



**Self-Assessment Report May 2022**

**Completed by Craig Wordsworth**

**Construction and Plant Assessments Limited  
Self-Assessment Report 2021-2022**

**CONTENTS:**

- **Introduction**
- **Mission statement**
- **Self-Assessment Process**
- **Details of Provision**
- **Summary of Judgments**
- **Strengths & Areas for Improvement**
- **Quality of Education**
- **Intent**
- **Implementation**
- **Impact**
- **Behaviour and Attitudes**
- **Personal Development**
- **Effectiveness of Leadership and Management**
- **Covid Measures**
- **Safeguarding**
- **Equality and Diversity**

**Introduction:**

Construction and Plant assessments LTD was started in July 2011, as an NVQ assessment centre, where we delivered on site assessments to skilled operatives wishing to gain CSCS or CPCS qualifications. Our organisation was run from home initially, but as the company grew, we moved to bigger premises which enabled us to increase our portfolio of qualifications. This enabled us to commence delivery Flooring, Highways, Groundworks and Plant Operations Qualifications, and to take on further staff to support the delivery. In 2014 CPA commenced delivery of apprenticeship programmes, in Flooring and Highways. Due to the demand and uptake of apprentices, we made the decision to expand our business further, by investing capital in to building a new bespoke training centre. This was completed in September 2015, and all delivery was moved to the new centre. The move allowed us to add another apprenticeship programme to our portfolio which is General Construction Operations (Ground Worker L2) along with L3 Occupational Work Supervision. As new Standards have been released, we have adapted our training programmes to suit this format becoming successful in these delivery areas working with some of the country's largest employers. In 2020 we expanded our Apprenticeship provision and have started delivering Plant Operations L2 which is one of our areas of

expertise. Due to the L3 framework for Occupational Work Supervision ending we are now looking for a suitable standard that can replace this which will enable us to provide a progression route for our L2 Apprentices. We have found the L3 Team Leader or Supervisor standard; we are currently writing the curriculum and will be trialling this with one of our partners Kier Highways.

### **Mission Statement and Core Purpose:**

To be a leading training organisation, recognised for delivering flexible and outstanding training to the flooring and Construction sectors.

To provide every learner with more than adequate safeguarding provisions.

To provide every learner with a safe, supportive and secure environment where learners feel valued, supported and safe.

To provide an engaging learning environment, with the provision to upskill learners of all abilities and to achieve to their highest standard.

To provide Learners and Employers with outstanding sector specific IAG to enable higher level and in work progression routes.

To add value and productivity to the businesses that we work with, by providing industry and nationally recognised qualifications to a high standard of training.

To deliver commercial and bespoke courses and be the preferred supplier of most companies within the surrounding area.

To be a one stop shop for employers looking for construction related training.

To be a quality recruitment consultant for organisations wishing to seek apprentices.

To be the areas main CSCS test centre.

### **Self-Assessment Process:**

CPA are committed to continuous improvement to all aspects our business. Our policies and procedures are continually reviewed and standardised to ensure they are effective and fit for purpose, in our aim to provide the best possible training and support to learners and Employers. CPA self-assessment report is completed on an annual basis and is measured against KPI's and the education inspection framework. In addition to the SAR, we have a comprehensive QIP which is updated weekly and actioned/ monitored accordingly. Regular management meetings are arranged to review the progress of the QIP, learner and employer feedback and IQA reports.

The following elements are taken in to account when completing our SAR.

- Learner feedback
- Employer feedback
- Performance and trend data
- Staff feedback
- Issues arising from previous QIP and SAR that are not yet resolved to satisfaction
- Education Inspection Framework requirements

**Details of Provision:**

CPA are now delivering the new apprenticeship standards which are: Highways Maintenance skilled operative level 2, Ground Worker level 2, Floor layer level 2 and Construction Plant Operator 2. By October 2022 we will be offering the L3 Team Leader Standard as a progression route to our L2 learners.

CPA also deliver a wide variety of commercially funded qualifications, such as: Construction, Plant Operations NVQ L2, New Roads and Street Works, CSCS online tests, One day H&S courses, EFAW, SSSTS, SMSTS, Manual Handling, Abrasive Wheels, First Aid, Water Hygiene, Gas Safety Passport, NPORS, CPCS and bespoke floor coverings courses.

CPA delivers four apprenticeship programmes across the Construction sector at level 2 to age groups ranging from 16-18 and 19 plus.

CPA are a low value provision provider for DWP, where we provide training and upskilling to unemployed or redundant learners, who are seeking employment.

**Summary of Judgements:**

In line with Ofsted grading, we have used the four-point scale to summarise the judgements of the quality of our provision.

Grade 1 – Outstanding

Grade 2 – Good

Grade 3 – Requires Improvement

Grade 4 – Inadequate

	Self-Assessment Grade
Overall Effectiveness	2
The quality of education	2
Behaviour and attitudes	2
Personal development	2
Leadership and management	2

## **Strengths & Areas for Improvement:**

### **Key Strengths**

- Very good safeguarding measures in place for learners and staff
- Effective continuity plan and procedures in place throughout the pandemic
- High standard of teaching learning and assessment
- Very productive employer involvement at all stages of the learners' experiences
- Very effective recruitment process resulting in high retention rates
- Very good support for learners adversely affected by the pandemic
- Particularly well-developed learner behaviours responsive to the demands of their occupational area
- Very good development of learners' understanding of how to respond to clients' diverse needs
- Very good careers-related information, advice and guidance.

### **Key Challenges**

- Retention of flooring learners due to Covid
- E-portfolios and electronic based evidence
- Delivering a wider range of courses and apprenticeship programmes
- To deliver a variety of higher-level qualifications in this sector to provide a progression for L2 learners
- Progressing learners to a higher level of functional skills
- Developing effective external challenge at board level

## **The Quality of Education**

### **Intent**

We achieve our programmes Intent through strong partnerships with prime contract holders, to deliver apprenticeships and work-based learning, to the construction and flooring sectors. These partners are: Yorkshire Training Partnership, Hull College and Sheffield City College. We have strong links with DWP and the local Job Centre Plus sites. Networking events are attended by our business development team. As a result, our programmes are relevant to local and national needs. Local needs identified by the South Yorkshire Mayoral Combined Authority evidence we are contributing to their strategic economic plan. In addition to this the Chartered Institute of Building identify that there is an ageing workforce in Construction which is a national issue, we are contributing to tackling this by providing high quality Apprenticeship training and bringing new recruits into the industry.

CPA apprenticeship programmes have developed over several years of working in partnership with local business, to develop the whole person and not just vocational skills. CPA recognises that apprentices require good quality training from trainers who are knowledgeable, aspire to long-term employment opportunities and to be given the tools they need for potential career advancement. Employers are clear in their need for apprentice employees who are vocationally competent, good communicators with numeracy and literacy skills enabling them to offer a professional service, and who are given the tools they need for potential career advancement.

In 2017 CPA introduced a new recruitment process to aid employers in employing new apprentices. The process involves creating a bespoke vacancy description with the employer, advertising and marketing the vacancy, pre-vetting the applicants, conducting interviews and recommending suitable applicants to employers for the role, based on their specific recruitment criteria. This has proved highly effective, ensuring employers are more engaged throughout the programme and that they employ the correct apprentice who will be committed to employment and the apprenticeship. This has resulted in good retention of learners and sustainable employment.

Our involvement of employers at all stages of the learners' programmes results in productive decisions about which activities can be delivered on and/or off the job. Involving employers in learner progress reviews can sometimes be challenging due to their workload, therefore we have introduced telephone contact rather than e-mail, where employers can contribute to learner progress whilst on site. We have constructed a logically sequenced programme which starts with a health and safety unit covered with all learners, to ensure they adopt safe working practices and know their responsibilities whilst on site and in centre. We have given careful thought to what learners need to learn first before tackling higher-order skills. This is particularly appropriate where apprentices join straight from school and, of course, have little or no experience of their chosen career. As an example, we provide small tools training using the latest and most up to date products that are being used on sites. A further example is that we provide customer services/awareness training where learners use these skills from the outset in their workplace.

## **Implementation**

The quality of teaching and learning is good. CPA staff have an excellent understanding of the industry sector, which gives us the capacity to deliver a high standard of training and IAG. Tutors are experts in the field they teach and have a vast amount of practical and theory knowledge which is passed on through good quality teaching and learning.

Good vocational training is provided for learners. Workshop and work area sessions are of industry standard and learners demonstrate good practical skills and knowledge. Industry experienced, qualified trainers support learners through effective demonstrations and instructing skills. In the best sessions, learners are very actively involved in classes, through a range of practical stretching and challenging tasks. Where possible CPA effectively use technology to support learning, including the use of surveying equipment and advanced tools or computers, to support a range of learning activities. Skills are constantly revisited during lessons to ensure learners are professionally competent.

CPA programmes and staff are flexible, which meets the needs of learners and employers who work out of hours or have certain shift patterns.

All apprentice delivery staff are vocationally competent and chosen for their industrial knowledge, alongside their ability to coach, teach and train others. Findings from observations of teaching, learning and assessment and from learner feedback strongly suggest that trainers enable learners to understand key concepts, train effectively, help learners embed knowledge into long term memory and retain knowledge. Learners benefit from excellent off-the-job vocational training that is well planned and sequenced in a manner that aids learning and develop confidence. Trainers encourage learners to use the technical terms appropriate to their trade. As an example, hand tools and equipment used in Highways maintenance often have different names to what the manufacturers name them. Our focus on correct terminology enables learners to easily identify what tools and equipment are required for specific tasks.

Assessment of learning is well planned, and learners make good progress in their qualifications. Assessment is used as a tool to embed learning and often peers are used to assess each other in order to deepen their understanding.

Lesson plans and schemes of work are well established for each curriculum area, and are reviewed/adapted to ensure they are fit for purpose to meet the needs of learners and maximise the effectiveness of each lesson. Skill scans are used to ensure the suitability of the individual needs taking into consideration the following:

- Occupational profile
- Recognised prior learning
- Job roles and duties
- Off the job training
- Knowledge, skills and behaviours they currently hold

These assessments are used to ensure suitability of the programme and to enhance the possibility of successful completion. CPA uses visual displays around the building, (classrooms, welfare areas, toilets) which consists of posters to enhance awareness and information points to remind learners of key contacts - staff and local organisations.

Learners are well briefed on each teaching and learning session, to enable them to understand the aims and objectives, and to have a clear understanding of what they are expected to achieve and how they can achieve these aims. Learners are stretched and challenged through a range of activities, through practical and knowledge-based tasks and effective questioning to establish their level of knowledge and understanding.

Learners are engaging well during taught sessions, participating in practical activities and group discussions, which may vary dependent on the experience of the individual learner. A good range of effective signposting information is given to learners to support revision and self-taught sessions. Examples of this are learning materials set up on MS share point such as HAUC code of practice, manufacturers' installation videos or product support information, safety at street works and road works code of practice. This strategy requires frequent testing, questioning and reflection by learners on previous taught knowledge to enable them to progress deeper into their qualification and ensures long-term memory.

Learners receive good quality feedback which allows them to act upon the areas for improvement and progression.

Assessment and on-site assessment (OSAT) is good and fit for purpose. OSAT is well planned and meets the needs of learners and employers, keeping the process productive without disrupting the clients' work schedule or output. OSAT is effective and meets the requirements of the awarding organisations. Internal quality assurance systems are robust ensuring national occupational standards are met.

### **Impact**

Learners receive a high standard of industry specific training, which they can apply within their current job roles, improving on efficiency and value to their employer/s. Learners develop better personal and social skills, which improves communication and productivity on site. Examples of skills developed are new roads and street works qualifications which are required to work on any public highway and CSCS skilled worker cards which are required to work on a construction site to undertake duties as a groundworker.

Overall achievement rates are currently 67% which is a 6% reduction from the 2019-2020 academic year. We have broken this down over the 4 Apprenticeship programmes to try and find a common theme as to the reduction in achievement rates. We have found that the main area was floorcoverings due to the pandemic. Primarily a floor layer works in domestic properties or commercial buildings such as hospitals, care homes



etc, therefore a lot of organisations have struggled to keep apprentices in employment throughout the lock down periods. We have supported learners with looking at further employment and kept in touch with employers to check on their situation to see if they would consider re-employing an apprentice. We have recently noticed a change in the industry which is very positive indicated by employers now starting to recruit flooring apprentices again.

L1 results are very positive at 89.1% for Maths and 90% for English while L2 results are 39.1 for Maths and 50% for English which need to be improved. We have looked at data to suggest why the results are low for L2 and we have discovered that the pandemic has played a part in this, with exams being cancelled during the lock down periods. While we provided excellent remote learning and support to learners, we feel that the functional skills aspects were not quite as good as they could have been. This was mainly due to our functional skills tutor being furloughed by their main employer. However, we anticipate that in addition to the L2 results the L1 outcomes could have been more positive had it not been for the pandemic. To strengthen our functional skills delivery, we have employed a dedicated functional skills tutor who will take groups at all levels from our current Apprenticeship programmes, which takes place during their block release training. This is proving to be very successful with learners receiving a high standard of FS delivery. This will be closely monitored on an ongoing basis.

Where relevant, learners achieve additional units and qualifications outside of the direct qualification in response to individual employer's business requirements, such as New Roads and Street Works, CSCS, Manual Handling Awareness, Asbestos Awareness, Abrasive Wheels Awareness.

### **Behaviour and Attitudes**

Learners behave well. Our behaviour policies and procedures result in good, respectful relationships between staff and learners and between learners and also ensure learners are protected against bullying and harassment.

Learner attendance and punctuality is monitored closely, with any issues addressed quickly to enable staff to provide appropriate support and guidance. Learners' attendance where learners are on apprenticeships is understandably high owing to employer expectations.

Unlike in a school or college environment, the majority of CPA learners are exposed to the demands of their employers. As a result, learners develop appropriate behaviours well. Staff act as good role models. We agree behaviour management expectations with our learners at induction with key points for expected behaviours reinforced through wall displays in learning environments and when reviews are carried out.

Apprentices understand the requirements of their chosen industry either through an initial interview or formal behaviour codes or both. They demonstrate that they understand the behaviours and attitudes appropriate to their occupational context. For example, the floor skills

programme replicates all the situations a floor layer will find themselves in including how to overcome errors in fitting or problems with the materials they use. Employer feedback confirms that learners behave well in their places of work, demonstrating the appropriate relationships with co-workers and, where the work demands, with customers.

Learners demonstrate positive attitudes to their work. The standard of learners' practical work remains good with apprentices developing valued, vocationally relevant skills. Apprentices remain in sustainable employment which suggests that they take pride in being responsible employees.

### **Personal Development**

Learners' personal development is good. CPA's programmes develop knowledge and skills beyond the purely vocational. Learners are encouraged to take part in group learning activities with peer assessment where appropriate. As a result, they develop awareness of how to respond to others during learning sessions.

We encourage trainers to ensure they take opportunities to discuss topical subjects with learners such as sexual harassment, the pandemic or anything that may happen or affect the local area. As a result, learners develop mature and thoughtful responses to the situations they meet.

Our programmes include Health and Safety qualifications and provision of CSCS cards to help improve and enhance learners' employability. There is a strong focus on Health and Safety and safe working practices evident within taught sessions. The awareness subject areas have been very effective in learners carrying out safe working practices, these being: Silica Awareness, Abrasive Wheels, Manual Handling, Asbestos Awareness and Knife Awareness which has helped bring down the amount of small cuts in the floorcoverings training.

Learners receive information on equality and diversity starting at the induction stage and this continues throughout all programmes. FBV and E&D are promoted during teaching and learning sessions and is included within individual lesson plans, which also includes stretch and challenge activities which are planned to be effective and ensure every learner maximises their learning in an inclusive environment. Examples of a stretch and challenge activity is where we ask learners to install a section of block paving inside drop kerbs. This challenges learners to install block paving at different angles and levels rather than a standard level area. The learners would work in teams and inspect each other's work to find defects and would evaluate the outcomes as a group. During the formal review process E&D is summarised and/or extra subjects are covered and discussed. As a result, learners develop a good awareness of our diverse society and of the needs of individuals within it.

Learners and employers appreciate the good careers-related information, advice and guidance (CEIAG) provided by trainers. CPA have developed effective marketing materials. CPA have measures in place for signposting learners to awarding organisations, manufacturers and

other professional bodies to give advice on progression and career opportunities. Areas of the website are constantly being updated to provide learners and employers with any up-to-date information or changes within the industry. As a result, learners develop a good awareness of their progression routes post-training.

Interviews and discussions with learners result in learners speaking positively about how their programmes have made them more confident, more able to identify and solve problems and more able to work as team members. Most learners now show a good understanding of fundamental British values as a result of frequent discussions during their training programmes.

There is a good focus on learners' understanding of how to keep themselves healthy with staff discussing topics such as the dangers of drug and substance abuse, smoking, poor sexual health, mental health issues etc.

Good support is provided for all learners. Contact from tutors and assessors is frequent and is flexible to meet the needs of the employer and learner. Staff at CPA are available to contact easily and do respond to any requests promptly. Feedback from learners and employers, demonstrate the good level of support and guidance they receive throughout their programme.

Regular progress reviews are completed between learners and tutors, to ensure progression, and to highlight any additional support that may be required. Employers participate in the reviews to ensure that the needs of their organisation are being met, and to reinforce their requirements for support as an employer are being met.

### **Effectiveness of Leadership & Management**

Although CPA is a small organisation, it is well managed and led by the small team currently in place. Communication within the team is good, ensuring everyone has a broad knowledge of the day to activities within the organisation. Due to CPA being a small organisation, team members have multiple job roles, ensuring productivity and accountability within the management team. Communication is very effective throughout the Apprenticeship team due to daily contact.

Regular standardisation meetings take place, where opportunities to share good practice in teaching and learning are encouraged. All tutors are occupationally competent in the area that they teach, as set out in the awarding organisations rules for approved centres. New tutors are mentored and supported throughout their initial period, until internal teaching and learning observations identify a high standard and good practice in taught sessions.

Targets set are monitored regularly during team meetings, to ensure effective implementation of the SAR and QIP. Good financial management ensures that all provision is cost effective, profitable and provides value for money to our clients.

Reviews of learner and employer feedback has ensured a robust system for collecting data and using it as part of the annual SAR and QIP. This has improved somewhat during each academic year. Regular management meetings are held, where the data is used to form measurable targets, or improvements for the company, or on an individual basis.

We have set aside funding to expand the floor training facilities to create a larger workshop area to accommodate more training bays. Also, the additional funding will be available to expand the classroom facilities and to create a new CSCS test room with more test bays.

Robust quality assurance systems are in place, and are monitored regularly, to ensure compliance to awarding organisation and funding partners, contractual agreements. External quality assurance feedback is outstanding across all programmes and is consistent. Regular teaching and learning observations, standardisation events ensure good practice is shared amongst staff and areas for improvement are developed and supported.

CPA have a structured interview and induction process where roles responsibilities are clearly marked out from the start. Competencies and qualifications for teaching staff are checked prior to enrolment along with a comprehensive registration to the relevant awarding organisation.

A recent review of all policies and procedures ensure they are current and fit for purpose, also giving staff the opportunity to have an input where required.

### **Responses to Covid to Ensure Continuity of Learning**

Leaders and managers have responded well to the significant challenges posed by Covid and as result our leadership and management remains good throughout the pandemic.

CPA followed government guidance and closed for face-to-face learning on Monday 23<sup>rd</sup> March 2020.

Enhancements to the IT system in 2019 facilitated remote access to CPA's server/shared drive and enabled staff to transition quickly and smoothly from working on site to working from home. Telephone calls were re-directed to mobile phones so learners and employers could continue to receive support from tutors and office staff when required, whether this be general guidance or safeguarding concerns.

CPA added a news page to the website so we could provide updates quickly and effectively with all learners and employers. We also increased our post rate on Facebook providing practical advice, safeguarding information and reiterated government guidance.

The delivery team developed existing learning material into a format that was more compatible with distance learning. Previous assessments were replaced with assignment-style scenario tasks correlating to the assessment criteria within each qualification. Learners were signposted to reference material to assist their completion of each task in addition to any learning assistance the tutors can provide. Initially, these tasks were sent to each learner via email so the learners programme and progress was not interrupted.

A SharePoint was created specifically for distance learning material. All apprentices were granted access to the site and were encouraged to follow the guidance to complete the tasks set in a timely way. CPA made alternative arrangements with learners that were unable to access the site, depending on their individual needs. Tutors remained a constant source of support to all learners providing advice and guidance and completing reviews remotely.

CPA introduced remote inductions via MS Teams so that we still had the capacity to enrol new starts to the apprenticeship scheme. To comply with ESFA guidelines and good practice, CPA used DocuSign to capture signatures from employers and where applicable the new learner. This process worked so well that it is now our preferred apprenticeship induction procedure.

CPA's apprenticeship recruitment process was adapted to minimise unnecessary face to face contact and limit the number of visitors to the training centre. Logins are provided for BKSb so that initial assessments which are usually carried out at interview stage can now be carried out online, if required. Pre-screening interviews are now carried out remotely, either via telephone or video call, and candidate reviews prepared and submitted to the employer via email as usual. The employer will then follow their own processes for interviewing potential apprentices.

Covid-specific risk assessments were carried out and measures were put into place to ensure that CPA could re-open safely for staff and learners. All staff completed online courses in infection prevention and control specifically for Covid 19. From Monday 15<sup>th</sup> June, CPA began a phased return for staff working from the office. This ensured that the measures we had introduced were practical before any learners returned to training.

Apprentices and employers were contacted to assess their ability to return to face-to-face training. Site visits and on-site assessments were organised for learners that were not comfortable or not able to return to centre. A mandatory covid induction was introduced for all learners returning to face-to-face training at CPA.

Functional Skills exams were rescheduled in August 2021.

CPA have continued to transition to and from remote working/learning and have implemented and reintroduced safety measures in line with the ever-changing government guidance and recommendations.

### **Safeguarding**

CPA's safeguarding arrangements are effective. CPA's commitment to safeguarding, prevent, sexual harassment and the welfare and protection of learners is confirmed in its revised policy.

The safeguarding team now consists of 3 key members of staff, which have undergone training given by the Doncaster Children Safeguarding Partnership (DCSP) and also undertaken general Designated Safeguarding Officer training to Level 3. This is renewed on an annual basis, so the team can effectively meet the requirements for 16–18-year-olds and again for 19+ provisions.

All staff understand their responsibilities under Prevent. CPA staff are required to keep safeguarding and Prevent training up to date to enable them to identify issues that may arise. This training is indicated on the staff CPD log/register and all staff will be required to undertake WRAP3 training or equivalent, and additional training to promote British values. This has been completed using facilities of various CPA funding providers. In addition to this staff use foundation on line training, and participate in meetings which will enhance their perception of safeguarding, Prevent and British values.

In addition to their training all staff keep themselves up to date with policies and procedures.

The 3 key members of staff for Safeguarding & Prevent are David Russell (Designated Safeguarding Officer) available 24 hours and Lindsey Russell & Craig Wordsworth (Deputies)

Safeguarding contact details have been updated and added to the induction booklet, website and are displayed around centre, supplying a confidential link to support. Business cards are issued to learners with contact details on for raising safeguarding concerns. As a result, learners feel safe and know how to raise concerns.

Appropriate DBS systems are in place for all staff with learner contact. An enhanced DBS check is carried out prior to the start of employment. Records are held on a central register and are refreshed every three years or later, depending on the amount of contact with learners. Safer recruitment policy procedure has been strengthened and staff training updated.

This safeguarding team work closely with the quality & compliance manager Danielle Waugh, who will indicate when learners are leaving or completing their programme, the safeguarding team is to then consider the ongoing implications and support that may need to take place. This is to be undertaken on a holistic and individual basis.

Safeguarding and health and safety is checked for compliance during teaching and learning observations, and effective support or action plans developed where required

Support on any safeguarding issues is also available from our partners, should we need any additional guidance and training.

CPA has a written health and safety policy and procedure in place which has been carried out with an H&S consultant, Alan Duffy to ensure all procedures are fit for purpose, these have been updated on a regular basis.

As CPA are supported by many manufactures supplying resources that fall under the regulations of COSHH, CPA have updated COSHH assessments and ensure they are communicated to ensure safe use is maintained. These are available to all learners and staff, and are stored in the specific training environment.

Employer vetting takes place to ensure the safety and welfare of learners. In addition to this upon progress reviews, H&S is monitored to ensure that apprentices and employers are constantly practising good H&S practices. When assessors visit site a site-specific risk assessment is carried out for on-site activity.

Learners complete an online CSCS test which reinforces the knowledge and understanding of H&S in a construction environment.

**Equality and Diversity:**

CPA is committed to promoting and implementing E&D in all aspects of the business's activities. CPA have remained focused on its E&D policy, which promotes equality and inclusiveness for all. CPA provide a workplace and training environment where people are treated with respect, and are encouraged to promote these values themselves. CPA quickly act upon all forms of bullying, discrimination or harassment. A complaints procedure is in place which is communicated to learners and staff during induction.

Staff receive training on E&D and are expected to work to CPA policies and procedures at all times.

E&D is written into all lesson plans and implemented throughout all taught sessions. Frequent indirect questioning throughout sessions, reinforces learner knowledge and understanding of this subject area. An end of the week quiz is used, which triggers meaningful discussions within the various learner groups.

The centre is fully accessible with most of the activities taking place on the ground floor.

E&D data is monitored across the organisation.

Current data identifies that it is heavily weighted on white British Males currently enrolled on to the apprenticeship programmes