

Handbook for the inspection of DWP contracted employment provision from April 2010

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Introduction

This handbook is published by Her Majesty's Chief Inspector (HMCI). It provides guidance for providers, Her Majesty's Inspectors (HMIs) from the Office for Standards in Education, Children's Services and Skills (Ofsted) and additional inspectors on the implementation of the Common inspection framework for inspecting Department for Work and Pensions (DWP) contracted employment provision from April 2010.

The handbook has two parts:

- **Part 1:** Guidance for inspectors and providers on the preparation for, and conduct of, inspections
- **Part 2:** The full Common Inspection Framework and guidance on how it will be used by inspectors to award the main and contributory grades.

The handbook is available to providers and other organisations to ensure that they are well informed about the process and procedures of inspection. It seeks to balance the need for consistency in inspections with the flexibility required to respond to the individual circumstances of each provider to be inspected. It should be regarded as an account of procedures normally governing inspection rather than a set of inflexible rules.

The term participant is used throughout this handbook to describe the users of the service, except where direct reference is made to the Common Inspection Framework when the term learner is used.

Part 1: How do we inspect?

1. The *Common inspection framework for further education and skills 2009* – the Common Inspection Framework – was devised by HMCI in line with the Education and Inspection Act 2006. It is based on the common evaluation schedule which informs all of Ofsted's inspections. It sets out the judgements inspectors will make during inspection. A summary version of the Common Inspection Framework is available as a separate publication.¹
2. The Common Inspection Framework sets out the principles that apply to the inspections of further education and skills under part 8 of the Act. The framework comprises:
 - Ofsted's principles of inspection
 - the common evaluation schedule.

¹ *Common inspection framework for further education and skills 2009*, Ofsted, 2009; www.ofsted.gov.uk/publications/090106.

Purposes of inspection

3. The overall aim of inspection is to evaluate the efficiency and effectiveness of the provision of education and training in meeting the needs of participants.
4. Inspection arrangements, together with other government initiatives, are intended to accelerate the pace of quality improvement in the DWP contracted employment provision.
5. The main purposes of inspection are to:
 - provide the relevant Secretaries of State and other stakeholders with an independent public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed
 - provide participants with information that informs their choices and preferences about the effectiveness of the providers they use or may use in the future²
 - help bring about improvement by identifying strengths and areas for improvement, highlighting good practice and judging what steps need to be taken to improve provision further
 - make judgements that may inform Comprehensive Area Assessments in each local area.

How does inspection promote improvement?

6. The inspection of a provider promotes improvement by:
 - setting expectations: the criteria and characteristics set out in the inspection framework and guidance illustrate the quality and effectiveness of provision expected of providers
 - increasing the provider's confidence by endorsing its own view of its effectiveness when that is accurate, and offering a professional challenge (and the impetus to act) where improvement is needed
 - recommending priorities for future action by the provider and, when appropriate, checking subsequent progress
 - fostering constructive dialogue between inspectors and the senior leaders and staff of the provider
 - complementing the provider's self-assessment and promoting its rigour, thereby enhancing the provider's capacity to improve its provision.

² As defined in the Ofsted user and stakeholder strategy and deriving from the Education and Inspections Act 2006, section 117(4), those who benefit, either directly or indirectly, from the services that Ofsted inspects or regulate: children and young people, parents and carers, adult learners and employers.

Principles of inspection and regulation

7. The principles of inspection and regulation reflect Ofsted's values and ensure that our statutory duties are carried out efficiently and effectively. The principles focus on the interests of service users – children, young people, parents, adult learners, participants and employers. They promote improvement in the services we inspect or regulate, and they promote value for money. They also take full account of our policies on equality and diversity.
8. All inspections carried out by Ofsted must comply with the following principles.

DWP contracted employment provision will:

- support and promote improvement
- be proportionate
- focus on the needs of participants
- focus on the needs of providers
- be transparent and consistent
- be accountable
- demonstrate value for money.

What is the code of conduct for inspections?

9. Inspectors will uphold the highest professional standards in their work and ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct, which is set out below.

Inspectors' Code of Conduct

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour
- evaluate provision in line with frameworks, national standards or requirements
- base all evaluations on clear and robust evidence
- have no connection with the provider which could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of participants

- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

10. It is important that inspectors explain to interviewees that, if they request confidentiality, every effort will be made to protect the origin of the individual's comments when using them to form judgements. However, inspectors should also make clear that circumstances may exist in which it may not be possible to guarantee that the identity of the interviewee will remain anonymous. The most likely scenario would be where other factors would make it easy to identify which individual had shared particular evidence. Additionally, inspectors have a duty to pass on disclosures which raise safeguarding issues, and/or circumstances where serious misconduct or potential criminal activity is involved. Inspectors should, therefore, make clear that it may not be possible to guarantee confidentiality if an interviewee raises an issue that inspectors are obliged to report.

How should the provider's staff engage with inspectors?

11. In order that inspection is productive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on courtesy and professional behaviour. Inspectors are expected to uphold the code of conduct but Ofsted also expects providers to:
- be courteous and professional
 - apply their own codes of conduct in their dealings with inspectors
 - enable inspectors to conduct their visit in an open and honest way
 - enable inspectors to evaluate the provision objectively against the framework
 - provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
 - work with inspectors to minimise disruption, stress and bureaucracy
 - ensure the health and safety of inspectors while on their premises
 - maintain a purposeful dialogue with the inspector or the inspection team
 - draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
 - respect the fact that inspectors will need to observe practice and talk to staff and participants without the presence of a manager or registered person.

How are providers selected for inspection?

Annual selection of providers for inspection

12. Ofsted will adopt a risk-proportionate approach to inspection to enable inspectors to focus their efforts where they have the greatest impact. Providers will be inspected on individual contracts. In some cases, where providers have more than one contract in a region, parallel inspections may take place. See paragraph 19 for more information. Ofsted will use a broad range of indicators to select providers to inspect the following year. Where available, these will include a provider's previous inspection record, self-assessment, performance data from DWP (including trends over the last three years where available), and any information on significant changes to the type of provision and participant numbers. As they become available, provider data from the DWP and Star Ratings will be used. Other aspects taken into consideration are:
- providers will be inspected at least every four years
 - a visit may be carried out within 12 months of the contract starting
 - HMCI has powers to conduct unannounced inspections and will exercise these where there are justifiable reasons for doing so.
13. Ofsted uses inspection service providers for additional inspectors, administrative support on inspection, the collation of pre-inspection information for inspectors via a portal, quality assurance and production of reports, post-inspection data analysis and post-inspection evaluation by providers. Before the inspection, Ofsted will inform inspection service providers which providers are scheduled to be inspected in the next 12 months. This is to enable the inspection service providers to assemble the inspection teams. All learning and skills inspections will be led by an HMI, assisted by HMIs and/or additional inspectors.

When are providers notified of their inspection?

14. DWP providers will normally be given three working weeks' notice before a planned inspection. This applies to all types of inspection activity except Workstep inspections, which remain at five to six working weeks. The inspection service provider will contact the provider to inform them of the planned inspection and send the notification letter, which includes the information required for the planning meeting. The inspection service provider will contact the lead inspector within 24 hours to confirm the inspection and the lead inspector will telephone the provider to confirm arrangements for the planning meeting and start the process of inspection.

What are the types of inspection activity?

15. The following table sets out the frequency and type of inspection. The type of inspection activity will be proportionate to risk and selected according to the level of performance of the provider for a specific contract.

Inspection type	Criteria	Aims and publication arrangements
Inspection	Depending on the results of the annual selection process providers will normally be inspected within four years of their last inspection.	<p>To inspect the provider's DWP contracted employment provision, by contract, against all aspects of the Common Inspection Framework 2009.</p> <p>To inspect and grade the subject area 14.2a Employability training.</p> <p>To carry out parallel inspections, where appropriate, where providers have more than one contract in a region. See paragraph 19 for more information.</p> <p>To inspect with an increased emphasis on training, learning and development where appropriate, the participant's journey, participants' views, value for money, Every Child Matters themes, vulnerability, safeguarding and equality and diversity.</p> <p>A report will be published on the Ofsted website.</p>
Focused monitoring visit (Not part of DWP inspection at present but could be introduced)	All providers may have focused monitoring visit(s) based on outcomes of the annual process for selecting providers; for example, to inspect areas of provision that are new or that give some cause for concern.	<p>To monitor a provider's progress in improving aspects of its work according to themes identified during the annual process for selecting providers for inspection.</p> <p>To inspect with an increased focus on capacity to improve, teaching, training and learning, and users' views.</p> <p>To inspect and make progress judgements about outcomes for participants, the provider's self-assessment and improvement planning process and additional identified themes.</p> <p>A report will be published on the Ofsted website.</p>
Survey inspection visits	Survey inspection visits will take place at a selected number of providers each year, including those judged outstanding or good.	<p>To explore a specific aspect of a provider's work as part of a programme of surveys based on topics linked to national priorities.</p> <p>A letter detailing the outcome/s of the inspection visit will be sent to the provider and will be published on the Ofsted website.</p>

Reinspection

Reinspection monitoring visit	<p>All providers judged to be inadequate for overall effectiveness at the last inspection will have a reinspection monitoring visit. These will take place six to eight months after the last full inspection.</p>	<p>To inspect themes identified through the last inspection:</p> <ul style="list-style-type: none"> ■ two core themes: <ul style="list-style-type: none"> – outcomes for participants – the provider’s self-assessment and improvement planning process ■ additional themes that focus on progress towards addressing areas for improvement and implementing recommendations identified in the last inspection report <p>A report will be published on the website.</p>
<p>Following a reinspection monitoring visit a provider will have:</p>		
Full reinspection	<p>This will take place 12 to 15 months after the last full inspection.</p>	<p>To inspect the provider’s DWP contracted employment provision for the contract/s inspected against all aspects of the Common Inspection Framework.</p> <p>A report will be published on the Ofsted website.</p>

How do reinspection monitoring visits differ from full inspections?

16. Reinspection monitoring visits are shorter than a full inspection – lasting between one and three days. The main aim of these visits is to judge the progress being made against defined themes. Progress against each identified theme for the visit will be judged ‘significant’, ‘reasonable’ or ‘insufficient’. The planning for inspection activity and reporting methodology follow the same principles for full inspections. Paragraphs 91 to 101 summarise the methodology for reinspection monitoring visits.

How will consortia, partnerships and subcontracted provision be inspected?

17. DWP uses prime contractors for the delivery of much of their provision. A prime contractor is a single organisation which may directly provide some services, subcontracts some services to other organisations and manages the payment and performance of subcontractors. The prime contractor model can also include a consortium arrangement where an organisation acts as a lead contractor for a number of providers in the partnership.

18. All the provision within the contract being inspected which a provider is directly and wholly responsible for falls within the scope of their inspection. In addition:
- the inspection will include any provision carried out on behalf of a consortium or partnership, or under a subcontract
 - inspection of a provider that subcontracts provision to other providers or that has overall responsibility for a contract on behalf of a consortium or partnership lead will only include subcontractors and consortium or partnership members that do not have a direct contract with DWP
 - inspectors may contact or visit the subcontracted providers or other consortia members involved to make judgements on the leadership and management of the contract, including arrangements to quality assure and improve the provision
 - inspectors may also use subcontractors' or consortia members' most recent inspection reports if available
 - performance outcomes for participants at all subcontractors and partner organisations will be included in the judgement for the prime contractor.

Parallel inspections

19. Parallel inspections may take place where a provider has more than one contract within a region: for example, more than one European Social Fund (ESF) contract or an ESF contract and a Provider-led Pathways to Work (PLP) contract. Where there are two different programmes, each one will have its own lead inspector: for example, one lead inspector for PLP and one lead inspector for ESF. Where the inspection is looking at more than one ESF contract, there will be only one lead inspector. There will be joint planning of the parallel inspections and a separate pre-inspection briefing for each programme. Where there are two lead inspectors, they will agree an outline schedule and the provider will agree a nominee (see paragraphs 36 to 38) for the largest programme and an assist nominee for the other programme.

What happens before the inspection?

How are subject areas for inspection chosen?

20. Subject areas are taken from the Qualifications and Curriculum Authority's classified 15 sector subject areas. All DWP provision is inspected under SSA14.2a Employability training.

How are inspection teams selected?

21. All inspections will be led by an HMI, assisted by HMIs and/or additional inspectors. The provider's nominee will receive additional inspectors' professional profiles and should contact the inspection service provider and/or the lead inspector should there be any concerns about possible conflicts of interest between the provider and any member of the inspection team.

What information do inspectors use before the inspection?

22. Inspectors need to gain an understanding of the provider and the emphases and themes for the inspection before they begin their work on site. This is in order to make the best use of their time with the provider, and to make sure the inspection contributes to provider improvement.
23. The purpose of the pre-inspection briefing is to provide an evaluative but concise briefing for the provider and the inspection team that clearly identifies the key themes and areas for exploration during the inspection. The lead inspector prepares the pre-inspection briefing using the following pre-inspection evidence:
 - the provider's most recent self-assessment report
 - the provider's development plan
 - data from DWP
 - where relevant, Star Rating indicators
 - feedback from participants or employers
 - the report from the last inspection or reinspection, where applicable
 - reports from any subject or aspect surveys carried out by Ofsted
 - DWP provider briefings
 - any additional information the provider wishes to bring to the attention of the inspection team.
24. The above evidence should feature strongly when the issues for inspection and plans for the deployment of the team are discussed with the provider. The pre-inspection briefing should be kept brief, so that it provides a concise analysis of the provider against the Common Inspection Framework aspects, identifying the themes for the inspection. The pre-inspection briefing should also identify aspects that do not appear to require detailed investigation.
25. The provider will receive a copy of the pre-inspection briefing from the inspection service provider before the start of the inspection.
26. The inspection team will use the identified themes as the basis for their inspection activities, but other themes may develop during the inspection.

How does the lead inspector plan the inspection?

27. The lead inspector will plan the inspection to ensure that the maximum amount of first-hand evidence possible is collected from participants and the activities they are engaged in. Observations of training and related activities such as progress reviews are a key source of this evidence.

28. Inspectors will select the sessions, participants and employers to be seen during the inspection. The choice of participants and employers depends on a number of factors:
 - number of sites
 - geographical spread of participants
 - mode of delivery and attendance
 - demographics of the participant group.
29. To help inspectors with their planning, the nominee will provide a timetable of group and individual learning sessions, interviews and reviews that take place at the provider's premises during the inspection period. Inspectors will not normally indicate which sessions they plan to see.
30. Inspectors will normally select participants they intend to visit at their place of work or at external venues to observe activities such as coaching, assessment, feedback or review, where possible. To assist this process, the nominee will supply information about planned activities to be carried out by both the provider's and subcontractors' staff for the week of inspection, along with the list of participants who are not normally based at the provider's main sites. The nominee should identify participants who may not be available or if there are significant issues that may affect the choice of a particular participant or employer. The lead inspector will inform the nominee of the planned visits to participants at work the week before the inspection and ask them to inform those employers involved. However, the inspection team reserves the right to visit any participant or employer and may cancel a planned visit or add additional ones to ensure that appropriate evidence is collected.
31. Where possible the visits will be planned to observe a member of the provider's staff (or subcontractor) carrying out activities with participants as well as providing the opportunity for the inspector to interview the participant(s) and employer. However, inspectors may visit participants and employers where such activity is not taking place. They may also carry out telephone interviews.

How do providers prepare for inspection?

32. The lead inspector will confirm the range of documents that will be required for the inspection. The evidence should consist of working documents, not information prepared specifically for the inspection. As inspection is based on collecting first-hand evidence, documentation is kept to a minimum. The lead inspector will use the planning meeting to agree how the following documents will be available to inspectors:
 - strategic and operational business plans
 - development plan, operating statements, subject area plans, staff development plans and action plans arising from inspection, programme review or self-assessment

- details of staff qualifications and experience and of staff development activity over the last two years
 - evidence of compliance with the relevant safeguarding requirements
 - reports from internal and external verifiers where applicable
 - records of observations of training, learning and assessment and/or information and advice sessions
 - timetables and schedules of activity involving participants (showing locations and staff)
 - complete and up-to-date data on participant numbers and participants' achievements, plus a list of participants with relevant details for discussion at the planning meeting and to aid sampling. DWP will provide the data for participants' outcomes
 - minutes from key meetings
 - evidence of the effectiveness of participants' support activities.
33. The provider will inform all staff, current participants and employers about the forthcoming inspection, emphasising that inspectors may visit any sessions involving participants either on the provider's premises or at other locations, including participants' workplaces. Inspectors will have previously identified a number of off-site participants and employers to observe and/or interview and the nominee should ensure they are notified of this. Inspectors may also have identified other participants and partners of the provider they wish to meet.
34. The provider should inform inspectors if any participant, employer, member of staff or partner has any communication support needs, and of any sensitivities or issues affecting individual participants.
35. Participants' work should be made available where applicable. Inspectors will normally need to see completed work as well as work in progress. The lead inspector will agree with the nominee the most appropriate method for ensuring availability of participants' work. This should include one or more of the following:
- inspectors identifying the work of specific participants
 - asking all participants to have their current work with them during inspection
 - requesting samples of work from a particular group of participants.

What is the role of the nominee in the inspection?

36. Inspection has the strongest impact on improvement when the provider understands the findings that have led to the judgements. For each inspection, the provider is invited to nominate a senior member of staff to act as the provider's main link with the inspection team. The nominee attends all meetings of the inspection team. By taking part in the discussions about evidence

collected during the inspection, a nominee can ensure that all appropriate evidence is taken into account, and report back to the provider's staff on the progress of the inspection. The nominee does not contribute to the decisions on grades for the inspection.

37. There will only be one nominee but where there are several sites, the provider can nominate a key contact for each site. The nominee should:
- have a detailed understanding of the provider's contract/s and operations
 - be sufficiently senior to ensure the cooperation of staff at all levels before, during and after the inspection
 - have authority to carry out the role with autonomy.
38. The lead inspector will ensure that the nominee has the opportunity to hear the evidence on which inspectors have based their judgements. The nominee should raise any concerns about the evidence base with the lead inspector as soon as those concerns become apparent. The lead inspector will keep both the nominee and the chief executive or equivalent informed of emerging findings as the inspection proceeds. The nominee should respect the same conventions of confidentiality as all team members. The nominee's responsibilities include:
- providing information to the lead inspector to enable them to plan the inspection
 - briefing the provider's staff about inspection arrangements
 - informing all participants and employers about the inspection
 - attending all team meetings, including the final meetings to moderate judgements. However, nominees may not participate in discussions that are directly related to grading decisions
 - coordinating feedback arrangements both during and after the inspection
 - liaising with the lead inspector on the team's use of the provider's facilities, for example, photocopiers and base room
 - ensuring that staff are available for meetings as scheduled, and that the necessary documents are available for inspectors.

What contact should lead inspectors make with the provider?

39. The inspection service provider will telephone the provider to give the required notice period of their forthcoming inspection. The lead inspector will normally contact the provider no more than two working days after that. Pre-inspection activities and contact with the provider should make sure that:
- good communications and effective working relationships are established
 - demands on the provider are kept to a minimum; the provider should not be required to produce additional documents for the inspection

- pre-inspection evidence has been thoroughly analysed and used in the pre-inspection briefing
 - the themes for the inspection are established and identified at the planning meeting
 - arrangements for the inspection are agreed.
40. To ensure that the lead inspector has a clear understanding of the scope and range of provision, the nominee will send the following information:
- current numbers of participants with data on gender, ethnicity and disability
 - geographical spread of centres and participants
 - where applicable, the range and location of subcontractors.

Planning meeting

41. To ensure the provider understands the inspection process, the lead inspector will hold a pre-arranged planning meeting with the nominee, other appropriate provider representatives and a member of the DWP quality team. A separate meeting will be held with participant representatives, where possible. The planning meetings will normally be face to face but may be held by telephone for less complex inspections. The agenda for the meeting should include:
- introductions
 - update on recent developments at the provider
 - inspection team members and their responsibilities, including the nominee
 - scope of the inspection, including the key issues/themes
 - in providers with identifiable participant representatives, arrangements for the lead HMI to have a discussion with them before the inspection about the inspection process
 - arrangements to inform all participants and employers about the inspection through:
 - posters and letters/emails available from the inspection service provider
 - systems already established through the provider's participant involvement strategy
 - arrangements to collect views of participants, employers, external partners and, where relevant, parents and carers during the inspection and to feed back findings, including:
 - open meetings for participants or participant representatives
 - emails sent to a designated inspection service provider email address
 - visits/phone calls to participants and employers at work

- informal meetings or individual interviews arranged by inspectors during the inspection
 - information on participants' views presented in the self-assessment report
 - the inclusion of participants' and employers' views in the published report
 - the requirements for the provider to ensure the availability of the summary report for participants that forms the front part of the published report
- arrangements for the lead inspector to have information on:
 - numbers participating at the time of the inspection and their geographical distribution, by subcontractor, where appropriate
 - lists of participants with details of their centre and/or place of work and employer's phone number as appropriate
 - schedules/timetables of learning or information and advice sessions, training and assessments (through timetables of activity for each assessor or adviser) in each centre or subcontractor during the week of inspection
 - arrangements for observing training, learning and assessments (see guidance and protocols – paragraphs 64 to 67)
 - arrangements to review participants' work
 - pre-arranged meetings with key members of staff/management for different areas/contracts where applicable and Common Inspection Framework aspects
 - arrangements to confirm location of inspectors (where applicable)
 - confirmation of data from DWP to support judgements on outcomes for participants
 - documents to be made available during the inspection (see paragraph 32)
 - team meetings and feedback meetings – times and venues
 - domestic arrangements on, for example, base rooms, refreshments and car parking
 - health and safety of inspectors
 - final feedback, evaluation and reporting arrangements.
42. Pre-arranged meetings with participants and key staff and visits to participants at work or external sites should be agreed as quickly as possible. However, the lead inspector will not tell the provider which sessions will be visited in any part of the inspection.

43. Where appropriate, the lead inspector will also arrange to talk to participant representatives before the inspection to explain the purpose of the inspection, identify any key issues from their perspective and the most appropriate ways of collecting participants' views (see relevant item in the planning meeting agenda).

How do inspectors seek the views of participants, employers and other partners about the provider's work before and during inspection?

44. The views of participants are central to inspection. Inspectors will not have the opportunity to speak to all participants in one inspection. It is important that all participants, regardless of their mode or place of attendance, have the opportunity to express their views on the provider to inspectors. This also applies to employers and any other key participants. A template will be provided for the provider to distribute, electronically if possible, to all participants and employers inviting them to respond to the inspection team, using email where possible. This enables participants and employers to provide timely and up-to-date views of the provider directly to inspectors. The template may be adapted by providers to meet participants' specific needs.
45. Providers will notify all current participants and employers of the inspection, and include details of how they may inform the inspectors of their views. For this purpose, the nominee will be provided with an electronic poster to display on their intranet, in their premises, or to distribute in any other appropriate way. The nominee may adapt this to meet participants' specific needs.
46. Responses to the inspection team should be returned, in confidence, to the email address provided, within the identified timescale (usually the week before the start of the inspection). Respondents will not be asked to identify themselves, only the subject or type of provision they are engaged with.
47. The inspection service provider will analyse the email returns and make these available to the lead inspector in the week before inspection. Where appropriate, responses will be grouped in similar areas and the numbers of responses noted. Any additional themes identified from these responses will be shared with the team and nominee at the start of the inspection.
48. Surveys of participants' views carried out by the provider, DWP or other organisations provide additional evidence for the inspection, and may indicate themes for further exploration. They do not take the place of dialogue with participants during the inspection or of views collected electronically. Inspectors will talk with participants from different groups, including those from minority groups, and, for example, with group representatives or other participants' forums.
49. Inspectors will take account of views expressed to them by participants, employers, parents, carers, trustees, the nominee and staff. Staff and participants must be able to speak with inspectors in private to ensure that

their responses are not influenced by the presence of the nominee or senior staff. A number of meetings will be arranged during the inspection to enable participants to meet inspectors. These will include meetings with samples of participants selected by inspectors and open invitation meetings.

50. The provider should be encouraged to seek the views of any significant partners in its work and to reflect these in its self-assessment.
51. The lead inspector will take account of any external views on the performance of the provider against its targets, for example in briefings from commissioning and funding bodies.

What happens during the inspection?

How many days does an inspection take?

52. A full inspection will normally last between three and five days on site. The number of inspectors involved in the inspection will vary according to the size and nature of the provider's contract.
53. Reinspection monitoring visits will last between one and three days, depending on the scope of the visit and size of the provider's contract.
54. Five-day inspections will normally start around 11.30 on the Monday morning. Inspections starting on any other day of the week may start earlier – for example 9.00.

Who will be on the inspection team?

55. The inspection team will consist of both HMI and additional inspectors. All inspectors will inspect the provision and the designated aspect inspectors will coordinate the key aspects of the Common Inspection Framework, namely outcomes for learners, quality of provision and leadership and management. All inspections will be led by an HMI.

How do inspectors use their time during the inspection?

(See sample outline schedule – Diagram 1)

56. Inspectors will normally join the inspection team on day one. Depending on the type and size of the provider's contract they will spend between two and five days on inspection.
57. Overall judgements on the provision will usually be moderated on the penultimate day of inspection at a moderation meeting, attended by the lead inspector, one or two aspect inspectors, other inspectors and the nominee, or at a team meeting. On four-day inspections of small providers with only one or two inspectors in addition to the lead inspector, all grading will normally take place on the final day.

58. Before leaving the provider, inspectors will give the lead inspector their evidence forms and a record of inspection findings with extended bullet points for the key findings and recommendations for the inspection report.
59. Aspect inspectors will be allocated to one or more aspects of the Common Inspection Framework at the discretion of the lead inspector. They will collect evidence on which to base their judgements from a range of sources including:
 - sampling of areas not being visited
 - evidence for the aspect concerned collected from inspectors
 - discussion and examination of evidence from participants and staff
 - other relevant documents.
60. The lead inspector will ensure that the grades and judgements for the aspects are based on evidence from across the contract.
61. The time allocated to inspection will be used mainly for collecting first-hand evidence. The lead inspector will ensure that:
 - sufficient evidence is gathered to ensure judgements about the provider's contract/s are secure and reliable
 - all inspectors record evidence on evidence forms
 - the main judgements about the provider's contract/s are agreed by the inspection team
 - the conduct of inspectors is to a high standard so that professional relationships are strong and inspectors' work is respected
 - members of staff receive well-informed, helpful feedback on any training observed by inspectors
 - the nominee, together with other relevant individuals, including participant representatives, receives well-informed and helpful feedback about the overall effectiveness of the provider and the main findings of the inspection for the contract/s being inspected.

Diagram 1: Sample outline inspection plan for five-day inspection. This is only a guide. Plans for each inspection will differ according to circumstances. Shorter inspections follow a similar pattern within their timescale.

Monday	Activity
11.30am	Initial meetings/briefings: inspectors and nominee, participant representatives Meetings with key staff for each aspect inspector and with relevant link/manager for inspectors

5pm	Inspection activity Meeting to identify emerging judgements
Tuesday	
9am	Inspection activity
5pm	Inspection activity Meeting to identify emerging judgements
Wednesday	
9am	Inspection activity
5pm	Inspection activity Meeting to identify emerging judgements
Thursday	
9am–11am	Final inspection activity by inspectors Prepare for moderation and feedback
5pm	Moderation meetings: inspectors, lead inspector, assistant lead inspector and nominee Inspectors finish record of inspection findings/evidence forms Aspect inspectors review judgements Meeting to feed back on aspects
Friday	
9am 11am	Final aspect inspector inspection activity if needed Grading meeting
2pm	Formal feedback to the provider's staff, participant representatives and a member of the DWP quality team.

Schedules should allow time for a lunch break, comprise reasonable working hours and reflect the provider's operation. The lead inspector will need to plan for briefing meetings with the nominee and chief executive officer or equivalent, where appropriate. In parallel inspections where there are two lead inspectors, the teams will have separate base rooms and separate team meetings with the lead inspectors sharing findings, especially in leadership and management. The two leads and nominees will also meet to share findings before the joint grading meeting.

Collecting and using evidence

62. Most of the time on site is spent collecting first-hand evidence, particularly through observations of training and related activities. Observations will take place as appropriate. Inspectors may monitor case studies of participants, including potentially vulnerable participants such as those with learning

difficulties and/or disabilities and looked after children. Inspectors should ensure that observations include specific attention to the quality of learning for individuals and different groups of participants, either in individual or group sessions. The specific groups should be identified in the pre-inspection briefing and/or through subsequent discussion with the provider and in response to any emerging issues, for example, from discussions with participants.

63. Other first-hand evidence includes: discussions with participants and analysis of their work; analysis of provider records, documents and participant and employer questionnaires; and meetings with participants, employers, subcontractors, staff, trustees and the provider's partners where appropriate. Information held by the provider must be made freely available for inspectors, and the provider should cooperate in the task of collecting evidence.

Observation of training and assessment

64. Inspection of the quality of training and assessment, and the impact it has on the quality of learning, provides direct evidence. It informs inspectors' judgements about the outcomes for participants, the effectiveness of provision, leadership and management and the provider's capacity for improvement. Although some interviews with staff are important to provide context, the main activity of inspectors should be direct observation of the provider's work.
65. Inspectors will observe as many sessions as is possible, and in a number of ways. However, no minimum or maximum requirement is set. The number of observations should be proportionate to the type and size of the provider and the type of activities taking place, and should be based on the themes for inspection identified in the pre-inspection briefing.
66. Inspectors make judgements on the quality of training and related activities based on the Lifelong Learning UK professional standards for teachers, tutors and trainers in the lifelong learning sectors (www.lluk.org/documents/professional_standards_for_itts_020107.pdf).
67. Inspectors will normally use some or all of the following methods to collect evidence on the quality of training and related activities:
- Formal observations of training activities. These should be long enough to ensure the inspector has enough evidence to form clear judgements and give a grade. The inspector will provide clear feedback to the person observed, including the grade awarded and a summary of strengths and areas for development. Observations of training of participants at work will follow the same procedures. The provider will receive overall feedback on the quality of training and activities, but the lead inspector will not produce a profile of the grades awarded.
 - Short, focused observations of activities. These will usually last approximately 15 minutes and have a specific focus: for example, participants' support, use of information learning technology, attendance or

personalised learning. Feedback will not normally be given to the person observed after these sessions.

- Joint observations of learning activities, if applicable:
 - the lead inspector will, in discussion with the team, select one or more learning sessions or assessments for observation by inspectors and then invite a member of the provider's own observation team to accompany an inspector on a joint observation. Such joint observations may be carried out by any inspectors in the team
 - at the end of the joint observation, the inspector will discuss the judgements and grade with the provider's observer and record both the observer's and their own grade and judgements. It is the responsibility of the provider's observer to provide feedback to the person observed; the inspector does not feed back to the person observed or observe the feedback to them.

- Observations of interviews and progress reviews.
 - These will follow the same procedures as formal observations of training activities but will not be graded.

How are data used on inspection?

68. Inspection involves the use of a range of data about the provider's performance for each contract being inspected. DWP provides the data for participants' outcomes, apart from Workstep inspections where Ofsted will provide data forms for providers to complete. Other data may be used to judge the management and monitoring of the provision within leadership and management.
69. Inspectors will analyse the performance of the provider using the most recent data from DWP before and during an inspection.
70. The primary data source from DWP will provide key evidence to inform judgements on outcomes for participants.

How does the Star Rating relate to inspection?

71. Inspectors will use Star Rating performance indicators, when fully established, as a source of evidence to support inspection judgements. Where performance indicator outcomes relate directly to an evaluation statement in the Common Inspection Framework, it will be used as a source of evidence.

How is the self-assessment report used during inspection?

72. A provider's annual self-assessment report will continue to provide Ofsted inspectors with crucial evidence to support judgements about the Common Inspection Framework's main aspects, the contributory grades for equality and diversity, safeguarding and the provider's capacity to improve. Inspectors will

use the report to assess risk, monitor standards and plan for inspection. During the inspection, findings will be compared with those in the provider's self-assessment report, and a conclusion reached on the accuracy of those judgements. Ofsted needs the self-assessment report to include the local arrangements and performance for the contract being inspected.

73. Ofsted does not require a provider to produce a self-assessment report in any prescribed format. However, thorough self-assessment and effective action planning is essential to tackle identified areas for improvement, including provision that is satisfactory but not improving, and should be an integral part of an organisation's quality improvement arrangements

How is evidence recorded?

74. During inspection, inspectors will collect, analyse and record evidence and their judgements on evidence forms. The overall judgements made about the provider will be recorded by the lead inspector on the Record of Main Findings.
75. The evidence forms, together with any briefings, plans or instructions prepared by the lead inspector and responses from participants and employers, either in hard copy or in emails, contribute to the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

How are judgements agreed?

76. The lead inspector will ensure that judgements about the provider are corporately agreed by the inspection team, with reference to the grade descriptors in the Common Inspection Framework. Judgements will be supported convincingly by the evidence base and will identify the key findings and what the provider should do to improve. Emerging findings will be discussed with the nominee and, where appropriate, senior staff at regular intervals. The nominee will be given the opportunity during the evidence collection stages of the inspection to provide further evidence should the provider wish to do so.
77. The overall judgements will reflect all the evidence considered by the inspection team. Final judgements will be made when all first-hand evidence has been collected and considered and will represent the corporate view of the inspection team.

What meetings are held during inspection?

78. To secure the judgements the inspection team holds a number of team meetings. The nominee is a full participant at all of these meetings except those awarding grades for the inspection. The meetings will include:

- Initial team meeting to brief the inspection team on the shape of the inspection, clarify any issues relating to their roles and receive a brief update from the provider.
- Where possible, an initial meeting with participant representatives, if not held before the inspection. Where appropriate, interim feedback to the participant representatives should also be given midway through the inspection and at the final feedback meeting.
- Initial briefing from the provider's managers with responsibility for aspects of the Common Inspection Framework and provision to the relevant individual inspectors.
- Daily team meetings, usually at the end of each inspection day, to allow inspectors to feed back their findings and emerging judgements to the team. Aspect inspectors use these meetings to collect evidence from each of the inspectors to contribute to the evidence on each aspect of the Common Inspection Framework and identify issues to follow up. The meetings enable the nominee to hear the emerging judgements and identify any additional evidence opportunities.
- Moderation meetings to determine the outcomes of the inspection of the provision. These will usually be held on the penultimate day of the inspection. The aims are to:
 - agree the key findings for the provision
 - agree recommendations for the provision
 - propose a grade for the provision
- Final grading meeting on the last day of inspection. The purpose of the grading meeting is to arrive at accurate and secure judgements about the provider's contract. The main business of the meeting is to:
 - confirm the grades for the provision
 - using the guidance in Part 2 of this handbook, award overall grades for outcomes for learners, the quality of provision, and leadership and management, including the limiting contributory grades for equality of opportunity and safeguarding
 - award a grade for the provider's capacity to improve
 - grade the overall effectiveness of the provider and the adequacy of the provider's contract/s
 - complete the inspection grades for all aspects of the Common Inspection Framework and record them on the Record of Main Findings
 - agree the main findings
 - agree the recommendations, which should be tailored specifically to the needs and context of the provider; refer to the weakest areas of performance that are hindering the provider's improvement; include

satisfactory areas that could be further improved; help outstanding providers maintain and develop their performance; and identify precise, specific areas for improvement

- A formal feedback meeting to give a wider audience (the provider's staff, trustees, participant representatives and a representative of DWP) the opportunity to hear the key messages from the inspection, before publication of the report.

How is the quality of inspections assured?

79. All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct. In addition, Ofsted monitors the quality of inspections through a range of formal processes. Some providers are visited by a managing inspector or HMI, whose purpose is to assure the quality of the inspection. In other cases the inspection evidence base is evaluated.
80. Inspection service providers monitor the work of associate inspectors as part of their quality assurance procedures. Assessments are confidential to the inspectors and contractors concerned.
81. All providers are invited to take part in a post-inspection evaluation so that their views about the inspection can contribute to the development of inspection.

What happens after the inspection?

What feedback is given to the provider?

82. Before leaving the provider, the lead inspector should ensure that the provider is clear:
 - about the grades awarded for each judgement required under the Common Inspection Framework
 - that the grades awarded are provisional and, although it is unlikely, may be subject to change through moderation
 - that the main points provided in the feedback will be referred to in the text of the report
 - about the recommendations for improvement
 - about the procedures leading to the publication of the report
 - about the complaints procedure
 - where relevant, about the implications of the provider being deemed to be inadequate overall, or in an aspect of the Common Inspection Framework.
83. After the inspection team has reached its conclusions, these should be explained to representatives of the provider in a formal feedback meeting. The

feedback meeting can be to other members of the provider's staff and, where relevant, trustees or other supervisory bodies as well as a member of the DWP quality team.

What are the written outcomes of the inspection?

84. Following the inspection, the lead inspector will write a report summarising the findings of the inspection. The text, balance and tone of the report must reflect the judgements made about the provision. Reports should be well argued and based convincingly on the evidence. They should be written in clear English, be free of jargon and be accessible to participants. In parallel inspections, there will be separate reports for each type of provision. Where one report covers more than one contract, there will be separate grades for each contract.
85. The lead inspector will ensure that the feedback given at the end of the inspection is reflected in the written report. The report will contain judgements that have been explained to the provider. Any aspects that have been judged inadequate or outstanding should have been clearly explained in the feedback.
86. A summary report is provided at the front of the report. This is addressed to participants, employers and other users of the provider. The summary includes the grades awarded at inspection, the main findings and recommendations for improvement and the views of participants and employers about the provider. HMCI expects providers to ensure that all participants are made aware of the findings of the inspection.
87. The report is divided into the following sections:
 - introduction and information about the provider and the contract/s being inspected
 - summary report for participants, employers and other users of the provider, including:
 - main findings of the inspection
 - what the provider needs to do to improve further
 - views of participants and employers
 - main inspection findings, including:
 - capacity to improve
 - outcomes for learners
 - quality of provision
 - leadership and management (including safeguarding, and equality and diversity)
 - Record of Main Findings

- all main and contributory grades against the Common Inspection Framework according to the contract/s, where applicable.
88. For each contract inspected, the report contains all the judgements and includes a commentary on:
- the provider’s main strengths, including any areas of outstanding practice, and the main areas for improvement
 - the provider’s capacity to improve
 - how well groups of participants achieve and enjoy their learning
 - outcomes for different groups of participants
 - the effectiveness with which leaders and managers, including trustees:
 - communicate ambition and drive improvement
 - promote equality and tackle discrimination
 - ensure that safeguarding procedures are effective.
89. The lead inspector provides a first draft of the report to the inspection service provider after the inspection. The report should be factually correct. Following an editing process, the inspection service provider forwards the report to the provider for a factual check, to which the lead inspector responds. One working day is allocated to the provider to comment on the draft. Judgements in the report cannot be changed unless factual errors or omissions have a significant bearing on them. Any such changes are the responsibility of the lead inspector, who will consult Ofsted’s quality assurance team.

When is the report issued?

90. The report is published on the Ofsted website (www.ofsted.gov.uk/reports) within 25 working days of the end of the inspection. The inspection service provider sends a copy of the inspection report, on behalf of Ofsted, to the nominee. DWP is notified when the reports are published. In exceptional circumstances Ofsted may decide that the normal period for completion of the inspection report should be extended.

How do reinspection monitoring visits differ from full inspections?

91. The purpose of a reinspection monitoring visit is to:
- assess the provider’s performance in relation to concerns raised by the last inspection
 - assess the provider’s progress in improving aspects of performance identified at the last inspection as areas for improvement

- assess the provider's progress in improving participants' outcomes, irrespective of whether this was a specific area for improvement identified at the last inspection
- take a view on whether judgements in the provider's self-assessment report are broadly consistent with the evidence examined before and during the visit.

92. The number of inspector days for reinspection monitoring visits will be based on the size of the provider's contract, and normally involve one or more inspectors. The reinspection monitoring visit will take place over one to three days.

Before the reinspection monitoring visit

93. As with full inspections, providers will normally be given three working weeks' notice before a reinspection monitoring visit. The planning meeting, information needs and preparation, both by the lead inspector and the provider, follow the same procedures described in this handbook for inspection.
94. Providers will be expected to inform participants and employers of the visit in the same way as for a full inspection. The inspection service provider will analyse views sent through the email address in the same way and pass them to the lead inspector the week before the visit.
95. In addition to the mandatory themes on outcomes for participants and self-assessment, approximately five other themes, based on areas for improvement identified at the last inspection, will be selected. On all reinspection monitoring visits, themes will be expressed as questions to be answered that will prompt a progress judgement. For example, 'What progress has been made since the last inspection to improve target setting?'
96. Key documents to be used in developing the themes will be the last inspection report, the self-assessment report and action plan, and data on participants' outcomes supplied by DWP. Any meetings to be pre-arranged with participants and key staff should be agreed as quickly as possible.

During the reinspection monitoring visit

97. Evidence collection will follow the same principles for any inspection and will:
- be primarily first hand from participants, employers and staff
 - include observation of training, assessment, interviews and reviews.
98. An initial team meeting, including the nominee, will take place at the start of the visit. A short feedback meeting at the end of day one will give the nominee the opportunity to hear the emerging findings from the first day and to present further evidence as required.

99. The following progress judgements will be used for each theme:
- **Insufficient progress:** given the amount of time since the last inspection or monitoring visit, it is judged that progress has been either slow or insubstantial or both, and the demonstrable impact on participants has been negligible.
 - **Reasonable progress:** evidence of progress that is already having a beneficial impact on participants, is sustainable and is based on a provider's sound quality assurance procedures that lead to improvement.
 - **Significant progress:** progress has been rapid and is already having considerable beneficial impact on participants. Evidence, including the rigour of the provider's quality assurance procedures, shows that the progress made has been sustained.
100. The lead inspector will give verbal feedback at the end of the visit to the nominee and other senior managers.

After the reinspection monitoring visit

101. A common structure will be used for the written report. This will include a brief section which will describe the provider's context, summarise the findings of the last inspection, and give the opportunity to describe any significant developments in the provider's work since the last inspection. The rest of the report will cover each of the themes, providing brief evidence to justify the progress judgement made. Before publication, providers will be entitled to conduct a factual accuracy check of the draft report. The report will be published within 25 working days of the visit.

How do providers complain about their inspection?

102. Any concerns the provider has about the inspection should be raised with the lead inspector during the inspection and resolved where possible. Concerns may also be raised with a quality assurance inspector, should one have been allocated to the inspection. If the concerns are not resolved by these means, or the person expressing the concern does not feel that due weight is being given to the concerns, or an independent view is sought, then the person raising the concern, or someone acting on his or her behalf, should contact the Ofsted helpline on 0300 1231231. The call will be answered by a member of the National Business Unit at Ofsted and passed to an appropriate person with the required knowledge of DWP inspections, who will try to help to resolve the issues.

103. If it has not been possible to resolve concerns in the manner described, individuals or providers may decide to lodge a formal complaint. The procedures are available on Ofsted's website.³
104. Ofsted investigates and sends the complainant a response which is informative and aims to answer all of the points of concern within 20 working days. Ofsted also includes details of how to ask for further internal and independent review if the complainant is not satisfied with the complaint resolution.

³ www.ofsted.gov.uk/content/advancedsearch/summary?SearchText=complaints&SearchSectionID=-1&SubTreeArray=84

Part 2: The Common inspection framework for further education and skills 2009

105. *The Common inspection framework for further education and skills 2009* – the Common Inspection Framework – was devised by HMCI in line with the Education and Inspection Act 2006. It is based on the common evaluation schedule which informs all of Ofsted’s inspections. It sets out the judgements inspectors will make during inspection.
106. The Common Inspection Framework sets out the principles that apply to the inspections of FE and skills under part 8 of the Act. The Common Inspection Framework comprises:
- Ofsted’s principles of inspection
 - the common evaluation schedule.
107. The common evaluation schedule is at the heart of the inspection and regulation processes. It sets out the structure of the inspection and identifies the key aspects against which judgements will be made.
108. The framework for inspection and regulation is built around the evaluation schedule. It sets out how the inspection will be conducted and details how judgements will be made.
109. The common evaluation schedule:
- provides inspectors with a structure for gathering evidence and reporting which is common to all Ofsted’s inspection and regulation activity, thereby promoting greater coherence and opportunity for collaboration across inspection remits
 - enables users to become familiar with Ofsted’s work across all remits
 - allows greater integration between and across inspection events
 - will ensure that inspection and regulation judgements from across all of Ofsted’s inspections can be brought together to provide a coherent view of an area, and help to inform the comprehensive area assessment.

The term participant is used throughout this handbook to describe the users of the service, except where direct reference is made to the Common Inspection Framework when the term learner is used.

Provision inspected under the Common Inspection Framework

110. The Common Inspection Framework lists questions that inspectors must ask of every provider of education, training and development. The framework applies

to the inspection of provision funded by the Skills Funding Agency, the Young Peoples Learning Agency and the DWP.

This provision is provided by:

- further education colleges, sixth-form colleges and independent specialist colleges
- independent learning providers
- local authorities
- employers
- not-for-profit organisations
- higher education institutions providing further education.

Inspection of sixth forms in maintained schools is covered by the school inspection framework.

The different types of provision inspected under the Common Inspection Framework include:

- education and training for participants aged 16–18 and 19+
- apprenticeships and Train to Gain
- informal adult learning
- nextstep
- learning provision in the judicial services
- DWP contracted employment programmes.

111. Inspectors will take account of the data from the provider performance measures from DWP and Star Ratings as they become available.

112. The Common Inspection Framework takes into consideration the Every Child Matters outcomes.

The common grading scale for all inspection judgements

113. A common grading scale will be used in making judgements for organisational inspections:

- Grade 1 outstanding
- Grade 2 good
- Grade 3 satisfactory
- Grade 4 inadequate

Limiting grades

114. Any limiting grades are considered before the overall effectiveness judgement is made. Limiting grades relate to safeguarding, and equality and diversity, as these are considered to be essential in assuring the quality of the development and well-being of young people and adults. The grades for these two aspects may therefore limit the grade for overall effectiveness.

The Common Inspection Framework

Overall effectiveness

How effective and efficient is the provider in meeting the needs of learners and users, and why?

Evaluative statements

The judgement on overall effectiveness is based on all the available evidence from inspection. Inspectors will take into account judgements on:

- the provider's capacity to make and sustain improvements
- outcomes for learners
- the quality of provision
- leadership and management.

Illustrative grade characteristics

Outstanding	Overall effectiveness is likely to be outstanding when the quality of provision and leadership and management are at least good and outcomes for participants are outstanding. There has been exceptional improvement, or previously outstanding performance has been securely maintained, as a result of highly effective leadership and management and provision, which enable participants to meet ambitious targets. Equality and diversity and safeguarding are at least good.
Good	Overall effectiveness is likely to be good when either the quality of provision or leadership and management are at least good and outcomes for participants are at least good. Overall performance has improved greatly or has consolidated and improved on previously good performance. Leadership and management and provision enable participants to achieve realistic but challenging targets.
Satisfactory	Overall effectiveness is likely to be satisfactory when the quality of provision, leadership and management and outcomes for participants are all at least satisfactory. There is a trend of improvement in the overall performance, despite a few remaining weaknesses. Leadership and management and provision enable participants to meet targets which lead to satisfactory progress. Systems are embedded sufficiently to enable further improvement.
Inadequate	Overall effectiveness is likely to be inadequate where one or more of the following are judged to be inadequate: <ul style="list-style-type: none"> ■ capacity to improve ■ outcomes for learners

	<ul style="list-style-type: none"> ■ the quality of provision ■ leadership and management <ul style="list-style-type: none"> – safeguarding – equality and diversity.
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Capacity to improve

What is the provider's capacity to make and sustain improvements?

The capacity to make further improvements is a judgement about the ability of a provider to continue improving standards and progress based on what it has accomplished so far, or to maintain exceptionally high standards.

All judgements on leadership and management, quality of provision and outcomes for participants contribute to the judgement on capacity to improve. Additionally, the judgement is based on evidence of the impact of improvements implemented by the provider as shown in its track record and performance since the last visit by inspectors, where appropriate.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the provider has a sound track record of sustained improvement
- the provider sets and meets ambitious targets to improve outcomes for all participants
- the provider has a clear vision and appropriate priorities that will sustain improvement and raise expectations for all users
- the provider's processes for self-assessment and quality improvement include appropriate use of the views of users and lead to demonstrable impact
- the provider has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement
- staff at all levels contribute to securing sustained improvements
- trustees or the appropriate supervisory body fulfil their duties and ask challenging questions to raise or maintain high standards and secure positive participant experiences and outcomes.

Further guidance

Inspectors should take into account, where relevant:

- how well the provider continues to make and sustain improvements in outcomes for participants and the quality of provision
- how well the provider works with its subcontractors and other partners, including employers, to evaluate the provision and bring about improvements
- the extent to which the provider’s staff and those of its subcontractors meet appropriate and challenging targets to improve outcomes for all participants
- the extent to which the provider uses clear action plans with relevant and challenging targets as a realistic framework for improvement
- the provider’s use of self-assessment processes, including the views of participants, employers and other stakeholders, to bring about demonstrable improvements to all aspects of the provision, including provision subcontracted to other providers
- the extent to which governors, supervisory bodies and project steering groups have the appropriate expertise to fulfil their duties
- the provider’s use of robust strategic and business planning to respond to local and national priorities relating to the welfare to work and skills agendas
- the extent to which the provider has suitable staff and other resources and systems to help participants overcome their barriers to employment
- the commitment of staff at all levels, including those of subcontractors, to carry through the provider’s plans to secure real improvements.

Illustrative grade characteristics for capacity to improve

Capacity to improve is a main grade in DWP contracted employment inspections. It is linked to the judgement on overall effectiveness but may not always be the same grade.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, consistent trends in improvement are sustained and job outcomes are much higher than contractual requirements, or very high levels of performance are maintained. The self-assessment report is highly accurate. The process of self-assessment is particularly comprehensive and inclusive. It is used very effectively to secure sustained improvements in all aspects of the provider’s and subcontractors’ work. Leaders and managers successfully inspire staff and participants to exceed challenging targets. Procedures for involving participants, employers and other partners in evaluating and improving the provision are highly effective. The views of all groups of users across the region or district are systematically collected and acted upon to bring about improvement, and subsequent actions clearly communicated to these users.
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<p>Good</p>	<p>In addition to the characteristics outlined below as satisfactory, consistent trends in improvement in job outcomes are sustained. The self-assessment report is largely accurate. The process is thorough, incorporates all the work of subcontractors and is used well to secure improvements in most aspects of the provider's work. Leaders and managers motivate staff and participants and have a good record of setting and meeting demanding targets. The provider's strategies for user engagement are very effective, with the views of participants and employers from throughout the region or district acted upon to secure improvements.</p>
<p>Satisfactory</p>	<p>There is a trend of steady improvement in overall performance which is at least close to contractual targets. Self-assessment is used well to identify most of the provider's strengths and weaknesses and bring about improvements, even in provision recently started. Self-assessment is also used well to evaluate and improve the contribution of subcontractors to requirements of the prime contract. Leaders and managers enjoy the support of staff and participants and have a generally good record of setting and meeting targets, although these targets are not always sufficiently ambitious. Trustees and supervisory bodies appraise the provider's performance effectively and receive appropriate reports on participants' success. Staff and other resources are sufficient to secure satisfactory value for money. The provider has effective procedures to gather and use the views of participants to improve the quality of provision. Procedures for gathering and using employers' views may not be fully effective.</p>
<p>Inadequate</p>	<p>Capacity to improve is likely to be inadequate if one or more of the following applies:</p> <ul style="list-style-type: none"> ■ overall performance is poor, with little evidence of any sustained improvement ■ self-assessment and quality improvement are not thorough and do not lead to demonstrable improvements ■ leaders and managers do not set or achieve appropriate targets for improvement ■ the provider does not have a clear vision or appropriate priorities to sustain improvement and raise expectations for all users.

A. Outcomes for learners

The judgements for each of the five questions based on the Every Child Matters outcomes will contribute to the overall grade for outcomes for participants. Inspectors will consider the main purpose of each type of provision when prioritising the impact each of these questions should have on the overall grade.

A1. How well do learners achieve and enjoy their learning?

Inspectors will take into account:

A1. a) learners' attainment of learning goals

In DWP contracted employment provision, this relates to participants' progression into employment and sustained employment, where required by the contract.

A1. b) how well learners progress.

In DWP contracted employment provision, this relates to participants' progress in overcoming specific barriers to employment so as to increase their chances of work.

A1. a) Evaluative statements for learners' attainment of learning goals

To make their judgements on learners' attainment, inspectors will evaluate the extent to which:

- learners attain their learning goals, including qualifications and challenging targets
- there are any significant variations in the attainment of different groups of learners
- learners' work meets or exceeds the requirements of the qualifications, learning goals or employment
- learners attend and participate as required.

Further guidance

Inspectors should take into account, where relevant:

- participants' progression to sustained employment
- data provided by DWP on job outcomes to make the judgement on participants' attainment of learning goals
- local data to make judgements on how providers use data to monitor:
 - performance across the provider and subcontractors
 - different groups of participants.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

Inspectors will use the data supplied by DWP to make judgements on A1.

For PLP, there are different targets for job outcomes for mandatory and voluntary participants.

For NDDP, referral is on a voluntary basis.

ESF provision

Inspectors will use the data supplied by DWP to make judgements on A1.

Job outcomes targets are numerical and this information is in the contract.

Some local specifications detail very different targets for starts and job outcomes for each separate intervention or option. The additional data can be used as qualitative evidence. It should not be used for making judgements on job outcome rates.

Flexible New Deal

Inspectors will use the data supplied by DWP to make judgements on A1.

Short job outcomes are for jobs lasting at least 13 weeks for 16 hours per week minimum; sustained job outcomes are for jobs lasting for at least 26 weeks within a 30-week period. Providers have different targets and these are in the contract and in the data supplied by DWP.

A critical success factor is the reduction in the gap between the outcomes for disadvantaged customers and overall outcomes.

Jobcentre Plus Support

Inspectors will use the data supplied by DWP to make judgements.

Job outcomes are not part of the performance measures. The increase in proximity of the participant to the labour market is one of the key indicators of the impact of any of the elements of the programme.

Community Task Force

Inspectors will use the data supplied by DWP to make judgements.

Job outcomes are not one of the performance measures. DWP will collect management information from providers about the number of participants who leave the programme because they have found employment as part of evaluating the impact on their employability. It will also look at the time participants spend off benefit.

A1. b) Evaluative statements for how well learners progress

To make their judgements on learners' progress, inspectors will evaluate the extent to which:

- learners develop personal and social skills including, as appropriate, spiritual, moral and cultural aspects
- learners enjoy learning and make progress relative to their prior attainment and potential
- learners develop the literacy, numeracy, language and key and functional skills required to complete their programmes and progress.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which participants overcome practical and personal barriers to employment, with particular attention to the levels reached by different groups of participants
- the extent to which participants achieve learning and development goals in their individual learning or action plans
- the extent to which participants understand their responsibilities in becoming active jobseekers
- the extent to which participants become motivated to enter employment and change their attitudes and behaviour accordingly, where needed, and to lessen their dependency on benefit
- the extent to which participants understand what they need to do to improve their chances of employment and take responsibility for their progress against targets; this may include being able to explain the impact of a disability or illness, or disclose a criminal record
- the extent to which participants become independent in jobsearch activities, including completing job applications and preparing for interviews
- participants' use of external training and specialist advice and guidance to achieve specific targets in their action plan.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

How aware participants are about any reasonable adjustments they and their employer should be expected to make in light of their health-related condition to enable them to retain a job.

How well participants increase their self-esteem and motivation and improve their ability to identify and overcome personal and practical barriers including (long-term) dependency on benefits for health-related reasons.

NDDP participants will not have an end date: after a participant has completed their work action plan they may become inactive in job seeking terms but will remain on the programme until they decide otherwise.

Jobcentre Plus Support

Jobcentre Plus will capture and collate customer experience through feedback.

Community Task Force

DWP will capture and collate participants' experience through feedback.

A2. How well do learners improve their economic and social well-being through learning and development?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners develop relevant knowledge, understanding and skills which contribute to their economic and social well-being
- learners increase their employability
- learners progress to further learning and employment or gain promotion
- learners understand their rights and responsibilities at work.

Further guidance

Inspectors should take into account, where relevant:

- participants' development of qualifications, skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training as appropriate
- participants' development of additional, relevant employability skills, which may include:
 - additional qualifications and experiences in the workplace
 - literacy and numeracy skills
 - broader skills relevant to participants' career aims, such as communications, teamwork, leadership, taking responsibilities, problem solving and commitment
- participants' development of an understanding of careers and progression opportunities and their ability to benefit from training and development opportunities
- participants' use of work placements and work experience to develop employability and increase their chances of employment
- participants' development of financial literacy/capabilities and competencies

- participants' understanding of their rights and responsibilities as citizens and consumers in the community and as participants at the provider and at work.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

PLP is not time bound; participants can attend the provision for as long as they need to. The only attendance criterion is participation in work-focused interviews for mandatory participants. After completing five work-focused interviews, mandatory participants can stay on provision for as long as they wish.

In NDDP, some participants may have moved into voluntary work and some will have decided they are not ready to start work and withdraw from the programme. Some participants will have completed qualifications and/or awards which are job related.

ESF provision

Some contracts/local specifications or even options within contracts have specific requirements on, for example, achievement of qualifications linked to identified jobs.

Progression may be to another option, as appropriate.

Flexible New Deal

Inspectors should consider how well specialist and externally funded provision increases participants' employability skills, where appropriate.

Participants attend mandatory work-related activity for a continuous four-week period during the programme to increase their employability. This may lead to employment.

A3. How safe do learners feel?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners use safe working practices in learning and at work
- learners say they feel safe.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which participants feel that the learning and work environment is safe and welcoming, and that all individuals are respected equally
- the extent to which vulnerable participants are involved in individual risk assessments and understand the arrangements to help them stay safe

- the extent to which participants are aware of their own duties and responsibilities in creating a safe environment for everyone
- participants' implementation of safe working practices in work and at the provider
- participants' attitudes and behaviour
- participants' understanding and use of internet safety measures
- participants' understanding of abuse, discrimination, bullying and harassment and what action to take if they occur
- the extent to which participants' complaints about safety-related matters have been rapidly and effectively tackled.

In addition, inspectors will consider the following point for Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

Where applicable, participants should be aware of how to minimise additional risks in training and at work because of their specific health condition.

Illustrative grade characteristics for 'How safe do learners feel?'

The grade for 'How safe do learners feel?' may limit the grade for overall effectiveness. The grade for the promotion of safeguarding in leadership and management (C3 below) may also limit the grade for overall effectiveness.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, participants' safe working practices are exemplary. They have no concerns about safety and are confident that any concerns will be dealt with quickly and very effectively. Participants make a very good contribution to reviewing and improving arrangements to ensure that they are safe.
Good	In addition to the characteristics outlined below as satisfactory, participants' safe working practices are good. They regard the safety of the learning environment as good. They feel that any concerns they have reported have been addressed. Participants are involved in discussing safety and safeguarding with the provider.
Satisfactory	Participants feel safe in the learning environment (whether on the provider's premises or elsewhere), including the most vulnerable participants. They use safe working practices in all settings. They know how to recognise unfair, unsafe or abusive treatment by others and what action to take to protect themselves and other participants. They understand and use internet safety measures.
Inadequate	'Feeling safe' is likely to be inadequate if one or more of the following applies: <ul style="list-style-type: none"> ■ participants do not feel safe in the learning environment ■ participants do not demonstrate good health and safety practices

	<ul style="list-style-type: none"> ■ there is bullying or participants report other unsafe, unfair or abusive practices which have not been addressed by the provider ■ participants do not know what action to take to combat this.
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A4. Are learners able to make informed choices about their own health and well-being?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners have the knowledge and understanding to enable them to make informed choices about their health and well-being.

Further guidance

Inspectors should take into account, where relevant:

- use of available participant health and well-being data to identify the health needs of all groups, including the most vulnerable
- use of participants' views on the range and quality of health-related services provided
- partnership work with external agencies to support delivery and facilitate referral to specialist services
- participants' awareness of the consequences of smoking, alcohol abuse and drugs, insufficient physical exercise and an unhealthy diet
- the extent to which participants gain an understanding of how to tackle key aspects of their physical and mental health, well-being and emotional development – especially where these have been identified as barriers to employment.
- participants' opportunities to access confidential advice and support to help them manage health conditions or other health-related barriers to employment

In addition, inspectors will consider the following point for Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

Where applicable, take into account the availability and value added to participants of participating in the condition management programme, benefit calculation and specialist advice and guidance.

A5. How well do learners make a positive contribution to the community?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners are involved in additional community-based development activities and projects
- learners develop skills, knowledge and understanding relevant to community cohesion and sustainable development.

Further guidance

Inspectors should take into account, where relevant:

- participants take part in and contribute to voluntary work to improve their employability in events to support the community, such as voluntary work, charity events and fundraising
- participants' understanding of issues relating to sustainable development at work and how they can contribute to reducing climate change.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

This will apply only if there is enough evidence and it is appropriate to the programme.

ESF provision

Some ESF contracts or options within contracts stipulate that participants should take part in innovative voluntary or community projects.

Sustainable development is a cross-cutting theme for ESF provision – participants should be aware of employment-related measures needed to protect the environment or communities.

Flexible New Deal

This will apply only if there is enough evidence and it is appropriate to the programme.

Community Task Force

Community Task Force aims to deliver a range of benefits to the local or wider community, so placements should be of benefit to the community.

Jobcentre Plus Support

This will apply only if there is enough evidence and it is appropriate to the programme.

Illustrative grade characteristics for outcomes for participants

Outstanding	In addition to the characteristics outlined below as satisfactory and good, job outcome rates or other measures have been sustained at the contract level and have considerably increased, exceeding the contract targets with good levels of job outcomes seen in all sub groups. Participants' achievement of qualifications and learning goals, where applicable, within the agreed timescales is also very good. Participants develop excellent skills, knowledge and understanding that are relevant to improving their economic and social well-being. Participants thrive, feel safe and are highly supportive of each other. Participants contribute extensively to the provider and the wider community, where applicable.
Good	In addition to the characteristics outlined below as satisfactory, job outcomes or other measures exceed the contracted targets. Job outcomes may have started low but are showing considerable improvement and have been sustained for a period of more than four months. Participants make at least good progress and some may make exceptional progress. The provider makes good use of data to identify gaps in achievement, and trends show that steps taken to narrow the achievement gap have been effective. Job outcomes and attendance are good, as are achievements within agreed timescales. Participants make good progress in developing skills, knowledge and understanding that are relevant to improving their economic and social well-being and that of others.
Satisfactory	Job outcome rates or other measures are now on or very close to the contracted target, although these may have fluctuated over the life of the contract. Performance has been sustained for a period of three months or more. Participants make expected progress towards attaining their individual learning goals given their starting points, and some, although not the majority, may make good progress. Judgements covering participants' improving their economic and social well-being and making informed choices about their own health and well-being will be at least satisfactory and some/all may be good.
Inadequate	Outcomes for participants are inadequate where job outcomes or other measures are lower than the contracted target. A significant number of participants do not make the expected progress given their starting points and capabilities. Judgements covering participants' development of employability skills, overcoming barriers, improving their economic and social well-being and whether participants feel safe may be satisfactory.

B. Quality of provision

B1. How effectively do teaching, training and assessment support learning and development?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learning and assessment activities are linked to initial and current assessments and related activities to make sure they build on and extend learning for all learners
- interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding
- technology is used effectively to promote and support learning, where appropriate
- staff have appropriate skills and expertise to provide good-quality teaching, learning, assessment, and information and support services for each learner
- assessment of learners' performance and progress is timely, fair, consistent and reliable
- learners receive constructive feedback on their progress and how they might improve
- learners receive help to develop literacy, numeracy, language and key skills to support the attainment of their main learning goals
- learning, teaching, training and assessment promote equality and support diversity.

Further guidance

Inspectors should take into account, where relevant:

- the use of initial assessments to identify the full range of each participant's individual barriers to employment and plan an appropriate programme of activities, skill development and support to increase participants' chances of sustained employment
- the clarity and appropriateness of targets and learning goals in participants' individual learning plans or personal development plans – to ensure that participants are fully aware of the skills they need to develop, the behaviours and attitudes they need to work on and the action they need to take to overcome identified barriers to work
- how well information, advice and guidance, training, jobsearch and individual support meet individuals' needs and support their entry to sustained employment
- how well staff plan guidance, training, individual support and jobsearch to take full account of the needs of different groups of participants
- the extent to which staff use different environments, opportunities and activities, including those at external providers, agencies and subcontractors, to provide training and support to meet participants' development needs
- how well individual support and progress reviews are planned to help participants identify and overcome personal and practical obstacles to their

progress and understand how well they are progressing towards their development goals and what they need to do to improve

- the use of activities in jobsearch and training sessions that motivate and engage all participants, whatever their age, ability and cultural background, and that are suitably demanding
- the quality and safety of learning materials and learning resources, including specialist and/or adapted resources and practical settings
- the use of initial assessment, further diagnostic assessment and additional learning support to enable participants to increase their work-related literacy, numeracy and language skills and increase their employability
- how effectively staff use materials and approaches to training, individual support and jobsearch that are sensitive to, and promote, equality of opportunity, good race relations and awareness of cultural and linguistic diversity.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

Work-focused interviews should be used to identify what participants need to do to increase their chances of work, measure their progress and recognise successes and improvements. Participants should know what they need to do between work-focused interviews.

For PLP, the initial work-focused interview is carried out by Jobcentre Plus but subsequent work-focused interviews are carried out by the provider.

For NDDP, work-focused interviews are carried out by Jobcentre Plus.

ESF provision

Individual support and training should meet the specific requirements for each contract and, where appropriate, projects or opportunities within each contract/local specification.

Flexible New Deal

The programme should be individually tailored to meet each participant's needs to increase their employability over a period of up to 52 weeks. Action plans should reflect short- medium- and long-term goals for the 52-week period.

Personal advisers should have a clear understanding about their role in planning and implementing individual participants' programmes. The provider should have meaningful fortnightly contact with the participant.

Individual programmes should build on the work participants have done during Stages 1 to 3, before being referred to Flexible New Deal (Stage 4). Some may not

have gone through Stages 1 to 3 because they have been on New Deal before, others may have been fast-tracked to Stage 3.

Participants may go on work placements if it will help them progress into sustainable work.

Jobcentre Plus Support

The programme is intended to help participants in a specific aspect of their circumstances and/or job seeking to help them undertake effective and sustained jobsearch.

Support is modular and split into groups including: Improving Jobsearch, aimed primarily at Jobseekers Allowance participants; and Getting ready for Working, providing more in-depth and focused support for lone parents, partners and carers.

Community Task Force

Participants may have chosen to come onto the programme instead of undertaking training. Participation is mandatory from 26 April 2010.

At the initial meeting, the provider should undertake an in-depth assessment of participants' barriers to work and individual needs.

Activities comprise five hours' jobsearch support and 25 hours' work-based activity each week. It is acceptable for part, but not all, of the first week's work placement time to be used for any necessary training and pre-placement activities. The five hours' jobsearch should not be used for this purpose. Difficult to help participants may need more time. This can be addressed in the first two weeks but it must not become the normal practice and jobsearch time must not be affected.

Judgements on the quality of the provider's referrals to appropriate placements and jobsearch activity will form part of the inspection judgements.

B2. How effectively does the provision meet the needs and interests of users?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the range, content and context of provision provide learners with a choice of subjects, levels and qualifications that are relevant to their medium- and long-term personal, career and/or employment goals
- provision is planned to provide coherent progression routes
- the provider considers employers' views, identified training needs and information on performance, skills and labour demand
- arrangements for training and assessment are flexible to suit learners' and employers' needs

- enrichment activities and/or extended services, including work experience, contribute to learners' enjoyment and achievement and their personal, spiritual, moral, social and cultural development.

Further guidance

Inspectors should take into account, where relevant:

- how well the provision provides the range of training, individual support, jobsearch, work placements, voluntary work and community projects that enable participants to build on what they have already achieved and experienced before starting their programme
- the use of subcontractors and other providers and partners to provide activities, training and specialist support that help participants overcome their specific barriers to employment
- whether activities are accessible in terms of timing, location, mode of delivery and duration and provide participants with an equal opportunity for increasing their employability, wherever they live within the region and whatever their circumstances
- how well learning programmes develop participants' skills and knowledge; are up-to-date and relevant; and meet external requirements and local labour market and skills needs
- whether participants are consulted about the design, planning and delivery of their individual programmes to ensure that they will increase their chances of sustained employment
- how well participants, employers and subcontractors are involved in the evaluation of the provision to ensure that participants are receiving the guidance, support and training that are most likely to lead to employment.
- how well sustainable development is promoted through the provision.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

The range of provision should be adapted to meet the different needs of participants receiving benefits for health-related conditions.

ESF provision

The range of provision should comply with the requirements of the ESF contract and any individual options or projects within the contract/local specification.

Participants should be on the most appropriate option or project to help them overcome their specific barriers to employment.

Flexible New Deal

Participants should have access to specialist and externally funded provision to improve their employability skills and chances of sustained employment to meet their individual needs.

Community Task Force

The appropriateness of the work experience placement to enhance the participants' long-term employment prospects. Wherever possible, the participants' activity choices should be met.

B3. How effectively does the provider use partnerships to develop its provision to meet learners' needs?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the provider develops partnerships with schools, employers, community groups and others that lead to demonstrable benefits for learners
- provision is well coordinated, relevant to local communities, and promotes social inclusion and sustainable development.

Further guidance

Inspectors should take into account, where relevant:

- how partnerships with employers, community groups, subcontractors, other providers and support agencies enable all participants (including those deemed to be particularly hard to reach), to have good access to the most appropriate provision to enable them to identify and overcome their individual barriers to employment
- the involvement of employers, community groups, subcontractors and other partners in the design, review and evaluation of the provision
- the providers' use of partnerships to respond to government policies and national and local initiatives for welfare to work and skills development; this is in order to increase participants' employability and the take-up of local job vacancies
- the extent to which the range and content of provision are relevant to local communities, ensuring the provision is coherent and does not duplicate government-funded provision

In addition, inspectors will consider the following points for:

ESF provision

The provider should work with partners to develop innovative voluntary and community-based projects, where stipulated in the contracts.

Flexible New Deal

Partnership work should increase participants' use of a wider range of training and specialist support to increase their employability.

The guidance from DWP recommends partnerships with public, private and third sector organisations.

Community Task Force

The provider must engage with a wide range of organisations to understand their respective roles and identify shared local (and national) objectives. The provision must complement and not conflict with other provision. This will involve the provider working closely with Jobcentre Plus, employers and other organisations from the public, private and third sector organisations.

B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment
- learners receive individual care and support to promote their learning and development, and to help them achieve their potential.

Further guidance

Inspectors should take into account, where relevant:

- how guidance and induction quickly introduce participants to the structure and demands of their programme and their rights and responsibilities as a participant
- the extent to which individual participants' additional support needs are accurately identified early in the programme and are met quickly through the provision of appropriate resources and support throughout a participant's programme
- the availability and quality of support for participants on personal issues that are barriers to employment, including in-benefit calculations, condition management programmes, counselling and circumstances in their home or family life
- the extent to which participants receive in-work and post-programme support to ensure they are in the right job and employment is sustained, or that they have continued support to increase their employability
- how well participants are involved in the planning, reviewing and evaluation of provision to meet their support needs

- the extent to which support staff, including those of external agencies and subcontractors, have relevant qualifications, training and experience to provide the specialist support participants need to overcome specific barriers to work
- whether services are sensitive to and promote equality of opportunity and awareness of cultural and linguistic diversity.

In addition, inspectors will consider the following points for:

Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)

Participants should receive constructive and informative feedback, guidance and support at agreed interventions as outlined in their Back to Work plans, advice sessions and personal development activities.

ESF provision

The ESF contract may identify specific types of support relevant to identified target groups for the contract as a whole and/or individual options or projects within the contract.

Flexible New Deal

The contract requires providers to offer personal benefit advice and better-off calculations.

Community Task Force

It is the provider’s responsibility to fund any additional support required, such as access to specialist equipment or an interpreter.

The provider is required to offer benefit advice where appropriate. DWP supplies providers with the Personal Benefit Advice (PBA) software.

Illustrative grade characteristics for quality of provision

Outstanding	In addition to the characteristics outlined below as satisfactory and good, delivery is highly effective and sometimes inspirational. Activities are sharply and accurately focused on meeting individual participants’ needs and promote very effective learning. Programmes and activities are highly effective and may be innovative in meeting participants’ needs and those of the wider community. Arrangements for support, care and guidance are of the highest quality. As a consequence, the number of withdrawals from provision is very low.
Good	In addition to the characteristics outlined below as satisfactory, training and assessment are used very effectively to enable participants to learn well. Programmes and activities are well matched to participants’ different needs. Support, guidance and care ensure participants are well prepared for learning and the challenges they will face after leaving the provider. This leads to good outcomes for participants.

<p>Satisfactory</p>	<p>Activities to break down participants' barriers to employment have no major weaknesses and some may be good. Programmes of activities are individual and give participants the support and training they need to increase their chances of work. Personal advisers, including those at subcontractors, are experienced at working with this client group and gain a good understanding of participants' individual needs.</p> <p>Appropriate use is made of technology to support and promote learning and development. Assessments and reviews of participants' progress are fair and well managed, and participants receive constructive feedback on their progress against agreed targets and what they need to do to improve. Targets show the skills participants need to develop and other changes they need to make to improve their employability.</p> <p>Appropriate arrangements are in place to support individual participants, ensuring that additional support and other needs are accurately identified. Provision for different groups is appropriate and at least satisfactory, with no groups disadvantaged. The provider uses partnerships, including subcontractors and employers, effectively to provide activities, support and training that are relevant to helping participants overcome barriers to work, taking into account the needs and views of employers. All activities promote equality and support diversity. Participants throughout the district or region have equal access to development activities. Consequently, outcomes for participants are generally satisfactory and sometimes good.</p>
<p>Inadequate</p>	<p>The quality of provision is likely to be inadequate where one or more of the following applies:</p> <ul style="list-style-type: none"> ■ support and development activities, including jobsearch and vocational training, do not adequately support learning and development to increase participants' chances of employment ■ the programmes and activities do not adequately meet the needs and interests of participants seeking to enter into sustained employment or reduce their reliance on benefits ■ support, care and guidance do not adequately promote participants' progress and well-being.

C. Leadership and management

C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- leaders promote very high standards in a positive and supportive culture that aspires to excellence
- the provider raises expectations through a clear and realistic strategy for planning and developing learning programmes and services

- demanding targets are set and met throughout the organisation
- the provider promotes and implements national and local priorities and initiatives that are relevant to learners, employers and local communities
- the provider uses data and information on learners' and employers' needs, and local and national skills needs, to plan and review the provision or service
- resources, including staff, accommodation, facilities and technologies, are developed and used to support learning effectively.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which the strategic objectives and operational plans for each prime contract/contract have a direct impact on improving all aspects of the provision so that all participants receive guidance, training and support to increase their chances of sustained employment
- the extent to which strategic objectives for each prime contract/contract includes appropriately challenging targets and actions that raise aspirations, and rigorous arrangements for leaders and managers to monitor progress and keep staff and subcontractors informed of the performance
- how well strategic objectives and targets for each prime contract/contract respond to local and national agendas, such as those for skills development and welfare to work
- whether the provider's objectives are realistic and supported by responsible financial management
- the extent to which the effectiveness and quality of subcontracted provision is effectively monitored and managed.

In addition, inspectors will consider the following points for:

ESF provision

The contract should be part of a wider strategy to achieve a specific purpose, such as meeting the needs of target groups identified in the local specification.

The provider should have a clear rationale for having the specific ESF contract and should demonstrate how this fits in with its wider strategic aims.

The provider's objectives to meet the contractual requirements should include clear strategies to develop and support innovative opportunities to supplement the other local government-funded provision.

Sustainable development and equality and diversity are two cross-cutting themes for ESP projects. Providers should demonstrate action to promote both themes. The

contract requires providers to have a sustainable development policy statement and have produced a development plan within six months of the contract start.

Jobcentre Plus Support

Providers must closely monitor the numbers using each module to inform over or under usage to achieve the optimum occupancy rates as outlined in the contract.

C2. How effectively do governors and supervisory bodies provide leadership, direction and challenge?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- governors and supervisory bodies set the mission and strategic direction of the provider
- governors and supervisory bodies establish effective structures to monitor all aspects of the provider's performance
- governors and supervisory bodies ensure that their statutory duties – where applicable – are fulfilled.

Further guidance

Inspectors should take into account, where relevant:

- how well governors and supervisory bodies, including steering groups for short-term projects, monitor the quality of the experience provided for participants and their outcomes
- how effectively governors and supervisory bodies monitor financial management and health, including value for money
- procedures to ensure the accountability of the chief executive and senior post holders, or equivalent
- procedures for governors and supervisory bodies to assess and monitor risk
- how well governors and supervisory bodies ensure that legislative requirements are fulfilled, such as those for disability, safeguarding, and health and safety.

C3. How effectively does the provider promote the safeguarding of learners?

Two judgements on safeguarding will be made: in the leadership and management section and in the outcomes for participants section of all reports.

All remits will be judged on the effectiveness of providers and services in ensuring that children and participants are safe and feel safe. In particular, providers working

with children under 18 and vulnerable adults must meet legal safeguarding requirements.

- Where a judgement of inadequate is awarded for either of the two safeguarding judgements, it is unlikely that the overall effectiveness of the provider will be better than satisfactory. It is likely that the overall judgement will be inadequate.
- Where a judgement of satisfactory is awarded for either of the two safeguarding judgements it is unlikely that the overall effectiveness of the provider will be better than good.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners are safeguarded and protected
- staff take action to identify and respond appropriately to users' welfare concerns
- safeguarding is prioritised
- providers work together with agencies and professionals effectively to safeguard learners.

Further guidance

Inspectors should take into account, where relevant:

- whether the provider has a policy for the protection of children under age 18 and vulnerable adults
- the provider's compliance with its statutory duty to assist children's services departments on child protection matters and, as appropriate, liaise with the Local Safeguarding Children Board about whether, when a participant reports abuse, the provider has taken appropriate action
- How well the provider is fulfilling the duty of employers to inform the Independent Safeguarding Authority of any individual (paid employee, volunteer or other) who poses a threat to children or vulnerable adults
- how well the provider ensures that all staff, trustees and volunteers have been given appropriate training on safeguarding, and this is regularly updated
- whether all staff, trustees and volunteers working regularly with children under age 18 and vulnerable adults have been trained to recognise signs of abuse, and in how to respond to disclosures from participants
- whether there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level

- the extent to which a provider’s safeguarding policy and plans are based on effective and thorough risk assessment across the provision
- whether there are sound arrangements for appropriate checks on provider staff who have regular, unsupervised access to children and young people up to age 18 and vulnerable adults, and where appropriate (based on risk assessment) for trustees and volunteers
- where the provider works with employers, how well staff liaise with the employer to ensure appropriate arrangements for safeguarding participants up to age 18 and vulnerable adults (as defined in the Vetting and Barring Scheme) on employers’ premises
- whether the provider has contact details for a parent, carer or person acting in loco parentis for all participants aged up to 18 (and up to age 25 for participants with learning difficulties and/or disabilities)
- whether policies on bullying and discrimination are effectively implemented
- the extent to which all learning and development sites provide a safe learning environment, and safe working practices are promoted in training and at work
- whether the curriculum includes understanding of bullying, abuse and internet safety.

Illustrative grade characteristics for safeguarding

<p>Outstanding</p>	<p>In addition to the characteristics outlined below as satisfactory and good, the provider is exceptionally proactive in assessing risks and taking action to prevent them. It has a strong track record of bringing about improvements and listening to and acting upon participants’ concerns. The provider has created a safe environment underpinned by outstanding safeguarding and safety practices, evidenced by the well-being of participants. These practices extend to those who are on work placements. All provider’s staff who train or work intensively and frequently with participants aged up to 18 or vulnerable adults understand safeguarding, including any recent changes to legislation, and fulfil their responsibilities very well.</p>
<p>Good</p>	<p>In addition to the characteristics outlined below as satisfactory, the provider has a clear strategy for safeguarding its most vulnerable participants, the progress and implementation of which is frequently checked by managers. The provider has created a culture where staff and participants are strongly safety aware. The records of accidents, incidents and ‘near misses’ indicate that the learning environment, including the workplace, is a safe place. The provider has listened to participants’ views on safety-related issues and taken effective action which has improved safety. The provider’s staff make good use of training that reflects Local Safeguarding Children Board or NIACE recommendations for safeguarding participants. The provider is preparing to implement fully the Independent Safeguarding Authority Vetting and Barring requirements from 2010.</p>

<p>Satisfactory</p>	<p>The provider is meeting government requirements on the safeguarding of children aged up to 18 and vulnerable adults. It has risk assessed where the most vulnerable participants are and taken steps to safeguard them, as well as the general population of participants. Trustees/supervisory bodies and senior managers take a close interest in arrangements for safeguarding and receive regular reports. There are records which show that appropriate checks have been carried out on relevant staff, including trustees and volunteers where appropriate. Where individuals have regular, unsupervised access to children and young people up to age 18, these include Criminal Records Bureau checks, or for those employed before 2002 (and with no break in service of more than three months), List 99 checks. From April 2010, they will include barred list checks for controlled activity appointments and from November 2010 they will include ISA registration checks. All staff who have regular contact with young people or vulnerable adults have received at least basic awareness training in safeguarding. Employees aged 16 and 17 are appropriately safeguarded while being trained by their employers. The provider cooperates effectively with other agencies to protect vulnerable participants, including those in public care and on the child protection register. Where abuse has occurred, the provider has taken appropriate action. There are effective arrangements for ensuring the health and safety of participants and staff. Participants receive information and/or training on health and safety, and are made aware of unfair, unsafe and abusive practices and how participants can access help and support. Participants' views on safety matters are sought and acted upon. Records of accidents, incidents and 'near misses' are kept and lead to effective action for improvement.</p>
<p>Inadequate</p>	<p>Safeguarding is likely to be inadequate where the provider is not meeting government requirements. Weaknesses are likely to include one or more of the following:</p> <ul style="list-style-type: none"> ■ low priority given to ensuring that participants are safe ■ inadequate action to follow up abuse reported by a participant ■ inadequate action to ensure that employees and others with regular, unsupervised access to participants aged up to 18 and vulnerable adults have Criminal Records Bureau checks, ISA registration or List 99 checks (for those employed before 2002 and with no break in service of more than three months) ■ insufficient training for all staff and governors/trustees or volunteers, or training is out of date ■ no systematic reporting to governors/trustees or senior managers on safeguarding and/or health and safety ■ insufficient liaison with employers offering work placements or subcontractors to ensure that participants are safeguarded

	<ul style="list-style-type: none"> ■ inadequate recording of accidents/incidents and 'near misses' and/or insufficient follow-up to improve safety.
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C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness in the following ways:

- where a judgement of inadequate is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provider will be better than satisfactory. It is likely that the overall judgement will be inadequate
- where a judgement of satisfactory is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provider will be better than good.

If a provider cannot demonstrate that it is working within the two operating principles this should prompt a judgement of inadequate for equality and diversity. The two operating principles for the inspection of equality and diversity are:

- how effectively a provider is narrowing any achievement gap between groups of learners
- how effectively a provider actively promotes equality and diversity and tackles discrimination.

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which the provider:

- manages equality and diversity, particularly disability, gender and race, and actively promotes equality and diversity among staff, learners, employers, subcontractors and other partners
- assesses the impact of its work in relation to equality and diversity and has taken appropriate action in response to its findings
- makes sure training in equality and diversity is effective so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles and responsibilities in relation to equality and diversity
- makes sure that all learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other external sites to the provider
- manages incidents and complaints specifically about disability, gender and race equality

- sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners, taking into account target groups identified in individual contracts
- takes action to reduce any significant variation between different groups of learners in order to maximise their potential.

Further guidance

Inspectors should take into account, where relevant:

- whether the provider, if a public body such as a college or local authority, has equality schemes and plans for the promotion of equality and diversity, showing how it fulfils its general and specific legal duties, including staffing and employment
- how well equality and diversity aspects are built into the provider's strategic plans; the impact of plans is monitored; and follow-up action is taken to address areas for improvement
- how well the provider carries out an initial assessment and monitors subcontractors' and employers' equal opportunities policies and provision
- whether the provider, if a private or not-for-profit organisation, has policies to ensure and promote equality of opportunity and to ensure that there is no unlawful discrimination, harassment or bullying
- how well the provider, if a public body, has taken action to ensure that it fulfils its responsibilities under legislation with regard to consultation with staff, users and stakeholders about equality aspects of provision
- whether the provider, if a private or not-for-profit organisation, is able to identify how it is contributing to the DWP's equality schemes through its own practice
- how well achievement and progression data of different groups are collected, analysed and used to set targets to improve the performance of underachieving groups
- action taken to ensure that the ethnic profile of staff and trustees broadly reflects that of the participant population
- arrangements for reporting on the promotion of equality and diversity to trustees or supervisory bodies
- training for participants, staff and trustees where applicable on all aspects of bullying, harassment and equality
- arrangements to protect participants from bullying, harassment and discrimination
- arrangements to ensure all participants, including those with learning difficulties and/or disabilities, can take part and have opportunities to give their views on provision

- how well participants' knowledge and understanding of equality and diversity, and preparation for living and working in a multiracial society, are reinforced through their programme, in tutorials and at reviews
- the extent to which incidents and complaints relating to equality and diversity aspects are recorded and acted upon.

In addition, inspectors will consider the following points for ESF provision

The provider should have clear plans to meet the needs of different groups of participants specified in the contract or options within the contract.

Equality and diversity are cross-cutting themes for ESF projects and the provider is required to comply with an agreed equality policy, training plan, and supplier diversity plan and ensure that any subcontractors adopt and implement similar policies and plans.

Illustrative grade characteristics for equality and diversity

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, the provider strongly promotes equality and diversity and tackles unfair discrimination very effectively in all aspects of its work. The development or progress of all or nearly all its users (including those from vulnerable groups) in relation to their starting points is improving significantly and the achievement gaps have narrowed significantly. Work with employers and external contractors to promote equality and diversity for participants in their operations has had a strong impact.
Good	In addition to the characteristics outlined below as satisfactory, the provider effectively promotes equality and diversity and tackles unfair discrimination. The provider is improving outcomes for individuals, successfully closing identified achievement gaps. The promotion of equality and diversity is embedded well in all aspects of the provider's work. The work with employers and external contractors to promote equality and diversity for participants in their operations shows demonstrable impact on outcomes and opportunities for participants. There is positive celebration of diversity.
Satisfactory	The provider is actively promoting equality and diversity and tackling unfair discrimination. The profile of the provider's staff and governing/supervisory body reflects that of its participant population with regard to race, gender and disability, or strong efforts to achieve this have been made. The provider's staff and governors or supervisory body monitor the impact of equalities policies and action plans and set relevant targets for improvement. The promotion of equality and diversity is embedded in most aspects of the provider's work, especially recruitment of participants, training, learning and assessment, content of lessons and range of programmes. The provider is improving outcomes for participants by identifying and taking suitable steps to close achievement gaps between

	different groups. The provider actively encourages employers and external contractors to promote equality and diversity in their operations for participants.
Inadequate	<p>Equality and diversity is likely to be inadequate where the provider is not actively promoting equality and diversity and/or is not taking sufficient action to identify and narrow the achievement gap.</p> <p>One or more of the following weaknesses are likely to be present. The provider:</p> <ul style="list-style-type: none"> ■ has not prevented or tackled unfair discrimination, harassment or bullying ■ has not taken steps to understand and implement legal requirements ■ has not analysed outcomes for participants to monitor the impact of equality and diversity policies ■ has not attempted to match the profile of staff and governors to that of the participant population ■ shows insufficient impact on equality and diversity.

C5. How effectively does the provider engage with users to support and promote improvement?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the provider implements and monitors an effective strategy to involve learners and employers in the decision making of the organisation
- the views of different user groups are sought and acted upon to plan, manage and improve the provision
- external partnerships are promoted to ensure the needs of learners at all levels are met.

Further guidance

Inspectors should take into account, where relevant:

- the extent to which all groups of participants and individuals have the opportunity to give their views on all aspects of the provision they are receiving
- arrangements to ensure that participants are represented on relevant decision-making groups and that employers have the opportunity to ensure their views are represented in decision making

- the effectiveness of arrangements to gather the views of all participants regardless of their circumstances, including communication support needs, mode of attendance and geographical spread
- the inclusion of wider partners, including participants' families or carers and employers, in evaluating the provision
- whether participants, employers and other partners are confident of their contribution to the improvement of the provider
- evidence of the impact of users' views.

C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- the provider has effective processes for monitoring and evaluating performance and tackling weaknesses
- the analysis of data on performance and progress is used to improve performance
- action plans have clear, ambitious and realistic targets that show how provision will be developed for learners and that are implemented and monitored effectively.

Further guidance

Inspectors should take into account, where relevant:

- the thoroughness and accuracy of the provider's self-assessment process and report
- the use of self-assessment as part of a continuous cycle of review and evaluation of the provider's performance against challenging targets that lead to sustained quality improvement
- the development of a self-assessment process early in the life of a prime contract to ensure that self-critical evaluation and planning for improvement are core aspects of the development of new provision
- the involvement of staff at all levels and from across the organisation, including franchised and subcontracted provision and the work of other partners
- the involvement and use of the views of participants, employers and other users
- the use, analysis and evaluation of evidence drawn from arrangements for quality assurance, including up-to-date data on recruitment and job outcomes or other measures

- how outcomes from self-assessment are used to produce realistic action plans.

C7. How efficiently and effectively does the provider use its available resources to secure value for money?

Evaluative statements

To make their judgements, inspectors will evaluate the extent to which:

- learners progress, develop skills and knowledge and attain their learning goals, taking account of their starting points
- the provider considers the views of users in relation to the suitability and availability of resources
- resources are managed and used for the different activities to meet the needs of all learners
- the quality and availability of resources support all users
- the provider is committed to managing its resources in a sustainable way.

Further guidance

Inspectors should take into account and refer to the results of the Star Rating, where available:

- the progress and attainment of participants, taking account of their starting points
- the views of participants and employers in relation to the suitability and availability of resources
- how effectively resources are managed and used for different activities to achieve the desired outcomes and in line with contractual requirements
- the range and quality of equipment and how well they are used to promote effective learning. Specialist equipment and materials should reflect, as far as possible, the standards required by industry
- access to learning resources that is appropriate for effective development in group and individual training, support and jobsearch and for independent jobsearch, available to all
- resources that allow all participants to participate fully regardless of ethnicity, faith and religious belief, gender, learning difficulty and/or disability or race
- participants' access to good learning materials, equipment and facilities at work and at subcontractors or other partner organisations
- appropriate specialist staff and specially adapted learning resources for participants with learning difficulties and/or disabilities

- all participants work in a healthy, safe and welcoming environment
- the quality and availability of specialist support for participants
- the number of participants and how this affects outcomes
- the quality of the provider's environment
- how efficiently the provider uses its accommodation
- the provider's commitment to sustainability
- the provider's overall level of funding and its costs, where this information is available
- the average size of caseloads for personal advisers or caseworkers and how the organisation of these affects outcomes
- the attendance of participants
- how efficiently the provider uses its staff
- financial planning, and controls and mechanisms to ensure accountability and financial stability.

In addition, inspectors will consider the following points for:

ESF provision

Providing value for money for these short-term self-contained prime contracts is linked to meeting the specific requirements of each aspect of the contract/local specification. These include recruitment to the provision in line with contracted target groups.

The provider is required to complete a policy statement and development plan within six months of the contract start date to demonstrate how they will satisfy, and adhere to, the principles of sustainable development.

Flexible New Deal, Jobcentre Plus Support and Community Task Force

The provider is required to complete a policy statement and action plan within six months of the contract start date to demonstrate how they will satisfy, and adhere to, the principles of sustainable development.

Illustrative grade characteristics for leadership and management.

Outstanding	In addition to the characteristics outlined below as satisfactory and good, leaders and managers are ambitious yet realistic in their drive to secure improvement. Quality assurance and self-assessment structures cover all subcontracted work and external providers and secure the rigorous evaluation of all aspects of operations, honestly identifying the improvements to be made. Outcomes for participants are at least good. Any unevenness between outcomes for different groups is minimal or reducing rapidly. Very effective practice in equality and diversity and in safeguarding ensures that participants achieve their
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	potential free of barriers to their progress. The provider delivers outstanding value for money through highly effective management of resources, focused at all times on maximising the benefit for participants.
Good	In addition to the characteristics outlined below as satisfactory, leaders and managers are effective in sharing ambitious plans with staff and providing clear direction. Quality assurance and self-assessment are effective in securing improvements in the quality of provision and outcomes for participants at the provider and at subcontractors. Participants' achievements are above the contractual requirements and any gaps in outcomes between different groups of participants are closing rapidly. Equality and diversity are promoted well and safeguarding arrangements are robust at all internal and external or subcontracted sites. Staffing, specialist resources and accommodation are generally good and well managed and value for money is good. Engagement with participants and other users, including employers, makes a strong contribution to the participants' improving outcomes.
Satisfactory	Leaders and managers, including trustees and supervisory bodies, secure modest improvements in performance across the provision. They focus on meeting contractual requirements, including progression to sustained employment and the main aspects of the provision that contribute to this. They raise expectations and set appropriate targets but many of these are not ambitious enough to drive improvement as quickly as they might. Staff know the provider's major strengths and weaknesses through self-assessment and action plans focus well on securing improvement, but subcontractors may not be fully aware of these. Managers have accurate data and use it effectively to manage and improve their provision. This includes collecting and using data from subcontractors. Management of resources contributes to the generally satisfactory outcomes for participants and satisfactory value for money. Safeguarding is prioritised and there are no major lapses in applying safety procedures. Participants feel secure and operate safe working practices. Equality and diversity are promoted and data is analysed to assess the impact of policies and review the performance of different groups of participants. Equality, diversity and safeguarding practices are monitored appropriately at subcontractors and other external sites where training, work trials or work experience takes place. Managers make appropriate use of participants' views.
Inadequate	Leadership and management are likely to be inadequate where one or more of the following apply: <ul style="list-style-type: none"> ■ monitoring, evaluating and planning are weak and do not lead to improved participant outcomes ■ equality and diversity are not promoted and unlawful discrimination is not tackled ■ the provider is failing to reduce any achievement gaps between particular groups and their peers in the provider and/or national averages ■ safeguarding procedures are inadequate

	<ul style="list-style-type: none">■ resources are poorly managed and do not provide value for money■ the provider is not meeting many of the contractual requirements■ links with participants, employers, subcontractors and other partners are poorly developed and do not promote improvement.
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Glossary of terms used in the Common Inspection Framework, inspection and the Handbook

Achievement	The main achievement in DWP provision is progression to sustained employment. To achieve this, participants need to overcome specific barriers to employment and increase their employability skills. Achievement is therefore highly individualised in this type of provision.
Activity	One of the range of activities that a participant may take part in to identify and overcome their barriers to sustained employment, including taught sessions, training, assessments, reviews of progress, coaching and jobsearch, both on and off the provider's premises.
Aspect	Term used to describe one of the main areas of the Common Inspection Framework. These are: capacity to improve; outcomes for participants; quality of provision; and leadership and management.
Community Task Force	Community Task Force is part of the Young Persons Guarantee and will be available for all Jobcentre Plus participants aged 18-24 who have been on jobseekers allowance for at least six months. It provides a programme of up to six months work experience placements of benefit to the community, designed primarily to enhance the employability and work-related skills of participants
Condition management programme	Mostly, but not exclusively, for Provider-led Pathway participants, the condition management programme is a specialist programme to help people with mild to moderate health conditions understand and manage their condition.
Contracted employment provision	DWP contract with providers to deliver provision to support people return to work quickly and prevent worklessness for working age people. The provision inspected includes Flexible New Deal, Provider-led Pathways, New Deal for Disabled People, Jobcentre Plus Support Contracts, ESF and Workstep (to be changed to Work Choice which goes live in October 2010).
European Social Fund (ESF) provision	DWP has matched the funds for 72 ESF projects between 2007 and 2013 that aim to help people fulfil their potential by giving them better skills and better job prospects.
Flexible New Deal	Flexible New Deal replaces New Deal. It is aimed at helping people who have been on jobseekers allowance for more than 12 months. Providers work with participants to deliver tailored, personalised and flexible solutions to ensure they move into a sustained job. The programme lasts for a minimum of 52 weeks and is mandatory for all jobseekers allowance participants who have completed the supported jobsearch stage.

Inspection Service Provider	Inspection service providers are external organisations contracted by Ofsted to provide additional inspectors, administrative support on inspection, the collation of pre-inspection information for inspectors via a portal, quality assurance and production of reports, post-inspection data analysis and post-inspection evaluation by providers.
Jobcentre Plus Support contract	Jobcentre Plus support contract was introduced in December 2009, when it replaced Programme Centres. The aim is to provide intensive supported jobsearch and related guidance.
Learner/Participant	A person seeking information or advice on learning opportunities or employment and taking part in development programmes or activities. Learner: term used when direct reference is made to the Common Inspection Framework Participant: term used by Ofsted for DWP inspections.
Learning	Attainment of learning goals to overcome barriers to employment, including qualifications; development of employability and vocational skills; and gaining of knowledge and understanding, including information and advice on learning, development and employment.
Nominee	The nominee is a senior member of staff from the provider, who is the key link between the provider and the inspection team.
Personal adviser	This role can also be called caseworker or key worker. It involves providing individual information, advice, guidance and support to help participants identify and overcome their barriers to employment.
Prime contractor	DWP awards a prime contract for a programme within a specific district or region. Most prime contractors subcontract part of the work to other providers. Inspections are of the prime contract but they include the subcontracted work.
Provider	Any organisation, including consortia or partnerships, involved in providing information and advice services, education, training or development programmes or activities. Includes colleges, independent training providers, local authorities, voluntary organisations and employers.
Provider-led Pathways to Work (PLP) and New Deal for Disabled People (NDDP)	PLP was introduced in 2007 as a programme of activity aimed at substantially reducing the number of adults who are not in work and rely on incapacity benefit. NDDP is similar to PLP, but it is not available in all districts.
Provision	The range and type of learning and development activities available.
Record of Main Findings	A template for recording grades awarded for the main and contributory aspects of the Common Inspection Framework awarded for the provision as a whole and for the different types of provision. The Record of Main Findings is published as part of the inspection report.

Star Rating	DWP's Star Ratings are awarded for each contract a provider supplies. The Star Rating is a four-measure scale, based on performance outcomes, quality of provision and contractual compliance.
Subject area	Subject areas are taken from the Qualifications and Curriculum Authority's classified 15 sector subject areas. All DWP provision is inspected under SSA14.2a Employability training.
Sustainable development	Sustainable development has four aims: <ul style="list-style-type: none"> ■ social progress which recognises the needs of everyone ■ effective protection of the environment ■ prudent use of national resources ■ maintenance of high and stable levels of economic growth and employment
Tariff for inspection	The tariff for inspection refers to the number of inspector days allocated to that inspection. It consists of preparation days for HMIs, on-site days for HMIs and additional inspectors, and post-inspection days for report writing.
Users	Young people, adult participants and employers, parents and carers.
Verifier	An internal verifier monitors the work of all assessors involved with a particular qualification, ensuring accuracy and consistency of the activities and decisions. An external verifier ensures that all assessments undertaken within centres are fair, valid and consistent, and meet the requirements of the standards and course syllabus.
Work Choice	Work Choice, to be introduced in October 2010, replaces Workstep.
Work-focused interview	Mandatory participants on Provider-led Pathways are required to attend five monthly work-focused interviews to plan action to help them reduce their dependency on benefit. Voluntary participants may also have these interviews. Jobcentre Plus carries out the work-focused interviews for NDDP.