

Inspection of CITB (Construction Industry Training Board)

Inspection dates: 21 to 24 March 2023

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Apprenticeships	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Information about this provider

The Construction Industry Training Board (CITB) is a not-for-profit organisation established in 1964. CITB provides apprenticeships and specialist training for the construction industry across England. The head office is in Peterborough, with training centres in Erith and Bircham Newton. At CITB training centres, the largest number of apprentices study scaffolding, followed by land-based service engineering and plant operations.

As well as its own training centres, CITB works with 24 subcontractor partners across the country, an arrangement that accounts for around one quarter of its provision. In subcontracted provision, the largest number of apprentices study carpentry and joinery, construction skills and bricklaying.

Overall, there are 629 apprentices on programmes at levels 2 and 3, with most studying at level 2. Around two thirds of apprentices are aged 19 and above. Approximately 98 apprentices have learning difficulties and/or disabilities, and one has special educational needs. CITB works with 347 employers.

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

Nearly all apprentices progress to full-time employment in the construction industry on completion of their apprenticeships, and the majority receive promotions or pay rises.

Most apprentices enjoy their studies at CITB specialist training centres. Apprentices studying scaffolding quickly learn to build complex scaffolding erections, and apprentices in plant operations become fluent in the operation of heavy plant machinery. Formwork apprentices quickly learn to interpret plans and create steel box frames.

Too few apprentices studying at subcontractors' sites across England achieve their apprenticeships in the time frame expected. On- and off-the-job training for these apprentices is not sufficiently linked to allow apprentices to build their skills incrementally.

Apprentices have very good attendance and punctuality to work and to off-the-job training sessions. Most apprentices behave appropriately and work well with colleagues to complete tasks within set timescales. A very small minority exhibit poor work practices and do not always follow the instruction given by trainers quickly enough.

Apprentices value highly the support they receive from the college welfare team. They appreciate the round-the-clock care that welfare officers provide. Apprentices feel secure when attending their block training and staying away from home in hotels or college accommodation. Apprentices benefit from the social activities that leaders provide for them during residential weeks. As a result, apprentices quickly develop new friendships and additional skills such as teamworking.

Apprentices quickly develop a detailed understanding of workplace safety and operate safely at work. Apprentices wear appropriate personal protective equipment, including harnesses for scaffolders. They operate heavy plant machinery safely and use power tools, such as cutters and nail guns, correctly.

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

Leaders are passionate about providing the construction industry with the skilled workforce of the future. Consequently, leaders made a strategic decision to move away from subcontracted provision and to provide their own niche training, such as in plant operations, ground and formworks, and scaffolding. Leaders have recently reduced their subcontracted provision across the country, and no new apprentices will be taken on for training at these providers. Leaders have committed to supporting all apprentices who remain in learning.

Leaders do not manage subcontracted provision effectively. Leaders focus too heavily on contract compliance and not on the quality of education, or the skills

apprentices develop or their progress. As a result, apprentices take too long to achieve.

Leaders have recently recruited new managers, who have already taken decisive action to improve the quality of provision, including ceasing the use of subcontractors. Many of these managers are new to post, with most starting just before Christmas 2022. Leaders and managers have been successful in rapidly reducing the large number of apprentices who are past their planned end-date. While it is too early to judge the full impact of many of their actions, the changes made are already having a demonstrable positive impact.

Leaders' accurate assessment of the quality of education has enabled them to focus on priority areas, such as improving teaching and assessment practices. Leaders have invested heavily in the development of teaching staff to improve the quality of education. Leaders ensure that trainers get the support they need to improve their teaching skills.

Leaders ensure that the curriculum in new provision meets the national need to develop a skilled workforce in the construction and allied industries. For example, the level 3 land-based technicians work on a range of components from well-known heavy plant manufacturers. Scaffolding apprentices build complex cantilever configurations and top hat structures. Leaders ensure that off-the-job training activities match the apprentices' work on construction sites. As a result, most apprentices are suitably prepared for their future careers in these industries.

Leaders do not ensure that the curriculum helps apprentices to extend their English and mathematical skills. Apprentices achieve their English and mathematics in line with the qualification requirements. However, they do not extend their skills beyond the minimum requirements to function effectively at work. Most apprentices develop their use of technical language effectively.

Too often, trainers do not mark apprentices' written assignments promptly. Too few trainers routinely identify key spelling and punctuation mistakes. As a result, apprentices do not understand what they need to do to improve their technical skills and they repeat the same basic mistakes in their written work.

Apprenticeship development coaches are not vocationally trained. During reviews, they are unable to challenge apprentices appropriately to apply the theory they learn to the skills that they develop at work. As a result, apprentices are not prepared effectively for their final examinations, which delays their final completion. However, trainers have appropriate subject knowledge and extensive vocational experience. Apprentices value the professional teaching skills and vocational subject knowledge of their trainers.

Apprentices benefit from using high-quality resources, such as heavy plant equipment that includes 360 excavators, telehandlers and dumper trucks. Apprentices quickly improve their operating skills. Trainers ensure that apprentices learn the relevant technical industry legislation and guidance. As a result,

apprentices develop the appropriate technical knowledge and language they need for work in the industries for which they are being trained.

Most trainers make effective use of assessment to check and revisit learning in lessons. They provide highly detailed and useful verbal feedback throughout lessons. Trainers help apprentices to quickly learn to apply theory to practical elements in the workshops. As a result, apprentices gain confidence in applying their skills at work and training.

Apprentices with learning difficulties and/or disabilities receive the support they need to achieve well. At induction, staff routinely identify those apprentices who require specific support and ensure that they receive the help they need. Instructors ensure that they understand the support needs apprentices have, including any medical requirements. They adapt their teaching and the support that they provide appropriately.

Most apprentices meet the high expectations set by staff and leaders for good behaviour. Most apprentices treat each other and staff with fairness, inclusion and respect. Apprentices understand unacceptable behaviours on construction sites, such as wolf-whistling and spitting. However, in a few instances, apprentices' use of inappropriate language is not effectively challenged by trainers. Apprentices feel highly valued in the workplace.

Apprentices do not benefit from a structured programme of impartial careers advice and guidance. As a result, apprentices are not clear about the full range of next steps available to them, whether that be in education, further training or employment. A minority of apprentices benefit from useful, ad-hoc conversations with trainers and site staff in the workplace who are experienced in working in the sector. A few apprentices understand the opportunities in higher level apprenticeships.

Trustees work effectively with senior leaders to set the strategic direction of the training board. They receive detailed information on the quality of education and provide robust challenge to leaders on the effectiveness of safeguarding arrangements. Trustees know the strengths and weaknesses of provision and monitor the progress that leaders and managers make in raising the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a robust safeguarding process that ensures that apprentices are safe. Staff receive and act on helpful guidance on how to handle safeguarding referrals and on identifying safeguarding concerns. Staff record referrals accurately and refer apprentices to the relevant support agencies as appropriate. Apprentices know to whom to report concerns and receive the support they need to overcome their difficulties.

Leaders ensure that apprentices' work placements are safe. Staff ensure that apprentices are aware of the risks of crime in the college area when they stay for residential weeks.

What does the provider need to do to improve?

- Leaders and managers need to ensure that development coaches have the relevant vocational knowledge to challenge and support apprentices to prepare effectively for their final examinations.
- Leaders and managers need to ensure that they closely monitor the progress of apprentices in subcontracted provision so that they are better able to identify and support the remaining apprentices to achieve their qualification.
- Leaders and managers must ensure that subcontractor staff work collaboratively with employers, so that both on- and off-the-job training are linked effectively to support apprentices in rapidly develop their knowledge, skills and behaviours.
- Leaders and managers must ensure that trainers mark apprentices' work promptly and provide useful feedback, so that apprentices know what they need to improve.
- Leaders and managers must ensure that all aspects of the apprenticeship curriculum are ambitious for apprentices in order to support the ongoing development of their English and mathematics skills beyond what is required for them to pass the apprenticeship.
- Senior leaders need to ensure that apprentices benefit from high-quality and impartial careers advice and guidance in order for apprentices to understand well the full range of options available to them at the end of their apprenticeships.

Provider details

Unique reference number	51170
Address	Sand Martin House Bittern Way Peterborough PE2 8TY
Contact number	07747 757984
Website	www.citb.co.uk
Principal, CEO or equivalent	Tim Balcon
Provider type	Independent learning provider
Date of previous inspection	10 to 13 October 2017
Main subcontractors	Skills Recruitment Limited Leeds College of Building The Education Training Collective East Coast College Walsall College Wiltshire College and University Centre Fullagar Construction Skills Centre Ltd Reaseheath College Newcastle College Group United Colleges Group

Information about this inspection

The inspection team was assisted by the head of apprenticeships England, 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 visiting learning sessions, scrutinising apprentices' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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