



ADULT LEARNING INSPECTORATE

*GUIDANCE FOR PROVIDERS
ON THE INSPECTION OF
LITERACY, NUMERACY AND ESOL SUPPORT*

*Interpreting the
Common Inspection Framework*



Inspecting literacy, numeracy and/or ESOL support against the *Common Inspection Framework*

These guidelines contain the Adult Learning Inspectorate's guidance on the inspection of literacy, numeracy and/or English for Speakers of Other Languages (ESOL) support.

SCOPE OF INSPECTIONS

The ALI reports on discrete literacy, numeracy and/or language and ESOL support programmes as part of Area 14, Foundation Programmes.

The ALI sole remit includes:

- work-based learning
- learning funded through the Jobcentre Plus (formerly the Employment Service)
- adult community learning
- learning in prisons
- **learndirect** provision

These guidance notes relate solely to provision outside discrete literacy, numeracy and/or ESOL support courses.

Inspectors report on the quality of the support learners are receiving to help them improve their literacy, numeracy and English language skills, in the context of their main learning programme. For example, if an engineering modern apprentice has been identified as having problems writing engineering reports required to achieve the modern apprenticeship, inspectors report on the quality of training that apprentice is receiving under Area 4.

The section of the report on leadership and management includes judgements on how well literacy, numeracy and/or ESOL support are strategically planned, resourced, led and managed.

Inspectors use the results of the initial literacy, numeracy and/or language assessments/diagnosis as a starting point for evaluating the quality of support provided. In addition to this they use evidence such as the standards of literacy, numeracy and/or language skills in learners' written and oral work. They make judgements about how far the providers have identified learners' literacy, numeracy and/or language needs and have worked with the learners to plan and implement an appropriate learning programme. Where the programme includes key skills, inspectors evaluate the quality of the literacy, numeracy and/or ESOL support.



For example:

A learner on a work-based programme taking NVQ1 in motor vehicle mechanics was identified on entry as needing additional help with numeracy in relation to the course requirements. Her tutor developed a numeracy plan with her, related to the tasks and projects of the course. This included metric measures and estimating. The tutor then made sure that the skills required were developed through the practical activities of the course. There were regular reviews to check learning, with additional exercises given for reinforcement. The skills developed on the job were used as evidence for the key skill level 1 in application of number. The learner was able to cope well with the numeracy demands of the course and was making the progress expected both on the NVQ and in key skills.

The benefits derived by learners from the teaching and support they receive in improving their levels of literacy and/or numeracy skills form the basis for making judgements and for the grading of each area of learning, and where applicable, leadership and management.



Language of literacy, numeracy and/or ESOL support

Terminology varies across the range of education and training settings covered by the *Common Inspection Framework*. The table below indicates the terms appropriate to literacy, numeracy and/or ESOL support.

Term used in the framework	Relating the term to literacy, numeracy and/or ESOL support	
Provider	Provider	<i>Any organisation providing education and training.</i>
Learner	Learner, client or participant	<i>The term used will depend on the context.</i>
Teacher/trainer	Trainer, teacher or tutor	<i>The term used will depend on the context. This person is likely to be the person providing training or teaching on the main learning programme.</i>
	Learning support assistant	<i>This person is likely to be the person providing additional training or teaching in literacy, numeracy and/or ESOL support.</i>
	Mentor	<i>A person providing additional support and guidance.</i>
Learning goals	Learning objectives	<i>Literacy, numeracy and/or language qualifications and other learning objectives that enhance learners' employment and career prospects.</i>
Personal and learning skills	Personal development skills	<i>These include key skills and skills that enhance learners' employment prospects.</i>

Other terms used for literacy, numeracy and/or ESOL support include:

Literacy	The ability to understand and employ printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential. <i>OECD</i>
Numeracy	The ability to understand and employ numerical information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential. <i>OECD adapted</i>
ESOL	The ability to understand and employ English language in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential. <i>OECD adapted</i>



Key Skills	Literacy, numeracy and/or language learning concentrates on developing skills, knowledge and understanding, whereas key skills concentrates on their application.
Discrete literacy, numeracy and ESOL provision	Where literacy, numeracy and ESOL is the main learning programme, the provision is inspected under area of learning 14.
Literacy, numeracy and/or ESOL support	Learning that forms part of the learners' main learning programme. This could be offered on an individual or group basis in separate sessions or as part of the mainstream learning. This may include additional support for learners with specific learning difficulties.
Individual literacy, numeracy and/or language learning plan	This may be a section of the main learning plan. This will indicate how the identified learning goals in literacy, numeracy and/or language will be met and reviewed.
Initial assessment in literacy, numeracy and/or language	This may include initial screening to identify whether learners require additional support. It may also include diagnostic assessment to identify the specific areas of literacy, numeracy and ESOL learners need to work on to achieve their main learning goal.
Achievement	This does not necessarily mean the achievement of qualifications. It will include measurable improvement and progression in literacy, numeracy and/or language skills in vocational, academic, social and personal contexts.

OECD – Organisation for Economic Cooperation and Development



Guidance on the *Common Inspection Framework* in literacy, numeracy and/or ESOL support

The *Common Inspection Framework* is set out below. Guidance is provided in the shaded boxes where it is not self-evident from the words of the *Common Inspection Framework* itself.

ACHIEVEMENT AND STANDARDS

1. How well do learners achieve?

Achievement is judged by the extent to which:

learners receive the appropriate support they need in literacy, numeracy and/or language to enable them to complete their primary learning goal and progress

learners complete their individual literacy, numeracy and/or language development plan

learners' work reflects improvements in their literacy, numeracy and/or language development, including work carried out as part of the main learning programme

To answer this question, evaluate:

- success in achieving challenging targets, including qualifications and learning goals and trends over time
- 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

Currently (as at April 2002) there are no national data on achievement and retention rates for literacy, numeracy and/or ESOL support.

- trends in performance over time show continuous improvement or the maintenance of very high standards

Providers are expected to keep records of the achievement of those learners who receive additional literacy, numeracy and/or ESOL support. This will include the numbers who complete individual literacy, numeracy and/or language development plans; those who gain literacy, numeracy and/or language qualifications if appropriate and those who successfully use the additional literacy, numeracy and/or ESOL support to help them achieve their main learning goal(s).



Providers are expected to use this information to evaluate the effectiveness of their provision over time and show continuous improvement

- analysis of added value indicates that learners make at least the progress expected of them

Providers are expected to analyse the impact of literacy, numeracy and/or ESOL support on the achievement of their main learning goal(s).

- standards are consistently high across the provider's work

This means that providers ensure that basic skills needs are being met across all area of learning.

- challenging learning goals and targets are achieved

Providers are expected to set specific, achievable individual milestones in literacy, numeracy and/or language that clearly state what learners need to achieve. For example 'learn to spell words associated with completing a work log after decorating a room' or 'learn to read and pronounce the technical words on bottles of hair dye and measure out the correct amounts of chemicals used in hair colourants'.

and learners:

- make significant progress towards fulfilling their goals and their potential

The literacy, numeracy and/or ESOL support should make a substantial difference to learners' ability to carry out reading, writing, speaking, listening and/or number-related tasks in their main learning programmes.

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

Learners are helped to apply literacy, numeracy and/or language to other relevant contexts

- progress to relevant further or higher education, programmes, training or employment

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

This means that literacy, numeracy and/or ESOL support helps learners to make progress in key skills

- develop the skills of critical evaluation, research and analysis

Learners develop skills of reflection and analysis, for example, by reviewing their progress in literacy, numeracy and/or language.



- develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively

This means that learners' basic skills are sufficiently well developed to enable them to apply them in vocational, academic, social and personal contexts.

- attend regularly and are punctual.

Sources of evidence could include:

- the number of learners identified as needing basic skills support
- the numbers of learners starting and completing their programmes of basic skills support
- the number of learners achieving their main learning programme
- data trends over several years
- destinations of all learners who leave before or at the end of their programme
- observations of learners receiving basic skills support in any context, such as at work
- learners' written and practical work including portfolios of evidence
- interviews with learners
- interviews with specialist basic skills tutors and tutors of learners' main learning programme
- interviews with employers, members of voluntary and community organisations
- learners' initial assessment records and training plans
- learners' progress review records
- attendance records



THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

The extent to which teachers have the expertise to teach literacy, numeracy and/or language and are able to plan, teach and assess a programme of literacy, numeracy and/or ESOL support with learners in relation to their main vocational/ academic learning(s).

The extent to which teachers use teaching methods and materials that are up-to-date, relevant for learners, and develop literacy, numeracy and/or language.

The extent to which learners are developing their literacy, numeracy and/or language, gaining in confidence, and are able to understand the significance and relevance of the support they are receiving.

To answer this 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 and assessment of the course or programme

Those who provide additional literacy, numeracy and/or ESOL support should have the expertise to use up-to-date adult learning materials and teaching method to help learners improve their literacy, numeracy and/or language. These teachers could be specialists or teachers of the learners' main programme. They should have the appropriate knowledge and understanding of language, linguistics and number skills.

- 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

Teachers adapt the methods and materials they use to the context of the learning programme and include the use of information and communications technology. For example in a creative writing class in adult community learning, the learners are shown how to improve their understanding of English spelling patterns by practising rhymes used for writing and reading poems. In a foundation construction class learners develop skills of estimation by suggesting how many bricks they need to construct a gable end. In a health care programme learners develop skills to use the Internet to research the issues surrounding the measles, mumps and rubella vaccine.



- challenge and inspire learners

Teachers motivate learners by helping them to develop the literacy, numeracy or language skills that enable them to complete successfully specific activities, where they have previously failed or lacked confidence, for example, recounting a young child's achievement in a nursery to her carer, or understanding the information on wine bottles.

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

Feedback on assignments and assessments as part of the main learning programme should include constructive comments on basic skills.

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

This means learners identified as needing literacy, numeracy and/or ESOL support have separate learning goals that identify milestones relating to specific literacy, numeracy and/or language tasks, competence and knowledge. The milestones are reviewed regularly and amended to reflect progress and changes in the learners' needs.

- promote good working relationships that foster learning

- use materials and teaching methods that promote equality of opportunity

This relates to the use of materials and training methods that do not discourage particular groups of learners. For example, learning materials should not be eurocentric and should help increase learners' understanding of diversity.

and the extent to which all learners:

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

This means that learners acquire new skills in literacy, numeracy and/or language to enhance their understanding of their main programme. This involves gaining knowledge and the confidence to apply the skills in other contexts. For example, learners on a retailing programme use their understanding of needing to select different phrases and tone for different situations (register) when dealing with customers.

- Understand and are confident what they are doing, how well they are progressing and what they need to do to improve

This means that learners' progress is reviewed at appropriate intervals to ensure that they are making good progress. The review meetings involve the person responsible for the mainstream programme and literacy, numeracy and/or ESOL support. They identify and record actions to be completed by the time of the next meeting. Those actions are reviewed at the next meeting. The review leads to amendments to the

individual learning plan when appropriate.

- 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 teaching and learning
- visits to the workplace, other learning contexts
- observations and records of progress review meetings
- interviews with learners
- interviews with specialist basic skills tutors and/or tutors of main learning programme
- individual learning plans
- schemes of work and session plans, identifying basic skills support
- learning materials
- induction materials
- evidence of communication between all those involved in providing basic skills support



THE QUALITY OF EDUCATION AND TRAINING

3. How are achievement and learning affected by resources?

This question evaluates the impact of resources on learning and achievements of literacy numeracy and/or language. Resources include staff, learning resources and accommodation used in the provision of literacy, numeracy and/or language. This includes support provided in a range of contexts, as well as part of a learner's main programme. Staff resources include subject specialists and appropriately trained and qualified literacy, numeracy and/or ESOL support tutors, learning support assistants and volunteer tutors. Learning resources include a range of appropriate learning materials which meet literacy, numeracy and/or language needs of learners, reflect diversity and support achievement of their main course of study.

To answer this 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

Staff need sufficient experience and understanding of the needs of learners they are working with, for example, staff supporting learners recovering from mental illness, groups of young parents or people employed in a specific industry. There are sufficient staff to meet the needs of learners identified as requiring literacy, numeracy and/or language additional support. Those who provide additional literacy, numeracy and/or ESOL support are suitably qualified and experienced and possess a good understanding of the demands of the relevant subject area. Staff need experience in initial assessment, development of individual learning plans and assessment of progress. Literacy, numeracy and/or ESOL support staff and subject specialists must have sufficient time to plan and review programmes of support.

- the professional development of staff contributes to their effectiveness

This means that literacy, numeracy and/or ESOL support staff develop their skills and gain relevant qualifications. Subject specialists develop their understanding of literacy, numeracy and/or language developments and their application to their subject areas.

- specialist equipment and materials are used, including facilities which are relevant to the workplace and which meet current industrial standards

This means use of computers involves the use of the Internet and any software used is appropriate and relevant to the development of basic skills and the main learning



programme.

- 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 learners have access to a range of good quality and relevant learning materials, equipment and facilities that support both their literacy, numeracy and/or language and subject needs. Learners have sufficient access to literacy, numeracy and/or ESOL support as part of their learning programme.

- learners work in a safe and healthy environment
- resources are used to best effect in promoting learning

Resources are used sensitively to provide literacy, numeracy and/or ESOL support that is appropriate and acceptable to individual learners. For example, the use of children's books is not suitable outside family learning programmes.

- learning resources and accommodation allow all learners to participate fully

This means that learners with learning difficulties or disabilities have sufficient access to suitable accommodation and learning resources to develop their literacy, numeracy and/or language and achieve their learning goals. Support staff have specialist knowledge of learners' needs and are able to provide appropriate support. Subject tutors should take account of learners' specific learning needs or difficulties.

Sources of evidence could include:

- observation of learning
- interviews with specialist tutors and tutors of main learning programme
- interviews with learners
- interviews with trainers, assessors, internal verifiers
- staff qualifications and experience
- staff training and development records
- provider's business plan (relevant to resources) and staff development plan
- learning materials and equipment
- visits to all sites where learning takes place



THE QUALITY OF EDUCATION AND TRAINING

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

This question addresses the quality and effectiveness of the arrangements for assessing and monitoring learners' progress while they are on their main learning programme. It covers the assessment and monitoring of their literacy, numeracy and/or language needs in relation to their main learning programme. Initial assessment informs the appropriateness of the individual programme of work to meet the learners' literacy, numeracy and language needs.

To answer this question, evaluate:

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

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

- forms of assessment and recording are suitable for the courses and programmes being followed

This means that learners are assessed for their progress towards their individual learning goals in literacy, numeracy and/or ESOL. The results of the assessments should be recorded and used when reviewing their overall progress towards their main learning goals. For example assessment information shows that learners on a business administration programme are not making the same progress as learners on a horticultural programme. Providers use this information to improve the quality of basic skills support in business administration.

- assessment is fair, accurate and carried out regularly
- initial assessment provides an accurate basis on which to plan an appropriate programme of work

It is expected that all learners will have been assessed for their levels of literacy numeracy and language when they joined their main learning programme. This is used to identify learners who need basic support. Question 6 deals with diagnosing learners' specific needs.

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

Feedback on assignments and assessments as part of the main learning programme should include constructive comments on basic skills.



- achievements towards learning goals and qualifications are recorded and accredited

Assessment and monitoring are used to inform individual learners about their progress and achievements. Assessment of literacy, numeracy and/or ESOL support should inform the performance of learners in gaining their main qualification and against their learning goals in their individual learning plan.

- assessment information, including the analysis of 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

Progress reports for parents and employers should include reference to the progress the learner is making in literacy, numeracy and/or language developments and how these relate to the main course of study.



THE QUALITY OF EDUCATION AND TRAINING

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

Literacy, numeracy and/or ESOL support is provided at a time and in a context that is acceptable to learners and enables them to progress.

To answer this 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 access to an appropriate range of courses or programmes, and, where appropriate, achieve suitable qualifications

This means that learners should have training or teaching in literacy, numeracy and/or language that is an integral part of their main learning programme. This may not lead to nationally recognised qualifications, but learning should be linked to individuals' learning plans for literacy, numeracy and/or language.

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

This means that all staff, such as the support tutor and tutors on the main learning programme, are aware of the basic skills support needs of the learners and plan a coherent learning programme. For example, all staff supporting learners on an access programme plan to teach the numeracy skills involved in analysing statistical data at an appropriate stage of the course. The support provides the learners with the skills needed to analyse data effectively.

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

This means that learners do not feel stigmatised or undermined because they require additional teaching in literacy, numeracy and/or language.

- learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities

Enrichment activities may include opportunities to use newly acquired skills, knowledge and understanding in contexts other than the mainstream programme, for example, a social context such as organising a disco or being involved in a community project.



- programmes of work take account of community and employer needs

This means that account is taken of all of the possible contexts in which learners are likely to need to use their basic skills, including after leaving the mainstream programme. Learning activities need to reflect changes in conventions and terminology required by employers and in the community. This includes the development of a broad range of communication skills including speaking and listening skills and expansion of vocabulary appropriate for lifelong learning.

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

This does not apply to this area of work.

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

This means that all staff involved in supporting a learner in basic skills are kept informed of individuals' progress towards meeting their learning targets and of new targets set. This may include learning that takes place at work, in a learning centre or in the classroom.

Sources of evidence could include:

- interviews with learners
- interviews with the staff
- individual learning plans
- use of local labour market information
- promotional literature and advice given to prospective learners on the basic skills support available
- action plans for encouraging participation in basic skills
- records of communication and co-ordination among tutors



THE QUALITY OF EDUCATION AND TRAINING

6. How well are learners guided and supported?

This question addresses the quality of arrangements made to guide and support learners with literacy, numeracy and/or language needs. It covers the quality and accuracy of guidance given to prospective learners to steer them towards the most appropriate programme and level of study. The support systems develop learners' literacy, numeracy and/or language skills as well as help them achieve their learning objectives on their programme of study. Where appropriate learners are guided to discrete provision to develop their literacy, numeracy and/or language skills.

To answer this question, evaluate:

- ❑ the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and 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 should have a comprehensive and effective set of support systems which include appropriately qualified staff and resources to ensure that the individual literacy, numeracy and/or language needs are taken account of in the learners' main learning programme. Support systems are fully integrated and relevant to learners' main learning programmes.

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

This means that guidance information takes account of the literacy, numeracy and/or language backgrounds of learners to help them choose appropriate programmes of study. Consideration is given to the prior learning and achievements gained in country of origin of bilingual learners.

- 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 further opportunities to develop literacy, numeracy and/or language should be included in careers education and guidance.

- 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 induction programmes give learners a good understanding of the benefits of literacy, numeracy and/or language development and support to help learners complete their main learning programme. For example, an induction programme may include an activity which highlights the importance of basic skills in their main area of learning.

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

This means that initial screening and diagnostic assessment should accurately identify literacy, numeracy and/or language needs. These needs are taken account of in the referral to appropriate programmes of study and in the design of planned additional support. Additional support needs are relevant to the subject area and develop learners' skills. Subject tutors work closely with support tutors. For example, a learner with dyslexia may require activities in their subject area to take account of their specific learning need; a learner with visual processing difficulties will require appropriate learning materials.

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

For example, personal support for bilingual learners may include access to translation services and or tutors who share language backgrounds, refugee agencies and community groups.

- 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 learning needs
- observations of additional learning support activities and records
- interviews with learners
- interviews with staff and managers
- plans of the support systems and procedures
- procedures for managing learners' attendance, punctuality and performance
- promotional literature
- careers advice and guidance materials
- observations and records of the induction programmes



- individual learning plans



LEADERSHIP AND MANAGEMENT

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

This question addresses how well literacy, numeracy and/or ESOL support for learners across the organisation's provision is strategically planned, resourced, led and managed. The organisation is expected to implement effective arrangements to assure the quality of the literacy, numeracy and/or ESOL support and promote equality of opportunity to learners who require literacy, numeracy and/or ESOL support.

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.

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 policy statement on providing literacy, numeracy and/or ESOL support for all learners. A senior manager has responsibility for literacy, numeracy and/or ESOL support across the organisation. The purpose of the provision of literacy, numeracy and/or ESOL support is defined by strategic objectives in, for example, a business plan. There are appropriate procedures to help learners meet agreed literacy, numeracy and/or language developments. These procedures are understood and implemented by managers, staff and, where applicable, by subcontractors, employers and other external agencies.

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

This means that managers use records of the progress made by learners who need basic skills support to manage this area of work.



- 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 set of quality assurance arrangements which cover all the key stages in identifying and meeting learners' literacy, numeracy and/or language needs. Managers and staff evaluate the effectiveness of the literacy, numeracy and/or ESOL support in raising learners' levels of literacy, numeracy and/or language and helping them achieve their main learning programme. They use this information to continuously improve the provision of literacy, numeracy and/or ESOL support provision.

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

The organisation makes judgements about the effectiveness of its basic skills support provision in each area of learning and in the section on leadership and management and takes appropriate action.

- priorities are supported through responsible financial management

This means that any additional funding obtained for literacy, numeracy and/or ESOL support is used appropriately.

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

This means that quality assurance measures, such as observations of learning sessions, include basic skills support.

- 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, literacy, numeracy and/or language staff and teachers of the learners' main programme have access to accurate and current management information, and use it to improve the learners' programmes. For example, management information includes data on learners' progress in basic skills in relation to learners' learning goals.

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

This means that staff providing literacy, numeracy and/or ESOL support and 'mainstream staff' are kept up-to-date with local and national developments and take part in appropriate professional development programmes.

- there are explicit aims, values and strategies 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 regularly reviewed and is implemented. The provider is active in promoting literacy, numeracy and/or ESOL support to under-represented groups, or individuals who have previously had difficulty in gaining



access to appropriate support, and in enabling them to participate.

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

Providers protect learners receiving additional support from harassment and bullying.

- there are effective procedures for dealing with appeals and complaints
- governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance

Members of supervisory boards or steering groups have adequate information on local and national literacy, numeracy and/or language developments to provide appropriate strategic direction.

- the 'best value' principles of comparison, challenge, consultation and competition are applied in securing resources and services
- efficient and effective use is made of resources

Sources of evidence could include:

- interviews with staff and managers
- policy and strategy documents
- visits to subcontractors and agreements with subcontractors
- business plans
- setting and monitoring of targets for staff
- staff development plans and activities, including in equal opportunities
- quality assurance procedures and arrangements
- self-assessment report
- action plans
- management information
- trainee progress tracking system
- agenda and minutes of meetings
- procedures for harassment, complaints and appeals
- interviews with learners
- records of complaints and appeals
- analysis of the cost of training