



ADULT LEARNING
INSPECTORATE

*DRAFT GUIDANCE ON INSPECTION
FOR PROVIDERS*

*Interpreting the
Common Inspection Framework*

Contents

General guidance on the framework

The framework applied to

- Work-based learning
- New Deal 18-24
- Adult and community learning
- University for Industry *learndirect* provision

INTRODUCTION

The *Common Inspection Framework* applies to those aspects of post-16 provision covered by the inspection remits of the Adult Learning Inspectorate (ALI) and OFSTED. This draft guidance has been prepared to help providers interpret the framework and relates to:

- Work-based learning
- New Deal 18-24
- Adult and community learning
- University for Industry *learndirect* provision.

The ALI would welcome comments on the guidance before it is finalised. The intention is to formally publish the guidance for work-based learning and New Deal 18-24 by August 2001. The date for formally publishing guidance on adult and community learning and *learndirect* will be delayed until after a series of pilot inspections starting shortly.

Please email any comments on the draft guidance to enquiries@ali.gov.uk.

GENERAL GUIDANCE ON INSPECTION

ADULT LEARNING INSPECTORATE

The Adult Learning Inspectorate (ALI) was established under the provisions of the Learning and Skills Act 2000 to bring together the inspection of adult learning and work-based training into the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- education for people aged over 19 in further education colleges
- the University for Industry's *learndirect* provision
- adult and community learning
- training delivered by the Employment Service (ES) under the New Deals.

The ALI shares responsibility with the Office for Standards in Education (OFSTED) for the inspection of further education colleges. While the ALI is responsible for inspecting provision in colleges for adults, OFSTED inspects the provision for students aged 16-19. OFSTED leads the inspections of colleges.¹ In addition, the ALI collaborates with OFSTED in area-wide inspections of all education and training provision for 16-19 year olds. OFSTED leads these inspections. The ALI leads all the inspections that are in its sole remit. Learning and Skills Act gives the ALI the power to undertake commissioned inspections of non-publicly funded provision.

The ALI is required to report annually to the Secretary of State on the quality of provision within its remit. The ALI may also make other reports relating to education or training within its remit, as it considers appropriate.

The ALI is a non-departmental government body and is independent of the Learning and Skills Council (LSC). Its board has nine members including the chairman and the chief inspector. The inspectorate has a single national headquarters, in Coventry. There are no regional offices. Supporting the chief inspector are four directors of inspection and a director of business services. In addition, there are:

- 12 inspection managers
- 120 full-time inspectors (by April 2002)
- 850 associate inspectors (by April 2002)
- 80 support staff.

¹ OFSTED is producing a *Handbook for Inspecting Colleges* which gives the background to arrangements and explains how colleges will be inspected.

Approximately two-thirds of the full-time inspectors were recruited from its predecessor inspectorates; the Training Standards Council, and the Further Education Funding Council. The chief inspector and the directors are based at the ALI's head office; the inspection managers and full-time inspectors are home-based.

Under the provisions of the Learning and Skills Act, an ALI inspector has, at all reasonable times, a right of entry to premises on which education and training within its remit is provided.

KEY FEATURES OF POST-16 INSPECTION

The Learning and Skills Act established the following inspection arrangements:

- The extension of OFSTED's remit to include the inspection of provision for 16-19 year olds in further education colleges, tertiary colleges and sixth form colleges.
- The ALI is responsible for inspecting post-19 provision in colleges.
- The two inspectorates will work together to plan a joint inspection programme for colleges. Joint inspections, including inspectors from both inspectorates, will be directed by OFSTED and will lead to a single inspection report.
- The ALI will be responsible for inspecting work-based training for all age groups. In addition, the ALI will have responsibility for the inspection of:
 - New Deals
 - Adult and community learning
 - University for Industry (Ufi) *learn direct* provision.
- The ALI will also have the power to undertake commissioned inspections of privately-funded provision.
- All inspections will be based on a common inspection framework.
- OFSTED is expected to carry out more comprehensive inspections of school sixth forms and ensure they are inspected in as much depth as 16-19 provision in colleges.

- In partnership with OFSTED, the ALI will carry out the inspection of all providers of 16-19 education and training within a particular area.
- The ALI and OFSTED will be asked to evaluate post-inspection action plans and advise the LSC and the Employment Service (ES) on their adequacy.

COMMON INSPECTION FRAMEWORK

The *Common Inspection Framework* (see <http://www.ali.gov.uk>) identifies the three main functions of inspection as follows:

- to give an independent, public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed;
- to help bring about improvement by identifying strengths and weakness and highlighting good and poor practice;
- to keep the Secretary of State, the LSC and ES informed about the quality and standards of education and training.

The framework meets the requirement of the *Learning and Skills Act 2000*. In general, the Act sets out:

- the principles which apply to the inspection of post-16 non-higher education and training;
- the specific evaluation requirements which apply to the inspection of individual providers of education and training.

The framework requires inspectors to form an overall judgement as to:

How effective and efficient is the provision of education and training in meeting the needs of learners, and why?

The framework specifies that in forming their overall judgement, inspectors need to take into account:

- achievements and standards
- the quality of education and training
- leadership and management

and answer seven key questions:

- How well do learners achieve?
- How effective are teaching, training and learning?
- How are achievement and learning affected by resources?
- How effective are the assessment and monitoring of learning?
- How well do the programmes and courses meet the needs and interests of learners?

- How well are learners guided and supported?
- How effective are leadership and management in raising achievement and supporting all learners?

The scope of each question is defined by evaluation requirements. For example, in answering the question, 'How well do learners achieve?', inspectors 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.

Under each question, the framework also specifies possible measures of quality. Inspectors use such measures when arriving at their judgements on quality.

BROAD PRINCIPLES OF INSPECTION

The *Common Inspection Framework* is used by the ALI, and OFSTED for inspections under Part III of the Learning and Skills Act 2000. The ALI's remit is wide and the process of inspection takes into account the different contexts in which learning takes place. Annex A explains how the *Common Inspection Framework* can be applied to different types of learning. Particularly detailed attention is paid to explaining how the framework applies to adult and community learning, and the University for Industry's *learnirect* provision, since, up until now, there has been little inspection of these areas.

The programme of inspection is planned on a quarterly basis. Providers normally will be given between six to 12 weeks' notice of inspection.

Inspections are planned to suit the circumstances and size of the providers. Most inspections involve teams of between two and 10 inspectors. Each inspection is led by a full-time inspector who is supported by an assistant lead inspector. Most inspections take place over one week, but some may take longer in order to cover the provision satisfactorily.

Inspectors' judgements are based on evidence. Types of evidence include observations of learning, interviews with learners and providers' staff, and documentary evidence, such as that relating to training, assessment, verification and awards. The LSC and the ES collect data from providers. It is essential that

these data and additional data providers may give inspectors at the time of inspection, are accurate.

SELF-ASSESSMENT, INSPECTION, ACTION PLANS

The primary responsibility for improving the quality of provision lies with the provider. It is vital that providers themselves regularly evaluate all aspects of their provision and seek to improve its quality continuously. The process of continuous improvement by a provider should include:

- self-assessment
- development-planning and target-setting
- monitoring and reviewing the extent to which plans are achieved and targets are met
- sharing good practice
- external inspection.

The LSC and the ES are publishing guidance to providers on self-assessment which has been endorsed by the ALI and OFSTED. Providers are required to produce a self-assessment report annually, the core of which should comprise an evaluation based on answers to the seven key questions of the *Common Inspection Framework*. In addition, providers are required to evaluate other related aspects of quality and financial probity. In drawing up their self-assessment report, providers should make judgements about their performance and identify strengths, weaknesses and other improvements needed. All judgements should be supported by reliable evidence and lead to grades, which are assigned according to the grading scales published by the two inspectorates.

Providers should send their annual self-assessment report to the LSC/ES. When an inspection is planned, the LSC/ES sends the provider's self-assessment report to the inspectorate leading the inspection, along with other relevant information, such as, learner records, data on achievements and development plans. The inspectorates use the self-assessment report when planning the inspection. Inspection reports include judgements on the rigour of the self-assessment process and the thoroughness of the self-assessment report. Following the inspection, the provider submits to the LSC/ES a plan detailing how it intends to respond to the inspection

findings. This post-inspection action plan should be linked to the provider's development plan. The LSC/ES is responsible for assessing the appropriateness of the action plan and for monitoring its implementation.

Where inadequate or weak provision is identified, the inspectorates will offer advice to the LSC/ES on whether the provider's action plan adequately addresses the weaknesses identified during the inspection. From time to time in other instances, the LSC/ES may wish to consult with the inspectorates on the adequacy of action plans.

GRADING

Grading scale

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- grade 1 - excellent
- grade 2 - very good
- grade 3 - good
- grade 4 - satisfactory
- grade 5 - unsatisfactory
- grade 6 - poor
- grade 7 - very poor.

In summarising their judgements about the quality of provision in curriculum or occupational areas and about the quality of leadership and management, inspectors use a five-point scale. The descriptors for the five grades are:

- grade 1 – outstanding
- grade 2 – good
- grade 3 – satisfactory
- grade 4 – unsatisfactory
- grade 5 – very weak.

The two grading scales relate to each other as follows:

Seven-point scale	Five-point scale
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

What is graded?

In the case of the inspection of a provider, the following aspects are graded:

- each curriculum/occupational area inspected. The grade awarded to each area is determined by the judgements inspectors make in their response to the seven key questions of the *Common Inspection Framework*. Where a provider offers more than one aspect of the ALI's remit in an occupational area, for example New Deal and work-based learning, then individual grades for each aspect also are awarded.
- leadership and management. An overall grade is awarded for leadership and management. In addition, contributory grades are given for equality of opportunity and quality assurance. These contributory grades are taken into account when determining the overall grade for leadership and management.

REPORT STRUCTURE

Where an inspection of a provider involves only the ALI, the ALI inspection report contains the following sections.

1 A summary which includes:

- a brief descriptive paragraph about the provider
- an overall judgement on the provision
- brief statements on the quality of each type of provision inspected, for example work-based learning or adult and community learning, and a summary of the judgements about leadership and management
- a table of grades which includes:
 - a grade for leadership and management and grades for equality of opportunity and for quality assurance
 - grades for occupational/curriculum areas
- a statement of the overall key strengths, weaknesses and other improvements needed

2 A commentary on the provider which covers:

- the provider and its context including:
 - the number of learners
 - programmes offered
 - the location of the provider
 - the provider's funding arrangements
 - local/regional employment data
 - local/regional educational achievement data

3 A section on the inspection findings which includes:

- details of the composition of the inspection team and the nature of evidence base
- grades for learning sessions observed
- an evaluation of each curriculum/occupational area
- data on learners' achievements in each curriculum/occupational area inspected
- an evaluation of leadership and management, including equality of opportunity and quality assurance.

The structure of inspection reports for colleges carried out jointly by the ALI and OFSTED, will be explained in OFSTED's *College Inspection Handbook*.

THE PROVIDER'S NOMINEE

Each provider is invited to nominate a senior member of staff to work with the inspection team. The nominee plays an important role in ensuring that the inspection team has access to all relevant evidence and that the inspection runs efficiently and effectively. The nominee should:

- have a detailed understanding of the provider's learning programmes and operations
- hold a sufficiently senior position to ensure the co-operation of the provider's staff at all levels, before, during and after the inspection;
- be able to carry out the role with an appropriate degree of authority, without the need to refer continually to other senior members of staff

The nominee is invited to attend meetings of the inspection team but does not contribute to decisions on grading. The lead inspector ensures that the nominee is fully aware of the evidence used to support inspection judgements. Should the nominee consider the inspectors' evidence base is incomplete, he or she may present additional evidence if this is available.

The nominee helps the inspectors arrange meetings with people they wish to interview and ensures inspectors have easy access to relevant information. The lead inspector looks to the nominee to ensure that the provider's staff are available for meetings as scheduled and that documents are available, as agreed during the planning phase of the inspection.

If the provider or the provider's staff voice concerns about the inspection process, the nominee should raise these promptly with the lead inspector and, where possible, help to resolve them. The lead inspector keeps the nominee informed of significant issues that emerge during the inspection. In order that inspectors may explore these issues further, the nominee may be called upon to provide additional evidence, or arrange additional meetings with staff or learners.

The nominee is asked to make arrangements for the feedback of the inspection findings to the provider and other relevant parties. The lead inspector liaises with the provider's nominee over the inspection team's use of the provider's facilities. The provider's nominee is expected to respect the confidentiality of discussions in the base room and inspectors' exploratory deliberations.

INSPECTION ACTION PLANS

Following the inspection, the provider sends an action plan to the relevant funding body, irrespective of the grades which were awarded. The action plan must clearly show how weaknesses and the other improvements needed that are identified by inspectors will be addressed. It should also contain proposals for building on the strengths identified in the inspection. The LSC/ES is responsible for approving the action plan. Where an inspection has identified inadequate or weak provision, the ALI, and where appropriate OFSTED, will be consulted by the LSC/ES on whether the action plan addresses the weaknesses adequately.

In general, the action plan should:

- specify details of the actions to be taken and their intended outcomes;
- ensure that all the weaknesses and other improvements needed identified in the report have been addressed;
- show how existing strengths may be built upon and how new strengths may be achieved;
- specify who is responsible for implementing the actions;
- state the target dates by which action must be completed;
- give details of arrangements for monitoring progress in implementing the plan.

REINSPECTION

Where an inspection results in a third or more of curriculum or occupational areas and/or leadership and management being graded 4 or 5, the entire provision will normally be reinspected. Where less than a third of the curriculum or occupational areas offered by a provider are graded 4 or 5, then only these areas will be reinspected. All reinspections are normally carried out within two years of the original inspection.

EVALUATION OF INSPECTION

The ALI is committed to the continuous improvement of its own performance. It gathers information about its performance in a number of ways, including evaluation of the:

- inspection process by providers
- performance of the lead inspector by members of the inspection team, including associate inspectors

- performance of members of the inspectorate support team, including associate editors.

The ALI reports regularly to the ALI's board on the quality of its work and progress in meeting its targets.

COMPLAINTS AND REVIEW OF EVIDENCE

OFSTED and the ALI are preparing a complaints and review procedure which will apply to all post-16 inspection

ANNEX A

INSPECTION OF WORK-BASED LEARNING

Introduction

These guidelines explain how the *Common Inspection Framework* should be applied to the inspection of work-based learning. 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.

Work-based learning takes place mainly in the workplace. Its prime aim is to enable the learner to become competent and effective in his or her occupational area. Work-based learning is achieved through planned and structured training. The learners, or trainees, are given on-the-job training by their supervisors in the workplace. It is rarely possible for trainees to acquire all the knowledge and skills they need in the workplace, so on-the-job training is usually complemented by appropriate off-the-job training.

Inspectors grade each occupational area. They give contributory grades for each programme, such as work-based learning for young people and New Deal, and these are taken into consideration when determining the grade for an occupational area.

There are approximately 1,500 providers of work-based training in England. Most work-based trainees are employed and follow the requirements of a modern apprenticeship framework in a specific occupational area. Foundation modern apprentices train towards a National Vocational Qualification (NVQ) at level 2 and advanced modern apprentices train towards an NVQ at level 3. All modern apprenticeship frameworks include training in key skills. They normally also include training to achieve additional qualifications or units of qualifications. Some training programmes are not modern apprenticeships and are aimed at the achievement of solely an NVQ, but these are declining. The main learning objective of some training programmes is to help trainees to achieve employment rather than a qualification.

When a training provider offers New Deal for clients, as well as work-based learning for trainees, this is inspected. Such inspection of New Deal is distinct from inspection of New Deal units of delivery. These guidelines relate only to the inspection of New Deal offered by training providers. There are separate guidelines for the inspection of New Deal units of delivery.

Language of work-based learning

The table below sets out the terms of reference for work-based learning and compares them with those used in the *Common Inspection Framework*.

Term used in the <i>Common Inspection Framework</i>	Equivalent term used in the context of work-based learning	
Provider	Training provider	Any organisation providing training which is mainly work-based
Learner	Trainee	A learner on a work-based learning programme
Teacher/ Trainer	Trainer	Person qualified to train in the workplace or off the job
	Assessor	Person qualified to assess trainees
	Workplace supervisor	An occupationally competent person with responsibility for training a trainee in the workplace but not necessarily qualified as a trainer or assessor
	Manager or co-ordinator	A member of the training provider's staff who has responsibility for the training but is not necessarily a trainer or an assessor
	Mentor	A person providing additional support, guidance and advice to a trainee.
Learning goals	Learning objectives	Attainment of these objectives usually improves trainees' employment and career prospects. For example, the objectives can relate to modern apprentices' completion of their framework; trainees' achievement of NVQs; the development of key skills by trainees through all aspects of their work
Personal and learning skills	Personal development skills	These include key skills and skills that enhance trainees' employment prospects

Other terms used in the context of work-based learning include:

Workplace	Where a trainee works and is given on-the-job training. It may be the premises of the trainee's employer or a placement.
On-the-job training	The part of the training that takes place at work and is given by an occupationally competent workplace supervisor. The workplace supervisors should understand the occupational standards but they may not necessarily be qualified trainers
Off-the-job training	Training that takes place away from the workplace at a training centre, college or on another part of the workplace premises. During off-the-job training trainees learn knowledge or skills which they use in the workplace or which helps them to gain employment
Individual training plan	An individual learning plan specific to each trainee which sets out his or her learning objectives and how they are to be achieved. The plan covers on- and off-the-job training and is reviewed and updated regularly
Trainee progress reviews	A meeting between the trainee and those responsible for his or her training. Its purpose is to review individual trainees' progress towards achieving their learning objectives and to set the trainees' targets for the next stage of the training.
Subcontractors	Training providers or assessment centres to whom training, assessment or verification are subcontracted by the organisation with prime responsibility for training, learning and achievement
Initial assessment	Identification of a trainee's existing skills, competence and knowledge at the start of the training programme. The findings from initial assessment should be taken into account when drawing up an individual training plan for the trainee, setting the trainee targets and determining what additional learning support he or she needs
Under-represented groups	These are made up of persons from identifiable groups in the community, such as those from minority ethnic communities, people with disabilities and, in some instances, men or women, who make up a significantly low proportion of trainees in a particular occupational area. The degree of under-representation is ascertained by comparing the proportion of trainees from such groups on a training programme, with the proportion of persons from

	these groups in the local population
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The *Common Inspection Framework* is set out below. Guidance is provided in the shaded boxes on interpreting the framework in the context of work-based learning.

ACHIEVEMENT AND STANDARDS

1 How well do learners achieve?

Achievement is judged in two ways. The first is the rate of achievement: the proportion of trainees who complete the programme and the proportion achieving their learning objectives. The second is the standard of competence and skills that the trainees achieve and how that compares with the level of competence and skills with which they start the programme.

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*

Local or national averages should be used where they exist, but they may not be available in all areas of work-based learning.

- *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 trainees' progress on a programme by comparing the level of trainees' attainments during, and at the end of their programme, with the level of trainees' prior attainments at the beginning of the programme. The analysis yields information about the 'distance travelled' by the trainee beyond that which was anticipated at the start of the programme. This represents the 'value' that is added by the training 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*
- *are prepared for effective participation in the workplace and in the community*
- *progress to relevant further or higher education or employment*

This means that trainees, on completion of their training, obtain relevant employment and, where possible, undertake further relevant training or education. Providers' records should show trainees' destinations.

- *reach appropriate levels in key skills consistent with their main programme of study or training*

This means that trainees must achieve levels of attainment in key skills required of them on their training programme, and they should be encouraged to exceed these levels if they have the potential to do so.

- *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:

- data on the numbers of trainees who complete the modern apprenticeship framework, obtain whole or parts of qualifications, reach milestones, find employment and fulfil various learning objectives
- numbers of trainees starting and completing their programmes
- comparisons between local and national data
- data trends over several years
- destinations of all trainees who leave before or at the end of their programme
- observations of trainees at work
- trainees' written and practical work including portfolios of evidence
- interviews with trainees
- interviews with employers
- trainees' initial assessment records and training plans
- records of trainees' progress reviews
- records of trainees' attendance

THE QUALITY OF EDUCATION AND TRAINING

2 How effective are teaching, training and learning?

This question is about the effectiveness of the work-based training process in enabling trainees to acquire the competence, skills and knowledge that form their learning objectives. Much of the training takes place at work and is learnt from workplace supervisors. This is supplemented by off-the-job training that gives the trainees the background knowledge and the skills that they apply in the workplace.

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 applies to all those who are responsible for training either on or off the job.

- *plan effectively with clear objectives that all learners understand*

This means that on-the-job and off-the-job training are planned carefully and co-ordinated well to ensure that trainees are able to develop all the skills they have to demonstrate in order to gain their qualification. The training plans should include objectives which are clear and understood by trainees, trainers and workplace supervisors.

- *use methods and styles of teaching and training consistent with the aims of their programmes and learners' personal objectives*
- *challenge and inspire learners*
- *set, use and mark assignments in a way that helps learners to progress*

This means trainers and workplace supervisors set trainees relevant tasks and projects. They give constructive feedback to the trainees to help them improve their performance.

- *with learners, develop individual learning plans, informed by initial assessment, that are reviewed and updated regularly*

This means that trainees help to draw up their own training plans and in so doing, take in account their initial assessment results. The plans are reviewed regularly, and they are amended to reflect trainees' progress and achievements and changes in the trainees' needs.

- *promote good working relationships that foster learning*
- *use materials and teaching methods that promote equality of opportunity.*

This means that learning materials and teaching methods contain no allusions to gender, race, religion or disabilities, which cause offence to trainees from particular groups or discourage them from progressing. The materials and trainers avoid general reference to 'he' when trainees may be of either gender. In the workplace, there are no pictures of an overtly sexist nature.

and the extent to which all learners:

- *acquire new knowledge and skills, develop ideas and increase their understanding*
- *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 reviews of trainees' progress are carried out at regular intervals. The person who carries out the training, the workplace supervisor, and the trainees are all involved in the reviews. They identify action the trainee is required to have carried out by the time of the next review. At the next review, a check is made on whether the trainee has carried out this action. A record of the review is made and given to all relevant parties. Following decisions taken at a progress review, amendments may be made to the trainees' individual training plan.

- *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 training
- visits to the workplace
- observations and records of progress review meetings
- interviews with trainees
- interviews with trainers
- interviews with workplace supervisors and employers
- individual training plans
- on-the-job and off-the-job training plans and session plans
- training materials
- induction materials
- records of communication between all those involved in training

THE QUALITY OF EDUCATION AND TRAINING

3 How are achievement and learning affected by resources?

This question addresses the quality of staff and other resources and how effectively they are applied to the training. Staff resources include off-the-job trainers, workplace supervisors, staff who manage and co-ordinate the training and those in subcontracted organisations. The question also requires an evaluation of the accommodation, equipment, materials and learning resources both in the workplace and where off-the-job training takes place.

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*

This means that there are enough appropriately qualified and suitably experienced staff who, between them, can carry out training, assessment, internal verification and, where necessary, counselling. Workplace supervisors have relevant occupational experience and are able to devote sufficient time to on-the-job training. Some will have occupational qualifications and will have been trained as assessors or internal verifiers.

- *the professional development of staff contributes to their effectiveness*

This means that staff develop further their skills as trainers and managers of training. They gain relevant qualifications. As occupational specialists, they keep their knowledge and skills up-to-date.

- *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 trainees have access to good learning materials, equipment and facilities when they need them. They are able to use these on their own to make progress towards fulfilling their learning objectives.

- *learners work in a safe and healthy environment*

This means that, before a trainee starts work and throughout the period of training,

the provider checks and records that the workplace meets health and safety requirements. Accommodation for off-the-job training also meets health and safety requirements. Trainees are aware of their responsibilities for their own health and safety and that of others.

- *resources are used to best effect in promoting learning*
- *learning resources and accommodation allow all learners to participate fully.*

This means that accommodation is accessible to people with physical disabilities and that, where necessary, resources have been adapted to ensure trainees can achieve their learning goals.

Sources of evidence could include:

- records of trainees' achievements and retention
- observation of on-the-job and off-the-job training
- visits to trainees' places of work
- interviews with workplace supervisors
- interviews with trainees
- interviews with trainers, assessors, internal verifiers
- staff qualifications
- staff training and development records
- references to resources in the provider's business plan
- learning materials and equipment for both on-the-job and off-the-job training
- visits to subcontracted training facilities
- health and safety monitoring records and training materials

THE QUALITY OF EDUCATION AND TRAINING

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

This question addresses how effectively trainees are assessed on entry and throughout their training programme. The initial assessment is to identify their starting point so that an appropriate training plan can be produced. Subsequent assessments are used to monitor trainees' progress towards their learning objectives and to judge their competence and skills against national standards.

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*

This means that suitable methods of assessment are used and detailed records of assessment are maintained. Evidence of trainees' competencies includes: records of observation of trainees' performance, trainees' responses to written and oral questioning, the trainees' work itself, authorised witness testimonies and records of discussion about the trainees' performance between persons responsible for training.

- *assessment is fair, accurate and carried out regularly*

Where possible, assessment is carried out in an actual workplace rather than a simulated one.

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

This means that trainees receive an assessment of their basic and key skills and, where appropriate, occupational aptitude, when they join their programme. Their results in this initial assessment are taken into account when their individual training plan is devised. The results also indicate whether or not the trainees need additional learning support.

- *assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further*
- *achievements towards learning goals and qualifications are recorded and accredited*

This means that trainers maintain detailed records of trainees' achievement of learning goals and qualifications. Trainees receive certification for component parts of full qualifications, so that they have something to show for the learning

they have achieved if they leave early and if they wish to work towards the qualification elsewhere.

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

Sources of evidence could include:

- observations of assessment
- interviews with trainees
- interviews with assessors
- interviews with internal verifiers
- examination of assessment records and evidence of assessment
- initial assessment records
- training plans
- assessment plans
- trainers' records of trainees' progress and achievement
- training programme reviews
- internal verifiers' records
- external verifiers' reports
- reports on trainees' progress sent to employers
- records of the award of certificates to trainees, including those for individual NVQ units and key skills

THE QUALITY OF EDUCATION AND TRAINING

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

This question addresses how effective the training is in meeting the expectations of trainees on work-based learning programmes to obtain sustained employment and to start or to progress with their career.

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

This means that trainees have a well planned and coherent training programme and carry out tasks which become progressively more complex and demanding.

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

This means that all people, whatever their personal circumstances and background, can take part in training programmes. Specific action is taken to recruit trainees from groups in the community under-represented on training programmes, and to ensure that, where necessary, these trainees receive appropriate learning support to help them achieve their learning objectives.

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

This means that trainees have the opportunity to gain additional qualifications in order to improve their employment or career prospects.

- *programmes of work take account of community and employer needs*
- *legal requirements in relation to religious education and collective worship are fulfilled where they apply*

This is not applicable to work-based learning.

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

This means that on-the-job and off-the-job training are co-ordinated. Off-the-job

training complements on-the-job training and is relevant to the jobs the trainees carry out in their workplace. In the workplace, trainees are able to apply the knowledge and skills they have acquired through off-the-job training.

Sources of evidence could include:

- interviews with trainees
- interviews with employers and workplace supervisors
- interviews with the staff of the training provider
- individual training plans
- local labour market information
- promotional literature and advice given to prospective trainees
- action plans for encouraging participation of people from particular groups
- plans relating to the co-ordination of on-the-job and off-the-job training
- records of communications between trainers and employers about the co-ordination of on-the-job and off-the-job training
- records of the award of certificates to trainees for any additional training

THE QUALITY OF EDUCATION AND TRAINING

6 How well are learners guided and supported?

This question addresses the arrangements that a training provider uses to support and guide its trainees. It covers the quality and accuracy of guidance given to prospective trainees to steer them towards the most appropriate programme and level of study. The purpose of the support systems is to maximise the likelihood that trainees achieve their learning objectives and to minimise the risk of them leaving their programme before it is completed.

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 the provider has comprehensive arrangements for providing trainees with support which are effective throughout their programme.

- *impartial guidance enables learners to choose the course or programme which is right for them*
- *careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training*
- *procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action*

This means that trainees' punctuality, attendance and performance, both at work and at off-the-job training, are monitored and recorded systematically. There are clear and effective procedures for dealing promptly with any trainee whose lack of punctuality, irregular attendance and poor performance gives cause for concern. The provider's staff meet with the trainee in question, discuss problems about his or her performance with the employer concerned, and do all they can to help the trainee resolve these.

- *induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme*

- *individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training*
- *learners have effective personal support to help them to complete their course or programme, including access to specialist support services*
- *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:

- observations and records of support activities
- observations of the diagnosis of trainees' learning needs
- observations of additional learning support activities
- records of additional learning support activities
- interviews with trainees
- interviews with staff and managers
- plans and procedures for providing trainee support
- procedures for monitoring trainees' attendance, punctuality and performance
- promotional literature
- careers advice and guidance materials
- observations and records of the induction programmes
- individual training plans

LEADERSHIP AND MANAGEMENT

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

This question embraces the management of the training, quality assurance arrangements and the promotion of equality of opportunity. The implementation and impact of policies or strategies in each of these areas is evaluated.

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 the provider has a clear sense of purpose that is shared by staff, subcontractors and employers. The purpose is defined by strategic objectives in, for example, a business plan. There is good communication between staff, with subcontractors, with employers and other external agencies.

- *demanding targets for retention, achievement, progression and employment are set and met*
- *the quality assurance arrangements are systematic and informed by the views of all interested parties*

This means that the provider has a comprehensive and effective quality assurance system which covers all aspects of training. The system aims to ensure the training is never less than satisfactory and that it is continuously improved. For example, the views of trainees, staff and employers are systematically gathered and analysed

and they are acted upon in order to improve the quality of training.

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

This means that the provider carries out rigorous self-assessment, recognises strengths and weaknesses in training, and takes appropriate action to rectify identified weaknesses. The self-assessment process involves use of accurate data on trainees' achievement and retention rates. Action plans are drawn up to improve the training.

- *priorities are supported through responsible financial management*
- *staff understand and are fully involved in the organisation's quality assurance arrangements*
- *the information needs of managers and other staff are met and management information is used effectively to the benefit of learners*

This means that managers and staff can obtain accurate data on the trainees' performance and are able to use these effectively to plan ways of improving the training process and the trainees' learning experience.

- *performance management, staff appraisal and review are effective in improving the quality of provision*

This means that the staff appraisal process is effective as a means of helping staff identify their training needs and improve their performance.

- *there are explicit aims and values promoting equality for all that are reflected in the provider's work*

This means that the provider has a clear policy on equality of opportunity which meets statutory requirements, is reviewed regularly and is implemented consistently. The provider has taken specific action to promote training to people from groups in the community under-represented on training programmes. The proportion of trainees from specific groups, such as minority ethnic communities, is compared with the proportion of persons from these groups in the local population.

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

This means that trainees are protected from harassment and discrimination at all times, including at work. Trainees are aware of what constitutes harassment and they know what to do if they are subjected to it. The provider has an effective system for dealing with harassment and records show that this is effective.

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

This means that the training provider and subcontractors address complaints and grievances promptly and effectively, using procedures understood by all staff and trainees.

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

This is not usually applicable.

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

This is not usually applicable.

- *efficient and effective use is made of resources*

Sources of evidence could include:

- interviews with staff and managers
- policy and operating statements
- visits to subcontractors
- agreements with subcontractors
- business plans
- targets for staff and monitoring of progress towards reaching them
- staff development plans and activities, including in equal opportunities
- quality assurance procedures and arrangements
- self-assessment report
- action plans
- management information
- arrangements for monitoring and recording trainees' progress
- agenda and minutes of meetings
- procedures for dealing with bullying and harassment
- complaints and appeals procedures and associated records
- interviews with trainees
- analysis of the cost of training

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 the section of this document that deals with 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 Assessor Mentor	<p>Person training New Deal clients at work or away from work</p> <p>Person assessing New Deal clients at work or away from work</p> <p>A person providing additional support, guidance and advice to some young people throughout the New Deal process</p>
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.
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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 and increase their employability
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

INSPECTION OF ADULT AND COMMUNITY LEARNING

Introduction

These guidelines aim to help interpret the questions in the *Common Inspection Framework* as they apply to inspections of adult and community learning. The *Common Inspection Framework*, these guidance notes and the suggested sources of evidence do not constitute a checklist. The *Common Inspection Framework* remains paramount in defining the standards against which inspection judgements are made. Inspectors consider the context of the work of each provider, and draw on evidence from an appropriate range of sources to substantiate their judgements.

Adult and community learning means courses, programmes or activities that enable adults to realise their learning goals. Usually, adult and community learning takes place at venues in the communities the provider serves. Provision may be designed specifically to widen participation by offering first steps back into learning and often is not accredited. Adults engage in adult and community learning for a variety of reasons. They may wish to:

- learn how to study after a period away from education
- acquire particular knowledge and skills
- obtain a specific qualification
- progress to further education or training
- improve their employment prospects
- learn how to play a more active role in their community
- explore issues of current concern in the community
- learn new skills or subjects in order to improve their lifestyle
- further their personal development
- take part in community projects
- develop a hobby or recreational interest
- develop their sporting skills and knowledge
- participate in a cultural activity, such as art, drama or music.

A range of different providers offer adult and community learning including:

- local education authorities
- voluntary and community organisations
- designated colleges of adult education
- further education colleges
- community schools and colleges
- regeneration partnerships.

Normally, adult and community learning is inspected and reported on in curriculum areas. Where appropriate, themes such as ‘targeted work with disadvantaged groups’ may be inspected and reported on. Inspectors give one grade for each curriculum area. They identify strengths, weaknesses and other improvements needed in that particular curriculum area.

Language of adult and community learning

Single term used in the <i>Common Inspection Framework</i>	Equivalent terms used in the context of adult and community learning	
Provider	Provider	Any organisation providing adult and community learning
Learner	Learner	Any person on an adult and community learning course or programme, or who is learning through participation in a community project
Teacher/trainer	Tutor Mentor	Person teaching adult learners or guiding or facilitating their learning. Person providing individual, additional support, guidance and advice to learners to help them achieve their learning goals.
Learning goals	Primary learning goals	The goals learners wish to achieve, such as qualifications, particular knowledge and skills, and personal attributes such as the confidence and ability to help others. They may wish to apply their learning in a range of community, family, cultural, educational or employment contexts.
Personal and learning skills	Personal and learning skills	These include, for instance, study skills and the skills of working effectively on one's own, or in collaboration with others
Value-added	Value-added	This term relates to value added to learners' achievement. To calculate that value, it is necessary to identify the 'distance travelled' by learners on

		<p>a programme or project. This can be done by comparing the extent of their knowledge and skills at the end of a programme or project, compared with the planned outcomes for them when they started. If learners have achieved more than originally anticipated, value has been added. If learners work towards an examination, the value added to their achievements can be measured by comparing their final examination grades with those they obtained in examinations prior to joining the programme.</p>
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Other terms used in adult and community learning

Community issues	<p>Some programmes relate specifically to community issues. They respond to the aspirations, interests and concerns of particular groups in the community. For example, members of a Sikh Gurdwara want to explore relationships with people of other faiths in their town; parents wish to discuss the incidence of drug abuse in their locality and develop strategies for reducing it. Progress and achievement on these programmes are measured in terms of the participants' ability to explore issues, identify key problems and become more confident in finding solutions to them.</p>
Outreach provision	<p>Learning in a community venue away from the provider's main site. Learners who participate in outreach provision usually live near the venue.</p>
Neighbourhood work	<p>The provider's staff are based in a local community and aim to understand the concerns of the local residents and develop learning activities to meet local needs and interests.</p>
Community intervention	<p>A provider establishes a working relationship with a community group, identifies programmes or projects to meet its needs in order to improve the quality of life in the community.</p>

The *Common Inspection Framework* is set out below. Guidance is provided on interpreting criteria in the framework in the context of adult and community learning.

ACHIEVEMENT AND STANDARDS

1 How well do learners achieve?

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.

<i>Common Inspection Framework</i>	In adult and community learning this means:
<ul style="list-style-type: none"> • <i>results and retention rates compare well with local and national averages</i> 	<p>⇒ <i>also achievement of planned learning outcomes in non-accredited courses</i></p>
<ul style="list-style-type: none"> • <i>trends in performance over time show continuous improvement or the maintenance of very high standards</i> 	<p>⇒ <i>repeated evidence that a high proportion of learners progress significantly from their starting point and meet the challenges of their programmes of study</i></p>
<ul style="list-style-type: none"> • <i>analysis of added value indicates that learners make at least the progress expected of them</i> 	<p>⇒ <i>learners have enriched themselves by extending their range of knowledge and skills whilst on their course, programme or project; their learning is greater than anticipated at the start of the programme - additional learning outcomes are achieved</i></p>
<ul style="list-style-type: none"> • <i>standards are consistently high across the provider's work</i> 	<p>⇒ <i>learners achieve high standards appropriate to the different types of learning, for example learning informally through participation in community projects</i></p>

<ul style="list-style-type: none"> challenging learning goals and targets are achieved. 	<p>⇒ also learning goals are meaningful for the individual learner, for example learning to use a computer in order to help their grandchild learn IT skills</p>
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Common Inspection Framework. Learners:	In adult and community learning this means:
<ul style="list-style-type: none"> make significant progress towards fulfilling their goals and their potential 	<p>⇒ learners acquire knowledge and skills which are valuable to them and which will make a difference to their lives</p>
<ul style="list-style-type: none"> are prepared for effective participation in the workplace and in the community 	<p>⇒ learners acquire knowledge, skills and confidence which enable them to play an active role in the community, at work or at home</p>
<ul style="list-style-type: none"> progress to further or higher education or employment 	<p>⇒ learners progress to other training or education, paid or voluntary employment which enable them to use the knowledge and skills they have learned.</p>
<ul style="list-style-type: none"> reach appropriate levels in key skills consistent with their main programme of study or training 	<p>⇒ where applicable, learners develop the basic or key skills required to enable them to achieve their primary learning goals</p>
<ul style="list-style-type: none"> develop the skills of critical evaluation, research and analysis 	<p>⇒ learners are able to marshal information from a variety of sources and use it discerningly. They can form balanced judgements. They can evaluate options logically and exercise reason when arriving at decisions</p>
<ul style="list-style-type: none"> develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively 	<p>⇒ learners know how to organise their own learning programme and pursue their own objectives. They know how to identify further opportunities for learning.</p>
<ul style="list-style-type: none"> attend regularly and are punctual 	<p>⇒ learners do their best to keep to the pattern of study they have agreed with the provider</p>

Sources of evidence could include:

- observation of learners and their work during learning sessions, initial assessment; progress reviews
- discussions with learners, tutors, managers, workers in the local community
- documents relating to learners' progress and achievements, such as:
 - individual and/or collective learning agreements and learning plans
 - attendance registers and data on retention
 - example of learners' work, learning diaries, records of individual learners' achievements
 - records of the accreditation of learners' prior learning and experience
 - records of assessment and internal and external verification
 - analyses of learners' achievement, both accredited and non-accredited
 - records of assessment of learners
 - data on learners' progression and destinations
- exhibitions, displays or demonstrations of learners' work
- audio, video-recorded or photographic evidence of learners applying their acquired knowledge and skills in a variety of contexts, including the home, the community, the workplace
- community surveys demonstrating the impact learning has had on quality of life, local infrastructure, development of community groups etc.

THE QUALITY OF EDUCATION AND TRAINING

2 How effective are teaching, training and learning?

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.

Common Inspection Framework: Teachers:	In adult and community learning this means:
<ul style="list-style-type: none"> • <i>show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme</i> 	<p>⇒ <i>tutors are suitably qualified, experienced in and knowledgeable about their subject area. They use appropriate methods for dealing with learners from a wide range of backgrounds and for the different types of provision eg community intervention and outreach</i></p>
<ul style="list-style-type: none"> • <i>plan effectively with clear objectives that all learners understand</i> 	<p>⇒ <i>tutors relate learning activities to objectives which have been discussed and agreed with learners as part of their learning plans</i></p>
<ul style="list-style-type: none"> • <i>use methods and styles of teaching and training consistent with the aims of their programmes and learners' personal objectives</i> 	<p>⇒ <i>tutors use a range of teaching methods to build on adults' existing experience and knowledge, helping them to extend their repertoire of learning styles</i></p>
<ul style="list-style-type: none"> • <i>challenge and inspire learners</i> 	<p>⇒ <i>tutors motivate learners by finding ways to help them look at themselves and the world afresh.</i></p>
<ul style="list-style-type: none"> • <i>set, use and mark assignments in a way that helps learners to progress</i> 	<p>⇒ <i>assignments and assessments reflect individuals' learning needs and primary learning goals. Feedback is fair and constructive</i></p>
<ul style="list-style-type: none"> • <i>with learners, develop individual learning plans, informed by initial assessment, that are reviewed and updated regularly</i> 	<p>⇒ <i>learning plans, reflect learners' identified learning needs, interests and aspirations, as well as their prior learning. These are reviewed and</i></p>

	<i>updated to take account of learners' progress. When learners participate in a programme that explores particular community issues, a learning plan devised for the whole group may be used for deriving individual leaning plans</i>
<ul style="list-style-type: none"> • <i>use materials and teaching methods that promote equality of opportunity</i> 	⇒ <i>tutors encourage collaborative working relationships based on mutual respect, and sensitivity to the culture, and values of others</i>
<ul style="list-style-type: none"> • <i>present material in a way that is sensitive to issues of equal opportunity.</i> 	⇒ <i>tutors ensure that the presentation and content of learning materials positively values peoples' different backgrounds and cultures</i>

Common Inspection Framework: Learners:	In adult and community learning this means:
<ul style="list-style-type: none"> • <i>acquire new knowledge and skills develop ideas and increase their understanding</i> 	⇒ <i>learners develop their grasp of a particular subject, issue or skill; for some learners, learning will include the ability to operate effectively in their learning group or to undertake new roles in the wider community</i>
<ul style="list-style-type: none"> • <i>understand and are competent in what they are doing how well they are progressing and what they need to do to improve</i> 	⇒ <i>learners regularly review their progress with their tutor, can describe what progress they have made since the start of the programme and know what targets they aim to achieve next.</i>
<ul style="list-style-type: none"> • <i>apply effort to succeed with their work productively and make effective use of their time</i> • <i>are stimulated and show interest in their work</i> 	⇒ <i>learners are absorbed in their studies. They are able to work unsupervised on agreed assignments. They organise their work carefully. They plan and carry out learning activities outside learning sessions.</i>

Sources of evidence could include:

- curricula vitae of staff
- staff development records
- observation of learning sessions, assessments and progress reviews

- interviews with learners, tutors, managers
- documents relating to learning programmes and learners' progress, including:
 - schemes of work and lesson plans
 - learning resources including learning materials
 - individual learning plans
 - records of learners' progress reviews
 - records of learners' work, including photographs, videos and journals
 - summaries and analyses of learners' responses to questionnaires about the quality of courses, programmes and projects

THE QUALITY OF EDUCATION AND TRAINING

3 How are achievement and learning affected by resources?

To answer this key question, evaluate:

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

<i>Common Inspection Framework</i>	In adult and community learning this means:
<ul style="list-style-type: none"> • <i>there are enough qualified and experienced teaching, training and support staff matching the demands of programmes and the range of learners</i> 	<p>⇒ <i>the tutor/learner ratio is appropriate and there are enough suitably experienced tutors and support staff. Staff understand and are able to meet the needs of learners of all abilities and from a wide range of backgrounds. They understand the anxieties that adults may have as a result of earlier schooling, or a lack of formal education</i></p>
<ul style="list-style-type: none"> • <i>the professional development of staff contributes to their effectiveness</i> 	<p>⇒ <i>staff development is available for all staff including part-time tutors and for volunteers</i></p>
<ul style="list-style-type: none"> • <i>specialist equipment and materials are used, including facilities which are relevant to the workplace and which meet current industrial standards</i> 	<p>⇒ <i>suitable up-to-date learning materials and equipment are available and are used at all venues</i></p>
<ul style="list-style-type: none"> • <i>accommodation provides a suitable setting for good teaching, training and learning and support for learners</i> 	<p>⇒ <i>venues used serve local communities well. Accommodation is conducive to learning, irrespective of whether the provider owns the buildings used. There are suitable childcare facilities</i></p>
<ul style="list-style-type: none"> • <i>learners have access to learning resources that are appropriate for effective independent study</i> 	<p>⇒ <i>there are effective arrangements with other organisations, eg the local library service, to help learners work on their own</i></p>

<ul style="list-style-type: none"> • <i>learners work in a safe and healthy environment</i> 	<p>⇒ <i>thorough health and safety checks and risk assessments are carried out in all learning venues, including those used on a part-time basis and those owned by other organisations</i></p>
<ul style="list-style-type: none"> • <i>resources are used to best effect in promoting learning</i> 	<p>⇒ <i>furniture and equipment is appropriate to learners' adult status</i></p>
<ul style="list-style-type: none"> • <i>learning resources and accommodation allow all learners to participate fully.</i> 	<p>⇒ <i>All parts of the premises, including social areas and toilet facilities are accessible to learners with mobility difficulties, and additional or adapted learning and communications equipment is available to those who need it</i></p>

Sources of evidence could include:

- inspection computing and learning facilities, learning materials and accommodation, including adaptations made to assist people with learning difficulties or disabilities
- interviews with learners, staff
- documents relating to resources, such as:
 - learning resources, including learning materials
 - staffing records
 - the curricula vitae of staff
 - accommodation policies
 - accommodation maintenance programmes
 - health and safety policies and records of health and safety monitoring
 - records on use of accommodation

THE QUALITY OF EDUCATION AND TRAINING

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

To answer this key question, evaluate:

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

<i>Common Inspection Framework</i>	<i>In adult and community learning this means:</i>
<ul style="list-style-type: none"> • <i>forms of assessment and recording are suitable for the courses and programmes being followed</i> 	<p>⇒ <i>this applies to courses that are not accredited, as well as those leading to qualifications</i></p>
<ul style="list-style-type: none"> • <i>assessment is fair, accurate and carried out regularly</i> 	<p>⇒ <i>assessment methods are applied rigorously and sensitively, especially as many adults returning to study initially may be anxious about having their work assessed</i></p>
<ul style="list-style-type: none"> • <i>initial assessment provides an accurate basis on which to plan an appropriate programme of work</i> 	<p>⇒ <i>tutors are successful in identifying what skills and knowledge learners possess initially and are able to devise a learning plan that is suitable for them. Tutors display sensitivity in diagnosing learners' learning needs. They ensure that any form of initial assessment does not demoralise learners, particularly those who have had little successful experience of formal education</i></p>
<ul style="list-style-type: none"> • <i>assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further</i> 	<p>⇒ <i>this applies to courses that are not accredited, as well as those leading to qualifications</i></p>
<ul style="list-style-type: none"> • <i>achievements towards learning goals and qualifications are recorded and accredited</i> 	<p>⇒ <i>learners' achievements are recorded for all programmes, irrespective of whether they are accredited</i></p>
<ul style="list-style-type: none"> • <i>assessment information, including the analysis of the performance of different groups of learners, is used to guide course and programme</i> 	<p>⇒ <i>programmes are modified and developed in the light of learners' achievements and progress</i></p>

<i>development</i>	
<ul style="list-style-type: none"> • <i>assessment, verification and moderation procedures follow regulatory body requirements</i> 	⇒ <i>this applies to accredited programmes</i>
<ul style="list-style-type: none"> • <i>those with a legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.</i> 	⇒ <i>adult learners are consulted before information about them or their progress is given to any third party</i>

Sources of evidence could include:

- observation of assessments and progress reviews
- interviews with learners and tutors
- documents relating to assessment and recording learners' progress, such as:
 - policies and procedures for assessment of prior learning
 - assessment materials and resources
 - assessment records
 - learners' assessed work
 - internal and external verifiers' reports

THE QUALITY OF EDUCATION AND TRAINING

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

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.

<i>Common Inspection Framework</i>	<i>In adult and community learning this means:</i>
<ul style="list-style-type: none"> • <i>learners have the opportunity to study an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications</i> 	<p>⇒ <i>also, the timing of courses is designed to fit with adults' other commitments eg shift working, carer responsibilities</i></p>
<ul style="list-style-type: none"> • <i>the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression</i> 	<p>⇒ <i>learners can progress to other relevant courses and programmes, employment or more active involvement in the community</i></p>
<ul style="list-style-type: none"> • <i>the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners</i> 	<p>⇒ <i>the curriculum is designed bearing in mind demographic factors such as the ethnic/racial and age profile of the local community, incidence of poverty, unemployment rates and health statistics</i></p>
<ul style="list-style-type: none"> • <i>learners have the opportunity to broaden their experience through a suitable variety of enrichment activities</i> 	<p>⇒ <i>learners are able to enrich their lives by taking part in activities, recreational, cultural and communal, beyond the scope of their course, programme or project</i></p>
<ul style="list-style-type: none"> • <i>programmes of work take account of community and employer needs</i> 	<p>⇒ <i>the same</i></p>
<ul style="list-style-type: none"> • <i>multi-site provision and resources are effectively integrated to give a coherent programme of learning.</i> 	<p>⇒ <i>providers operating from more than one site ensure all venues are properly managed and resourced, and that opportunities for progression are available for all learners, including those who may</i></p>

	<i>need to study close to home</i>
<ul style="list-style-type: none"> • <i>legal requirements in relation to religious education and collective worship are fulfilled where they apply</i> 	⇒ <i>not applicable</i>

Sources of evidence could include:

- interviews with learners, tutors, support staff and programme managers
- documents relating to the organisation of learning programmes and projects, such as:
 - survey reports on the community
 - local market research/labour market information
 - demographic data
 - minutes of meetings with other local agencies about needs identification
 - community regeneration plans
 - learning programme and project plans, including list of planned learning activities
 - strategic and operating plans, for example local education authorities' lifelong learning plans
 - learners' individual learning programmes
 - programme and project reports
 - analyses of learners' views on provision

THE QUALITY OF EDUCATION AND TRAINING

6 How well are learners guided and supported?

To answer this 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:

<i>Common Inspection Framework</i>	<i>In adult and community learning this means:</i>
<ul style="list-style-type: none"> • <i>support arrangements are planned and managed coherently</i> 	<p>⇒ <i>all learners, regardless of their place of learning, have access to an appropriate range of support services, including those provided by external agencies</i></p>
<ul style="list-style-type: none"> • <i>impartial guidance enables learners to choose the course or programme which is right for them</i> 	<p>⇒ <i>potential learners have the opportunity to discuss their requirements with someone who is able to give informed, impartial advice on learning opportunities in the area</i></p>
<ul style="list-style-type: none"> • <i>careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training</i> 	<p>⇒ <i>learners receive all the guidance they need at every stage of their course, programme or project</i></p>
<ul style="list-style-type: none"> • <i>procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action</i> 	<p>⇒ <i>providers monitor learners' attendance and check that they are progressing satisfactorily. They counsel those learners where there are concerns and try to help them resolve any problems they may have</i></p>
<ul style="list-style-type: none"> • <i>induction programmes enable learners to settle into their programmes quickly, to understand their rights and</i> 	<p>⇒ <i>learners are given enough information to understand what their learning programme involves</i></p>

<i>responsibilities and the demands of the course or programme</i>	<i>and to be able to use the resources available to them.</i>
<ul style="list-style-type: none"> <i>individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training</i> 	⇒ <i>the needs learners have for additional learning support are identified and met</i>
<ul style="list-style-type: none"> <i>learners have effective personal support to help them to complete their course or programme, including access to specialist support services.</i> 	⇒ <i>all learners are given enough help and support to help them complete their course, programme or project successfully. The level and nature of support is appropriate for learners on different lengths and types of courses</i>
<ul style="list-style-type: none"> <i>guidance and support are sensitive to equality of opportunity</i> 	⇒ <i>the same</i>
<ul style="list-style-type: none"> <i>partnership with other providers and relevant agencies involved in advice and guidance are effective</i> 	⇒ <i>the same</i>

Sources of evidence could include:

- observation of induction, learning support sessions, advisory sessions for monitoring learners' progress and setting new goals, career and progression advisory sessions
- interviews with learners, tutors, mentors or counsellors, guidance workers, managers
- documents relating to learners' support, such as:
 - induction programmes and materials
 - learning agreements
 - materials for initial assessment
 - initial assessment results
 - timetables for and organisation of additional learning support
 - additional support learning materials
 - curricula vitae of staff providing additional support
 - questionnaires asking for learners' opinions on the quality of support
 - analyses of learners' responses to questionnaires
 - policies relating to adults with learning difficulties or disabilities

LEADERSHIP AND MANAGEMENT

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

To answer this 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.

<i>Common Inspection Framework</i>	In adult and community learning this means:
<ul style="list-style-type: none"> • <i>clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers</i> 	<p>⇒ <i>staff understand the rationale for their work and know what they have to do to help learners fulfil their aspirations and be successful in their learning. Learners' views inform developments in provision</i></p>
<ul style="list-style-type: none"> • <i>demanding targets for retention, achievement, progression and employment are set and met</i> 	<p>⇒ <i>the same</i></p>
<ul style="list-style-type: none"> • <i>the quality assurance arrangements are systematic and informed by the views of all interested parties</i> 	<p>⇒ <i>quality assurance arrangements are rigorous but designed to suit the size and scope of the provider. Learners and the local community have a voice in evaluating the quality of provision</i></p>
<ul style="list-style-type: none"> • <i>rigorous self-assessment leads to identified priorities and challenging</i> 	<p>⇒ <i>the same</i></p>

<i>targets for improvement</i>	
<ul style="list-style-type: none"> • <i>priorities are supported through responsible financial management</i> 	⇒ <i>the same</i>
<ul style="list-style-type: none"> • <i>staff understand and are fully involved in the organisation's quality assurance arrangements</i> 	⇒ <i>all staff, including full-time and part-time tutors, voluntary and support-staff understand and participate in the provider's quality assurance procedures</i>
<ul style="list-style-type: none"> • <i>the information needs of managers and other staff are met and management information is used effectively to the benefit of learners</i> 	⇒ <i>the same</i>
<ul style="list-style-type: none"> • <i>performance management, staff appraisal and review are effective in improving the quality of provision</i> 	⇒ <i>appraisal and performance management arrangements are appropriate to the size and scale of the organisation and enable staff to identify their training needs and improve their performance. A good range of staff development is available</i>
<ul style="list-style-type: none"> • <i>there are explicit aims and values promoting equality for all that are reflected in the provider's work</i> 	⇒ <i>equality of opportunity is promoted through all aspects of learning and the provider's work eg in fee structures, the participation of learners from different backgrounds, achievements and progress are analysed according to learners' backgrounds</i>
<ul style="list-style-type: none"> • <i>there are effective measures to eliminate oppressive behaviour, including all forms of harassment</i> 	⇒ <i>the provider has policies and codes of practice to counter any harassment of persons because of their gender, ethnicity, age disabilities and sexual orientation, and staff are provided with training to help them deal with such harassment</i>
<ul style="list-style-type: none"> • <i>there are effective procedures for dealing with appeals and complaints</i> 	⇒ <i>the provider responds to complaints and grievances promptly and effectively, using procedures that are understood by staff and learners</i>
<ul style="list-style-type: none"> • <i>governors or other supervisory boards effectively oversee the provider's strategic direction, and</i> 	⇒ <i>as appropriate, elected members in local authorities, governing bodies, management committees or</i>

<i>regularly monitor the quality of provision and their own performance</i>	<i>partnership boards oversee the provider's strategic direction, monitor quality and review their own performance regularly</i>
<ul style="list-style-type: none"> • <i>efficient and effective use is made of resources</i> 	⇒ <i>the provider subjects its running costs to regular scrutiny. It balances fee income with commitments to widening participation. Working in partnership with other organisations helps secure the cost-effective use of resources for adult learners</i>
<ul style="list-style-type: none"> • <i>the 'best value' principles of comparison, challenge, consultation and competition are applied in securing resources and services</i> 	⇒ <i>staff make effective use of 'best value' information to secure resources and services at competitive rates</i>

Suggested sources of evidence:

- interviews with tutors, managers, learners, members of management groups, elected members and other local organisations
- documents relating to the management of the provision, such as:
 - mission statements, policy statements, strategic and operating plans
 - agenda and minutes of meetings, annual reports
 - data from management information systems
- documents relating to quality assurance, such as:
 - quality assurance procedures and policy
 - procedures for monitoring the quality of training and assessment
 - data on the effectiveness and efficiency of the programmes
 - action plans for the improvement of provision
 - statistics relating to the achievement of performance targets
 - questionnaires, surveys and analysis of responses
 - self-assessment reports
- documents relating to the promotion of equality of opportunity, such as:
 - publicity and marketing materials
 - equal opportunities policies and procedures
 - monitoring and evaluation of equal opportunities data
 - details of staff development activities related to equal opportunities
 - statistics on recruitment, retention rates, achievements and destinations of learners, disaggregated according to learners' gender, ethnicity and disabilities
 - records of complaints and remedies
 - data on the proportion of persons from minority groups in the local

population

- documents relating to financial management and the evaluation of the efficiency of use of resources, such as:
 - the partnership's financial policies
 - annual financial reports
 - analysis of the cost of learning
 - market information on 'best value'

INSPECTION OF THE UNIVERSITY FOR INDUSTRY'S *learndirect*

Introduction

These guidelines aim to help interpret the questions in the *Common Inspection Framework* as they apply to the University for Industry's *learndirect*. They do not constitute a checklist. The *Common Inspection Framework* remains paramount in defining the standards against which inspection judgements are made. Inspectors should substantiate their judgements with appropriate evidence drawn from a wide range of sources.

The *learndirect* service uses information technology as the main medium of teaching and learning. It enables learning to take place away from institutions and learning centres in venues such as home or workplace. The University for Industry makes a pledge to learners that it will:

- offer the time, place, pace and style of learning that suits their needs;
- enable them to make an informed choice about their learning programme;
- provide learning materials that include practical exercises relevant to their work;
- ensure that evidence of knowledge and skills gathered through use of these materials, can be used to count as credit towards achievement of recognised qualifications;
- enable them to monitor their progress effectively and record their achievements progressively, not just at the end of a complete programme;
- provide easily accessible specialist support;
- put them in touch with others who are using similar learning materials
- give them chance to relate learning to their own longer term ambitions.

Inspectors judge the quality of learning provided through *learndirect* in an individual hub and its associated learning centres and access points. They focus on learners' achievements and evaluate the help and support learners receive. Normally, each curriculum/occupational area is graded.

Normally, where the inspection of *learndirect* involves learning centres which have been subject to an inspection in the preceding 12 months, evidence from that previous inspection will be taken into account by inspectors.

Language of the University for Industry's *learndirect*

The table below contains definitions of the terms of reference for *learndirect*.

Single term used in the <i>Common Inspection Framework</i>	Equivalent term in the context of <i>learndirect</i>	
Provider	Hub, learning centre, access point	Any organisation providing the <i>learndirect</i> service
Learner	Learner	Any person who is on a <i>learndirect</i> course. A person may attend the course at a learning centre or access point or may work on their own where it suits him or her.
Teacher/trainer	Learning centre/access point staff Tutor	These staff are based in the learning centre or at the access point. They help learners choose the right course for them and give advice on the use of equipment and learning materials. A person with specialist knowledge who is usually available 'on-line' to help learners.
Learning goals	Learning goals	These may be nationally recognised qualifications or targets learners need to reach in order to become more employable. Attainment of goals should be entered in the log maintained on each learner.
Personal and learning skills	Personal development skills	These may also include skills to enhance employability.

Other terms associated for *learndirect*

<i>learndirect</i>	The University for Industry's learning services are provided through <i>learndirect</i> . Learners can follow a wide range of courses, over 80 per cent of which are available on-line. The <i>learndirect</i> services aim to help those who study through the Internet, at home, at work, or in one of up to 700 <i>learndirect</i> centres.
Hubs	Hubs are the bodies which contract with the University for Industry to provide <i>learndirect</i> services. They oversee groups of learning centres and access points
Hub management group	The body which oversees the strategic direction of a hub
Hub manager	The hub manager is responsible for the day-to-day management of a hub
Learning centres	If they so wish, learners may follow a course using the information technology equipment in a learning centre. Staff at the centre will help the learner use the equipment and the relevant materials. They will also provide personal counselling and support when required
Access points	At access points, computing equipment is available to learners. Staff at the access points, however, will provide learners with first-line support
Course	Some courses available through <i>learndirect</i> are no more than a short 'taster' or 'byte sized chunk' but others may take over a year to complete. Many courses take between 15 and 30 hours to complete
Individual learning log	Each learner has an individual learning log. The following information relating to the learner is entered in it: personal details, broad learning goals, the courses taken, and the current course being followed, evidence towards assessment of the progress learner is making

The *Common Inspection framework* is set out below with guidance on how to interpret the framework in the context of *learndirect*.

ACHIEVEMENT AND STANDARDS

1 How well do learners achieve?

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:

<i>Common Inspection Framework</i>	<i>In the context of learndirect, this means:</i>
<ul style="list-style-type: none"> • <i>results and retention rates compare well with local and national averages</i> 	⇒ the proportion of learners who achieve their learning goals, including the common secondary learning goal of using computer skills and learning effectively on-line
<ul style="list-style-type: none"> • <i>trends in performance over time show continuous improvement or the maintenance of very high standards</i> 	⇒ steady increase in the proportion of learners who achieve their learning goals
<ul style="list-style-type: none"> • <i>analysis of added value indicates that learners make at least the progress expected of them</i> 	⇒ that learners are making the progress in acquiring knowledge and skills predicted for them, on the basis of their prior achievements and attainments. Value added is demonstrated where their learning is greater and/or quicker than anticipated at the start of the programme
<ul style="list-style-type: none"> • <i>standards are consistently high across the provider's work</i> 	⇒ that standards of learners' work are consistently high and learners demonstrate proficiency in their

	use of information technology as a medium of learning
<ul style="list-style-type: none"> challenging learning goals and targets are achieved. 	⇒ that learning goals are realistic and demanding

and learners:

Common Inspection Framework: Learners	In the context of <i>learndirect</i>, this means:
<ul style="list-style-type: none"> make significant progress towards fulfilling their goals and their potential 	⇒ that learners are making good progress towards achieving their goals and can use computers well as a learning resource
<ul style="list-style-type: none"> are prepared for effective participation in the workplace and in the community 	⇒ that learners are acquiring skills to enable them to be effective in the workplace and personal skills to enable them to be effective members of the community
<ul style="list-style-type: none"> progress to relevant further or higher education or employment 	⇒ the rate that learners progress to other learning programmes and/or employment
<ul style="list-style-type: none"> reach appropriate levels in key skills consistent with their main programme of study or training 	⇒ that learners are developing key skills including computing skills and skills in using the Internet.
<ul style="list-style-type: none"> develop the skills of critical evaluation, research and analysis 	⇒ that learners acquire skills of obtaining and using information discerningly from a range of sources, including the Internet
<ul style="list-style-type: none"> develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively 	⇒ that learners are motivated to work successfully on their own learning online, and develop the study skills to enable them to do so
<ul style="list-style-type: none"> attend regularly and are punctual 	⇒ that learners study regularly and meet agreed deadlines

THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

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:

Common Inspection Framework: Teachers and trainers:	In the context of <i>learndirect</i> this means:
<ul style="list-style-type: none"> • <i>show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme</i> 	⇒ that online tutors and learning centre staff have suitable expertise and knowledge of the content of <i>learndirect</i> courses and are able to help and support learners
<ul style="list-style-type: none"> • <i>plan effectively with clear objectives that all learners understand</i> 	⇒ that <i>learndirect</i> courses are planned to meet the needs of learners and help them to work on their own
<ul style="list-style-type: none"> • <i>use methods and styles of teaching and training consistent with the aims of their programmes and learners' personal objectives</i> 	⇒ that the learner can adapt to the style of learning needed online in order to follow the <i>learndirect</i> course successfully, and that the course will enable the learner to achieve his or her personal objectives and learning goals
<ul style="list-style-type: none"> • <i>challenge and inspire learners</i> 	⇒ that tutors and centre staff motivate learners to work on their own and to succeed
<ul style="list-style-type: none"> • <i>set, use and mark assignments in a way that helps learners to progress</i> 	⇒ that learners are set assignments and are given feedback on their work, either online or in person
<ul style="list-style-type: none"> • <i>with learners, develop individual learning plans, informed by initial assessment, that are reviewed and updated regularly</i> 	⇒ that all learners have an individual learning plan which reflects their results in their initial assessment, particularly the assessment of their computing skills, and is amended when necessary

<ul style="list-style-type: none"> • <i>promote good working relationships that foster learning</i> 	⇒ that centre staff and tutors establish good relationships with learners which facilitates support given online and in person
<ul style="list-style-type: none"> • <i>use materials and teaching methods that promote equality of opportunity</i> 	⇒ that materials and teaching methods suit learners from a diversity of backgrounds and positively value people's different backgrounds and cultures

and the extent to which learners:

Common Inspection Framework: Learners	In <i>learndirect</i> this means:
<ul style="list-style-type: none"> • <i>acquire new knowledge and skills develop ideas and increase their understanding</i> 	⇒ that learners gain, and are able to apply, knowledge and skills from their <i>learndirect</i> course
<ul style="list-style-type: none"> • <i>understand and are confident in what they are doing, how well they are progressing and what they need to do to improve</i> 	⇒ that learners understand what they are doing, the progress they are making and what they need to do to improve
<ul style="list-style-type: none"> • <i>apply effort to succeed with their work, work productively and make effective use of their time.</i> 	⇒ that learners are able to make learning a part of their daily lives, make effective use of their time, and work productively on their own
<ul style="list-style-type: none"> • <i>are stimulated and show interest in their work</i> 	⇒ the same

THE QUALITY OF EDUCATION AND TRAINING

3 How are achievement and learning affected by resources?

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:

Common Inspection Framework	In the context of <i>learndirect</i> this means:
<ul style="list-style-type: none"> • <i>there are enough qualified and experienced teaching, training and support staff matching the demands of programmes and the range of learners</i> 	⇒ that staff are suitably qualified, have expertise in facilitating online learning, and provide prompt responses to learners' questions and requests for help
<ul style="list-style-type: none"> • <i>the professional development of staff contributes to their effectiveness</i> 	⇒ that staff development helps staff to improve their specialist knowledge and skills and their ability to facilitate online learning
<ul style="list-style-type: none"> • <i>specialist equipment and materials are used, including facilities which are relevant to the workplace and which meet current industrial standards</i> 	⇒ that there are enough computers and learning materials in the learning centres and access points to meet learners' needs
<ul style="list-style-type: none"> • <i>accommodation provides a suitable setting for good teaching, training and learning and support for learners</i> 	⇒ that learning centres and access points are housed in suitable accommodation and learners find them pleasant places in which to learn
<ul style="list-style-type: none"> • <i>learners have access to learning resources that are appropriate for effective independent study</i> 	⇒ that learning centres and access points are in locations close to learners' homes or places of work and are open at times to suit learners
<ul style="list-style-type: none"> • <i>learners work in a safe and healthy environment</i> 	⇒ that learning centres and access points meet appropriate health and safety requirements
<ul style="list-style-type: none"> • <i>resources are used to best effect in promoting learning</i> 	⇒ that the resources in the learning centre and access points are readily available and equipment is well maintained

<ul style="list-style-type: none">• <i>learning resources and accommodation allow all learners to participate fully.</i>	⇒ that learning centres and access points are easily accessible to persons with physical disabilities and have suitable facilities, including specially adapted computers, to meet the needs of learners with learning difficulties or disabilities
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THE QUALITY OF EDUCATION AND TRAINING

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

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:

<i>Common Inspection Framework</i>	<i>In the context of learndirect this means:</i>
<ul style="list-style-type: none"> • <i>forms of assessment and recording are suitable for the courses and programmes being followed</i> 	⇒ that <i>learndirect</i> courses include a suitable mix of appropriate assessments and assignments
<ul style="list-style-type: none"> • <i>assessment is fair, accurate and carried out regularly</i> 	⇒ that fair and accurate assessment is a regular feature of <i>learndirect</i> courses
<ul style="list-style-type: none"> • <i>initial assessment provides an accurate basis on which to plan an appropriate programme of work</i> 	⇒ that learners undertake an initial assessment, the results of which are taken into account when helping them choose their course
<ul style="list-style-type: none"> • <i>assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further</i> 	⇒ assessment is used effectively as a means of monitoring learners' progress
<ul style="list-style-type: none"> • <i>achievements towards learning goals and qualifications are recorded and accredited</i> 	⇒ that learners' achievements are entered in the individual learners' logs and other records and where appropriate, are certified
<ul style="list-style-type: none"> • <i>assessment information, including the analysis of performance of different groups of learners is used to guide course and programme development</i> 	⇒ that <i>learndirect</i> courses are reviewed and improved in the light of assessment information
<ul style="list-style-type: none"> • <i>assessment, verification and moderation procedures follow regulatory body requirements</i> 	⇒ that hub and awarding body procedures for assessment, verification and moderation are applied consistently, where appropriate

<ul style="list-style-type: none">• <i>those with a legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.</i>	⇒ that permission from learners is obtained before passing information about them, or their progress, to other parties
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THE QUALITY OF EDUCATION AND TRAINING

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

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:

<i>Common Inspection Framework</i>	<i>In the context of learndirect this means:</i>
<ul style="list-style-type: none"> • <i>learners have the opportunity to study an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications</i> 	⇒ that learners have access to an appropriate range of non-accredited and accredited online courses
<ul style="list-style-type: none"> • <i>the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression</i> 	⇒ that learndirect courses progressively improve learners' knowledge and skills in their chosen subjects and can lead to further education, training or employment
<ul style="list-style-type: none"> • <i>the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners</i> 	⇒ that learners are able to benefit from learndirect courses whatever their backgrounds or abilities, and whether they own a computer or not
<ul style="list-style-type: none"> • <i>learners have the opportunity to broaden their experience through a suitable variety of enrichment activities</i> 	⇒ that learners can broaden their experience through activities beyond the normal requirements of their course
<ul style="list-style-type: none"> • <i>programmes of work take account of community and employer needs</i> 	⇒ that courses and assignments are relevant to the needs of industry and the community
<ul style="list-style-type: none"> • <i>multi-site provision and resources are effectively integrated to give a coherent programme of learning.</i> 	⇒ that staff of the hub, learning centre and access point staff ensure that resources are well used to provide

	learners with a coherent learning experience
<ul style="list-style-type: none">• <i>legal requirements in relation to religious education and collective worship are fulfilled where they apply</i>	⇒ not applicable

THE QUALITY OF EDUCATION AND TRAINING

6 How well are learners guided and supported?

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:

<i>Common Inspection Framework</i>	<i>In the context of learndirect this means:</i>
• <i>support arrangements are planned and managed coherently</i>	⇒ support is provided both online and in person by centre staff
• <i>impartial guidance enables learners to choose the course or programme which is right for them</i>	⇒ that potential learners receive comprehensive and impartial advice and guidance including <i>learndirect</i> freephone services and website services
• <i>careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training</i>	⇒ that hubs, learning centres, and the <i>learndirect futures</i> freephone and website services provide learners with effective careers guidance
• <i>procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action</i>	⇒ staff monitor learners' performances, check that learners are studying regularly, and that they keep in touch with learners and encourage them to complete courses within the planned timescale
• <i>induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme</i>	⇒ that learners in centres and at home receive an induction including introduction to the computing resources and learning online
• <i>individual learning needs are accurately diagnosed and learners</i>	⇒ that learners' additional learning support needs are identified and

<i>receive effective additional support throughout their studies or training</i>	met, and that where appropriate learners are enabled to improve their basic and key skills
<ul style="list-style-type: none"> • <i>learners have effective personal support to help them to complete their course or programme, including access to specialist support services</i> 	⇒ the same
<ul style="list-style-type: none"> • <i>guidance and support are sensitive to equality of opportunity</i> 	⇒ the same
<ul style="list-style-type: none"> • <i>partnerships with other providers and relevant agencies involved in advice and guidance are effective</i> 	⇒ centre and home based learners receive advice and guidance that is consistent and delivered effectively

LEADERSHIP AND MANAGEMENT

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

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:

<i>Common Inspection Framework</i>	<i>In learndirect this means:</i>
<ul style="list-style-type: none"> • <i>clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers</i> 	⇒ that hubs and partner learning centres set appropriate strategic objectives and targets, specify clear values and that all these are fully understood by all staff
<ul style="list-style-type: none"> • <i>demanding targets for retention, achievement, progression and employment are set and met</i> 	⇒ the same
<ul style="list-style-type: none"> • <i>the quality assurance arrangements are systematic and informed by the views of all interested parties</i> 	⇒ that hubs and partner learning centres systematically implement quality assurance arrangements
<ul style="list-style-type: none"> • <i>rigorous self-assessment leads to identified priorities and challenging targets for improvement</i> 	⇒ that hub and learning centres assess strengths and weaknesses, and rigorously make good use of action plans to make improvements
<ul style="list-style-type: none"> • <i>priorities are supported through responsible financial management</i> 	⇒ that the financial management of hubs and learning centres is sound and that clear objectives for

	financial management are set and met
<ul style="list-style-type: none"> • <i>staff understand and are fully involved in the organisation's quality assurance arrangements</i> 	⇒ the
<ul style="list-style-type: none"> • <i>the information needs of managers and other staff are met and management information is used effectively to the benefit of learners</i> 	⇒ that managers and staff have access to accurate and current data and use these effectively
<ul style="list-style-type: none"> • <i>performance management, staff appraisal and review is effective in improving the quality of provision</i> 	⇒ that a range of appropriate staff development is available and helps to improve the quality of provision
<ul style="list-style-type: none"> • <i>there are explicit aims and values promoting equality for all that are reflected in the provider's work</i> 	⇒ that hubs and partner learning centres have explicit aims for promoting equal opportunities which are reflected in their work
<ul style="list-style-type: none"> • <i>there are effective measures to eliminate oppressive behaviour, including all forms of harassment</i> 	⇒ centres have effective measures to eliminate oppressive behaviour, including all forms of harassment online, or the inappropriate use of computing facilities
<ul style="list-style-type: none"> • <i>there are effective procedures for dealing with appeals and complaints</i> 	⇒ includes the facility for learners to make complaints and receive a response online
<ul style="list-style-type: none"> • <i>governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance</i> 	⇒ that hub management groups oversee the strategic direction of their hub effectively, monitor the quality of its provision and review their own performance
<ul style="list-style-type: none"> • <i>the 'best value' principles of comparison, challenge, consultation and competition are applied in securing resources and services</i> 	⇒ the same
<ul style="list-style-type: none"> • <i>efficient and effective use is made of resources</i> 	⇒ the same

Suggested sources of evidence cover all the framework questions:

- observation of learners and their work
- observation of learning and learners' progress reviews
- inspection of learning centres and access points
- observation of additional support, induction, initial counselling and careers advice sessions

- interviews with learners
- interviews with staff including managers and tutors
- learners' records
- data on learners' achievements
- individual learning logs
- samples of learners' work
- records of initial assessment
- schemes of work
- learning materials
- staff curricula vitae including qualifications and experience
- staff training records
- hub strategic and operating plans
- induction material
- specialist support services information
- agendas and minutes of management meetings
- appeals and complaints policies, procedures and associated reports
- questionnaires, and analysis of responses to them
- self-assessment reports
- equality of opportunity policies and procedures