



ADULT LEARNING INSPECTORATE

*DRAFT GUIDANCE FOR PROVIDERS
ON THE INSPECTION OF THE NEW DEAL 18-24*

*Interpreting the
Common Inspection Framework*

INSPECTING THE NEW DEAL 18 - 24

These guidelines relate specifically to the inspection of training under the New Deal for 18 - 24 year olds provided by the unit of delivery. Guidance on the inspection of all other training contracted out by the Employment Service is given in *Guidance for Providers on the Inspection Of Work-Based Learning*. The guidelines aim to help inspectors interpret the *Common Inspection Framework* in the context of inspection of New Deal. The guidance does not replace the *Common Inspection Framework*, which remains paramount in defining the standards against which inspection judgements are made. The *Common Inspection Framework*, the guidance notes and the suggested sources of evidence do not constitute a checklist. Inspectors should substantiate their judgements with appropriate evidence drawn from a wide range of sources.

Inspection focuses on the quality of training in each of the options, and on the leadership and management by the local partnership. Inspection covers off-the-job training and assessment carried out in the workplace. Inspectors judge how effectively clients' learning needs have been identified and whether they have been taken into account when planning training activities. They evaluate the support clients receive from their personal adviser. Inspectors give one grade for each option and for the training in Gateway.

The ALI seeks to avoid unnecessary duplication of inspection activity when inspecting New Deal 18 - 24. Evidence gained from the inspection of training providers working on behalf of the local partnership, which have taken place in the 12 months prior to the inspection of the local partnership, is taken into account by inspectors when making their judgements.

Language of New Deal 18 - 24

The table below sets out the terms of reference for New Deal 18-24 and compares them with those used in the *Common Inspection Framework*.

Single term used in the <i>Common Inspection Framework</i>	Equivalent term in the context of New Deal 18 - 24	
Provider	Training provider	Any organisation holding a contract with the Employment Service and responsible for providing training in any part of the New Deal
Learner	Client	Young person who is receiving guidance and training on New Deal, including the Gateway and follow-through
Teacher/trainer	Trainer	Person training New Deal clients at work or away from work
	Assessor	Person assessing New Deal clients at work or away from work
	Mentor	A person providing additional support, guidance and advice to some young people throughout the New Deal process
Learning goals	Learning goals	These are specified on clients' individual learning plans. Plans include targets towards nationally recognised qualifications (approved by the Employment Service) and targets to help clients enhance their employability and fulfil their potential
Personal and learning skills	Personal development skills	These include employability skills

Other terms used for New Deal (18 - 24) include:

Unit of delivery	New Deal is organised through units of delivery. Each unit covers a separate geographical area. The Employment Service manages New Deal through a series of contracts with different local organisations, through consortium arrangements, or as a member of a joint-venture partnership with other organisations. In some areas, the whole of New Deal 18 - 24 is contracted out to a private sector organisation
Gateway	Initial period of help and support which may last for up to four calendar months, provided by the Employment Service and others, to help young unemployed people find work.

Environment Task Force	A New Deal option which is designed to improve employability of young people through training, and participation in a project or placement of benefit to the environment
Employment option	A New Deal option which aims to improve a young person's chance of finding permanent employment. The client is given subsidised employment and spends one day a week in education or training working towards an approved qualification
Full-time education and training option	A New Deal option which aims to help young people raise their skill levels to NVQ level two or equivalent
Voluntary sector option	A New Deal option designed to improve the employability of young people through training and participation in work which is of benefit to the community
Self-employment route	This is part of the employment option and aims to give young people training and support to enable them to set up and run a business.
Follow-through	Additional support, provided by the Employment Service and others, to help young unemployed people find employment during their time on the New Deal option, and afterwards.
Local partnership	Group of organisations responsible for facilitating New Deal in a particular area. This may include a contracted training provider.
New Deal personal adviser	A member of the Employment Service's staff who will support and guide young people through the New Deal process
New Deal action plan	Produced at the Gateway stage by the New Deal personal adviser and the young person. It identifies the client's employment and training needs and ways of meeting them.
Off-the-job training	Training that takes place away from work. This may be at the premises of training providers or employers. The training covers work-related skills and background knowledge and can lead to a qualification. It can also include training in basic skills and job-seeking skills
On-the-job training	Training that takes place at work. This helps clients learn practical skills relating to their job and acquire the competencies they need in order to gain vocational qualifications
Gateway to Work	A compulsory two-week course in personal and job-seeking skills which takes place during the Gateway period

The *Common Inspection Framework* is set out below. Guidance is provided on interpreting the framework in the context of New Deal 18-24.

ACHIEVEMENT AND STANDARDS

1 How well do learners achieve?

The success of New Deal is measured in terms of clients' achievements. The key issues are: how many clients gain employment and complete their individual training plans, and what progress they have made since starting their option.

To answer this key question, evaluate:

- **success in achieving challenging targets, including qualifications and learning goals**
- **the standards of learners' work in relation to their learning goals**
- **learners' progress relative to their prior attainment and potential**
- **the development of personal and learning skills.**

In making judgements, consider, where applicable, the extent to which:

- *results and retention rates compare well with local and national averages*

This means that the respective proportions of clients who gain employment and fulfil all the objectives in their training plans, compare favourably with those of other providers.

- *trends in performance over time show continuous improvement or the maintenance of very high standards*
- *analysis of added value indicates that learners make at least the progress expected of them*

This analysis explores the extent of client's progress on a programme by comparing the level of clients' attainments during, and at the end of their programme, with the level of clients' prior attainments at the beginning of the programme. The analysis yields information about the 'distance travelled' by the client beyond that which was anticipated at the start of the programme. This represents the 'value' that is added by the programme.

- *standards are consistently high across the provider's work*
- *challenging learning goals and targets are achieved.*

and learners:

- *make significant progress towards fulfilling their goals and their potential*

This means that clients significantly improve their occupational skills and knowledge in order to make themselves more employable.

- *are prepared for effective participation in the workplace and in the community*

This means that clients acquire the appropriate occupational, and social skills to help them achieve and retain employment and participate usefully in the community.

- *progress to further or higher education or employment*
- *reach appropriate levels in key skills*
- *develop the skills of critical evaluation, research and analysis*
- *develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively*
- *attend regularly and are punctual.*

Sources of evidence could include:

- observation of training, initial assessment, progress reviews;
- interviews with clients, trainers, work-based supervisors and assessors
- documents relating to clients' progress and achievements, such as
 - clients' records
 - personal development plans and individual learning plans;
 - records of progress reviews
 - examples of clients' work and portfolios
 - data on the number of clients who have carried out their individual training plans fully, achieved qualifications and obtained jobs
 - data on how long clients stay on the options and on their destinations
 - internal and external verifiers' reports
 - documents relating to certification
 - regional and national averages for the respective proportions of clients who obtain jobs and qualifications

THE QUALITY OF EDUCATION AND TRAINING

2 How effective are teaching, training and learning?

This question addresses the extent to which clients, training providers and employers plan learning programmes to meet the individual needs of the clients to help them improve their occupational and personal development skills and fulfil their potential. It also addresses how well the learning opportunities at work and training away from work help clients enhance their employability.

To answer this key question, evaluate:

- **how well teaching and training meet individuals' needs and course or programme requirements**
- **how well learners learn and make progress.**

In making judgements, consider, where applicable, the extent to which teachers and trainers:

- *show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme*

This means that trainers have knowledge of, and up-to-date technical expertise in, the relevant occupational area, can carry out effective training and assessment, and that option providers clearly understand the purpose of New Deal.

- *plan effectively with clear objectives that all learners understand*
- *use methods and styles of teaching and training consistent with the aims of their programmes and learners' personal objectives*

This means that trainers take account of each client's learning needs when devising the training sessions and inform clients of the objectives and intended outcomes of the sessions.

- *challenge and inspire learners*
- *set, use and mark assignments in a way that helps learners to progress*

This means that trainers set clients appropriate tasks and projects during their on-the-job and off-the-job training and provide them with prompt and constructive feedback on their performance in these, orally and in writing.

- *with learners, develop individual learning plans, informed by initial assessment, that are reviewed and updated regularly*
- *promote good working relationships that foster learning*

This means that trainers take into account clients' initial assessment results, personal development plans and action plans when drawing up clients' individual learning plans

- *use materials and teaching methods that promote equality of opportunity*

and the extent to which all learners:

- *acquire new knowledge and skills, develop ideas and increase their understanding*

This means that clients make significant progress towards acquiring the skills and knowledge identified in their training plan

- *understand and are confident in what they are doing, how well they are progressing and what they need to do to improve*

This means that clients understand the purpose of the option, can identify the extent of progress they have made, and are set appropriate and demanding targets

- *apply effort to succeed with their work, work productively and make effective use of their time.*
- *are stimulated and show interest in their work.*

Sources of evidence could include:

- observations of on-the-job and off-the-job training and assessment and progress reviews
- interviews with clients, trainers, work-based supervisors and assessors
- documents relating to learning and recording clients' progress, such as:
 - learning materials and learning resources
 - learning programmes
 - clients' records
 - records of clients' performances in the workplace
 - analysis of clients' and employers' responses to questionnaires on the quality of training
 - clients' personal development plans
 - contractors' and sub-contractors' reports on individual clients
 - clients' training plans and individual action plans
 - self-employed clients' business plans
 - records of clients' progress
 - records of monitoring of on-the-job and off-the-job training
 - reports of awarding bodies
 - feedback from employers

THE QUALITY OF EDUCATION AND TRAINING

3 How are achievement and learning affected by resources?

This question addresses how well the Employment Service's staff, employers and training providers fulfil the purpose of the New Deal. It addresses the extent to which staff have the skills, knowledge, qualifications and experience necessary to deliver training in the specialist options and occupational areas to clients from different backgrounds and with differing needs, as well as the quality of the accommodation, equipment and facilities available to clients.

To answer this key question, evaluate:

- **the adequacy and suitability of staff**
- **the adequacy, suitability and use of specialist equipment, learning resources and accommodation.**

In making judgements, consider, where applicable, the extent to which:

- *there are enough qualified and experienced teaching, training and support staff matching the demands of programmes and the range of learners*
- *the professional development of staff contributes to their effectiveness*

This means that training providers' staff learn how to work effectively with clients who have diverse learning needs, including those with poor basic skills. Occupational specialists are enabled to update their knowledge and skills.

- *specialist equipment and materials are used, including facilities which are relevant to the workplace and which meet current industrial standards*
- *accommodation provides a suitable setting for good teaching, training and learning and support for learners*
- *learners have access to learning resources that are appropriate for effective independent study*

This means that training organisations provide clients with suitable resources to enable them to work effectively on their own, particularly in the full-time education and training option.

- *learners work in a safe and healthy environment*

This means training and option providers regularly carry out checks to ensure that the learning facilities and resources at work and off-the-job conform to health and safety requirements.

- *resources are used to best effect in promoting learning*

- *learning resources and accommodation allow all learners to participate fully*

This means that accommodation and learning facilities are accessible to clients with learning difficulties or disabilities.

Sources of evidence could include:

- inspection of accommodation, training facilities and learning materials and adaptations made to facilities and resources to enable clients with learning difficulties or disabilities to use them
- interviews with clients, training providers' staff, work-based supervisors and assessors
- documents relating to resources, such as:
 - learning materials;
 - staffing details
 - trainers' curricula vitae,
 - staff development plans for trainers and assessors
 - inventories of equipment
 - equipment maintenance and replacement plans;
 - records relating to the use of accommodation
 - records of health and safety checks at work and at training providers' premises

THE QUALITY OF EDUCATION AND TRAINING

4 How effective are the assessment and monitoring of learners' progress?

This question addresses how effectively clients are assessed during the Gateway and at the start of their options. It addresses the quality of the assessment of clients' learning and the extent to which clients, employers, training providers and personal advisers are involved in reviewing clients' progress towards their individual goals to help them achieve employment.

To answer this key question, evaluate:

- **the suitability and rigour of assessment**
- **the uses of assessment in planning learning and monitoring progress.**

In making judgements, consider, where applicable, the extent to which:

- *forms of assessment and recording are suitable for the courses and programmes being followed*
- *assessment is fair, accurate and carried out regularly*

This means that assessment of clients' progress in learning skills and knowledge at work and during off-the-job training is fair and accurate, carried out at appropriate intervals and is recorded carefully.

- *initial assessment provides an accurate basis on which to plan an appropriate programme of work*

This means that clients receive initial assessments of their basic and key skills and that their results in these are taken into account when drawing up individual training plans for the clients, deciding which qualifications they should work towards, and what additional learning support they need.

- *assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further*

This means that clients' progress towards achieving their qualifications and learning goals is monitored carefully, clients are set short-term targets regularly and that they receive detailed and constructive feedback from assessors on their performance.

- *achievements towards learning goals and qualifications are recorded and accredited*

This means that staff maintain detailed records of clients' achievements and that clients are credited with achievement of part of a qualification, such as a unit of an NVQ.

- *assessment information, including the analysis of the performance of different groups of learners, is used to guide course and programme development*

- *assessment, verification and moderation procedures follow regulatory body requirements*

This means that assessment and internal verification are carried out thoroughly and rigorously in accordance with awarding body requirements, and are carefully recorded.

- *those with a legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.*

This means that clients, employers and work experience supervisors are kept fully informed of clients' progress towards fulfilling their learning objectives.

Sources of evidence could include:

- observation of assessments and progress reviews on-the-job and off-the-job.
- interviews with clients, trainers, work-based supervisors and assessors
- documents relating to assessment and clients' progress, such as:
 - assessment materials
 - assessment records
 - clients' assessed work and portfolios
 - clients' personal development plans
 - internal and external verifiers' reports
 - summary records of assessment
 - reports from contractors and sub-contractors on individual clients
 - reports from awarding bodies
 - feedback from employers

THE QUALITY OF EDUCATION AND TRAINING

5 How well do the programmes and courses meet the needs and interests of learners?

Clients are guided to an option where they can acquire skills and knowledge in interesting and challenging contexts and which will help them achieve sustained employment. Clients' work benefits the community and the environment and meets the needs of the local labour market.

To answer this key question, evaluate:

- **the extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience**
- **how far programmes or the curriculum meet external requirements, and are responsive to local circumstances.**

In making judgements, consider, where applicable, the extent to which:

- *learners have the opportunity to study an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications*

This means that clients have the opportunity to work towards qualifications which meet their needs and help to make them more employable.

- *the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression*

This means all aspects of clients' learning, including jobsearch, work-based projects and additional learning activities are well co-ordinated.

- *the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners*

This means that clients have access to all the options and are not excluded from any aspect of training on grounds of race, gender, disability.

- *learners have the opportunity to broaden their experience through a suitable variety of enrichment activities*

This means that clients with an extensive and broad range of learning experiences which not only enable them to acquire vocational skills and knowledge but also further their personal development.

- *programmes of work take account of community and employer needs*

This means that the projects on the environment task force and voluntary sector options are of benefit to the community or the environment and the employment and full-time education and training options enable clients to meet the needs of the local labour market.

- *legal requirements in relation to religious education and collective worship are fulfilled where they apply*

This is not applicable to New Deal.

- *multi-site provision and resources are effectively integrated to give a coherent programme of learning.*

This means training providers, Employment Service staff and employers work together to ensure that all aspects of the clients' training is coherent and well co-ordinated.

Sources of evidence could include:

- interviews with clients, trainers, the Employment services' staff, work-based supervisors and employers
- documents relating to the organisation of learning programmes and projects, such as:
 - training and project plans, including list of planned learning activities
 - strategic and operating plans
 - clients' individual learning plans
 - project reports
 - records of monitoring of contract compliance

THE QUALITY OF EDUCATION AND TRAINING

6 How well are learners guided and supported?

This question is about the systems that a local partnership uses to support New Deal clients. It addresses the effectiveness of the support system to maximise the likelihood of clients achieving their planned training objectives. It includes the effectiveness of systems to assess clients' occupational skills, knowledge, prior achievements and learning needs to prepare realistic training and personal development plans and provide clients with appropriate additional training and individual support and guidance to help them achieve their goals.

To answer this key question, evaluate:

- **the quality of information, advice and guidance to learners in relation to the courses and programmes they are following and their career progression**
- **the diagnosis of, and provision for, individual learning needs**
- **the access learners have to relevant, effective support on personal issues.**

In making judgements, consider, where applicable, the extent to which:

- *support arrangements are planned and managed coherently*

This means that arrangements for supporting clients are comprehensive, fully recorded and well managed from the beginning of Gateway and throughout the options.

- *impartial guidance enables learners to choose the course or programme which is right for them*

This means that clients are given relevant, timely and objective advice by personal advisers and option providers on the training offered within each option and possible subsequent employment opportunities.

- *careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training*

This means that clients receive effective training in jobsearch and comprehensive and up-to-date information and advice on opportunities for employment and further training, from the start of Gateway and throughout the option.

- *procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action*
- *induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme*

This means that clients are given well-planned and co-ordinated induction to their option, their learning programmes and job or project, and are informed of their rights and responsibilities.

- *individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training*

This means that clients are given initial tests in order to identify their learning needs and that those requiring additional learning support are provided with it throughout their option.

- *learners have effective personal support to help them to complete their course or programme, including access to specialist support services.*

This means that personal counselling, mentoring and advice are available to clients to help them to achieve their learning goals and obtain employment.

- *guidance and support are sensitive to equality of opportunity*
- *partnerships with other providers and relevant agencies involved in advice and guidance are effective*

Sources of evidence could include:

- observation of induction, basic skills sessions, clients' progress reviews and the process for setting clients new goals, careers advice sessions, jobsearch sessions;
- interviews with clients, personal advisers, trainers, work-based supervisors, mentors or counsellors
documents relating to client support, such as:
 - policies and procedures for the assessment of clients' prior learning and experience
 - induction programmes and materials
 - clients' personal files, including individual action plans and personal development plans
 - clients' individual learning plans
 - learning agreements and codes of conduct
 - initial assessment materials and records of initial assessment results
 - timetables for of additional learning support
 - additional learning support materials
 - curricula vitae of staff providing additional support
 - data on clients' destinations after completion of options
 - clients' responses to questionnaires on the quality of support clients receive
 - policies relating to clients with learning difficulties or disabilities
 - resources used for the Gateway, Gateway to Work and Follow-through

LEADERSHIP AND MANAGEMENT

7 How effective are leadership and management in raising achievement and supporting all learners?

This question addresses the extent to which the local partnership provides a comprehensive range of opportunities so that clients are able to improve their employability within the context of the local labour market. It also addresses the extent to which the partnership actively promotes equality of opportunity for clients and rigorously monitors the effectiveness and efficiency of the service delivered. The question examines how effectively data is used to improve the provision and clients' achievements.

To answer this key question, evaluate:

- **how well leaders and managers set a clear direction leading to high quality education and training**
- **how effectively, through quality assurance and self assessment, performance is monitored and evaluated and steps taken to secure improvement**
- **how well equality of opportunity is promoted so that all learners achieve their potential**
- **where relevant, the extent to which governors or other supervisory boards meet their responsibilities**
- **how effectively and efficiently resources are deployed to achieve value for money.**

In making judgements, consider, where applicable, the extent to which:

- *clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers*

This means that all staff, contractors, subcontractors and work placement providers fully understand and uphold the local partnership's values, work effectively to implement the local partnership's policies and strategies, and help the local partnership achieve its targets.

- *demanding targets for retention, achievement, progression and employment are set and met*

This means that the local partnership sets and meets measurable targets that relate to its strategic objectives.

- *the quality assurance arrangements are systematic and informed by the views of all interested parties*

This means that the quality assurance process leads to good teaching and learning on each option, in each occupational area and on every site, and includes the systematic analysis of the views of clients, staff and employers on the quality of the options provided.

- *rigorous self-assessment leads to identified priorities and challenging targets for improvement*

This means that the partnership carries out self-assessment annually as part of the quality assurance process and draws up an action plan for building on strengths, rectifying weaknesses, and meeting demanding targets.

- *priorities are supported through responsible financial management*

This is not applicable to New Deal.

- *staff understand and are fully involved in the organisation's quality assurance arrangements*

This means quality assurance arrangements are fully understood and implemented by all staff, contractors and subcontractors.

- *the information needs of managers and other staff are met and management information is used effectively to the benefit of learners*
- *performance management, staff appraisal and review is effective in improving the quality of provision*
- *there are explicit aims and values promoting equality for all that are reflected in the provider's work*

This means that local partnerships, contractors and subcontractors comply with equal opportunities legislation, have policies on equal opportunities, and promote equal opportunities effectively through all aspects of their work.

- *there are effective measures to eliminate oppressive behaviour, including all forms of harassment*

This means that staff and clients understand what oppressive behaviour is, know how to deal with it, and are protected against discrimination and harassment.

- *there are effective procedures for dealing with appeals and complaints*

This means that local partnerships, contractors and subcontractors deal with complaints and grievances promptly and effectively, using procedures that are understood by all staff and clients.

- *governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance*

This means that the local strategic partnerships, consortia or steering groups evaluate the effectiveness of the planning, implementation and review of New Deal in their area and that the steering groups evaluate their own performance.

- *the 'best value' principles of comparison, challenge, consultation and competition are applied in securing resources and services*

This means that local partnerships, contractors and subcontractors use training facilities, accommodation, equipment and staff efficiently and effectively to ensure that the training represents good value for money.

- *efficient and effective use is made of resources*

Sources of evidence could include:

- interviews with managers and members of local partnerships, contractors, work supervisors, trainers, clients and members of external agencies, such as voluntary organisations, local authorities
- documents relating to the management of the training, such as:
 - mission statements
 - contracts
 - policy statements
 - strategic and operating plans
 - agendas and minutes of meetings
 - data on management information systems
- documents relating to quality assurance, such as:
 - procedures for monitoring the local partnerships' and participating organisations' policies and procedures
 - procedures for monitoring the quality of training and assessment
 - data on the effectiveness and efficiency of the programme
 - contract compliance records
 - action plans for improving training
 - statistics relating to the achievement of performance targets
 - analysis of clients' performance and achievements, including information on clients' destinations
 - questionnaires, and analysis of responses to them
 - self-assessment reports
 - minutes of steering group or consortium meetings
- documents relating to the promotion of equality of opportunity, such as:
 - publicity and marketing materials
 - equal opportunities policies and procedures
 - data relating to the monitoring of the promotion of equal opportunities data
 - plans and records of staff training related to equal opportunities
 - statistics on clients' performance, achievements and progression disaggregated in terms of clients' gender, ethnicity and disabilities
 - records of complaints and remedies
 - data on the proportions of persons in the local community from minority ethnic groups

- documents relating to financial management and the evaluation of the efficiency of use of resources, such as:
 - the partnerships' financial policies
 - annual financial reports
 - analysis of training costs