

Barnsley Metropolitan Borough Council

Inspection Report

Unique reference number: 50609

Name of lead inspector: Jai Sharda HMI

Last day of inspection: 1 October 2010

Type of provider: Local Authority

Address: Directorate for Children, Young People and Families
The Eldon Centre
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Information about the provider

1. Barnsley Metropolitan Borough Council (BMBC) is a direct provider of adult and community learning. A high number of Barnsley's residents, 41% of the population, have no qualifications and only 16% have qualifications at advanced level or above, compared with 28% of adults in England. A high proportion of the population is in receipt of incapacity benefit. The proportion of the adult population with low literacy and numeracy skills is very high. In Yorkshire and Humberside, Barnsley is the least ethnically diverse area with a 97% white British population. The largest minority ethnic group is 'other white'. The numbers of migrant workers from Eastern European countries are increasing.
2. BMBC's main purpose is to encourage adults, especially those who are disadvantaged and hard to reach, to become involved in learning. The largest curriculum area is preparation for life and work, with 465 learners. BMBC also provides courses in health, public services and care, information and communications technology (ICT), hospitality and catering, arts, media and publishing, and languages, literature and culture. Learning programmes leading to a qualification constitute 57% of BMBC's provision.
3. Adult and family learning is located in BMBC's directorate for children, young people and families. The assistant executive director and the head of extended services and support provide strategic direction for BMBC's adult and family learning service. The service manager and her team of seven curriculum coordinators provide operational leadership and management of the provision. Sixty tutors deliver learning in a variety of community based venues across the borough.

Type of provision	Number of learners in 2009/10
Adult learner provision:	
Learning for qualifications	1,666 part-time learners
Learning for social and personal development	3,090 part-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 2
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Capacity to improve	Grade 2
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	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	3
Equality and diversity	2

Learning for qualifications	Grade
Literacy, numeracy and English for speakers of other languages (ESOL)	1
Independent living and leisure skills	2

Overall effectiveness

4. BMBC is a good provider of adult learning. Most learners on long courses leading to a qualification are successful. However, the proportion of learners on short courses leading to a qualification who are successful has declined during the last two years.
5. Most learners enjoy their learning and make good progress. Learners receive help from their tutors in monitoring and recording the progress they make on their course. Some courses have helped learners to gain the skills they need to become more active in their community, for example, by becoming a school governor or a community volunteer.
6. Teaching and learning are good and some sessions are outstanding. Tutors plan sessions very carefully to meet individual needs. Learners enjoy their learning. The best sessions are fun and interactive. Tutors are very knowledgeable and enthusiastic about their subject. They use a wide range of resources to help learners improve their understanding of the subject.
7. BMBC provides courses that effectively meet community needs. Managers understand what local people need to help them improve their basic skills, employability, health and fitness and general well being. Tutors provide good

support for learners. They understand the wide range of needs that adult learners may have and they work hard to ensure that they meet these needs.

8. BMBC's leaders and managers maintain high standards. Curriculum managers ensure that learners achieve and that they receive good value for money. The service has maintained the high standards found at the previous inspection in 2007. Managers understand the key strengths and the few areas that they need to improve, such as the declining performance of some short courses. The service has well developed plans to continue making improvements that fully take into account the current economic circumstances.

Main findings

- Outcomes for learners are good. Success rates for long courses at foundation and intermediate level are high. They are particularly high on preparation for life and work courses and for learners on foundation level ICT courses and long advanced level courses in education and training.
- Overall success rates for accredited short courses were generally above the national average in 2007/08 but they fell to below the average in 2008/09. Provisional data for 2009/10 supports this trend.
- Learners enjoy their learning and make good progress. Tutors help learners to record their learning journey. Many learners develop sufficient confidence to act as community volunteers, school governors or as learning champions.
- Teaching and learning are good, with some outstanding aspects. Session planning is thorough. Tutors plan effectively to meet individual learner needs. The best sessions are lively and interactive. Tutors use a very wide range of resources to support learning.
- The extent to which provision meets the needs and interests of learners is good. BMBC makes good use of partnerships to provide programmes for the borough's diverse communities. Learners comment very favourably on how well the service meets their needs.
- Support for learners is good. BMBC uses learning support assistants effectively to support those with profound learning difficulties and/or disabilities. Tutors use initial assessment well to plan learning and provide effective additional support for those who need it.
- Leadership and management are good. Service managers promote high standards and focus well on actions to benefit learners. Operational management successfully drives improvements. BMBC has maintained the high standards found at the previous inspection.
- Strategic planning is good. The service's strategic aims match key objectives in the council's sustainable community strategy. Managers communicate the service's vision and goals very well to tutors. They ensure that everyone contributes to raising standards.
- BMBC's partnership is working effectively supporting its aim of widening participation. It successfully uses its wide range of multi-agency links to

reintroduce disengaged individuals and under represented groups back into learning. The service offers a good range of courses.

- BMBC has rigorous quality improvement arrangements. Self-assessment is critical and inclusive. The observation of the teaching and learning process is robust. Quality improvement plans are effective in improving provision. Inspection grades match those stated in the self-assessment report.
- BMBC has not fully exploited its newly introduced management information system for planning and monitoring purposes. The service recognises this issue but it is too early to assess the impact of recently introduced improvement initiatives.

What does BMBC need to do to improve further?

- Improve success rates on accredited short courses by identifying the reasons for their decline and taking corrective actions.
- Improve the use of management information by curriculum coordinators to support better planning and monitoring of the provision.

Summary of the views of users as confirmed by inspectors

What learners like:

- the quality of the teaching, the resources and the excellent equipment
- the increased confidence and motivation that learning new skills has given
- the support for people with learning difficulties and/or disabilities
- the effective monitoring of their learning
- the confidence the course has given them to prepare their own meals
- the confidence that the IT courses provide
- the stained glass course because it gives them enthusiasm for a completely new subject
- the inspirational support provided by an art tutor
- the weekly learning journal in arts classes because it helps learners to chart their progress and to identify future learning targets.

What learners would like to see improved:

- the number of courses offered at The Eldon Centre
- the number of courses available to study
- access to computers
- the procedure for being told when classes start and when they are cancelled.

Summary of the views of stakeholders as confirmed by inspectors

What stakeholders like:

- the constructive feedback about learners that tutors provide when requested
- the very supportive tutors who adapt to learners' needs
- the very good initial assessment of learners' literacy and numeracy competences.

What stakeholders would like to see improved:

- the amount of information about recent curriculum changes and course timetables for courses for learners with learning difficulties and/or disabilities
- the range of courses for learners with learning difficulties and/or disabilities
- the supply of adaptive technology.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. BMBC has a good capacity to improve. The very high standards found at the previous inspection have been maintained. Managers have successfully tackled most of the key areas for improvement. A few, such as the extent to which the service uses management information to plan provision, remain. BMBC has maintained its key strengths, especially in leadership and management. Success rates on accredited courses remain high. Teaching and learning have improved. Quality improvement planning is rigorous. Managers monitor the service's improvement plan regularly. BMBC has managed recent organisational change well and taken effective steps to arrest any potential decline in standards. Self-assessment is inclusive, rigorous and broadly accurate. BMBC understands its provision well; its self-assessment report and grades match closely with the inspectors' findings.

Outcomes for learners

Grade 2

10. Success rates for long courses at foundation and intermediate level in 2008/09 significantly exceed national rates. They are particularly good for learners on literacy, numeracy and ESOL and on independent living and leisure courses. They are also good for learners on long foundation level ICT courses and long advanced level courses in education and training.
11. Overall success rates for short courses were generally above the national average in 2007/08 but they fell in 2008/09 to below the average. The provisional data for 2009/10 supports this trend. Short course qualifications account for 26% of the accredited provision.
12. Most learners enjoy their learning and make good progress. The procedure for recording and recognising progress and achievement in non-accredited provision effectively helps learners to monitor and record their learning as they progress through the programme. They record what they have learned and acknowledge the progress they have made given their starting point.

13. Learners feel safe in class and are familiar with the service's health and safety policy and procedures. Induction covers all aspects of health and safety. Tutors apply safe working practices during learning sessions. The service maintains an up-to-date accident log.
14. Many learners develop sufficient confidence to act as community volunteers, school governors or as learning champions. Learners in arts, media and publishing have contributed art works to local exhibitions and galleries. Early years learners have engaged in successful fund-raising activities to support local toddler groups.

The quality of provision

Grade 2

15. Teaching and learning are good, with some aspects that are outstanding, as recognised in the self-assessment report. Session planning is thorough. Tutors plan effectively to meet individual learners' needs. The best sessions are lively and interactive. Tutors use a very wide range of resources to support learning. In an early years class, the tutor made excellent use of a 'story sack' that contained props to illustrate how a well known children's story could be told to make it interactive and fun for pre-school children. In an introductory British Sign Language (BSL) class, the tutor skilfully demonstrated basic signs which stretched learners well, as they learned through practice and repetition, building on previously learned signs. The tutor also made good use of her knowledge and experience of hearing disability work to contextualise the use of signs related to greetings and to saying goodbye.
16. BMBC's procedures for recognising and recording progress and achievement are effective and well established, particularly in arts, media and publishing courses. All learners receive an initial assessment of their abilities and aptitudes. Tutors guide them to a programme at a level that suits their learning needs. Tutors set group and individual targets for each learner based on individual interests and needs, which they review regularly. Learners are positively encouraged to record their progress and to illustrate their journey with journal extracts, photographs, drawings or with a piece of work they have created. Most tutors and learners now recognise the value of this activity, though in a minority of cases, tutors do not follow this procedure rigorously.
17. BMBC has responded well to the changing priorities of adult and community learning. For example, it has considerably increased its provision that leads to qualifications and focused its community learning provision to meet local needs more closely. BMBC is the only provider of learning in the borough for people aged over 19 with profound learning difficulties and/or disabilities. Learners comment very favourably on how well the service meets their needs. Provision is offered at a wide range of accessible community venues throughout the borough.
18. Well established and effective partnerships promote responsive learning provision throughout the borough. Managers collaborate effectively with

schools, community organisations, and with the borough's school improvement and adult social care teams to identify need, share resources and plan provision. BMBC has been awarded a National Health Service contract to implement an initiative, '*Five a day*,' to promote healthy eating, as part of a campaign to tackle the borough's problems with poor diet and obesity. In languages, literature and culture, BMBC has worked with the fire brigade to set up a BSL course for fire service employees to support their work in installing fire alarms in the homes of people with hearing difficulties.

19. BMBC uses learning support assistants effectively to support learners with profound learning difficulties and/or disabilities. Tutors use initial assessment well to plan learning and to provide additional support for those who need it. BMBC provides appropriate equipment for learners who require adaptive technology. Pastoral support is particularly good. Most learners feel well supported throughout their programme. Many return to learning because of the care and support they receive from BMBC's tutors. Learners receive satisfactory information, advice and guidance.

Leadership and management

Grade 2

20. Service managers promote high standards and focus well on actions that benefit learners. Operational management is good and successfully drives improvements. Since the previous inspection, the service has effectively managed an organisational restructuring. Managers support tutors well. Performance management is good. However, the service has not fully exploited its newly introduced management information system for planning and monitoring purposes. Senior managers use management information well but its use at curriculum level is less effective. BMBC recognises this issue but it is too early to assess the impact of recently introduced improvement initiatives.
21. Strategic planning is good. The provider has a clear strategic direction that offers a good focus to support programme improvement and development. The service's strategic aims match key objectives in the council's sustainable community strategy. Managers have communicated the service's vision and goals very well to tutors and ensured that everyone contributes to a culture of striving to achieve high standards. Managers have a sound understanding of local and national priorities and a good understanding of their local communities. Managers make good use of this knowledge to plan effectively and deliver courses that meet users' needs and promote lifelong learning.
22. Arrangements to assess the service's performance management and delivery are satisfactory. Council members provide appropriate challenge and independent scrutiny of the service's work. Working relationships with managers are productive and provide an environment conducive to open and robust debate.
23. The service has consulted with relevant council departments and with external agencies to develop its safeguarding arrangements. BMBC maintains accurate Criminal Records Bureau checks on its tutors. Senior managers adequately

monitor the impact of safeguarding activities across the service and respond promptly to concerns raised by tutors and learners. Tutors have attended relevant introductory or more advanced training and have a satisfactory understanding of safeguarding. Learners feel safe. The service satisfactorily monitors health and safety. However, it does not record 'near misses'.

24. The service has promoted an ethos that highly values diversity and tackles unfair discrimination. Learning takes place in an environment of mutual respect. All tutors and learners have a satisfactory or good awareness of equality and diversity issues. The service's partnership working to widen participation is particularly strong. BMBC very effectively uses its wide range of multi-agency links to reintroduce disengaged individuals and under represented groups back into learning. The service makes good use of its community links to identify and deliver learning to meet local needs. Through its extensive external links, BMBC delivers a good range of programmes at well chosen venues that support its aim of widening participation. Support for learners is good and effectively helps them overcome barriers to achievement. The service responds promptly to complaints from learners. Learners understand what constitutes unacceptable behaviour and what to do if they feel victimised or bullied. The service celebrates the achievement of learners. The service adequately promotes learners' understanding of cultural difference. It adequately monitors the performance of different groups of learners. Actions to narrow the success rates between men and women have been successful.
25. BMBC has satisfactory arrangements to engage with the users of its provision to support and promote improvements. It appropriately canvasses the views of learners, employers and other stakeholders. Managers make satisfactory use of learners' feedback to improve the service. BMBC has recently published a learner involvement strategy but it is too soon to assess the impact of this initiative.
26. Self-assessment arrangements are good. Tutors are involved effectively in self-assessment and they have a good understanding of their personal contribution to the achievement of service wide goals. Inspectors' grades generally reflect those in the self-assessment report. Quality assurance and improvement arrangements are rigorous. The service's observation of the teaching and learning process is robust. Curriculum reviews and internal verification are effective in monitoring and improving provision.
27. BMBC manages its resources well and provides good value for money. Outcomes for most learners are at least good. The quality of teaching and learning is good and often outstanding. Learning takes place in a wide range of readily accessible venues and locations. Learning centre facilities are generally of a good standard. However, a minority of classrooms are not sufficiently sound proofed. The service has well advanced plans to teach courses in new purpose built community learning venues.

Subject areas

Learning for qualifications

Other learning for qualifications provision considered as part of the main findings but not separately graded: early years, ICT

Literacy, numeracy and ESOL

Grade 1

Context

28. Three hundred and fifty seven learners currently attend courses in literacy, numeracy and ESOL. Seventy five per cent are women. Learners can study adult literacy, adult numeracy, functional skills, and ESOL from foundation to intermediate level. BMBC provides classes in 19 venues across the borough. Most courses lead to a qualification. The curriculum coordinator has day-to-day responsibility for managing the provision. BMBC employs nine full time tutors and four part time tutors to teach the courses.

Key findings

- Success rates are high on all accredited courses in literacy, numeracy and ESOL, as acknowledged in the self-assessment report. Most courses have a success rate of around 95%. The standard of learners' work in sessions is good and often outstanding. Learners make very good progress. Tutors have high expectations of learners and set them challenging yet achievable targets. Attendance is good overall.
- Learners develop good personal skills. Many say that learning has transformed their lives and helped to improve their confidence. Some learners have made good use of improvements in their literacy and numeracy, for example, going on to complete successfully a teaching assistant or childcare course. Others have used their improved communication skills to become volunteers or school governors.
- Teaching and learning are outstanding. Excellent planning of teaching and learning supports a wide range of individual learner needs. Tutors use good learning strategies and resources to challenge and engage learners. Learners enjoy learning and they demonstrate this in the enthusiasm with which they participate in sessions. Tutors make good use of peer work and small group activities to encourage learners to learn from each other.
- BMBC places a strong emphasis on the accurate identification of individual learning needs and for planning to meet those needs. It achieves this by carrying out thorough initial and diagnostic assessments to support the planning of learning. This personalised approach to learning contributes well to learners developing the knowledge and understanding they need to succeed in national qualifications.
- BMBC has good resources to support learning. In the best sessions, tutors use a wide range of resources and materials to enhance learning and to add value to

the learners' experience. Tutors demonstrate confidence in their use of ICT. They enliven sessions by their skilful use of ICT to provide examples, explanations and demonstrations.

- A minority of classrooms are unsuitable for learning. In these rooms, noise from neighbouring classrooms disrupts learning. The service has well advanced plans to move these classes to more suitable accommodation.
- The service successfully targets provision to meet the needs of disadvantaged groups. Productive partnerships with local charities, schools and libraries have contributed to widening participation. Many learners from relatively deprived areas progress from literacy and numeracy courses to the intermediate level teaching assistants' course. ESOL provision has successfully recruited migrant workers, asylum seekers and refugees.
- The service provides good support for learners. Tutors know their learners well. Learners receive good pastoral support. They value the help and encouragement they get from their tutors. Dyslexia support is readily available. Additional adaptive equipment such as coloured overlays are used to assist the learning experience for learners with learning difficulties and/or disabilities.
- Leadership and curriculum management are outstanding. Senior managers provide high quality and supportive leadership to raise standards. Excellent teamwork by the full-time teaching staff and the curriculum coordinator significantly contributes to the very effective management of the provision. Managers value the skills and experience of tutors who share their good practice effectively. Self-assessment is inclusive, critical and accurate.
- Quality assurance and monitoring arrangements are rigorous. The observation of the teaching and learning process is robust. Internal and external verification are thorough and promote improvements. Comprehensive end-of-year course reviews help managers to monitor course performance and to set challenging targets. BMBC has maintained the very high standards found at the previous inspection.
- The promotion of equality and diversity is good. Learners say that they feel safe. BMBC promotes a culture of inclusivity and mutual respect. No significant performance differences exist between different groups of learners. Tutors support learners' diverse needs by carefully planning to ensure that all learners benefit. They integrate equality and diversity topics well during learning sessions.

What does BMBC need to do to improve further?

- Improve the learners' experience further by providing better sound proofed teaching rooms so that noise and disruption from other classrooms are minimised.

Independent living and leisure skills

Grade 2

Context

29. BMBC provides 35 accredited courses, at foundation level from pre-entry to level 1, in a variety of community venues across the borough. Learners can study functional skills in English, mathematics, ICT, healthy living, advocacy and self-awareness. Learners can also enrol on one of the 16 non-accredited courses. Most courses run for 36 weeks and learners attend for two hours a week. One hundred and eighty six learners currently attend accredited courses.

Key findings

- Success rates on accredited courses are high. In 2007/08 they were high at 83% and even higher in 2008/09 at 96%. Provisional indicators for 2009/10 suggest that success rates continue to remain high. For the academic years 2007/08, 2008/09 and 2009/2010 retention and achievement rates on non-accredited courses were also high.
- Learners enjoy their learning and make good progress. Learners increase their self confidence and become more independent. They become more able to communicate with parents, peers and carers, and their social interaction improves. A small number of learners put their skills to good use as voluntary workers in charity shops and voluntary organisations.
- Learners' successes are celebrated very effectively. In addition to an annual celebration event in the local town hall, high quality art work, greetings cards and photography are displayed in learning centres, local exhibitions and libraries. Carers and tutors are proud of the high standard of the work that is exhibited. Learners' motivation to continue learning has increased considerably.
- Learners' safety is satisfactorily promoted. Learners say they feel safe. During the inspection, learners who were studying personal safety as part of their induction programme increased their awareness of acceptable and unacceptable behaviour and learned how to report any incidents of physical or psychological abuse.
- Many learners develop a good awareness of healthy lifestyles. Those who attend the healthy eating course learn about nutritious meals and healthy diets. Their independence increases when they learn to prepare their own meals. Learners who experience debilitating stress benefit from the relaxation sessions, while those who attend men's and women's groups learn about hygiene and personal presentation.
- Teaching and learning are good. In the better sessions, tutors carefully plan and skilfully manage learning. They engage learners fully and provide varied and stimulating activities that closely match learners' needs. In the weaker sessions, practical work is either insufficient or too complex and learners receive too little support. Many tutors do not formally evaluate their taught sessions.
- Resources are insufficient for the wide range of learners now recruited. Too few education support workers and tutors are specifically trained to manage learners with profound and multiple learning disabilities. Learners do not have

sufficient access to laptop computers and learning software. Adaptive technology is insufficient, and there are too few sensory and tactile resources.

- BMBC provides a satisfactory range of courses, although most learners can only attend one course each week because of limited resources. Courses for learners with profound and multiple disabilities are taught in day centres and specialist units providing learners with good opportunities to attend training in familiar surroundings.
- BMBC has developed good working partnerships with social services, the National Health Service, Mencap and other learning providers. Users of these external services are appropriately referred to the specialist courses that BMBC delivers and have good opportunities to develop a range of independent living skills. However, BMBC has few partnerships with local employers.
- Support for learners is good. Tutors are particularly successful in providing effective learning and pastoral support. They are very familiar with learners' difficulties and/or disabilities, how these affect learning and how they can be effectively managed. Tutors provide a highly inclusive learning environment which is clearly apparent when they are working with learners.
- Leadership and management are good. Curriculum coordinators provide very good support for tutors. Informative team meetings are held monthly. The quality of provision is monitored effectively through twice yearly observations of teaching and learning. While the recent self-assessment report accurately grades the provision, the strengths and areas for improvement are incorrectly identified.
- BMBC has widened participation in learning very effectively, particularly with the inclusion of learners with profound and multiple learning disabilities. At the start of each course, with their tutors' assistance, learners successfully identify specific 'ground rules' for determining their rights and responsibilities in class. They also considerably improve their awareness of what is acceptable and unacceptable conduct in and out of class.

What does BMBC need to do to improve further?

- Increase the number of tutors skilled in managing learners with profound and multiple learning disabilities and increase the number of learning support workers so that more specialist and general support can be given to learners.
- Improve the range of adaptive technology and sensory teaching and learning resources so that all learners have access to appropriate equipment to meet their individual learning needs.
- Develop stronger links with local employers so that learners have more opportunities for visiting employers' premises and participating in periods of supported work experience.

Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's head of extended services and support as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
31. Inspectors used group, individual interviews, telephone calls and emails to gather the views of learners. They looked at questionnaires learners and stakeholders had completed on behalf of the Authority. They also visited learning sessions, assessments and progress reviews. Inspectors collected evidence from courses in each of the subjects provided by BMBC.

Record of Main Findings (RMF)
Barnsley Metropolitan Borough Council
Learning types: 14-16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full and part-time courses; **Employer responsive:** Train to Gain, apprenticeships. **Social and personal development:** all adult safeguarded provision

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Social and personal development
Approximate number of enrolled learners Part-time learners	1,222	778	444
Overall effectiveness	2	2	2
Capacity to improve	2		
A. Outcomes for learners	2	2	2
A1. How well do learners achieve and enjoy their learning?	2		
A1.a) How well do learners attain their learning goals?	2		
A1.b) How well do learners progress?	2		
A2. How well do learners improve their economic and social well-being through learning and development?	2		
A3. Do learners feel safe?	2		
A4. <i>Are learners able to make informed choices about their own health and well being?*</i>	2		
A5. <i>How well do learners make a positive contribution to the community?*</i>	3		
B. Quality of provision	2	2	2
B1. How effectively do teaching, training and assessment support learning and development?	2		
B2. How effectively does the provision meet the needs and interests of users?	2		
B3. How well do partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
B4. How effective are the care, guidance and support learners receive in helping them to achieve?	2		
C. Leadership and management	2	2	2
C1. How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3		
C3. How effectively does the provider promote the safeguarding of learners?	3		
C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
C5. How effectively does the provider engage with users to support and promote improvement?	3		
C6. How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
C7. How efficiently and effectively does the provider use its available resources to secure value for money?	2		

*where applicable to the type of provision

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