to provide non-apprenticeship adult skills provision and apprenticeships for both adults and young people. Training is predominantly offered in the child development and well-being and health and social care sectors, although a small number of learners take customer service, business and administration qualifications. A larger number work towards literacy and numeracy qualifications alongside their main vocational qualification. As part of its sustainability strategy CDC now generates more private income and has extended its geographical spread.

Type of provision	Number of learners in 2010/11
Employer provision:	
Train to Gain	1021 learners
Apprenticeships	157 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 2
		Grade
Outcomes for learners		3
Quality of provision		3
Leadership and management		3
Safeguarding		2
Equality and diversity		3
Learning for qualifications in employment		Grade
Health and social care		3
Child development and well-being		2

Overall effectiveness

- Overall, a satisfactory percentage of learners successfully complete their qualifications within agreed timescales, although some make slower progress. Progression to higher level qualifications in relation to learners' starting points is good. Learners improve their employability, personal and social skills. Individual coaching sessions for learners taking child development and well-being qualifications are well planned and link theory to practice particularly well. For the larger number of health and social care learners assessment planning is poor and slows progress. This is particularly so for learners with additional literacy or numeracy support needs which had not been identified at an early stage of their programme. Arrangements to meet the needs and interests of learners and employers are satisfactory as assessors make every effort to accommodate learners' and employers' needs. A range of well-established partnerships add to learning opportunities as assessors successfully link employer-based training to qualification standards. All learners receive effective support from assessors, and child development and well-being learners receive useful information, advice and guidance throughout their programme. Leadership and management are satisfactory. The good strategic direction that senior managers provide, supported by effective operational management, give

clear direction to CDC's business. Safeguarding arrangements are good. Staff are well trained and safe recruitment practices are well established. Equality and diversity are usually promoted well to all learners and integrated effectively into coaching sessions for child development and well-being. Quality improvement arrangements are well established and generally effective; however, internal verification arrangements for health and social care learners have failed to identify assessment weaknesses. The completion of documentation, for example learners' progress reviews, is not consistent and is not always sufficiently detailed or thorough.

Main findings

- Success rates are satisfactory for the majority of learners on non-apprenticeship adult skills programmes. Although most learners complete their qualification they make slower progress than expected. The small, but growing, numbers of apprentices are more successful.
- In child development and well-being programmes, learners demonstrate a good standard of work. In health and social care the standard of work is satisfactory. Progression in relation to prior attainment is good and most learners progress by at least one level.
- Learners demonstrate good gains in confidence and personal skills, including the development of employability skills, and ably use their increasing knowledge and understanding of the vocational subject.
- Training is satisfactory overall, and good for child development and well-being learners. Trainers use their experience and knowledge well to guide learners successfully through the qualifications. However, the range and quality of resources to support learning are not sufficiently well developed and trainers do not plan thoroughly the training and assessment for health and social care learners.
- Learners and employers are pleased with the service they receive. However, the involvement of employers in training and the monitoring of learners' progress are insufficient and the length of time allocated to each learner does not fully take account of their individual circumstances.
- Support for child development and well-being learners is good and well planned. Support arrangements for health and social care learners are satisfactory, although they vary too much, and progress reviews do not always lead to the setting of clear targets.
- For learners requiring literacy and numeracy support, arrangements are satisfactory. Many learners' needs are assessed in a timely manner and learners then make good progress. However, for others, this is not the case.
- Senior managers work very effectively as a team and provide particularly effective leadership to promote high standards. They approach strategic planning and target setting carefully to raise expectations; staff roles and responsibilities are clearly defined. Staff have good opportunities for development. Communications within the company are good. Data and

management information are used well for monitoring and managing performance.

- Safeguarding arrangements are good, supported by good, clear policies and procedures. Staff and learners understand and use policies and procedures well and safe recruitment practices are thorough and effective.
- The promotion and reinforcement of equality and diversity to learners are mostly effective. Appropriate mechanisms are in place to protect learners from bullying, harassment and unfair treatment. However, CDC's policies do not include current equalities legislation and employers' equality arrangements are not checked. Achievement data are thoroughly analysed to identify any differences for different groups, but not for completions in the time planned.
- CDC's engagement of users to support and promote improvement is satisfactory. Surveys of learners' views at different points of their course and of employers' views are routine. The responses are carefully analysed and monitored to identify and make improvements. Staff develop effective relationships with learners and employers and they respond promptly and effectively to any issues raised.
- Overall, the company has satisfactory processes for monitoring and evaluating performance. Quality assurance arrangements are well developed but generally focus on processes and procedures. Data are used effectively to identify improvements. Action plans have clear and realistic targets, and are monitored and implemented effectively. The observations of teaching and learning do not include all aspects of learners' programmes.

What does CDC need to do to improve further?

- Improve the progress learners make towards achieving their qualifications by setting specific and measureable targets for achievement within overall realistic timeframes.
- Ensure that all learners and employers are fully involved in, or informed about, the robust planning of training which should clearly take account of an individual learner's starting point and personal circumstances.
- Introduce and actively use a range of high-quality vocational, literacy and numeracy learning resources to broaden learners' understanding of the industry beyond that of their job role.
- Fully establish literacy and numeracy learning support to ensure that all learners' needs are identified before they progress onto vocational training. Make learners aware of what they are working towards and regularly inform them of the progress they are making.
- Ensure that the company's policy for equality and diversity reflects current legislation and that employers' equality arrangements are checked. Extend the analysis of achievement data to identify any differences for different groups to include completion in the time planned.

- Develop the processes and procedures for observations of teaching, training and learning, to include all aspects of the learning programmes, with clear action plans for any improvements identified. Use the information from observations of teaching, training and learning to inform self-assessment.

Summary of the views of users as confirmed by inspectors

What learners like:

- how the qualification helps them improve their spelling and grammar
- gaining a qualification
- the assessors' knowledge and support and how the assessors explain things simply and clearly
- learning and achieving in rewarding work
- how the course met their expectations even though it was very challenging
- their tutors, who are always at the end of the phone or email if needed.

What learners would like to see improved:

- the long delay between being enrolled and the start of the programme
- the guidance on qualification language, which should be clearer.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the speedy and effective resolution to issues raised with CDC
- the professionalism, flexibility and personal commitment of assessors that help learners
- the support CDC gives to learners
- how CDC monitors the progress of learners and keeps them on track
- how well they work in partnership with CDC.

What employers would like to see improved:

- the amount of information they receive on learners' progress
- the opportunities to train more advanced level learners
- the identification of potential funding to gain access to learning.

Main inspection report

Capacity to make and sustain improvement

Grade 2

4. Since the previous inspection, CDC has established and maintained a sound record of sustained improvement. Managers set ambitious targets to improve outcomes for learners, most of which have been met successfully. They support a strong focus on appropriate priorities throughout the organisation to raise standards for all users and manage performance very well. Overall completion in the time planned for Train to Gain programmes has increased each year and success rates for the more recently introduced apprenticeships are high.
5. CDC has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement. Staff are very committed to improving the provision and their own practice, and are supported well by managers and good staff development. CDC's processes for self-assessment and quality improvement include suitable consideration of users' views. The involvement of staff in the self-assessment process is good. The self-assessment report is clear and self-critical, with demonstrable impact through implementation of the linked quality improvement plan. However, CDC overestimates the quality of some aspects of the provision and does not sufficiently evaluate the separate subject areas.

Outcomes for learners

Grade 3

6. Success rates within agreed time frames for non-apprenticeship adult skills learners are satisfactory overall. For health and social care at intermediate level, accounting for 75% of learners, they are satisfactory at 88% and better at advanced level at 90%. Success rates for child development and well-being at intermediate level are high, at 94%, and at advanced level, 93%. Literacy and numeracy success rates are good at 86%. For the small number of business administration learners success rates improved from 58% in 2010/11 to 69% in 2011/12.
7. Apprenticeship success rates in health and social care were outstanding at 100% for the small number of learners in 2010/11 and in child development and well-being they were good, at 80%, for an equally small number of apprentices. There has been an improving trend in young learners completing their qualifications on time. Success rates for 16-18-year-old apprentices improved from 64% in 2010/11 to 97% in 2011/12, well above the national average. There has been a decline in success rates for apprentices aged over 25 years, from 100% completing on time in 2010/11 to 76% in 2011/12.
8. Inspectors found no significant differences in outcomes for learners analysed by ethnicity or disability. Where some differences occurred in outcomes for gender, these were eliminated by the next quarterly reporting period. CDC has yet to explore the difference for groups of learners completing on time when slow progress remains an issue.

9. The standard of learners' work in child development and well-being courses is good. Learners demonstrate a thorough knowledge of childcare practice and employers report that their work with children has improved as a result of completing their qualifications. The standard of learners' work on health and social care courses is satisfactory and their practice meets expectations for the level of qualifications.
10. Progression in relation to prior attainment is particularly good, with 96% of learners progressing by one level or more, 71% by two levels or more and 25% by three levels. Learners develop good employability skills in all subject areas. Some learners successfully progress from volunteering roles into paid employment. They gain higher pay awards or career progression, for example into managerial positions on completion of their qualification. Learners enhance their employability prospects and many take paediatric first aid, manual handling and other qualifications offered through their work settings.
11. Learners feel safe and demonstrate safe working practices. They clearly understand the value of completing risk assessments and are particularly aware of protecting themselves, their clients and the children they work with.

The quality of provision

Grade 3

12. Overall, the quality of training is satisfactory. Child development and well-being learners benefit from well planned group and individual training. Tutors enthusiastically develop an effective rapport with learners to motivate and challenge them to extend their knowledge and understanding. Teaching methods are varied and well adapted to meet the needs of all learners, regardless of their location and work setting.
13. The training of learners on health and social care courses is satisfactory and learners extend their knowledge and understanding of aspects of their job roles, mostly through professional discussion with assessors. Assessors effectively use employers' training evidence to support the learners' qualifications. However, CDC coaching sessions lack sufficient planning or variety in their teaching. Trainers make insufficient use of learning resources to develop learners' understanding of the sector.
14. Assessment practice is satisfactory. Assessments are timely and fair and assessment decisions are valid. However, in health and social care too much variety in the planning of assessments often leaves learners unclear about how they will be assessed and what will be included. Assessment methods do not always meet individual learners' needs, for example those with poor writing skills.
15. CDC appropriately meets the needs of learners and employers. Learners are actively encouraged to choose optional units that suit their individual and work role and they have a good understanding of how to achieve their qualification. Assessors coordinate their schedules well to accommodate learners' work patterns. However, the planning of the length of programme does not always

sufficiently take account of individual learners' starting points, work arrangements or additional learning needs.

16. Employers speak very highly of CDC's commitment to meeting their needs and how any concerns they raise are very effectively resolved. However, not all employers are sufficiently involved in the planning of training or the close monitoring of learners' progress.
17. Overall, support for learners is satisfactory and is good for child development and well-being learners. Their support is well planned and information, advice and guidance are well integrated into assessment and learning. Generally, the monitoring of learners' progress is effective. However, for health and social care learners, the quality of support is too varied. Progress reviews do not always lead to clear and achievable targets. For some learners trainers do not review sufficiently aspects of learners' progress beyond the qualification.
18. Since the previous inspection, support for learners with additional literacy and numeracy needs has much improved and is now satisfactory. Staff are now more able to support their learners. However, not all learners' needs are assessed in a timely manner and support is sometimes delayed too long. Progress is not always sufficiently well recorded. Identification and support arrangements for those with other support needs such as dyslexia are unclear.

Leadership and management

Grade 3

19. Senior managers demonstrate particularly effective leadership throughout the organisation. They work well together as a team and have established a positive and supportive culture that promotes high standards. They approach strategic planning carefully and provide clear direction to raise expectations. Ambitious targets are set and mainly met, with good use of management information systems and data for the monitoring and management of performance. Communications within the company are good and its targets, mission and values are well understood by staff.
20. Arrangements to safeguard young people and vulnerable adults are good. CDC has a good, clear safeguarding policy and procedures, including useful explanations of terminology, which all staff receive. Learners have a simplified, but equally useful, version in the learner guide. Reporting arrangements are clear through a named safeguarding officer. Good, safe recruitment procedures include risk assessing staff prior to employment and the receipt of Criminal Records Bureau checks. These are effective and staff activities with learners are limited during the recruitment period.
21. Annual safeguarding training ensures all staff are aware of the actions needed to identify and respond appropriately to safeguarding issues or concerns. All staff promote the importance of safeguarding and prioritise it with their learners. A single record of Criminal Records Bureau checks is kept and CDC has made appropriate responses to safeguarding concerns. Links with external support agencies are effective. The promotion of safeguarding with learners

through induction activities, in the content of learning sessions and during progress reviews, is good.

22. CDC's arrangement to promote equality and diversity are satisfactory overall. The profile of CDC's staff reflects its learner population and diversity is well represented in the company's promotional literature. Learners have a satisfactory understanding of equality and diversity which are promoted and reinforced effectively during their progress reviews. Appropriate mechanisms are in place to protect learners from bullying, harassment and unfair treatment; however, staff do not check employers' equality arrangements. Managers analyse data thoroughly to identify any differences in achievement for different groups and have taken well considered steps to narrow the small gender gap in achievement. However, data are not analysed to identify differences between groups of learners in their progress and completion in the time planned. CDC's policy documents for equality and diversity do not refer to current legislation. The company has been slow in arranging training to update staff.
23. CDC's engagement with users to support and promote improvement is satisfactory. Staff develop effective relationships with learners and employers. Learners' and employers' views are routinely surveyed and the responses are carefully analysed to identify and make improvements. Additionally, samples of learners and employers are contacted by telephone to seek their views. Staff respond promptly and effectively to any issues raised by learners or employers. Links with employers are good and they are provided with the option to receive detailed monthly reports on their learners' progress. CDC has established an online forum for learners, but they do not use it.
24. The company's processes for monitoring and evaluating performance are satisfactory. The quality assurance arrangements are well developed and mostly effective. However, much of the quality assurance is focused on improving compliance to processes and procedures. Data on performance, learners' progress and outcomes are analysed and the findings are used effectively to identify improvements. Action plans for improvement have clear and realistic targets to develop the provision for learners and are monitored and implemented effectively. Internal verification is satisfactory. Arrangements for observations of teaching and learning are planned only for the relatively few classroom sessions and other aspects of teaching and learning are not evaluated.
25. CDC provides satisfactory value for money. Most learners make satisfactory progress, develop their skills well and for the majority of learners their attainment is good. Overall, the suitability, availability and quality of resources are satisfactory; they are managed effectively and in a sustainable way. CDC has an established strategy to develop staff, who have access to good opportunities to gain additional qualifications and for continuing professional development.

Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: *customer service, literacy, numeracy and business administration*

Health and social care

Grade 3

Context

26. CDC provides diploma and apprenticeship programmes in health and social care for 453 learners of whom 367 learners complete diploma programmes. Of these, 289 are at level 2 and 78 at level 3. Of the 86 apprentices, 14 are 16-18-year-olds; 13 are completing an intermediate level programme and another is completing an advanced level apprenticeship. Of those aged from 19 to 24 years, 5 are completing an intermediate, and 9 an advanced, apprenticeship. Of learners aged 25 years plus, 11 are completing an intermediate and 47 an advanced apprenticeship.

Key findings

- Success rates are satisfactory. Success rates for intermediate diplomas for those completing within agreed timescales are 89% and for advanced diplomas, they are 84%. These figures are in line with national rates and close to the 2009/10 success rates of 88% for both intermediate and advanced learners.
- Learners are well motivated and enjoy their learning. They develop essential workplace skills, improve their confidence and achieve promotions and extended workplace roles because of their new skills and qualifications. Some learners go on to take further qualifications on completion of their learning programmes. Learners' portfolios contain work of a satisfactory standard.
- Learners feel safe in their workplace. Where learners are anxious about working late shifts, employers complete a full risk assessment. All learners report safe working practices and appropriate use of personal protective equipment. Employers provide mandatory safeguarding and health and safety training and this is further developed by assessors during progress reviews and learning activities.
- The choice of optional units is broad. Support and advice for learners to choose the most appropriate optional diploma units to support their learning aims and employment goals are effective. Assessors explore the learner's work role and its requirements to select appropriate units and to ensure the learner can provide appropriate evidence and achieve their awards. Learners are encouraged to choose units that meet their interests and longer term educational and career goals.
- Assessment planning is poor. Some assessors do not complete written assessment plans before observations, and when plans are completed they are

included in feedback on meetings with learners; they are brief and not always linked to the units of learning being completed. The formal learner assessment progress record does not detail the specific activities agreed and often states weak and generic targets, such as 'continue with the next two units'.

- Formal progress reviews completed by assessors are effective. Learners are aware of the progress they have made and future targets they need to achieve. Employers are aware of learners' progress but are not fully involved in the review process.
- Employers provide off-the-job training during induction and mandatory training and assessors make good use of this as evidence towards the learners' diploma units. Not all assessors inform learners that they should monitor their guided learning hours spent on their diploma studies.
- Partnership working with employers is effective. CDC has well established partnerships with three major employers, developing return business and becoming preferred providers. Employers value the support of the CDC assessors and work well in partnership with them to find appropriate solutions to problems learners' experience.
- Useful information, advice and guidance support learners' achievement of their career and learning goals. Assessors match learners' optional units to areas of personal interest and career aims and, on completion of their programme, effective advice and guidance help learners make appropriate career and learning choices.
- Support for learners is satisfactory. All learners have their assessor's contact details and are able to contact them between support visits if they have queries or questions relating to their studies. Assessors work effectively with employers to support learners; however, not all learners are offered appropriate additional learning support to develop their literacy or numeracy skills.
- Internal verification practice is satisfactory and is completed effectively using a team approach. Assessors are risk assessed and a sample plan developed accordingly; however, internal verifiers do not consistently use the sample frames. The lead for quality assurance has identified this issue and developed an audit process which has yet to be implemented. Records of internal verification have not identified the inconsistencies in assessment planning.
- Learning resources are poor. Assessors do not have access to company laptop computers to support learners in the workplace. They are unable to complete online key skills assessments and this leads to delays in the completion of awards. All documentation is hand written and photocopied if necessary.

What does CDC need to do to improve further?

- Develop assessment practice to ensure assessment plans link clearly to learning unit requirements and produce consistent practice across all assessors including the use of specific, measurable, achievable, realistic and time bound targets. Further improve assessors' skills and confidence in using varied approaches to the collection of evidence to support learners' achievement.

- Quickly identify all learners' additional support needs and provide timely and appropriate support, enabling speedier progress.
- Fully include employers in learners' progress reviews to maximise their involvement, share details on learners' progress and link on- and off-the-job training.
- Further develop internal verification practice to ensure the full development of sample plans used by all internal verifiers and the rigorous identification and addressing of shortfalls in assessment practice.
- Develop the learning resources available to support assessors and learners and monitor guided learning hours for diploma learners to ensure they receive the required information and learning opportunities to complete their qualifications.

Child development and well-being

Grade 2

Context

27. CDC provides training for 116 learners working towards child development and well-being qualifications. There are 23 intermediate apprentices and 63 advanced apprentices. There are 30 learners completing non-apprenticeship adult skills qualifications, 10 at level 2 and 20 at level 3. Training and assessment are provided in the workplace or local community through group sessions, individual coaching sessions, evening and weekend classes. All learners are employed or working on a voluntary basis in a range of early years settings.

Key findings

- Overall success rates are high, although not all learners complete within agreed time frames. The late introduction of key skills, late certification, and the long turnaround time for paper-based tests have resulted in slow progress for apprentices. CDC has identified this and taken appropriate action. The standard of work in learners' portfolios is high. The monitoring of learners' progress is effective and risk assessed carefully.
- Learners are developing good personal and professional skills. They gain confidence and a more professional attitude alongside the knowledge and skills to work well with children and young people. Good opportunities exist for learners to progress from intermediate to advanced levels and into paid employment.
- Learners feel safe, trust and value their assessors. They are aware of procedures to keep themselves safe and know how to get help. Health and safety and safeguarding are an integral part of the programme. They know how to work safely with the children in their care.
- Teaching, learning and assessment are good. Assessors provide well-planned group sessions and individual coaching. Assessors use their own and the learners' experiences well to extend learning and develop understanding. Well-presented portfolios of work contain a range of well-written evidence. Well-planned assessment includes good feedback to learners clearly stating what they have achieved and what they need to do next within agreed timescales.
- Learning resources are satisfactory. Assessors have good vocational experience and are well qualified. The development of lesson plans, handouts and schemes of work are appropriate for the qualifications. Tutors receive a monthly budget which they use well to buy books and other resources and to cover costs of mobile phone calls and printing. However, in key skills and the vocational qualification, resources are not adapted to meet the needs of all learners.
- In most instances individual learning plans and reviews contain detailed and clearly planned targets. However, the use of documentation to plan and measure progress over time with formalised targets is inconsistently effective. Trainers do not monitor thoroughly learners' progress in developing literacy and

numeracy skills. Where reviews are completed, the monitoring of progress is better.

- CDC meets the needs of learners and employers well. Taught sessions and individual coaching are provided in workplaces and in community venues that are easy to reach. When workplaces are closed assessors continue to meet with learners, and if learners move to a different employer they are able to continue with their qualification. Assessors plan visits to fit in with learners' shift patterns, provide extra support sessions in groups, one to one or by email, phone or text.
- Support for learners is good. Learners benefit from time with their assessor at a place and time to suit their individual needs. The integration of information, advice and guidance into the assessment and learning process is good. Some additional support strategies are used effectively for individual learners to aid progress. Good additional support for qualifications, including language development, meets individual needs well. Some employers are also very supportive, providing time to attend training and resources for learners to use.
- The subject area is managed well. Communication between assessors and their manager is good. The team has clear targets for unit completions. Assessors benefit from good professional development. Assessors are well managed, reporting fortnightly on learners' progress, with additional reporting for learners who cause concern to ensure workplace managers are contacted and remedial action taken. Employers value good communication and assessors sharing detailed information on learners' progress and problems.
- Safeguarding is well integrated into learning and learners show a good understanding of the subject. Reinforcement throughout the programme, in the individual learning plan and during progress reviews is good. However, records are not always consistent in relation to their focus on safeguarding the learner in contrast to the children in their care.
- Promotion of equality and diversity within the subject area is good. Learners are protected well from harassment, bullying and discrimination through procedures promoted throughout induction and during reviews. The learner guide clearly details harassment and complaints procedures. CDC investigates complaints promptly and takes action. The ethnic profile of the staff matches that of the learners and local population well and has a good proportion of male assessors providing positive role models.
- The findings of inspection broadly reflect the strengths identified in the self-assessment process. The self-assessment report does not recognise separate subject areas so that detailed analysis of quality improvements are not specific or sufficiently critical in identifying further improvement in child development and well-being. Effective analysis of completions within agreed timescales was effective and resulted in actions to remedy the problems.

What does CDC need to do to improve further?

- Further improve the progress of learners by introducing all elements of the programme early to give learners as much time as possible to develop the necessary skills and prepare for assessment.

- Standardise the use and completion of documentation across all parts of the learners' programme to ensure that clear targets are recorded and measured over time.
- Further challenge and stretch learners by developing resources that can be adapted to meet individual learners' needs and aid their progress.

Information about the inspection

28. Three of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the regional manager delivery operations, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's monitoring visit and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and employers had completed on behalf of CDC. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)

Career Development Center Limited

Learning types: 14-16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Part-time learners	594	594
Overall effectiveness	3	3
Capacity to improve	2	
A. Outcomes for learners	3	3
A1. How well do learners achieve and enjoy their learning?	3	
A1.a) How well do learners attain their learning goals?	3	
A1.b) How well do learners progress?	3	
A2. How well do learners improve their economic and social well-being through learning and development?	2	
A3. Do learners feel safe?	3	
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
A5. <i>How well do learners make a positive contribution to the community?*</i>	n/a	
B. Quality of provision	3	3
B1. How effectively do teaching, training and assessment support learning and development?	3	
B2. How effectively does the provision meet the needs and interests of users?	3	
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	3	
C. Leadership and management	3	3
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
C3. How effectively does the provider promote the safeguarding of learners?	2	
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
C5. How effectively does the provider engage with users to support and promote improvement?	3	
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	3	

*where applicable to the type of provision

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