



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: Re-Inspection**

**The Cad Centre UK Ltd
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Clarence House
Clarence Place
Newport
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Date of visit: June 2019

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

Outcome of visit

The provider is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the provider from the list of providers requiring re-inspection.

Progress since the last inspection

R1. Improve the rates that learners progress in their learning and achieve their qualification frameworks

Since the core inspection, the rates at which apprenticeship and foundation apprenticeship learners achieve their training frameworks have improved and are above the national average for 2017-2018. Since the core inspection there has been a significant improvement in the rates at which higher apprenticeship learners successfully complete their frameworks, although they remain well below the national average.

The provider's own unpublished data is robust and projects a continued improvement in overall framework completion rates for 2018-2019. The proportion of apprenticeship learners who are currently on schedule to complete their frameworks on time is also higher than in previous years. Currently, too many higher apprenticeship learners take slightly longer than expected to complete their training programmes.

R2. Ensure that learners clearly understand the content of their programme and what they need to do to make timely progress, making best use of naturally occurring evidence to accredit their workplace skills in order to improve the ownership of their learning

Most learners have a sound understanding of the requirements of their training programmes and make informed choices of optional units. They are fully aware of the structure of their apprenticeship frameworks, including any numeracy, literacy, and digital literacy qualifications that they need to achieve. Most have an accurate sense of the progress that they are making towards achieving their qualifications and are able to access their records to check the details of their work. As a result, many learners take ownership of their training programmes and are keen to make good progress.

Many assessors provide learners with valuable feedback on what they can do to improve their work. A minority of assessors provide learners with thorough and insightful feedback that enables them to improve their work. However, in a few cases, assessors provide feedback to learners that is superficial and does not provide sufficient guidance on how they can improve.

Most assessors use a suitable range of methods to assess learners' work and plan effectively to integrate learning into workplace activity. They question learners about their roles, responsibilities and activities to help them identify opportunities to demonstrate the knowledge and skills required to progress. For example, learners on information and technology training programmes use their work in revising policy documents as an opportunity to demonstrate their word processing skills. In project

management, a learner submitted the online risk assessment tool they developed as part of their engineering role, to provide evidence towards achieving their qualifications.

R3. Improve target setting for learners, including for literacy and numeracy skills

The provider has made strong progress in ensuring that learners have realistic, mutually agreed targets. Nearly all learners are clear about the progress they are making. The proactive use of the electronic portfolio has made a significant contribution to this improvement. Additional training for assessors and regular standardisation meetings has meant that assessors are better able to help learners to progress.

Nearly all learners are aware of their Essential Skills Wales levels and assessors make sure that learners achieve at the levels required for their qualification. Assessors encourage learners to improve their Essential Skills Wales skills to a higher level where appropriate. As a result, the number of learners who complete an Essential Skills Wales qualification above the level required has increased during the last two years.

Since the core inspection assessors have undertaken beneficial training to improve their ability to develop learners' literacy, numeracy and digital skills and in the use and administration of the Wales Essential Skills Test. Assessors are now better equipped to mark learners' work for spelling, punctuation and grammar errors, to regularly discuss these with learners and to encourage learners to correct their own work.

R4. Strengthen the skills of assessors to improve the consistency and quality of assessment and the depth of challenge they provide to learners.

The provider has made steady progress in strengthening the skills of assessors. This is starting to improve the consistency and quality of assessment methods and the depth of challenge they provide to learners. These improvements are having a positive impact on learner outcomes, including learners on higher apprenticeship programmes.

The provider has taken appropriate action to deal with underperforming assessors who did not have the appropriate skillset or experience to deliver high quality training and assessment. The recruitment of new assessors, with appropriate vocational skills and higher level work experience, is better matched to the delivery of all qualifications.

The provider has strengthened the internal quality assurance process. The internal quality assurance team are more supportive to assessors and assessment queries or concerns are addressed quickly. Nearly all assessors now feel better supported if they encounter problems with the qualification content or assessment methodology. At the regular team meetings, managers and staff discuss quality matters that have been identified through the internal quality assurance process and take appropriate action.

The provider has invested in training for assessors to improve their questioning techniques and feedback skills. Centre managers evaluate the results of this training

appropriately through a planned programme of assessor observations. A few staff have completed their own higher qualifications, such as level 4 business administration, which has given them a better understanding of the qualification they are assessing. As a result, these training opportunities are beginning to have an effective impact on strengthening assessors' confidence in assessment activities. However, a few assessors do not challenge higher ability learners well enough to help them realise their full potential.

R5. Develop robust quality systems and procedures to improve the quality of provision and its impact on learners' progress.

Since the core inspection, the provider has strengthened its quality assurance arrangements and has in place more systematic and thorough monitoring, recording and quality systems.

It has increased the capacity of its internal quality assurance team, with a team based in all three regional offices. The teams are led by two regional lead internal quality assessors who in turn report to a training and assessment quality manager. A useful assessment policy and internal quality assurance strategy set out the duties and responsibilities of these roles clearly.

Centre managers make good use of regular meetings with assessors to monitor learners' progress and identify learners who are in danger of not completing their programmes or of completing late. This process is helped by the full adoption of the electronic portfolio system which enables more effective tracking of learners' progress through their programmes.

Internal quality assessors carry out useful annual observations of training staff. These are organised through a risk-based observation matrix, where staff at higher risk receive more frequent observations.

The provider has identified that this strengthened approach has begun to improve the quality of feedback that learners receive from their assessors and the range of evidence that learners submit for their portfolios.

R6. Strengthen the effectiveness of leadership and management at all levels to improve the rate at which learners successfully complete their training

Since the core inspection, the provider's senior management team has worked closely with staff to improve communication across the provider and to focus on learners' attainment. All staff attend twice-yearly events which help to ensure that staff are well informed about the progress of the company and the overall strategic objectives towards which they are working.

The provider has strengthened its operational management team. The two centre managers, together with the senior management team, have worked effectively to support progress towards the post-inspection action plan objectives. The two centre managers have a keen focus on quality, improving standards and performance management. This operational management team has worked well together to improve staff morale across the organisation. As a result, staff have clear targets for learner outcomes and understand their roles and responsibilities well.

Centre managers monitor the key performance indicators for their staff effectively and regularly. These performance indicators are appropriately focussed on outcomes for learners.

The provider uses worthwhile task and finish groups to identify strengths and areas for improvement for the self-evaluation process. All staff are invited to respond to the draft self-evaluation report at the twice yearly meetings. As a result, most staff across the provider have a stronger sense of ownership of the self-evaluation process. The provider has had a suitable focus on improving the areas from improvement identified in the core inspection. These are reflected in the provider's post-inspection action plan.