

Citroën UK Limited

Employer provider

Inspection dates

26–29 April 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for learners	Requires improvement
Apprenticeships	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings

This is an inadequate provider

- Safeguarding arrangements for apprentices are inadequate.
- The development of apprentices' understanding of fundamental British values is inadequate.
- Leaders and managers have not ensured that the recommendation made at the previous inspection to keep apprentices safe while online has been fully implemented.
- Governance and strategic oversight of the apprenticeship provision are ineffective.
- Management and quality assurance of the work of the subcontractor for the apprenticeship programme are weak.
- Self-assessment does not give an accurate picture of the quality of the apprenticeship provision or support improvement.
- Staff do not routinely use findings from the initial assessment of apprentices' prior knowledge and skills to help them progress rapidly or according to their potential.
- Trainers do not routinely challenge all apprentices to improve their skills in English and mathematics above the minimum expectations required by their apprenticeship programme.
- Trainers do not provide sufficiently clear and detailed written feedback for most apprentices to show them what they need to do to improve.
- Too few apprentices achieve their qualifications on time.
- Performance and standards have declined from the previous inspection.

The provider has the following strengths

- Most apprentices develop the technical skills and confidence that prepare them effectively for a career in the automotive industry.
- Almost all apprentices progress to employment within the Citroën dealership network, where they benefit from ongoing product training to consolidate and extend their technical skills.
- Technical training resources at 'The Academy' to support apprentices to develop good work-related vocational skills are of a very high industry standard and have benefited from ongoing and sustained investment since the previous inspection.

Full report

Information about the provider

- Citroën UK Limited (Citroën) is a multinational manufacturer of automobiles and motorcycles. It is part of Groupe PSA (formerly known as PSA Peugeot Citroën). The company provides apprenticeship programmes in motor vehicle engineering, parts operations, customer service, vehicle sales and business administration through a network of franchised retail and service centres throughout the United Kingdom. The company also operates the Peugeot apprenticeship scheme.
- Citroën has recently rationalised its provision, closing two training centres in Slough and Glasgow, and with apprenticeship training delivered at the company's technical training academy ('The Academy') based in Coventry. The company subcontracts all training, assessment and management of learners' performance to Calex UK Limited. Currently, 436 learners are undertaking apprenticeship training, of which the majority are adults.

What does the provider need to do to improve further?

- Leaders must undertake urgently a comprehensive review of safeguarding arrangements to ensure that they are fully effective and prioritise the safeguarding of apprentices at all stages during their training.
- Ensure the swift appointment of an appropriately trained safeguarding officer whose specific role is clearly and unequivocally communicated to all apprentices, training staff and to key managers at all hotels used by apprentices whilst attending The Academy.
- Carry out swiftly an overall safeguarding risk assessment for identified higher-risk apprentices that clearly highlights what is being done to keep them safe and what can be expected by parents and employers when younger apprentices are away from home for training.
- Develop and implement quickly an effective training programme to raise awareness of e-safety for all apprentices. Progress rapidly the outstanding actions on the Prevent duty action plan to assure that apprentices are well protected from the dangers associated with radicalisation and extremism.
- Ensure that all staff closely monitor and prioritise the safeguarding and welfare needs of apprentices at all times by establishing a culture of constant and unrelenting vigilance to confirm that apprentices are safe; ensure that apprentices have a clear understanding of how to raise any concerns they may have.
- Improve governance by ensuring that leaders at Citroën establish promptly ambitious and detailed performance targets to improve the quality of delivery, standards and outcomes of the apprenticeship programme. Those with governance responsibilities should take rapid and decisive action where performance is not improving at a fast enough pace or is not meeting their high expectations.
- Establish quickly a detailed and comprehensive action plan to rectify all areas for improvement identified in this inspection.
- Implement a more rigorous approach to challenging and monitoring the performance of the subcontractor by holding the subcontractor to account for the achievement of appropriately demanding operational and quality improvement targets.
- Leaders and managers should conduct a thorough self-evaluation of the apprenticeship programme to ensure that they critically evaluate the strengths and areas for improvement of the programme, including the performance of the subcontractor.
- Ensure that trainers use accurately the results of initial and diagnostic assessment to plan effective learning. Plan, review and record apprentices' progress more regularly; and ensure that staff provide them with detailed written feedback during reviews and assessment, so that they have a precise understanding of what they have to do to progress according to their potential and achieve within the planned timescale.
- Promote regularly the further development of apprentices' English and mathematical skills beyond their initial starting points through classroom-based activities, trainers' constructive assessment of written work, reviews and work-related tasks.
- Carry out detailed analyses of data to inform managers' understanding of the extent to which apprentices are achieving within the planned timescale and of the extent of variation in the performance of all groups of apprentices. Monitor apprentices' performance routinely and systematically and set them realistic targets to improve further. Expect high standards of all apprentices, so that outcomes improve significantly.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders at Citroën have failed to manage the subcontractor effectively to ensure that all apprentices receive good teaching, learning and assessment throughout their programme. Lines of accountability and responsibility between Citroën and the subcontractor for the successful delivery of the apprenticeship are not sufficiently clear or precise. Consequently, the leadership team at Citroën has not been able to monitor closely the effectiveness, or the quality, of training delivered by the subcontractor.
- Leaders at Citroën have focused too much on securing the financial viability of the programme. Those with governance responsibilities have failed to set their subcontractor robust and challenging apprenticeship delivery targets. As a result, apprentices are not receiving a high-quality learning experience or consistently achieving to their full potential. However, the delivery of the technical knowledge element of the apprenticeship programme continues to be effective.
- The use and analysis of data are not sufficiently comprehensive to inform managerial decisions at all levels and to secure good outcomes for apprentices. Achievement gaps between genders have narrowed, but leaders have not identified that gaps in the rate of timely completion for particular age groups have worsened over time.
- Leaders and managers do not utilise performance management effectively to raise standards of teaching, learning and assessment. Observation arrangements for trainers are ineffective in measuring the learning that takes place or in identifying what staff need to do to improve their practice. Performance appraisals rarely contain meaningful and realistic targets for improvement.
- The development of apprentices' English and mathematical skills has not received the appropriate strategic attention of leaders and managers. Consequently, both Citroën and the subcontractor have aspirations for apprentices' development of these essential skills only at the level needed to complete the apprenticeship framework. These take no account of the apprentices' potential. Trainers' knowledge of, and confidence in, their English and mathematical skills to support apprentices require improvement.
- Managers' monitoring and evaluation of the quality of the provision are too narrow and insufficiently rigorous. Much of their effort focuses on meeting the minimum requirements of the awarding body and, as a result, they have not developed further the key aspects of the apprenticeship programme since the previous inspection.
- Quality improvement and action-planning processes are not effective at bringing about improvement quickly. The provider's self-assessment report is insufficiently comprehensive, evaluative or critical. As a result, the quality improvement plan fails to focus on the actions that will have the greatest impact on learning.
- Leaders at Citroën have implemented a good strategy for developing learning programmes that match business needs well. Apprentices benefit from a wide range of learning and training courses that allow them to develop their technical skills particularly well.
- Since the previous inspection, leaders at Citroën continue to prioritise considerable investment in upgrading the resources to support technical training at The Academy. In addition, much development is taking place concerning the digitalisation of learning methods through the newly established virtual learning centre. This development enables apprentices to learn remotely at a time that suits their individual needs.
- **The governance of the provider**
 - The governance of the apprenticeship programme by Citroën is ineffective. Leaders at Citroën do not request or receive regular reports on apprentices' performance and progress.
 - Those with governance responsibilities have not fulfilled their duty to obtain an accurate understanding of the quality of provision or to hold the subcontractor to account for the effective delivery of the apprenticeship programme.
- **The arrangements for safeguarding are not effective**
 - Leaders with governance responsibilities and managers at all levels have failed to foster a culture of vigilance and scrutiny to satisfy themselves that they are taking appropriate precautions to keep apprentices safe. At the time of inspection, no suitably trained designated safeguarding officer was in post. Apprentices are not clear whom they can go to in order to escalate any safeguarding or welfare concerns they may have.

- Leaders and managers have not placed sufficient emphasis on identifying higher risk groups, such as those aged 16 to 18, or on subsequently carrying out a thorough risk assessment for them. In particular, they should consider those who stay in hotel accommodation away from their homes during training periods.
- The development of apprentices' e-safety knowledge since the previous inspection has been perfunctory. Actions to implement a robust strategy to comply with the government's Prevent duty have been too slow; apprentices have a weak understanding of how to keep themselves safe from the dangers associated with extremism and radicalisation.

Quality of teaching, learning and assessment requires improvement

- The planning and delivery of teaching, learning and assessment for a significant majority of apprentices require improvement. Trainers are well qualified and highly experienced, but they do not routinely plan lessons to incorporate strategies that meet apprentices' different needs or to ensure that all make good or better progress in their learning.
- The large majority of current apprentices are making the progress expected of them but none is ahead of their planned targets. In addition, a small minority make slow progress, given their existing skills and starting points.
- Progress reviews of apprentices' performance focus insufficiently on their skills development. Too many apprentices are not set appropriate short- and medium-term targets that challenge them to achieve within the planned timescale. Trainers and assessors place too much focus on directing apprentices towards the completion of tasks for assessment, as opposed to developing their work-related and personal skills further to enhance their careers. Although employers are supportive of their apprentices, providing time at work for training, assessment and reviews, too few are closely involved in the review of apprentices' progress. As a result, a minority have too little understanding of the progress their employees are making or how they can support them to achieve their apprenticeship in the planned timescale.
- Apprentices receive good and useful oral feedback to enable them to improve their performance both on- and off-the-job. However, written feedback is insufficiently developmental to inform apprentices what they need to do to reach their full potential; this leads to many apprentices not being able to reflect on the knowledge and skills they have acquired and how to improve.
- Apprentices make slow progress in developing English and mathematical skills, and information and communication technology (ICT) skills. The large majority of apprentices who join the programme with high prior attainment in English and mathematics receive no challenge to improve their skills further. Trainers do not routinely identify spelling and grammatical errors in apprentices' work or provide advice on how to make improvements. This further limits the development of apprentices' skills.
- The assessment of learning for vocational qualifications is accurate and meets external requirements. Trainers and assessors use their occupational and industrial experience very effectively in preparing apprentices well for assessment. Apprentices produce appropriate evidence of their knowledge and skills, linking work-related activities well to qualification requirements.
- Trainers provide good individual support for apprentices. Apprentices in business administration are able to email or phone their assessor outside traditional delivery hours, and responses are quick and supportive. However, for a minority of vehicle maintenance apprentices, time gaps between support visits have been too long, resulting in slow progress.
- Vehicle maintenance apprentices develop their vocational skills particularly well, due to the very high standard of training resources available to support and consolidate their technical skills development in The Academy's well-resourced workshops; these mirror the resources often found within employers' premises. These apprentices confidently use a wide range of specialist automotive equipment such as electronic fault code readers and cylinder compression gauges to identify accurately complex faults with customers' vehicles before repairs are undertaken. An increasing range of high-quality learning resources is being uploaded onto the Citroën virtual learning environment; this is still under development.
- Business administration apprentices do not attend The Academy; instead, they receive regular training within the workplace that is of a good standard. Employers within the Citroën dealership network value highly the good-quality technical training and the skills that apprentices gain off the job and apply successfully within the workplace.
- Vehicle maintenance apprentices who remain on the programme are enthusiastic about their technical training. All apprentices appreciate how the qualifications they gain improve their future prospects. They are motivated to learn and gain the vocational skills to be successful in their chosen career.

- Staff promote equality and diversity appropriately in most aspects of teaching and learning. Apprentices receive information about equality and diversity during their induction, but do not find this memorable.
- Apprentices successfully apply the safety standards learned during the training to the workplace. There is very high regard for safe working practices and compliance with industry standards and expectations.

Personal development, behaviour and welfare

requires improvement

- The large majority of apprentices who join the Citroën training programme with functional skills or GCSEs at grades A* to C receive too little support from trainers to extend their skills in English and mathematics. In a small minority of cases, the assessment of apprentices' functional skills is undertaken late, further contributing to delays in their progress and attainment.
- A few apprentices do not understand how to behave well, especially when at work. These apprentices consider it is appropriate to swear in the workshop. Neither trainers nor mentors challenge this conduct effectively to ensure that apprentices are able to behave appropriately when working with colleagues.
- Apprentices adopt safe working practices within workshops and in the workplace. However, trainers do not ensure that all apprentices have a good understanding of personal safety, including how to protect themselves online and when using social media. Apprentices have a weak awareness of the Prevent duty and of fundamental British values. Apprentices are also unclear about Citroën's safeguarding arrangements or whom to contact should they have any concerns.
- Initial advice and guidance require improvement. The majority of apprentices benefit from a detailed and extensive induction process that outlines Citroën's expectations and commitment from apprentices, but not all staff use routinely the results of initial assessment to identify apprentices' individual support needs or detail precisely how their skills development needs will be met.
- Apprentices enjoy their training, especially their frequent trips to The Academy in Coventry, where they rightly consider the resources to support their technical skills development to be excellent. They benefit from taking part in well-structured practical activities in up-to-date workshops using the company's latest vehicles. They enjoy learning new technical skills and putting these into practice at their dealerships.
- Most apprentices demonstrate appropriate awareness of the need for respect for all groups, including those with protected characteristics; however, the extent to which active promotion occurs is largely dependent on trainers' preparation, knowledge and confidence and so requires further development. Apprentices have a basic understanding of the legal protection they have at work.
- Apprentices develop well their self-confidence and self-esteem as a result of the ongoing support from their trainers and supervisors. Their attendance both at The Academy and at work is good. These attributes help apprentices to become more effective in their job role and in their personal lives, and to gain a better understanding of the world of work. This is a benefit that is recognised by apprentices themselves and their employers, who value the high standards of their employees' practical skills. Most apprentices who complete their apprenticeship remain in sustained employment and are keen to continue working for Citroën.

Outcomes for learners

require improvement

- Since the previous inspection in 2011, the proportion of apprentices who successfully complete their course has declined, falling to around that of other, similar providers. Just over a third of apprentices do not complete their qualifications within the planned timescale. In the current year and based upon the provider's own data, predicted success rates for apprentices are likely to be no better than the previous year's performance, and so require improvement.
- At intermediate level, the time taken for apprentices to achieve their qualification has improved from being very low to now being similar to that of other providers. At advanced level, apprenticeship timely success rates are high. In motor vehicle maintenance, apprentices' achievement is similar to that of other similar providers. In business administration, the proportion of apprentices who complete their programmes in the expected timescale has sharply improved to just above the provider average.
- Actions to reduce differences in the performance of apprentices by gender have been successful. Female and male apprentices now perform similarly. However, older apprentices, who make up the largest single group of learners, achieve less well than those aged 16 to 18; the gap is increasing over time. There are too few learners on the apprenticeship programme from minority ethnic groups or with declared additional learning support needs to enable any useful comparison.

- The small minority of apprentices who join the Citroën training programme without GCSEs at grades A* to C in English or mathematics successfully achieve the appropriate level of functional skills required for their apprenticeship frameworks. However, this training is often delivered late in the apprenticeship programme, thus limiting their overall progress.
- Apprentices quickly develop positive attitudes to their work. They work well with their trainers and other colleagues within their dealerships to demonstrate what they have learned. They become more effective in their jobs. Employers and supervisors at network dealerships comment positively on the good vocational skills that their apprentices demonstrate in the workplace.
- A small minority of advanced apprentices benefit from undertaking appropriate additional training that is above the requirements needed for their apprenticeship qualification. For example, vehicle maintenance apprentices extend their skills in how to maintain and repair hybrid electric vehicles and how to follow safe working practices when replacing refrigerants in automotive air-conditioning systems. In business administration, apprentices complete additional, knowledge-based units at a level higher than is required for their apprenticeship.
- Almost all apprentices who successfully complete their course remain in sustained employment with a corresponding increase in pay. A few gain early promotion at work as service technicians and customer advisers.

Provider details

Type of provider	Employer
Age range of learners	16–18 and 19+
Approximate number of all learners over the previous full contract year	316
Principal/CEO	Phillip Price
Website address	www.citroenapprenticeships.com

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	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Total number of learners (excluding apprenticeships)	0	0	0	0	0	0	0	0
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	187	100	27	122	0	0		
Number of traineeships	16-19		19+		Total			
	0		0		0			
Number of learners aged 14–16	n/a							
Funding received from	Skills Funding Agency (SFA)							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ Callex UK Limited. 							

Information about this inspection

Inspection team

Victor Reid, lead inspector	Her Majesty's Inspector
Maria Navarro	Her Majesty's Inspector
Ralph Brompton	Ofsted Inspector
Susan Gay	Ofsted Inspector
Julie Gibson	Ofsted Inspector
Ian Frear	Ofsted Inspector

The above team was assisted by the apprenticeship manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of apprentices and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

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