

Citroen UK Limited

Re-inspection monitoring visit report

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Type of provider: Employer

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Monitoring visit: main findings

Context and focus of visit

This is the second re-inspection monitoring visit to Citroen UK Limited following publication of the inspection report on 27 May 2016 which found the provider to be inadequate overall.

Themes

The effectiveness of safeguarding arrangements, including apprentices' understanding of fundamental British values and online safety **Significant progress**

Managers have maintained and extended the much stronger safeguarding arrangements seen at the first monitoring visit in July 2016. Apprentices are introduced to safeguarding arrangements at their induction, through a mixture of online learning modules and face-to-face discussions. All apprentices are required to wear identity badges when they visit the training academy. These include a photograph and the name and contact details of the designated safeguarding officer. These details and a designated email address are widely publicised around the training academy. Appropriately trained deputy officers are now in post and all staff have attended 'workshop to raise awareness of 'Prevent'' training. Online resources, the new newsletter and tutors' schemes of work provide apprentices with a wide range of information and discussion topics to help them recognise the risks associated with online grooming in all its forms. Managers routinely monitor how frequently apprentices use the online resources to ensure that they complete mandatory safeguarding training modules. Safeguarding cases are carefully recorded and actions taken are firm and appropriate. The cases demonstrate clearly that apprentices know how to raise concerns about any aspect of their training, accommodation or workplace.

The governance and strategic oversight of the apprenticeship programme, including the terms of reference and key performance indicators for the supervisory board **Reasonable progress**

Since the previous visit, leaders and managers have devised the terms of reference for an advisory board for the Citroen UK apprenticeship programme. The group has met once, in November 2016. Since then, Citroen UK has taken a strategic decision to transfer its contract wholly to an independent training provider, to ensure that apprentices receive high standards of training under the new changes to contracting from 1 May 2017. Under these new arrangements, there will no longer be a requirement for an advisory board.

The management and quality assurance of the subcontractor, including key performance indicators, regular training observation reports and the views of apprentices on the quality of training and assessment

Significant progress

Since the previous visit, leaders and senior managers have devised a set of robust key performance indicators which focus on those aspects of the programme that have a direct impact on the progress learners make. Subcontractor managers now have indicators that are reported regularly to the senior management team for the apprentices for whom they are responsible. These cover achievement rates within the planned time, apprentices' progress, those at risk of exceeding the 90-day apprenticeship completion target, leavers' reports and a teaching and learning report. Managers make better use of an assessment tool to report in detail on the performance of assessors and the progress of specific apprentices when required.

The academy manager uses these reports to monitor the subcontractor's performance closely and to hold its managers to account. As a result of this detailed reporting, the proportion of apprentices at risk of not achieving within the planned time has declined significantly over the last six months.

The quality manager has devised a new strategy for the observation of teaching, learning and assessment to inform staff appraisal and development more effectively.

The effectiveness of the most recent action plan in addressing the weaknesses identified in the inspection and the latest self-assessment report, through clear targets, milestones and measures of success

Reasonable progress

Since the previous visit, leaders and managers have appointed a quality manager to oversee all aspects of quality improvement. All the key actions from the post-inspection action plan have been addressed and are now incorporated in the quality improvement plan (QIP).

The quality manager has ensured that the self-assessment report takes good account of the evaluations of training staff and makes judgements against the common inspection framework. However, the report does not highlight sufficiently the key strengths and areas for improvement. It is overly descriptive and it focuses too much on processes, and not enough on how learners benefit from improved systems.

The QIP, which now takes over from the post-inspection action plan, covers key areas for improvement, but is not well aligned to the self-assessment report. Managers acknowledge that the QIP could be further improved by having more specific and measurable targets and by identifying explicitly the expected impact of actions on learners' outcomes and experience of the apprenticeship programme.

The monitoring of apprentices' progress and the use of initial assessment and clear feedback, to help apprentices improve rapidly and pass the functional skills assessments as soon as they are ready

Significant progress

Managers have been successful in recruiting a new tutor to improve the teaching of functional skills. All apprentices complete a diagnostic assessment of their mathematics, English and information and communication technology (ICT) skills when they start on the programme. The functional skills tutor uses the results to develop an individual learning programme for each apprentice, which involves regular individual face-to-face lessons, online learning modules and group sessions where appropriate. Topics covered in the group sessions have been carefully mapped to the schedule of off-the-job technical training, so that the tutors are able to integrate tasks and activities. This approach is effective in helping apprentices to recognise the importance of these skills to their work, for example in writing job cards or technical reports for customers, and in a wide range of calculations to support vehicle servicing or repairs. Apprentices are now encouraged and supported so that they take their functional skills assessment as soon as they are ready. They quickly develop the necessary skills to pass the ICT assessment through the use of tablet or laptop computers at every off-the-job training session, and by regularly accessing the online learner management system (an intranet of resources). Feedback on their progress is clear and specific, so that apprentices know exactly what aspect of their functional skills they need to improve and why it is important.

The development of apprentices' English and mathematical skills, the impact on the quality of their written reports and the achievement rates of current apprentices who have already completed functional skills

Reasonable progress

The much stronger focus on individual specialist teaching and support for apprentices to develop their mathematical and English skills is beginning to have a positive impact on apprentices' skills, and is recognised by employers. The new tutor is prioritising those apprentices who are nearing the end of their planned time to ensure that they achieve the full framework and secure employment by passing their functional skills assessments. Those first-year apprentices who took an assessment before the new tutor was appointed have been successful in English reading and very successful in ICT, but less so in written English. While the new approach has helped individual apprentices to pass assessments, sometimes – after a long history of failing – it is too early to be sure that all the current apprentices will achieve within the planned time.

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