

# EXG Ltd (trading as Exchange Group)

## Inspection report

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**Unique reference number:** 58160

**Name of lead inspector:** Elizabeth Warriner HMI

**Last day of inspection:** 23 March 2012

**Type of provider:** Independent learning provider

**Address:** Power Road Studios  
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London  
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## Information about the provider

1. Exchange Group (EXG Ltd), formerly known as IE Training Centres, is based in Chiswick, West London. It has operated in its current structure since 2003. Most of its 32 centres are located in libraries in areas of social deprivation. There are 24 in London; the rest are in the North East, West Midlands, East and Southern England. EXG provides **learnirect** courses at most centres, discretely, or alongside courses funded by the Adult Skills Budget. These learners attend flexible sessions where they use blended learning materials to study literacy, numeracy and information and communication technology (ICT) from entry to intermediate level. Learners at some centres are studying newly introduced employability modules.
2. EXG has restructured its work-based learning provision since 2010. It has ceased to offer business, administration and law or Train to Gain programmes. Its new apprenticeship programmes are subcontracted to two providers, one for health and social care and the other for early years. Each has around 20 apprentices at a time, although no social care apprentices were in learning during the inspection.
3. Four directors are supported by an executive team that includes the heads of employability, quality, northern region and operational managers. Of 171 employees, 61% are women and 39% are men. There are 38% from minority ethnic backgrounds and 31% are not British. There are 14% who are employed part time.
4. EXG has franchise contracts from two colleges, and provides information, advice and guidance through Nextstep contracts in London and the north of England. These contracts were not included in the inspection.
5. The provider provides training on behalf of the following providers:
  - Carshalton College (Adult Skills Budget)
  - Westminster Kingsway College (Adult Skills Budget).
6. The following organisations provide training on behalf of the provider:
  - AQT (apprenticeships in social care)
  - Linden Elite Training (apprenticeships in early years).

Type of provision	Number of enrolled learners in 2010/11
<b>Provision for adult learners: learndirect</b>	9,682 part-time learners
<b>Employer provision:</b> Train to Gain* Apprenticeships	299 learners 23 apprentices

*\*now superseded by Adult Skills Budget*

## Summary report

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

Overall effectiveness of provision		Grade 2
Capacity to improve		Grade 2
		Grade
Outcomes for learners		2
Quality of provision		3
Leadership and management		2
Safeguarding		2
Equality and diversity		2
Subject Areas		
Health, public services and care		2
Preparation for work		2

## Overall effectiveness

7. EXG makes a significant contribution to improving the employability of people from areas of multiple deprivation. Most learners succeed and an increasing proportion achieve within the planned time. Learners enjoy courses that develop useful practical skills and self-confidence as well as a good understanding of safeguarding. Training is well planned and monitored, and tutors provide good personal support. Outstanding partnership working enables EXG to offer a good range of first steps provision in accessible locations in areas of social deprivation. However, key skills provision is not fully integrated into early years apprenticeships. Some preparation for work tutors set insufficiently detailed targets to help learners develop literacy. Tutors do not always record learners' aims and aspirations accurately. EXG has recognised this and has an appropriate staff training programme.
8. EXG manages its own provision and its subcontractors well. The board provides good leadership and challenge. Particularly effective arrangements protect learners and staff from harm. A welcoming and inclusive company culture successfully engages under-represented groups in training. Self-assessment is used well to improve quality, informed by effective analysis of corporate data, and good use of feedback from learners and partners. However, staff in centres have too little access to detailed information to evaluate their work.

## Main findings

- Success rates in adult social care and in preparation for work are high, as is the increasing proportion of learners achieving within their planned time. Early years apprentices on the recently-introduced programme are making appropriate progress, but it is too early to predict their achievement.
- Learners on all programmes develop good vocational skills that increase their self-confidence and employability. EXG has developed new courses to provide more choice to help them to broaden their skills.
- The centres are located in accessible public places that make learners feel safe. Learners and apprentices develop a good knowledge of how to protect themselves and others.
- Training is well planned and monitored. Learners enjoy their sessions and tutors provide encouraging support and feedback. EXG has developed innovative systems to monitor apprentices' progress. Newly-restructured **learndirect** and Adult Skills courses focus activity effectively and have improved learners' progress and retention. Centres record rising attendance.
- Targets for preparation for work learners are often too broad. Tutors provide prompt and encouraging feedback on learners' work, but some is insufficiently detailed and does not correct basic errors such as spelling or punctuation. EXG recognises that some tutors have insufficient expertise in literacy and has a wide-ranging training programme to develop their skills. Some key skills tasks for apprentices are insufficiently related to the context of their work.
- Preparation for work courses are short and intensive and tutors have access to a wide variety of supplementary materials. Most learners are unemployed, and this model enables nearly all learners to achieve literacy, numeracy and ICT qualifications quickly, enhancing their job prospects significantly in a short time.
- EXG has exceptionally effective partnerships to coordinate provision that meets local needs. Close work with subcontractors has developed specialised apprenticeship provision in areas of deprivation. Good relationships with libraries, job centres, shops and social enterprises enable learners to use accessible local venues with complementary services. Productive networking with other providers coordinates progression routes for the economically excluded.
- Personal support for learners is good. Tutors work flexibly and provide good encouragement and individual help. Many are well qualified to provide information, advice and guidance. However, although they work productively with learners to guide and advise them they do not record aims, aspirations and progression in sufficient detail.
- EXG is well led and managed. The board and executive managers provide good strategic direction. A positive and supportive team culture amongst staff benefits learners. Extensive experience in **learndirect** delivery is well used in planning and developing programmes. EXG manages its subcontracted provision rigorously and supportively. Resources are well managed to support learning effectively.
- EXG has developed very good arrangements to safeguard learners. Well-trained staff are appropriately vetted and understand how to protect themselves and

learners. Learners receive clear information about safeguarding, including access to a helpline and a confidential mailbox. Their understanding is reinforced regularly. Procedures to handle incidents are rigorous and are followed up effectively to safeguard all those potentially affected.

- Equality and diversity are well promoted. A particularly inclusive and welcoming company culture successfully engages under-represented groups in training. Staffing is representative of local communities and centres are carefully sited in areas of multiple deprivation. Staff have received appropriate recent training. Learners are provided with relevant information about equality and diversity.
- Self-assessment and improvement planning are very effective in improving the quality of the provision; however, staff in centres are insufficiently involved in formulating strengths and areas for improvement. Managers take effective action to tackle poor performance. Quality improvement plans clearly identify key actions and are monitored well. Arrangements to engage with users to support and promote improvement are good. Managers use data well to manage overall performance, but staff in centres have insufficient access to data to evaluate the differences between different groups of learners.

### **What does EXG Ltd need to do to improve further?**

- Fully implement plans to train all tutors to set and monitor effective targets that help learners to progress, particularly in literacy.
- Develop tutors' skills to record learners' aspirations and goals accurately so that learners know how the programme will help them and their progress and progression can be monitored in more detail.
- Extend the availability of detailed management information to review the performance of different groups of learners more routinely at centre level.
- Further develop procedures for self-assessment to facilitate better involvement of centre staff in quality improvement processes.

### **Summary of the views of users as confirmed by inspectors**

#### **What learners like:**

- the friendly, helpful and approachable staff
- gaining qualifications for the first time
- learning useful skills that help them get a job
- the welcoming, well-resourced and convenient centres
- the flexibility of the childcare programme
- increased self-confidence and self-esteem
- the way staff understand and support learners with disabilities and personal problems.

#### **What learners would like to see improved:**

- the opportunities to practise, especially in developing language skills

- the excessive noise in some centres
- the information about what to do next
- the individual support and formal teaching
- the amount of flexible provision and access to more advanced training.

**Summary of the views of employers and partners as confirmed by inspectors**

**What employers and partners like:**

- the self-confidence and skills that learners develop
- the quality of the training they receive on how to safeguard children
- good communication from the provider about learners' progress
- the quick response when issues arise
- the open and responsive way that EXG works with partners.

**What employers and partners would like to see improved:**

- none recorded.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. EXG demonstrates good capacity to improve. Managers have made good progress in resolving the main areas for improvement identified at the last inspection. The board offers good strategic direction and effective challenge to managers. EXG has created a new and effective quality manager post to lead and coordinate quality improvement processes. Monitoring of EXG and subcontracted provision is both frequent and thorough. Overall success rates have risen and are good. The company has developed a number of highly innovative ways to manage the dispersed provision, and the implementation of a new structured approach in learning centres in the last few months has seen significant improvements in the completion of courses within the planned time. The quality and availability of management information have improved, enabling staff to monitor performance almost daily across centres. Audits focus sharply on quality rather than compliance with well-qualified staff conducting them. Centre managers provide supportive mentoring for staff and managers visit other centres to observe and share practices that work well.
10. Managers use feedback from staff and learners well to plan improvements. The quality team leads the self-assessment process, taking account of staff and learners' views and findings of quality improvement processes. The self-assessment report is well written, largely accurate, appropriately self-critical and findings are shared with staff in centres. Grades, strengths and areas for improvement identified by EXG closely match inspectors' findings. Quality improvement systems are appropriate for the number and size of centres, with robust observation of key processes by centre managers and head office staff. Managers moderate observation paperwork appropriately, and share good practice effectively with subcontractors.

### Outcomes for learners

**Grade 2**

11. Learners achieve well in both subject areas. Success rates in literacy and numeracy are high and the proportion who achieve their qualification within the planned time is increasing and above average. No significant differences in achievement overall between different groups are evident. Adult social care apprenticeships have particularly high success rates. Early years apprentices started in autumn 2011 and are making appropriate progress, but it is too early to predict their achievement. Success rates in ICT are at or above the national average, except on a few courses with small numbers of learners.
12. Learners develop good and relevant vocational skills which help their employability. Increased confidence and self-esteem enable many preparation for work learners to progress successfully from one qualification to another. EXG has developed a range of new courses providing more choice for learners to help them to broaden their skills.



13. The centres are located in accessible public places that make learners feel safe. Apprentices in childcare show a clear appreciation of how to safeguard their charges and themselves, even at this early stage. All learners receive good information about health and safety during induction, and this is reinforced during reviews and through posters displayed in the centres.

## The quality of provision

## Grade 3

14. Apprentices enjoy their lessons, which engage them well in sharing their experiences. Employers appreciate the ideas they bring back to use at work. Training is well planned and monitored. Apprentices have clear targets and are appropriately assessed across all units rather than one at a time. EXG has introduced an innovative points-based system to track their progress towards completion, enabling managers to intervene early if apprentices fall behind. Although learners are accumulating evidence for key skills, this has not yet been fully integrated into the programme.
15. Initial assessment for preparation for work has been improved to diagnose learners' needs more accurately. Well-qualified literacy and numeracy specialists at head office support this process well and provide good advice to centre staff on test results. Learners are placed on courses appropriate to their abilities and tutors use a wide variety of resources to help them to achieve their qualifications. Individual learner session plans are used in all centres and have been enhanced to reflect the courses more closely. Tutors have received training in target setting, but this is still an area for improvement. Targets are often too broad to help learners to progress. Some tutors provide limited feedback on learners' work, especially on how to develop their skills further. EXG has recognised that some tutors have insufficient expertise in literacy and has a well-planned training programme, although it is too early to judge the impact of this.
16. Preparation for work learners receive very good support and encouragement from tutors that enable them to achieve literacy, numeracy and ICT qualifications quickly. In January 2012, EXG introduced an effective, tightly-controlled structure to manage learning in centres better. Learners have a much clearer plan that allots particular activities to sessions. New data systems monitor progress accurately. A new, efficient sign-up process reduces paperwork and elicits a definite commitment to attend study sessions. This intensive model has been developed productively in consultation with jobcentres to meet learners' needs. The clear timescale enables more unemployed people to join courses without compromising their benefit entitlement. Well-targeted first step courses, focusing on vocational areas in demand, have also been introduced to develop work readiness. Attendance and retention have improved significantly and are high, and an increasing proportion of learners are progressing into higher level courses.
17. Programmes are well targeted to meet local needs in areas of social deprivation. Centres are based in libraries, shopping centres and social enterprises so that learners can gain access to them easily. Courses are coordinated to complement other local provision and provide learners with first steps into

mainstream education or employment at times to suit them. Apprenticeship providers find suitable placements to help young people to gain employment.

18. EXG has exceptionally effective partnerships with a wide range of organisations. It works very productively with its two subcontractors, supporting them to develop good-quality apprenticeships to meet local demand. Highly-effective community relationships support the development of centres in accessible venues where EXG staff work alongside library and other staff to provide complementary services to learners. At a strategic level, EXG networks very actively with other providers to plan and coordinate local provision to improve economic and social inclusion, both as a subcontractor to colleges and in its own centres.
19. Tutors provide very good personal support for learners. Programmes are flexible to take account of learning difficulties and disabilities. Centres have an extensive list of agencies which offer help and these are used well. Tutors, well qualified in advice and guidance, work supportively with learners to discuss their needs and plan their programmes, but their records of aims and aspirations are insufficiently detailed to make this process fully effective, a key element in employability provision. Learners' progression is not routinely recorded or monitored.

## **Leadership and management**

## **Grade 2**

20. Senior managers provide particularly effective leadership. All members of staff meet the executive management team as part of a well-planned extended induction that quickly makes them feel part of the company. An open and approachable management team encourages all staff to contribute their ideas, for example suggesting new sites for centres. Good strategic business planning and highly-effective partnership working contribute to further company expansion and promote learning opportunities in areas of multiple deprivation. Operational management is highly effective and carefully chosen subcontractors for work-based learning feel part of a beneficial partnership with EXG.
21. Communication, which was already good, has improved further. Highly-effective team working, both within and across centres, benefits the learners' experience in gaining access to training. Managers ensure that training-related matters are thoroughly discussed through a highly-effective meetings structure enhanced by informative weekly newsletters. Managers frequently visit centres and the subcontractors and staff understand the work and direction of the company well. EXG trials new projects carefully and keeps staff well informed about progress and implementation through special newsletters. Managers celebrate success with innovative incentives to encourage and recognise staff achievements, including an 'Oscar'-style award. Staff appraisal has improved, is valued by staff and targets are discussed throughout the year. Staff development, linked to appraisal, makes innovative use of web-based resources and all staff feel well supported in developing their careers within EXG. New positions have been created to give staff improved progression opportunities within EXG.

22. Governance of EXG is good. The board provides strong strategic direction. Recruitment of board members reflects best business practice. The non-executive members provide a high level of additional management expertise and knowledge of the further education sector. The board provides an effective challenge in monitoring performance, policy development and the implementation of strategic plans. Strategic management is highly effective and the board understands the work and future direction of the company well.
23. EXG has developed very good arrangements to safeguard learners. It has made very good progress in this area since the last inspection, ensuring that all staff understand how to protect themselves and their learners, and what to do when an incident or disclosure happens. The designated person is supported by four others trained to a similar high level and they provide good training and accessible guidance and support to other staff across the country. EXG has an appropriate risk-based approach to protecting learners from harm, for instance vetting all staff who are in regular contact with learners or their personal records. Learners receive clear information about safeguarding and this is reinforced well during reviews. They have access to a helpline and a confidential mailbox to raise concerns. Procedures to handle incidents are very clear and are followed up and recorded effectively to safeguard all those potentially affected. Each centre has an appropriate list of links to external agencies which has been used to very good effect in the few cases which have arisen.
24. EXG's and its subcontractors' promotion of equality and diversity is good. A particularly inclusive and welcoming company culture is apparent in all centres. EXG has been very successful in promoting learning to under-represented groups. Outstanding partnership working continues to enable them to open well-sited centres in areas of multiple deprivation. Learners' success stories are used well in each centre. Suitable and well-established policies and procedures are implemented comprehensively. Regular training includes EXG staff and subcontractors. Each centre has an effective equality and diversity champion. The ethnicity of staff and learners reflects local geographical areas well. Learners receive relevant equality and diversity information at induction which is reinforced during reviews.
25. Arrangements to engage with users to support and promote improvement are good. All centres encourage compliments and complaints, which are promptly acted upon with 'you said, we did' posters. The methods used to seek users' views are well planned and implemented. Subcontractors and partners feel their views are considered and acted upon. Identified developments and improvements are carefully evaluated and implemented.
26. Self-assessment and improvement planning are thorough and have effectively improved the quality of the provision. Improvement plans are updated quarterly and implementation of actions is linked to staff development. Thorough observation of learning has led to good developments to improve staff practice which are shared during meetings. Subcontracted provision is monitored rigorously. Managers use data well in performance management, but staff in centres do not have sufficient access to detailed information to analyse the

differences in performance between groups of learners. EXG is developing more detailed systems to overcome this. The quality management team has strong ownership of self-assessment which is shared with all staff, but staff at centre level are not sufficiently involved in formulating strengths and areas for improvement.

27. EXG and its subcontractors make good use of resources to secure value for money. Overall, learners' progress and attainment of learning goals are good. Learners develop skills and abilities that increase their employability and confidence in seeking employment. The management and use of resources are efficient and effective, meeting the needs of learners. Through its planning and operational management, EXG and its subcontractors demonstrate a clear and consistent commitment to managing resources sustainably through promoting low energy usage, recycling and reducing carbon footprints.

## Subject areas

### Health, public services and care

### Grade 2

#### Context

28. Currently, 27 learners are enrolled on early years training. All are employed in childcare settings. There are four intermediate apprentices, 21 advanced apprentices and 2 learners on adult skills programmes. All current learners are managed through the subcontract with Linden Elite Training. Social care apprenticeships are subcontracted to AQT. Although no learners were on programme during inspection, this report includes evidence about social care.

#### Key findings

- Learners on health and social care programmes achieved good success rates in 2011/12, with 82% success overall and 70% achieving within their planned timescale, which is above national average for the period. Current learners on childcare programmes are making satisfactory progress having started in late 2011. The standard of learners' work is good.
- Employers value learners' improved confidence and good development of the skills the learners need to work well caring for children and adults. Childcare learners bring ideas from training into the workplace and introduce new activities with children. This is evident even at this early stage of the programme.
- Learners feel safe and are aware of, and use, safe practices in their workplace. They understand health and safety and how to protect the children and adults in their care. Health and safety information is integrated into training.
- Teaching and learning in early years are good. Learners attend well, enjoy the sessions and value the opportunity to share experiences with others. Sessions are well planned and taught. Tutors lead good activities and encourage learners to be involved and share experiences. Assessment is appropriately planned, but Elite has only recently appointed a replacement competence assessor so the recording and accreditation of evidence have been delayed.
- Learners' programmes are well planned and monitored with effective targets on learning plans and supplementary documents. Assessors and tutors monitor progress appropriately, assessing skills across all units in the framework. EXG has developed an innovative method of measuring percentage achievement which is used well to identify learners who are falling behind and to plan support.
- A well-qualified and experienced Skills for Life tutor works in the workplace with learners to develop their key skills, supporting individuals well with activities to develop their literacy and numeracy. These are appropriate to the qualification but not sufficiently related to the vocational area. The newly-recruited team is aware of this and is working to create resources.
- Programmes are very effective in meeting the learners' needs. Training for early years apprentices is conveniently located, regular, and they are well supported to attend. Additional qualifications, such as paediatric first aid, enrich learners'

experience. Regular individual support supplements the training sessions. Both subcontractors are supportive in finding work placements for apprentices.

- Partnership working is good. Relationships between EXG and its subcontractors are highly productive. Managers work closely together to develop the provision. EXG provides some training for the subcontractors' staff and shares ideas and good practice which improve the provision, for instance ensuring that key skills for social care apprentices were completed on time. Subcontractors have a good range of useful partnerships with employers who provide apprenticeship placements.
- Childcare learners are well supported. Regular attendance at the centre for training, where tutors provide support for assignments and other written work, helps them to keep on target. Staff link with employers to keep them informed of learners' progress and enable relevant experience to be planned. Linden Elite's tutor, key skills tutor and operations manager know all their learners well and provide good individual support and advice.
- Linden Elite manages its programmes well. Managers have taken positive action to address a problem with assessment. Regular and frequent individual staff meetings monitor and clearly record activity and learners' progress. Communication at all levels is good. Assessors and tutors have appropriate opportunities for professional development from the start of their employment. Processes to analyse feedback from users are still in development.
- Management of the subcontractor is good. Both companies frequently share detailed information about every learner's progress. Managers work closely to plan and evaluate provision. They monitor the programme regularly, sampling learning plans and reviews. EXG's teaching observations provide helpful feedback on how to improve, but the observer is not a subject specialist so the advice is too general.
- Staff prioritise safeguarding strongly as an integral part of their work, sharing their knowledge with learners who demonstrate good practice in childcare settings. Reviews reinforce health and safety, safeguarding and equality and diversity well. Linden Elite successfully targets its recruitment to provide access to training for learners who face barriers to inclusion. Learners show a satisfactory understanding of equality and diversity.

### **What does EXG Ltd need to do to improve further?**

- Develop the programme further to ensure that all learners have access to assessment early in their training.
- Work together as a team to integrate key and functional skills activities fully into the training, with materials that are better related to the context of learners' work.
- Fully develop quality assurance activities to include specialist input to teaching and learning observations.

## Preparation for work

## Grade 2

### Context

29. EXG has 32 centres nationwide, many in areas of high deprivation. Currently, 642 learners are on **learnirect** courses in literacy, numeracy and ICT. A further 293 are studying similar courses funded by the Adult Skills Budget. A few are on a pilot employability programme. Learner numbers rose significantly in 2010/11 and this expansion continues in 2011/12. Courses range from entry to intermediate level. Learners are adults from a diverse range of backgrounds.

### Key findings

- Success rates remain high and are rising. The new structured approach to managing learning programmes is contributing to the improving success rates. Learners' engagement and participation in their training are good.
- Learners make good progress. Most learners complete their courses quickly, some within two weeks. Most learners are highly complimentary about their learning and are confident in the progress they are making. The standard of work produced is variable. ICT learners produce work of a high standard, but the quality of work produced within literacy and numeracy is satisfactory.
- Good acquisition of skills that improve learners' employment opportunities and prospects contributes to their economic and social well-being. Learners are keen to succeed and progress to further learning. In most cases, learners complete more than one course.
- Learners feel safe and know how to complain if they need to. They understand and use safe working practices. Training centres provide safe working environments. Health and safety are covered in detail at induction. However, some learners do not take sufficient breaks during learning sessions.
- The quality of teaching and learning is satisfactory. Learning programmes provide good opportunities to learn new skills and are well structured. New arrangements for initial assessment clearly identify learners' needs and head office staff support less expert tutors to respond appropriately. Computer facilities are good and centre opening hours meet the needs of the learners well. Tutors use a wide variety of supplementary materials, but not all are of good quality.
- Newly-introduced individual session plans use the qualification criteria well to record what learners need to complete. Tutors provide good personal support and work well with learners to encourage them to achieve, but targets recorded on learners' session plans are too vague to support learning. Feedback on learners' work does not always help learners to develop important skills, such as spelling and punctuation, which are essential in finding employment.
- The development of partnerships is outstanding. The provider has very good links with other service providers and programme contractors. This has enabled EXG to offer excellent access to learning facilities in central locations, such as

libraries and shopping centres. Marketing to local community organisations, shops and schools is very effective.

- Care, guidance and support are satisfactory. Personal support is good. Tutors provide continuous encouragement to learners, many of whom have had little or no prior access to learning. Centres follow up non attendance well and encourage learners to stay on their course. However, advice and guidance to support progression to employment vary in quality between centres.
- Leadership and management are good. Progress towards performance and quality targets is monitored daily in centres. Tutors understand their targets and carry out regular risk assessment of learners' attendance and progress. Team working in centres is good, supported by well-managed communication across the organisation. Staff feel well supported.
- Safeguarding of learners is good. Learners feel safe and like the proximity of centres to their own communities. When issues arise, EXG takes prompt and effective action. Learners receive training in the principles and practices of safeguarding as part of a systematic induction programme and their understanding is checked during reviews. However, staff do not sufficiently reinforce learners' understanding of safe internet use.
- The impact of strategies to promote equality and diversity is good. Programmes are well targeted to provide accessible first steps provision in deprived areas to improve economic inclusion. Staff complete equality and diversity training routinely as part of their induction and all are currently undertaking further developmental training. Learners' awareness is raised effectively during induction and reinforced during the programme.
- The use of learners' views to secure improvement is good. Systems have been introduced to encourage feedback in addition to a long standing complaints system. This has led to improvements. For example, learners are now able to take their tests in a quiet environment. EXG communicates responses to learners' feedback well through posters in centres.
- Actions to secure improvement in centres are satisfactory. Recent changes to systems and procedures are good and have been welcomed by staff. They provide greater opportunities for them to support learners. Centre involvement in the self-assessment process is limited and the self-assessment report is insufficiently detailed to identify specific areas for improvement.

### **What does EXG Ltd need to do to improve further?**

- Provide training for the tutors, including target setting and feedback, so that they are able to support the learners with their English and mathematics skills.
- Develop a more comprehensive and detailed approach to self-assessment to bring about improvement of the provision.



## Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's head of quality, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
31. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## EXG Ltd (Trading as Exchange Group)

**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 including **learndirect**; **Employer responsive:** Train to Gain, apprenticeships, Adult Skills Budget

Grades <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	19+ Learner responsive	Employer responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	962	642	320
Part-time learners			
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2		
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	2		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	-		
<i>How well do learners make a positive contribution to the community?*</i>	-		
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	2		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1		
How effective are the care, guidance and support learners receive in helping them to achieve?	3		
<b>Leadership and management</b>	<b>2</b>	<b>2</b>	<b>2</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2		
How effectively does the provider engage with users to support and promote improvement?	2		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2		
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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