

# Career Development Center Limited

## Independent learning provider

<b>Inspection dates</b>		11–15 August 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Inadequate-4</b>
	Previous inspection:	Satisfactory-3
Outcomes for learners		Inadequate-4
Quality of teaching, learning and assessment		Inadequate-4
Effectiveness of leadership and management		Inadequate-4

## Summary of key findings for learners

### This provider is inadequate because:

- Learners of Black Caribbean and African heritage, those learners taking functional skills qualifications and apprentices aged 16 to 18 do not achieve well
- Too few learners make adequate progress or succeed in achieving their qualifications
- Too few learners achieve English and mathematics functional skills qualifications
- The quality of teaching varies too much and is not yet consistently good, particularly in English, mathematics and information and communication technology (ICT) functional skills. Lecturers do not use a wide enough range of learning activities to enliven learning sessions.
- Lecturers do not use the results of the initial assessments to challenge the more able learners or to ensure that those who require specialist help receive it
- Managers have not taken effective action to halt declining success rates. They do not use the most relevant data to analyse trends in achievement or to check if actions they take to improve the outcomes for learners are working.
- Managers spend too long dealing with everyday operational matters at the expense of planning and improving the quality of delivery.

### This provider has the following strengths:

- Learners develop good vocational skills and knowledge. Many progress on to higher level qualifications, are promoted or take on extra responsibilities at work.
- Lecturers plan vocational learning well and make good links between theory and workplace practice. They deliver and assess learning very flexibly around learners' shift patterns and workplace routines.

## Full report

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

- Analyse the reasons for the current high turnover of lecturing and management staff and plan staffing to ensure learners' progress is not adversely affected by changes in lecturers.
- Manage the delivery of English, mathematics and ICT functional skills for all learners by:
  - identifying suitable members of staff to coordinate functional skills
  - developing the skills and competence of lecturers to enable them to successfully teach functional skills
  - establishing a network of colleges and providers who can support learners to develop their language skills
  - ensuring learners take functional skills tests earlier in their programme so that their achievement is not delayed while waiting for their results
  - using data about first-time test pass rates to analyse and improve the performance of learners.
- Use the results of learners' initial and diagnostic assessments better to plan and provide the help learners need. Set more challenging activities for more able learners to help them study effectively and achieve to the best of their ability.
- Analyse relevant management information to ensure that where groups of learners achieve less well this is understood and swift action for improvement is taken.
- Raise the quality of teaching, learning and assessment by sharing the better practice in a more structured way and use technology better to enliven learning sessions.

### Inspection judgements

Outcomes for learners	Inadequate
<ul style="list-style-type: none"> <li>▪ Outcomes for learners are inadequate because learners' success rates have declined over the past two years and are now inadequate. Learners' achievement varies considerably by programme type, in different parts of the country, by ethnic heritage group and by individual lecturer. Learners make slow progress, particularly towards achieving functional skills in English, mathematics and ICT.</li> <li>▪ In 2012/13, apprentices had high success rates and achieved better than comparable learners nationally. However, apprentices' achievement has plummeted in the current year and too many learners are making inadequate progress. In particular, apprentices aged 16 to 18 have very poor and declining success rates and slow achievement.</li> <li>▪ Although many workplace learners, particularly in health and social care, achieve their qualifications, they complete these too slowly. Not all learners achieve equally well. Managers raised achievement successfully for workplace learners of Indian and Pakistani heritage in two geographical areas. Their success rates are now similar to their peers. However, learners of Black Caribbean and African heritage continue to underachieve.</li> <li>▪ Too few classroom based learners, many of whom take functional skills, achieve their qualifications. Managers do not know how many of these learners gain employment or progress to further education, apprenticeships or training.</li> <li>▪ Learners develop functional skills in English, mathematics and ICT too slowly and at a slower pace than they develop their vocational skills. Pass rates in mathematics functional skills tests are good. In English and ICT they are too low. Many learners cannot complete their apprenticeship because they are waiting for the results of their functional skills tests, which they</li> </ul>	

do not take until the end of their course. As a result, those who have to re-take tests become demotivated.

- Learners become more competent and professional by using their learning well at work. Early years and playwork learners interact better with children as a result of their increased communication skills. Learners gain significant knowledge of legislation, including about equality and diversity, which they apply confidently at work.
- Progression by work-based learners is good and many advance on to higher level courses within the organisation. Many health and social care and early years and playwork learners go on to higher-level apprenticeships. These learners often gain promotion at work or take on additional responsibilities while studying.

### **The quality of teaching, learning and assessment**

Inadequate

- Teaching, learning and assessment are inadequate. Although learners benefit from high quality vocational teaching, learning and assessment their achievement is adversely affected by the quality of functional skills teaching, which requires improvement. Too many learners make slower progress when their lecturers leave and time is wasted during the hand-over period.
- In vocational learning sessions, lecturers make good links between theory and the workplace which means that learners see the relevance of their learning and relate this successfully to their work. Most lecturers use their industry knowledge well to question skilfully learners' practice at work, helping them to reflect on and increase their skills. Learners apply legislation at work, use the correct terminology with confidence and work more autonomously.
- Lecturers work very flexibly to ensure their visits fit around shift patterns and the daily routines of care homes and nurseries. Where learners change employers, lecturers adapt programmes well around new job roles.
- Lecturers use too narrow a range of learning activities and rarely employ appropriate technology to aid learning and assessment. In the more interesting learning sessions, lecturers use their own laptops, tablets or smart phones to enliven activities, introduce web-based resources or to record professional discussions during assessment.
- Learners benefit from receiving detailed and accurate oral feedback which helps them understand the progress they are making and what they need to do to improve. Early years learners receive detailed written feedback. However, health and social care, administration and business management lecturers give learners written feedback that is too general, bland and unhelpful.
- Lecturers do not use initial assessments of learners' starting points sufficiently to plan individual learning programmes. More able and experienced learners lack challenge and those with specific support needs lack the help they need to succeed. In the east of England, learners with English as an additional language receive suitable support because lecturers refer them to local colleges and training providers which helps them to achieve. This does not happen in other geographical regions, where a few learners struggle with the apprenticeship because they do not have the necessary language skills to meet the requirements of the programme.
- English, mathematics and ICT functional skills teaching, learning and assessment are inadequate because the quality of learning sessions vary too much. Most lecturers promote the importance of English and mathematics in the workplace effectively, encouraging learners to see the relevance of these skills and give their own examples of how they can be used. However, not enough lecturers correct learners' spelling, punctuation and grammar or emphasise the importance of good English when learners write care plans or reports for their employers.
- Most learners receive good information, advice and guidance. Learners recruited onto the apprenticeship benefit from a thorough and detailed discussion about the commitment required to be successful. Staff encourage learners to be ambitious in their career aspirations and personal goals.

- Lecturers promote equality and diversity well at induction and in learning sessions. For example, they use work-related incidents and activities to effectively reinforce learners' awareness of cultural and linguistic diversity. This helps health and social care learners, in particular, to have a high regard for the personal dignity and rights of service users.

## Health and social care

### Apprenticeships

#### 19+ Learning programmes

Inadequate

- Teaching, learning and assessment are inadequate which is reflected in health and social care learners' progress and achievement of functional skills which are inadequate. As a result of high quality vocational teaching, learners develop good skills and knowledge, with the confidence to put these into practice at work and communicate better with service users, such as those who have dementia. Functional skills teaching is inadequate and the poor quality is exacerbated by the delays a minority of learners experience in their learning when their lecturer leaves.
- Lecturers plan vocational learning sessions well. They make good use of their qualifications and experience to link theory with learners' work roles. This enables learners to use and extend their knowledge and gain a broader understanding of the complexity and importance of good health and social care practice. Lecturers challenge learners' workplace practices skilfully to help them reflect on, and improve, their effectiveness at work. This helps learners to understand the implications of their actions, such as those relating to the confidentiality of information when leaving a computer logged on while having to deal with an emergency.
- Materials to develop learners subject knowledge require improvement. Learners complete workbooks and assignments which are not inspiring and do not offer the more able learners sufficient challenge or develop their skills to study or research topics independently.
- Lecturers plan learning and assessment visits carefully around learners' shift patterns. Where learners move to new employers, lecturers enable them to continue with their apprenticeships, in some cases adapting the course to fit in with the learner's new job role.
- Lecturers monitor learners' participation and progress carefully. A few learners experience delays in their learning because lecturers have been on long-term sick leave or have left.
- Lecturers do not use the results of initial assessments sufficiently to challenge the most able learners or provide support for those with identified learning or language development needs. In the east of England, learners with English as an additional language benefit from good support from local colleges and training providers, but in other areas this support is lacking.
- Most lecturers assess learners' work very efficiently and effectively. They give learners good oral feedback that clearly indicates how they might improve in the future. However, this is not always reflected in their written feedback on learners' work. Most lecturers identify errors in learners' spelling, punctuation and grammar, but a few ignore them and provide little guidance on how learners might improve.
- The quality of English and mathematics teaching is inadequate. The more effective lecturers ensure that learners value the part that good English and mathematics has in the sector. A minority of lecturers focus their teaching too narrowly on achieving functional skills qualifications, such as highlighting scruffy handwriting as a potential reason to fail the test rather than promoting the requirement for clearly written care plans.
- Learners receive good advice and guidance. As a result, many progress on to higher-level apprenticeships and gain promotion at work. Learners attend a good induction, which helps them understand the demands and requirements of their programmes well.
- Lecturers promote equality and diversity meaningfully by devising realistic scenarios, which help learners relate equality and diversity to work and extend their English vocabulary and writing skills. For example, learners discuss challenging topics, such as ensuring residents with

dementia can be fully included in activities in the home and devising strategies for discussing cultural and religious differences with elderly service users.

## Early years and playwork

### Apprenticeships

### 19+ Learning programmes

Inadequate

- The quality of teaching, learning and assessment for early years and playwork learners is inadequate because their achievement and progress is inadequate. Functional skills learning is inadequate, learning is disrupted when lecturers change and many learners sit tests too late in their programme which adversely affects their achievement. Vocational teaching and assessment are good.
- Learners receive good quality vocational learning. Lecturers use their good industry experience to make clear links between theory and learners' professional practice at work. Lecturers question learners skilfully so that they reflect on their experiences and effectiveness at work. This helps learners develop good practical skills such as how to communicate effectively with babies and young children.
- Lecturers provide good support to learners by delivering learning and assessment sessions around learners' shift patterns and their nursery's daily routines. Learners value the training and support they receive from lecturers in their workplace, or alternative convenient locations, alongside regular email contact between visits.
- When lecturers leave or resign learners experience unacceptable gaps in their learning while waiting for replacement lecturers. This slows the progress that they make.
- The range of learning activities and research tasks that lecturers set learners requires improvement. Learners understand clearly how changes in legislation and food hygiene guidance affect their role in nurseries or as childminders. However, lecturers do not encourage learners to use computers enough to research up-to-date information and practice in the early years sector, read a wide range of textbooks or acknowledge the sources they use for written assignments.
- Lecturers carefully assess learners' written work and provide them with detailed feedback which helps them improve. Lecturers set clear and achievable short-term learning targets which help learners to understand what they need to complete between each visit. However, not all lecturers correct errors in learners' spelling, punctuation and grammar.
- The quality of support for learners requires improvement. Lecturers provide highly effective pastoral support for learners that helps them overcome personal and family difficulties that are a barrier to their progress. However, learners with identified learning needs or for whom English is an additional language do not receive sufficient specialist help or tuition.
- The quality of English and mathematics teaching and learning is inadequate, with the more effective sessions being delivered in discrete groups. Lecturers are less successful at teaching English and mathematics within vocational learning sessions and learners struggle to recall, or apply, what they learn.
- Learners receive ineffective advice and guidance about their programme, because a minority are unclear about the need to take functional skills tests. Lecturers give them good advice and help with their future careers. They support learners well when they apply for promotion at work, and many progress to higher-level courses.
- Lecturers deliver equality and diversity activities and safeguarding scenarios effectively in vocational learning. As a result learners develop good practical knowledge that they apply well when planning activities for children in nurseries and after-school clubs. Learners develop a sound understanding of how to safeguard children and young people .

**The effectiveness of leadership and management**

Inadequate

- Leadership and management are inadequate because directors and managers have not taken effective or swift action to rectify the declining success rates or manage the growing functional skills programme. Poor management of staffing and sickness levels has significantly slowed the progress that learners make. Managers spend too much time dealing with everyday operational matters which restricts the time and energy they have to make strategic decisions and assess the impact of actions they have taken.
- Leaders and managers are starting to use data more effectively to monitor learners' success rates, though these remain inadequate. However, leaders and managers rely too heavily on a data system that gives an inaccurate picture of the progress that learners make. This stops them judging how well the organisation is performing.
- Regional managers set lecturers challenging targets which they monitor frequently through appraisal, supervision meetings and fortnightly risk assessment. This diligent management has helped improve teaching, learning and assessment of learners in the east of England, who consequently now achieve better than previously. In other regions, this has been less successful and the quality of the learners' experience varies considerably, depending on the lecturer assigned to them.
- Managers have strengthened and improved the systems used for observing the quality of teaching, learning and assessment but these require improvement. They identify areas for improvement accurately, but make insufficient links between teaching and learning, which has not helped them increase learners' rates of progress.
- Staff development is ineffective. Lecturers receive frequent training which is helping to maintain good quality vocational teaching and learning but is not yet ensuring high quality functional skills delivery. Lecturers meet routinely to discuss a wide range of topics, such as safeguarding, functional skills and changes to qualifications but they do not have sufficient structured opportunity to share best practice.
- Self-assessment is inadequate, with too few lecturers or regional managers contributing to the process. The director and managers analysed achievement data well to make suitable judgments but failed to evaluate the quality of teaching, learning and assessment accurately. The resulting quality improvement plan is too brief and not resulting in sufficiently swift change.
- Managers use employers' views well when planning programmes and adjusting the delivery to meet their needs, such as organising evening functional skills lessons to fit around one employer's shift patterns. Managers do not collate and use learners views well enough to inform improvements or share the analysis of learners' questionnaires with lecturers to help them develop.
- Management of functional skills is inadequate. A few lecturers lack confidence in their own skills and ability to teach English, mathematics and ICT. Managers revised programmes to introduce functional skills at an earlier stage in each learner's programme, but too many take tests at the end which adversely affects their overall achievement. Managers have introduced systems to ensure the independent invigilation of functional skills tests, but do not monitor how rigorously lecturers adhere to this.
- Managers and lecturers take good account of learners' diverse cultural backgrounds when planning courses. In a recent paediatric first aid course, they held separate resuscitation activities for men and women that recognised their cultural needs. Managers take learners' complaints and concerns seriously and respond promptly and appropriately to resolve these, where possible.
- Although managers have a good appreciation of the reasons for lower achievement by some, but not all, groups, they do not always use data well enough. They do not analyse information, such as first-time functional skills test results, to check that their assumptions are correct and subsequent actions are effective.

- Not all lecturers know enough about the contractual requirements that someone employing an apprentice needs to meet, which means they do not check aspects such as whether learners receive at least the minimum wage and are employed full time. Although staff carry out thorough initial checks of employers, their ongoing monitoring of employers requires improvement.
- The provider meets its statutory requirements for safeguarding learners but safeguarding requires improvement. Managers and lecturers receive suitable training which they use well to identify safeguarding concerns and refer these to the appropriate professional organisations. Staff carry out risk assessments of learners' workplaces, but these lack detail, and some do not include all the sites that learners work across or specific restrictions in the tasks that learners aged 16 to 18 can carry out.



## Record of Main Findings (RMF)

### Career Development Center Limited

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>4</b>	-	-	-	-	4	4	-	-
Outcomes for learners	<b>4</b>	-	-	-	-	4	4	-	-
The quality of teaching, learning and assessment	<b>4</b>	-	-	-	-	4	4	-	-
The effectiveness of leadership and management	<b>4</b>	-	-	-	-	4	4	-	-

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and social care</b>	4
<b>Early years and playwork</b>	4



Type of provider	Independent learning provider							
Age range of learners	19+							
Approximate number of all learners over the previous full contract year	1491							
Managing Director	Mr John Easton							
Date of previous inspection	August 2012							
Website address	www.cdc-net.co.uk							
Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	-	66	-	42	-	9	-	-
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	22	248	14	265	-	86		
Number of traineeships	16-19		19+		Total			
	-		-		-			
Number of learners aged 14-16								
Full-time	-							
Part-time	-							
Number of community learners	-							
Number of employability learners	-							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	N/A							

## Contextual information

Career Development Center Limited (CDC) is an independent training provider located in Woodford Green in Redbridge. The company is led by the managing director and the senior management team of four managers. CDC delivers apprenticeships and workplace learning in health and social care, early years and playwork, administration, business management and customer service. Teaching, learning and assessment are mainly delivered in the learners' workplace, although a few learners attend group learning sessions in community locations, such as libraries. Most learners work in care homes, domiciliary care, nurseries, after-school clubs or as registered childminders across the East Midlands, London, east and south east England. CDC also delivers English and mathematics functional skills classroom learning to unemployed adults and employed learners who are not yet ready or eligible to start an apprenticeship. Since the last inspection, CDC has closed its office in Huntingdon.

## Information about this inspection

### Lead inspector

Janet Rodgers HMI

Two of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the Regional Manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews and telephone calls to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

## What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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