

Inspection of Creative Process Digital Ltd

Inspection dates: 27 to 29 July 2021

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Creative Process Digital Ltd began as an independent training provider in September 2014 specialising in digital skills. It offered apprenticeships and adult education programmes as a subcontractor for two general further education colleges. It now offers adult education programmes for one general further education college and a local authority.

Since May 2017, it has also offered apprenticeships under its own contract. At the monitoring visit in June 2019, there were 11 directly recruited apprentices on level 3 standards-based apprenticeships in digital marketing and junior content producer. Since then, it has grown and at the time of this inspection, 79 apprentices are on programmes. The main two specialisms offered are the level 3 junior producer standard (29 apprentices) and the level 3 digital marketer standard (50 apprentices). Six learners are studying functional skills English and/or mathematics as part of their apprenticeship. This is subcontracted to Functional Skills UK. Eleven apprentices are aged 16 to 18.

What is it like to be a learner with this provider?

Apprentices rightly enjoy their training. They value the skills of their tutors and the up-to-date industry knowledge that they gain. For example, digital marketer apprentices learn how to enhance their skills in using photographs in their company's marketing campaigns from working with expert tutors who are current professionals.

Apprentices' attitudes to learning are positive. Apprentices are motivated by the subjects they study. They work professionally and can explain what they need to achieve and how they will do this.

Apprentices are respectful of each other and their tutors. They support each other successfully. They understand the impact of any negative behaviour on others. Apprentices concentrate in training sessions. They apply themselves to their work well. They participate enthusiastically when learning new skills.

Apprentices become more confident, resilient and independent as a result of their training. They develop the confidence to work with new technology and the skills to work effectively with others and on their own.

Apprentices feel safe and have a good awareness of how to report any concerns about themselves or their peers. Although apprentices learn about topics such as safeguarding, extremism and British values at the start of their courses, they do not have sufficient opportunities to build on this initial learning alongside their specialist vocational learning.

What does the provider do well and what does it need to do better?

Leaders have an ambitious vision and a clear strategy for the specialist apprenticeships they offer. They have an excellent knowledge of the skills needs of the local area. They work closely with key strategic local partners and employers to plan highly relevant digital curriculums. These stakeholders value the contribution of these digital specialisms to their businesses and to the local economy.

Leaders have recruited a team of tutors who are current industry professionals. This helps apprentices develop the new knowledge and skills they need for the industries they work in. Tutors work closely with apprentices' managers to make sure training is well planned and provides apprentices with high-quality and current skills to meet business needs. For example, apprentices can identify how many 'bounce hits' there may be where people may visit a website but go no further. This helps them to measure the reach of a marketing campaign and the impact of any subsequent changes.

Leaders and tutors have planned a logical and sensible sequence for learning that enables apprentices to build their skills over time. A high proportion of employers understand the sequence of learning for apprentices. They are able to plan work for

the apprentice to practise and, in some cases, build on the knowledge and skills they are learning. For example, apprentices learn about how to take, edit and adapt photographs to create interesting new images. Employers are able to provide opportunities for apprentices to build on this learning at work. However, a few apprentices do not get sufficient opportunities to develop what they learn during their off-the-job training when at work.

Most tutors explain topics and related skills clearly. Apprentices are able to quickly grasp the new knowledge and skills they are taught. Tutors check learning through skilful and probing questioning. Apprentices deepen their understanding through interesting group discussions. For example, apprentices learned about intellectual property and, through the group discussion, they were able to apply this learning to their own workplace.

Tutors provide useful feedback on apprentices' written work. This recognises their strengths and identifies areas for improvement so that apprentices can improve their next piece of work. Tutors provide additional resources when an apprentice is struggling with a topic for them to revise and improve or so that an apprentice can work towards distinction level work.

Apprentices benefit from useful and well-designed project briefs that helps them extend their knowledge and skills and understand how to apply their new knowledge to the workplace. Training coaches carefully discuss and negotiate the topics for project briefs with apprentices and employers to ensure that they fit the skills needs of apprentices and their employers.

Apprentices can choose to base projects and work on useful and interesting topics, such the representation of females in the film industry and the treatment of minority groups. Those who complete these topics gain valuable knowledge of areas such as equality of opportunity and the diversity of modern Britain. However, leaders do not ensure that all apprentices improve their knowledge to help them prepare for life in modern Britain. Leaders have recognised this weakness and now have plans in progress to improve, but it is too early to see the impact of these actions.

The few apprentices who need to study functional skills qualifications benefit from intensive sessions that help most pass their qualifications quickly. Apprentices improve their mathematics and English skills during their apprenticeship. For example, junior content producer apprentices learn about writing for specific audiences or to confidently use their company's 'house style'. Digital marketer apprentices develop their ability to calculate and compare profits from different marketing activities.

Apprentices benefit from useful advice and guidance when they start their apprenticeships and at the end of their training. However, not enough apprentices receive useful information during their apprenticeship about the options open to them after they complete their apprenticeships.

Leaders do not ensure that the support needs of the very small number of apprentices with additional learning needs are in place and implemented from the start of the training programme.

Leaders assess their provision using a wide range of evidence, including detailed stakeholder feedback. This results in an evaluative and largely accurate review leading to a quality improvement plan which identifies clearly the main areas for improvement. The senior team monitor these at their frequent meetings, but they do not prioritise actions that will have the most impact on apprentices' learning. They do not effectively communicate these to all staff so that individuals see their role in the improvement actions.

Safeguarding

The arrangements for safeguarding are effective.

Apprentices develop their understanding of staying safe during their induction. However, tutors do not continue to improve apprentices' knowledge well enough over the remainder of their apprenticeship. Apprentices feel safe and know how, and to whom, they would report any concerns about themselves or their peers.

Staff complete training online so that they are able to support their apprentices to stay safe. However, links with local agencies to ensure all staff are aware of local risks are limited and managers have recently instigated actions to improve this. Safe recruitment practices are in place and effective.

What does the provider need to do to improve?

- Leaders should ensure that their quality improvement priorities are shared with all staff so that the pace of improvement is quickened and good practice is shared so that all apprentices benefit from the same high-quality education
- Leaders should support apprentices with additional learning needs from the beginning of their apprenticeship.
- Leaders should ensure all apprentices benefit from a well-planned and structured personal development training programme so that they develop beneficial knowledge and skills beyond their vocational learning.

Provider details

Unique reference number	1278646
Address	Eighth Floor Telecom House 125-135 Preston Road Brighton BN1 6AF
Contact number	01273 232273
Website	https://creativeprocessdigital.com
Principal/CEO	Jack Hiatt
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Functional Skills UK

Information about this inspection

The inspection team was assisted by the director of operations, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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