

Citroën UK Limited

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Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Engineering and manufacturing technologies

Description of the provider

1. Citroën UK Limited (Citroën) is a major international motor vehicle manufacturing company. The company operates an apprenticeship programme, through a network of main dealerships, from its headquarters in Slough. The apprenticeship programme established in 1999 has, in the last three years, had four changes of subcontractor responsible for the delivery, assessment and financial management of the programme.
2. In April 2007, Citroën became a direct employer contractor through the National Employer Service of the LSC, and contracted with Calex UK Limited (Calex) to provide training, assessment and management of learner performance. Calex employs trainer/assessors who monitor and assess the learners in the workplace and deliver off-the-job training for key skills and the technical certificates at the company's three training centres and other locations throughout the country.
3. Citroën has awarding body centre approval and direct claims status for the current qualifications. The company provides training for 119 apprentices and 26 advanced apprentices through a network of 264 main dealers. Training programmes include light vehicle maintenance, vehicle body repair and refinishing, parts operations. A small number of learners are working towards a customer service adviser qualification.
4. Currently, Citroën is working closely with Peugeot and the National Employer Service in combining the Peugeot apprenticeship scheme with their own. The Peugeot provision is now included in the Citroën national contract under the name PSA Apprenticeships. Calex is to take on further responsibility for this training. The transition arrangements are well advanced but not fully operational. This aspect of training was not inspected.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
Capacity to improve	Good: Grade 2

Achievement and standards	Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Engineering and manufacturing technologies	Satisfactory: Grade 3
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Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

5. The overall effectiveness of the provision is satisfactory. Achievement and standards, the quality of the provision, leadership and management and equality of opportunity are all satisfactory. Provision in engineering and manufacturing technologies is also satisfactory.

Capacity to improve

Good: Grade 2

6. Citroën demonstrates a good capacity to improve. Since April 2007, the company has established an effective partnership and close working relationship with the subcontractor Calex. Citroën and Calex have a clear commitment and direction in developing and integrating the apprenticeship programme into the company's overall training programme. Citroën's senior managers demonstrate this commitment to training through their recognition of the achievement by apprentices at all levels of the programme.
7. The overall strategy for improving and developing the training programme is working effectively. Since the start of the programme in 2007, Citroën and Calex have made good use of learner feedback, and a thorough assessment of the quality of the provision, to plan a range of effective improvement strategies. The Calex quality manager has introduced a well presented and detailed quality manual and framework for improvement. Recent good developments to the programme include a range of additions and amendments to the training from which learners and employers clearly benefit. Off-the-job training is now well planned and clearly structured, providing good opportunities for progression to advanced skills. The light vehicle maintenance and repair is now a well structured training programme, integrating practical and theory sessions. The training now goes beyond the basic principles of motor vehicle fitting and includes advanced technology applicable to Citroën and other manufacturers' products.
8. The self-assessment process has developed well. The report is critical and evaluative and clearly identifies, and describes in detail, the strengths and areas for improvement. The process is inclusive and uses input from all stakeholders. Staff clearly understand the self-assessment process and identify its importance in driving continuous improvement. The self-assessment report (SAR) includes many of the strengths and areas for improvement identified by inspectors.

Key strengths

- Good development of social and workplace skills
- Well planned off-the-job training
- Good range of provision to meet the needs of learners and employers
- Particularly good arrangements to ensure learners' safety and welfare
- Good partnership arrangements
- Good quality improvement activities

Key areas for improvement

- Insufficient use of individual learning plans
- Some weak assessment practices for motor vehicle learners
- Weak aspects of progress reviews
- Insufficient use of data to improve the provision
- Underdeveloped action planning to implement equality policy and strategy

Main findings

Achievement and standards

Satisfactory: Grade 3

9. Achievement and standards, which the provider had self assessed as good, are satisfactory. Learners produce good quality work and develop good social and workplace skills. In the workplace learners carry out routine servicing, vehicle inspection and minor repairs competently with minimal supervision. Some Level 3 learners carry out quality control and diagnostic checks and other advanced service repairs to further enhance their skills. Learners are very enthusiastic and willing to accept the challenges to learn new skills. They improve in confidence and maturity and develop good communication skills particularly well in dealing with customers. Many learners progress to a senior technician's role.
10. The progress of current learners is satisfactory. Since April 2007, learner progress has improved. Current apprentices have completed 54% of their Level 2 framework at the end of their first year of training, and Year 2 learners have completed 82% of their programme. Advanced apprentices at Level 3 have completed 62% of their qualification during the first year of their programme.

Quality of provision

Satisfactory: Grade 3

11. The quality of provision, judged to be good in the SAR, is satisfactory. Teaching and learning are satisfactory. Off-the-job training programmes are well planned and structured. Learners attend a training course approximately every six weeks for technical training and key skills development. Theory and practical training are effectively integrated with learners' knowledge and understanding assessed through a good range of oral questions and written tests. Learners enjoy their teaching and learning, receive good individual training and develop a good working relationship with the trainer who explains the topics well and checks individual understanding before progressing to further activities.
12. Resources are good at Citroën training centres. An excellent range of high quality modern vehicles and a good variety of portable engine and transmission units provide learners with good opportunities to practice and develop their practical skills. Before the release of newly designed vehicles into the dealerships, they are introduced to learners during their off-the-job training. Learners improve and develop their skills and knowledge of new products which they share with colleagues in the workplace. Classrooms are spacious, well equipped with a variety of vehicle system components, interactive whiteboards and portable computers with internet access. Good on-the-job training resources reflect those used in the training centres. Workplace supervisors are very experienced skilled technicians who mentor and support their learners well.
13. Individual learning plans are insufficiently well used. The results of initial assessment are not recorded on the individual learning plan or progress review documentation. Many learners have little awareness of their apprenticeship framework or completion target dates. Learners have the same completion target irrespective of their individual ability or prior achievement. Individual learning plans are not routinely used during progress

reviews. Learners are not fully aware of which units they have achieved or what evidence is still required.

14. For some motor vehicle learners, assessment is weak. The planning and monitoring of assessment for a number of motor vehicle learners is insufficient. Some learners are not assessed in the workplace until the start of their second year and one learner has been observed only three times over a period of 18 months. Assessment of most portfolio evidence takes place towards its completion. Written feedback and action planning is insufficient following assessment. Workplace observation reports are satisfactory but action plans to set targets for further progress are not recorded.
15. Some aspects of progress reviews are weak. The frequency of learners' workplace reviews varies. Some learners receive reviews more frequently than the contractual requirement of every 12 weeks but others have to wait for longer periods. Employers are not always involved in discussions between assessor and learner during the review. Target-setting does not always sufficiently challenge learners to make good progress.
16. Internal verification is insufficient. Assessors are not systematically observed and there is a lack of verification evidence in learner portfolios. Assessor standardisation meetings are not routinely held.
17. The range of provision is good. Recent improvements to meet the needs of learners and employers are good. Off-the-job training has improved considerably since April 2007. Learners are motivated and develop confidence in a wide range of skills. The introduction of workshop practical sessions for vehicle parts operations learners has provided them with a better understanding of engine components. The light vehicle maintenance and repair is now a very structured training programme, integrating practical and theory sessions. The training now goes beyond the basic principles of motor vehicle fitting and includes advanced technology applicable to Citroën and other manufacturers' products. Learners gain transferable skills which enable them to be more useful in the workplace to better meet employer targets. Employers are enthusiastic about the changes, describe the programme as professional, and compare it very favourably to other manufacturers' schemes. A variety of recently developed training packages provides good integrated progression opportunities from Level 1 to Level 4.
18. Support and guidance for learners are satisfactory. They receive clear advice and guidance when attending off-the-job training. Support for their welfare and safety is good. Before training centre visits, comprehensive guidance instructions are provided for both learners and staff to ensure individual responsibilities are very clear. Actions are taken to assess the risk to the safety and welfare of young people staying in hotels for off-the-job training.

Leadership and management

Satisfactory: Grade 3

19. Leadership and management at Citroën are satisfactory, although they had been judged to be good by the provider. The working relationship between Citroën and the subcontractor, Calex, is good. Since April 2007, Citroën and Calex have worked together effectively to form a close working partnership to plan and manage the development of the apprenticeship programme. The service level agreement is a clear statement of responsibilities between both parties for each stage of the learning journey. On the transfer

of responsibility for the training programme to Citroën, the two partners supported a significant number of learners who had previously made slow progress on their previous training programmes. Meetings between Citroën and the subcontractor are regular and effective in monitoring the overall progress of training.

20. Citroën has a clear commitment and direction in developing, integrating and managing the apprenticeship programme through the company's overall group training programme. The well structured programme provides for a range of technician levels in the main dealerships, with progression opportunities from Level 1 up to Level 4. Recent improvements in training include structured job development and practical skills training received by learners. Senior managers demonstrate Citroën's commitment to training through their involvement in the celebration and presentation events where at all levels of the programme successful learners, at all levels of the programme, receive recognition of their achievement.
21. Recent quality improvement activities are good. Feedback from learners and a thorough evaluation of the apprenticeship programme identified a number of areas requiring improvement. The implementation of changes to the training programme and their influence on its development are monitored. Learners now benefit from improved schemes of work and lesson plans that introduce generic and brand related training and practical skills activities. The recent introduction of thorough observations of teaching and learning provide opportunities to identify staff development opportunities. The quality manager has introduced a well presented and detailed quality manual and framework for improvement. Learners and employers clearly benefit from the new arrangements.
22. The strategy for skills for life is satisfactory. Learners' language, literacy and numeracy needs are identified through an accurate initial assessment programme that includes further diagnostic tests. The skills for life policy and strategy clearly outline learners' entitlements and identify the need for staff development and training. However, initial assessment results are not systematically transferred to individual learning plans. Staff do not yet have appropriate levels of specialist qualifications or training to support literacy, numeracy, key skills and dyslexia.
23. Staff development and appraisal is satisfactory. The process is detailed and thorough with personal objectives linked to business objectives and training needs. Good use is made of informal sharing of expertise and mentoring.
24. Citroën has a well managed database providing detailed information for learners, employers and staff on course content, training schedules and e-learning sector specific training programmes. Learner attendance at off-the-job training is effectively monitored and Citroën administrative staff make every effort to ensure learners and employers receive appropriate and timely information. However, employers and learners are not always fully aware of the overall training plan. Many learners do not have appropriate knowledge and information about the structure of off-the-job training. They are not provided with the opportunity to adequately prepare before attending off-the-job training in the training centres. The introduction of an extensive range of teaching manuals in both electronic and manual form provides an excellent range of information to employers and learners. However, employers do not take the opportunity to develop their knowledge and understanding of the structure of the Citroën apprenticeship programmes.
25. There is little use of individual learners' performance data and equality and diversity data to identify issues and develop action plans to bring about improvement. Much of the

recorded discussion in the regular meetings between Citroën and Calex focuses on contractual compliance. However, Calex has recently completed a successful and effective pilot monitoring system that provides accurate information on the progress learners make during learning and skills activities. Plans are developed to introduce the system throughout the programme to monitor the progress of all learners.

26. Equality of opportunity is satisfactory. A code of business aims ensures learners working within and visiting Citroën's training centres behave in an open, honest and respectful manner. Recent actions to improve learner and staff understanding of equality and diversity are good. The programme manager of Calex has initiated a number of improvements in response to staff and learner feedback. A comprehensive equality and diversity training programme underpins staff understanding and confidence.
27. Learners have a satisfactory understanding of employment acts, discrimination, bullying and harassment at induction but culture and diversity is less well covered. The appeals procedure is reinforced well at reviews. Complaints are addressed promptly, thoroughly and with sensitivity.
28. The procedures for safeguarding learners are close to meeting current government requirements. Citroën has a commitment to provide training for all staff and has identified a lead designated member of staff. A written policy is in place with brief supporting guidelines for staff and learners. CRB checks are carried out by an external agency for all staff involved with learners.
29. Action planning to implement the strategy and policy for equality and diversity is underdeveloped. The provider has well written policies but not all policies have procedures. Strategy documents do not make clear the process of implementation. Priorities, resource implications and links to external agencies are not fully considered. Action planning lacks detail of timescales, measurable actions and allocations of responsibility. Monitoring of equality of opportunity in the workplace is insufficient. Reinforcement of equality and diversity at reviews is variable across the dealerships. The provider recognises this problem but systematic quality checks are not yet in place. During inspection a small number of dealerships visited displayed inappropriate imagery in the workplace setting.

What learners like:

- ‘Training is good and enjoyable’
- ‘Rectifying customers faulty vehicles gives me satisfaction’
- ‘Trainers are helpful, friendly and approachable’
- ‘Staff treat you with respect’
- ‘Off-the-job training allows you to share ideas with apprentices from other types of garages’
- ‘Citroen uniform at the training centre looks smart’
- ‘Taking pride in what you do and being well respected’
- ‘Knowing exactly where you are now with training and why you’ve got to do things’
- Well organised and well planned training
- ‘Off-the-job training gives good theory and practical understanding’
- ‘Help is available if and when required – especially from experienced technicians’
- ‘The electrical course is the best one I have been on’
- ‘Enjoyable off-the-job training, links to what we do at work’

What learners think could improve:

- More frequent assessor visits to the workplace
- More training on the dealer management system / Citroën catalogues online
- Not repeating work covered on previous programmes
- An overall programme schedule – ‘A clear outline of what and when I am due to achieve’
- More and better tools at the training centre
- More training on the Citroën look up website for parts learners