

# Creative Process Ltd

## Not for profit organisation

<b>Inspection dates</b>		5–8 May 2015
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement -3</b>
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

## Summary of key findings for learners

### This provider requires improvement because:

- programme managers do not take sufficient account of the demands of the apprenticeship in their planning of training and assessment and, as a result, too many apprentices do not complete their apprenticeships on time
- vocational staff do not build the development of English and mathematical skills into their programmes sufficiently well, and the small minority of apprentices who need to achieve these functional skills to complete their apprenticeship make slow progress
- teaching and learning are not yet consistently good across all apprenticeships, especially in media and communication; assessment, assignment planning, target setting and feedback to apprentices are not of a high enough standard to enable apprentices to make good progress
- planning, communication and agreed actions between assessors and employers do not always work well enough, leading to ineffective coordination of on- and off- the-job training
- trainers do not always use the results of initial assessments effectively to plan training to meet the individual needs of apprentices
- trainers and assessors do not develop apprentices' understanding of equality and diversity well enough, particularly with regard to potential issues in the workplace
- managers do not routinely collect the views of apprentices and employers in order to make improvements to apprenticeship programmes.

### This provider has the following strengths:

- apprentices develop very good workplace skills that employers value highly and which enable them to gain employment; apprentices' progression rates into permanent employment are exceptionally high
- the range of apprenticeships is good and designed in close collaboration with employers and partners to meet the diverse needs of the creative and digital industry well.

## Full report

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

- Ensure that the planned length of programmes takes account of the starting points of apprentices and the demands of the apprenticeship, so that more apprentices complete within planned timescales.
- Improve the development of English and mathematical skills in vocational lessons so that apprentices make better progress and achieve their functional skills qualifications in these subjects.
- Improve the planning of programmes, assessment of learning, feedback and target setting in media and communication, taking account of apprentices' starting points, in order to develop their knowledge sufficiently and help apprentices to manage their learning within the planned time.
- Improve apprentices' understanding of equality and diversity within the context of their industries and workplaces, especially in relation to discriminatory practices.
- Put in place mechanisms to capture feedback from apprentices and employers, and use this to evaluate and make improvements to the quality of provision.

### Inspection judgements

<b>Outcomes for learners</b>	Good
------------------------------	------

- Creative Process provides a range of advanced and higher level apprenticeships for the creative media, advertising and marketing industries. The subject areas reported and graded in this report are the two largest areas, creative media and digital marketing. Inspectors also met, and sampled the work of, a small number of apprentices in cultural venues and arts' management.
- Outcomes for learners are good. In 2013/14, the first year for which data are available, overall success rates were slightly below those of similar providers for the small number of apprentices who were due to complete their programmes. So far in 2014/15 the number of apprentices who have left their programme early is small.
- Learners on higher apprenticeships make good progress; success rates are high with the majority achieving within the planned time. By contrast, too many advanced apprentices do not progress well enough or achieve within the planned time. Apprentices' rates of progression into employment are extremely high. All apprentices are recruited into apprenticeship vacancies that employers plan in close collaboration with Creative Process to ensure a 'best fit'. The posts offered are sustainable jobs with competitive salaries. The vast majority of those who complete their apprenticeships secure permanent employment, in most cases with their existing employer, and often gain promotion. A few continue their studies in higher education or start their own business. Leaders and managers do not yet offer opportunities to progress to a higher level apprenticeship in creative and digital industries media.
- Apprentices' attitudes to work and learning are excellent. Demand for apprenticeship places is extremely high, attracting large numbers of high calibre applicants. Apprentices show commitment and a desire to succeed, for example they maintain good timekeeping at work and are enthusiastic about their work. Apprentices' attendance and punctuality in classroom sessions are good; they develop good workplace-relevant skills which are valued highly by employers. Apprentices grow in maturity and become more confident in their jobs, develop good teamwork and communication skills, and take on more responsibility in their roles. All apprentices receive free membership of a programme of professional tuition online that helps them improve their skills in the use of specialist software. A small minority of apprentices find the apprenticeship requirements are not closely matched to their job role or that they do not reflect changing industry practice.

- The vast majority of apprentices already hold A\*- C grades in GCSE English and mathematics when they start their programme; however, for the remainder progress towards achieving functional skills in these subjects is slow. Vocational assessors do not routinely develop apprentices' English and mathematical skills through class or work-related assignments, nor do they allow enough time for these qualifications in individual learning plans; as a result, apprentices take longer than expected to complete them.

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

Requires improvement

- Teaching, learning and assessment require improvement as the quality of provision for apprentices in cultural arts, media and communication is not yet good, and this area represents the majority of apprentices.
- Apprentices benefit from enthusiastic trainers and assessors, the vast majority of whom are currently working in the media and marketing industries. Staff share their external contacts generously with apprentices, encouraging them to attend industry briefings and build their own professional networks. Trainers provide good care and support for apprentices. Communication between apprentices, trainers, assessors and managers is frequent, and this helps apprentices manage and resolve personal or health issues, so that they can complete their qualifications. However, tutorials in media and communication do not provide enough guidance for apprentices about external sources of help on such matters. The very few apprentices who have additional learning needs receive effective support.
- Assessors working on the same apprenticeship framework with different apprentices at the same employer do not have a common approach to planning and managing assessment and learning; as a result, employers do not all have a good understanding of the requirements of the apprenticeship and the progress apprentices need to make. This leads to slow progress for apprentices.
- The quality of assessment, assignment planning, feedback, and target setting, requires improvement. Assessors make good use of technology to record evidence in the e-portfolio; however, the targets they set for apprentices are too narrowly focused on meeting individual components of the qualification rather than supporting the planning of learning. Trainers in creative and media do not plan assignments well enough to make the best use of opportunities in the workplace, thus hindering apprentices' progress. Their written feedback does not focus sufficiently on identifying what apprentices have done well or what they need to do to improve. Trainers' verbal feedback, however, is constructive and motivates apprentices to do better.
- Off-the-job training sessions require improvement. Employers support apprentices to attend regularly and training facilities are of a high standard. However, too much teaching is not sufficiently inspiring, and trainers use activities that fail to maintain the interest of apprentices, or to relate closely to what they are learning at work.
- Employers are highly committed to helping apprentices succeed and nurturing their talent. They provide apprentices with a particularly good range of learning opportunities and additional responsibilities that help them to develop relevant personal and technical skills, particularly on digital marketing apprenticeships. However, assessors and employers do not always work together to plan these opportunities effectively to fit with the requirements of the apprenticeship.
- The development of apprentices' English and mathematical skills requires improvement. Trainers and assessors do not develop these skills sufficiently in assignments or classroom sessions. Managers have recently taken steps to improve functional skills teaching; for example, by recruiting specialist tutors and providing online learning resources. These actions are starting to improve apprentices' progress.
- Recruitment and initial advice and guidance are very thorough. The chief executive personally facilitates recruitment events for employers and ensures potential recruits receive clear and objective guidance on opportunities within the sector and how the apprenticeship works in practice. New apprentices participate in a comprehensive induction day, including assessment of

their English and mathematics skills; however, the assessor and trainers do not use the results of initial testing of learners' skills consistently well to plan individual learning. The training and ongoing support trainers provide on the use of the e-portfolio system are not effective enough to ensure that every apprentice has confidence in using the system.

- Trainers and assessors do not develop apprentices' understanding of equality, and awareness of diversity, well enough. Assessors and employers question and record apprentices' understanding of equality topics during visits and reviews; however, this does not develop apprentices' knowledge sufficiently and they do not have a good awareness of good or poor practice in the workplace.

## Media and communication

### Apprenticeships

Requires improvement

#### **Teaching, learning and assessment in media and communication require improvement because:**

- although the proportion of apprentices who successfully complete advanced level media programmes is in line with similar providers, too few do so within the planned time
- trainers do not plan enough stimulating activities in classes to keep apprentices' attention; in a small number of lessons, tasks or projects do not take apprentices' current work roles into consideration
- trainers do not check apprentices' understanding frequently enough and their written feedback is not detailed enough to help apprentices make good progress; however, their verbal feedback is informative and helpful
- employers value the contribution of apprentices to creative businesses; however, assessors do not provide a significant minority of employers with sufficient information about the requirements of the apprenticeship and the amount and timing of assessments, as a result, too many apprentices make slow progress
- in cultural and theatre arts, different assessors working with apprentices at the same employer use different approaches to assessment and this causes confusion about the requirements of apprenticeships; as a result, not all apprentices receive the same opportunities for assessment and progress
- in tutorials, staff do not provide apprentices with enough information about how to obtain support and guidance relating to social, personal and health subjects; formal arrangements to collect apprentices' views are poorly developed and do not lead to improvements
- trainers and assessors do not develop apprentices' mathematical skills sufficiently to enable them to apply these skills in creative and cultural work; trainers do not regularly set apprentices tasks using mathematical skills or integrate these usefully into project work
- trainers and assessors do not promote equality and diversity topics sufficiently well; staff do not consistently develop apprentices' understanding of diversity in the creative and cultural sector to prepare apprentices, for example, to recognise and challenge discriminatory behaviour in their workplace.

#### **In media and communication the provider has the following strengths:**

- apprentices benefit greatly from trainers and assessors with excellent current industry experience, which they use well to help apprentices develop up-to-date knowledge and technical competence; apprentices broaden their knowledge and skills through experimentation in creative media, for example creating poster campaigns using powerful images and editing video footage for broadcast
- assessors and employers coach apprentices to develop good communication skills and show initiative in the workplace; as a result, apprentices are given greater responsibilities at work, such as opportunities to generate ideas for scripts for television campaigns and manage web-based promotions

- apprentices develop good insight and a thorough understanding of the features of specialist creative and media workplaces; they refine their career aspirations by experiencing work within dynamic media businesses, collaborating effectively with other, highly experienced, employees
- staff provide apprentices with good advice and guidance, and useful knowledge about the opportunities in media industries; staff provide clear information to support apprentices' progression into creative and digital employment or further training.

## Marketing and sales

### Apprenticeships

Good

#### Teaching, learning and assessment in marketing and sales are good because:

- a large proportion of apprentices complete their programmes successfully, particularly those on the higher level public relations framework; a large majority remain in employment within the sector
- apprentices develop good and relevant work-related personal and social skills through experiences such as campaign launches, presentations and events management
- care and support for apprentices are good; assessors visit apprentices frequently, offering individual constructive coaching that helps apprentices to make good progress towards the achievement of technical qualifications; managers routinely contact apprentices to check on progress and any matters of concern
- on-the-job training is good, with employers providing learning opportunities relevant to apprentices' qualification requirements; apprentices who work in marketing and advertising companies have access to a free, high quality, online resource that helps them develop their technical knowledge and practise software skills
- trainers and assessors monitor and review apprentices' progress very effectively and share this information with employers at regular reviews; the majority of apprentices find the e-portfolio system suits their preferred method of learning, and the 'real-time' indication of their progress towards completion motivates them
- the use of technology promotes timely assessment; for example, apprentices are adept at using mobile devices to record and upload evidence onto their e-portfolio, allowing instant capture of their achievements
- the recent recruitment of specialist functional skills tutors has resulted in good individual support for apprentices to help them to develop English and mathematical skills; a greater proportion now passes these qualifications at the first attempt
- information, advice and guidance about courses and apprenticeship job opportunities are extremely effective; staff work very well with employers to support recruitment and selection into apprenticeship posts, ensuring that apprentices are correctly matched to the appropriate programme and job role.

#### Teaching, learning and assessment in marketing and sales are not yet outstanding because:

- too many apprentices still make slow progress with their functional skills
- in a minority of classroom sessions, tasks do not sufficiently challenge apprentices, and too many apprentices do not develop advanced knowledge that is relevant to their current tasks at work
- trainers and assessors do not all use the results of initial assessment consistently well to plan individual learning to meet the specific needs of apprentices.

## The effectiveness of leadership and management

Requires improvement

- The overall effectiveness of Creative Process requires improvement because the quality of

teaching, learning and assessment is not consistently good.

- Managers have designed apprenticeships with employers' constraints in mind; however, they do not take sufficient account of apprentices' starting points and the demands of the qualification. For too many apprentices this results in them making poor progress and taking too long to complete their apprenticeship.
- Apprentices enjoy their studies; however, managers do not systematically collect apprentices' or employers' feedback to identify, and make, improvements during the programme. Assessors have very good working relationships with employers; although, in a minority of cases, poor communication leads to confusion about what is required from the employer to support apprentices to make good progress.
- The chief executive has developed an extensive network of employers, gaining their trust and commitment and thus increasing apprenticeship opportunities. The company, in its second year of providing government-funded training, is securing good outcomes for learners, especially into permanent jobs.
- Arrangements to assure quality and raise standards are starting to be effective. Creative Process has strengthened its management team with staff whose focus is to improve quality, and actions they are taking are leading to some improvements for apprentices in the current year. Leaders and managers analyse course data carefully and take well-planned actions to address underperforming areas and staff performance. Managers' observations of teaching sessions accurately identify strengths and areas for improvement, and effective professional support is helping trainers to improve their performance. Completion of a teacher training qualification is now a condition of employment for all trainers and assessors and is improving their professionalism.
- Creative Process provides a very good range of specialist apprenticeships, chosen to meet employers' needs. Managers are closely involved with government bodies and professional associations, and design programmes that suit employers' specific needs. As a result, many employers now choose an apprenticeship route for new employees over the more traditional graduate entry scheme. A highly productive partnership initiated by Creative Process with the Institute of Practitioners in Advertising has led to more apprenticeship opportunities within prestigious, multi-national employers; furthermore, this partnership has led to wider promotion of training programmes and access to good quality training facilities for its apprentices.
- Managers use self-assessment correctly to evaluate strengths and areas for improvement. They update the self-assessment report throughout the year, drawing on feedback from monthly evaluations by assessors and from course reviews; however, employers are not yet involved in evaluating the quality of provision.
- The safeguarding of apprentices at Creative Process is good. Managers work very proactively to ensure the safety and well-being of all apprentices. They identify potential issues through frequent communication with apprentices and intervene rapidly when needed, for example challenging an employer over an inappropriately-worded email to an apprentice. Apprentices feel safe and are confident about raising concerns with staff. Safeguarding training for staff is effective; staff are alert to signs of radicalisation and induction materials explain the dangers of extremism. A new tutorial programme for apprentices covers subjects such as e-safety and drug awareness.
- Trainers promote equality and awareness of diversity at apprentices' inductions, and refer to these topics during assessments and reviews. However, trainers and assessors do not sufficiently develop apprentices' ability to understand and promote equality in the context of their industry. Staff enable apprentices from an increasingly wide range of backgrounds to take apprenticeships in the sector.

## Record of Main Findings (RMF)

### Creative Process Ltd

<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>3</b>	-	-	-	-	-	3	-	-
Outcomes for learners	<b>2</b>	-	-	-	-	-	2	-	-
The quality of teaching, learning and assessment	<b>3</b>	-	-	-	-	-	3	-	-
The effectiveness of leadership and management	<b>3</b>	-	-	-	-	-	3	-	-

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Media and communication</b>	<b>3</b>
<b>Marketing and sales</b>	<b>2</b>



Type of provider	Independent learning provider								
Age range of learners	16-18								
Approximate number of all learners over the previous full contract year	201								
Principal/CEO	Mr Andrew Carmichael								
Date of previous inspection	Not previously inspected								
Website address	http://creativepioneers.london								
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+	
	-	-	-	-	-	-	-	-	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18	19+			
	-	-	62	69	-	8			
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:	None								



## Contextual Information

Creative Process Ltd is a not-for-profit social enterprise located in New Cross in the London Borough of Lewisham. Apprentices are predominantly working in businesses across the Greater London area, with a few placed with employers in the surrounding counties. The company works with around 90 different employers, including advertising, digital and marketing agencies and other creative businesses, which are amongst the fastest-growing industries in the United Kingdom. Creative Process works in close partnership with industry trade bodies and sector skills councils. Across this geographical area, variations exist in the socio-economic background of residents, but the level of regional unemployment is the second highest in England.

## Information about this inspection

### Lead inspector

Darrell Bate

One lead inspector and two additional inspectors, assisted by the finance director, as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors also used data on apprentices' achievements over the last full year and provider's in year data to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of apprentices 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:

[www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012](http://www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too.

To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk)



Employer View is a new website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too.

To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk)

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

