

Bristol City Council

Inspection report

Unique reference number:	50846
Name of lead inspector:	Charles Clark HMI
Last day of inspection:	27 April 2012
Type of provider:	Local authority
Address:	The Park Centre Davenry Road Knowle Bristol BS4 1DQ
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Information about the provider

1. Bristol City Council is the lead partner and contract holder for the West of England Consortium (WEC) including OnSite Bristol (OSB). North Somerset Council and South Gloucestershire Council are the two other members. WEC was established in August 2011 and provides adult education across these areas to approximately 4,000 learners in about 150 different venues.
2. WEC offers a wide range of mainly non-accredited courses within community learning. These include learning for work programmes, introduction to literacy, numeracy and language, and family learning. Personal and community development courses include information and communication technology, parenting and digital stories. OSB is the managing agent for a range of construction and engineering apprenticeships subcontracted to local colleges and specialist providers.
3. The senior management team comprises the service heads of the three authorities, led by the service head from Bristol City Council who manages the contract. The operational management team for community learning comprises the performance and commissioning manager and three team leaders. These manage a team of 19 development workers who manage 134 tutors. The operational management team for work-based learning comprises a project manager, a team leader supported by six training officers and two administrative staff.
4. Bristol is the seventh largest city in England with a population of 441,000. South Gloucestershire has a population of 265,000 and North Somerset 209,000. The demographic characteristics vary largely across the providers' areas. The proportion of residents from minority ethnic groups varies from 14% in Bristol to 6% in South Gloucestershire. Bristol and North Somerset have a significant number of areas of deprivation whilst South Gloucestershire is mainly an affluent area with few areas of deprivation.
5. The following organisations provide training on behalf of the provider:
 - South Gloucestershire Council
 - The Park Centre Kingswood
 - North Somerset Council
 - Hartcliffe & Withywood Ventures
 - Bridge Learning Campus
 - Groundwork South West
 - Royal Mencap Society
 - Bristol Community FM Ltd
 - Easton Learning Centre
 - Filton Avenue CC

- Second Step
- Silai for Skills
- SPAN
- Bristol City Council Sports Development Team
- BCC St Paul's Learning & Family Centre
- Unicorn Studios
- Wessex Plumbing Assessments
- Bristol Technical Training Ltd
- Avonvale Training
- City of Bath College
- City of Bristol College
- Southern Brooks Community Partnership
- CVS South Gloucestershire
- Orchard Studios
- Somerset Wood Recycling
- Bringing Communities Together.

Type of provision	Number of learners in 2010-2011
Provision for adult learners: Learning for social and personal development	5,047 part-time learners
Employer provision Apprenticeships	323 apprentices

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	2
Equality and diversity	2

Learning for qualifications in employment	Grade
Building and construction	2
Learning for social and personal development	Grade
Community Learning	2

Overall effectiveness

- WEC is a good provider of adult and community learning. All of the provision inspected and graded was good and has improved since the formation of the consortium. Two members were judged to be satisfactory when last inspected in their own right. Learners' success on the apprenticeship programmes in construction has improved over the last four years and is significantly better than the national picture. Achievement on non-accredited courses is good. Learners develop good social and personal skills and many progress to additional courses, voluntary work or paid employment.
- The quality of teaching and learning is good. More than half the classes observed by inspectors were judged to be good or better. In the better classes tutors use a range of resources well and challenge learners. Tutors provide a good safe environment particularly for vulnerable learners. WEC provides a wide range of courses to meet the needs of learners and these are well placed to provide easy access for areas of deprivation. Opportunities for progression are good. Tutors provide good care and support and offer good contacts for information, advice and guidance. Partnership working is very good.

8. Leadership and management are particularly effective and very good progress has been made to develop the consortium. WEC is very good at identifying what needs to be done to improve the provision. The quality improvement strategy and procedures are very good and are effective, although it is too early to assess the full impact of these measures. Staff are experienced and well qualified with many having progressed from being learners themselves. Safeguarding arrangements are good. The initiatives to widen participation are very good.

Main findings

- Outcomes for learners are good overall. Learners on courses in personal and social development acquire a good range of practical, personal and social skills. Achievement is good for those learners who are retained. Overall, learners' attendance and retention are satisfactory. Success rates for learners on the construction apprenticeship programme are outstanding and significantly above national rates.
- Learners enjoy their classes and gain in confidence. They are well motivated to progress to further learning, improve their employability or enter employment and many do so. Most learners make good progress in gaining basic skills. Apprentices develop good industry skills to a high standard which is appreciated by employers.
- Learners feel safe. Tutors ensure that safe working practices are a priority and are reinforced in all sessions. Learners learn to make informed choices about their lifestyle and increase their self-esteem. Health and safety topics are integrated well within the work-based learning. Learners' understanding of health and safety is checked at review and all wear appropriate personal protective equipment.
- Teaching and learning are good. Courses and lessons are well planned and tutors provide learners with interesting learning activities. They use group work effectively to enable learners to practise presentation skills. The use of learning materials is satisfactory. Initial assessment is satisfactory. Learning plans are used well to record progress and achievements. Tutors do not always differentiate learning or provide sufficient variety of activity in lessons to meet individual needs.
- The provision is outstanding at meeting the needs and interests of learners. The curriculum is imaginative, and provided in local, easily-accessible community venues. Classes meet learners' needs to increase self-esteem, increase employability or contribute to the wider community. The apprenticeship programme is very responsive to local industry's needs.
- WEC has particularly good partnership arrangements with a wide range of agencies, services, community groups, and organisations who work with hard-to-reach learners. Partners contribute to the programmes and encourage local residents to participate for the first time. Links with local employers and schools

are very good for the apprenticeship programmes and outreach activities engage a significant number of new learners.

- Guidance and support for learners are good. Learners receive good individual attention which includes specialist information, advice and guidance in course plans. Partners contribute to this support with employment and careers advice as well as welfare advice. All applicants for apprenticeships are rigorously assessed to ensure that they are on the right course and get the appropriate support.
- Leadership is outstanding. Elected members offer very good support and clear direction. Senior managers promote high-quality standards throughout the consortium. They have worked very effectively and sensitively to establish a strong partnership within a supportive environment.
- Management is good. Strategic planning is very effective in developing and nurturing the consortium. Curriculum management and the use of management information are good; arrangements to improve quality are well planned. Observations of teaching and learning are well established, but they focus insufficiently on learning and identified actions are too often not followed up.
- WEC has good contract and commissioning arrangements. It offers very good support to assist subcontractors to deliver good-quality programmes and closely monitors their performance and quality. Subcontractors value the flexible and responsive contract process. WEC manages curriculum planning well to meet local needs, within funding constraints and council priorities.
- Safeguarding arrangements are good. WEC has a strong organisational focus on the health and well-being of its learners and has thorough and effective arrangements in place. Subcontractors' arrangements are monitored closely. Staff training is comprehensive. Information for learners is extensive and WEC has strong partnerships with support agencies to benefit learners.
- Actions to widen participation are particularly effective. WEC targets its services carefully and a high proportion of learners come from the most vulnerable groups. Staff have a good knowledge of, and links with, local communities and those individuals who are hardest to reach. It offers carefully tailored courses which meet their needs well.

What does WEC need to do to improve further?

- Further improve teaching and learning through developing the observation process to focus clearly on learning, and ensuring that tutors and managers implement actions for improvement.
- Develop the capacity of tutors to use a wider variety of activities in classes and to apply these in ways that match the different personal abilities and needs of learners.

Summary of the views of users as confirmed by inspectors

What learners like:

- very good, friendly tutors
- good learning environment
- the ability to build their self-esteem and achieve their learning goals
- the help and support from staff
- the patience shown by all the team
- the close location of the classes to their home.

What learners would like to see improved:

- the number of evening classes
- the number of follow-up information and communication technology classes
- the size of some the classrooms.

Summary of the views of partners as confirmed by inspectors

What partners like:

- the good communication
- the overall service which is very good
- good support work with learners
- high-quality candidates for the apprenticeships
- the flexible and responsive commissioning process.

What partners would like to see improved:

- nothing reported.

Main inspection report

Capacity to make and sustain improvement

Grade 2

9. WEC has a good capacity to improve. When last inspected, as separate entities, two of the partners in the consortium were judged to be satisfactory and the lead partner was judged to be good. The new consortium has improved and is judged good overall. Managers and leaders have developed the consortium very effectively to promote a shared vision and also to promote priorities specific to local councils. The working relationships are very good and the provision is developing well to incorporate best practice from each area.
10. The very high success rates for the learners on construction apprenticeships have improved over the last four years and are significantly above the national rates. Achievement rates for those learners who remain on community learning programmes are very good.
11. WEC has a well-developed quality improvement plan which sets challenging strategic targets to improve and standardise the delivery of the provision. Progress towards these targets is monitored closely through a highly-effective management information system and detailed reports to senior managers. The collation, analysis and use of data have improved and they are now used well to monitor all aspects of operational management. Data and detailed reports are available for the provision as a whole and also for the different geographical areas. Arrangements for quality improvement are well established and are now becoming effective in raising standards across the consortium. WEC is very good at seeking the views of users which they use to inform quality improvement and effect change. Self-assessment is thorough and largely accurate, although the current self-assessment report comprises separate reports from the four contributing partners (three community learning teams and OnSite). These have been combined in the updated report available for the inspection and will be the format for future reports.

Outcomes for learners

Grade 2

12. Outcomes for learners on community learning programmes are good. Learners enjoy the classes and are well motivated. Most learners make good progress in class and many progress into further education, voluntary work or paid employment. Learners who have had previous unsatisfactory educational experiences engage well within the classes. Overall retention and attendance are satisfactory. Many learners come with mental health issues and other barriers to learning. Achievement for those learners who remain in classes is good.
13. Success rates for learners on the work-based learning apprenticeship programmes in construction are outstanding. These are well above the national averages overall and significantly above for those learners who complete within the allotted time.

14. Learners gain in confidence and in self-esteem in the community learning programmes. They work well with their children, sometimes whilst coping with some complex personal issues. Most learners make good progress in acquiring basic skills. Apprentices develop good professional skills to an acceptable industrial standard. They demonstrate correct and confident use of tools and equipment in the workplace.
15. Learners feel safe. Community learning tutors ensure that learners are made welcome and are safe in the teaching environment. Tutors prioritise safe working practices which are reinforced in all sessions. Tutors promote information to enable learners to make informed choices about their own life style and how to increase their well-being. Health and safety are incorporated well into the construction courses with a strong emphasis on safe working practices by the use of personal protective equipment and thorough health and safety briefings.

The quality of provision

Grade 2

16. Teaching and learning are good on the community learning programmes. Courses and lessons are well planned and tutors mostly provide stimulating and interesting learning activities. Tutors use group work effectively to engage learners and to get them to practise their presentation skills. Initial assessment is satisfactory. The individual learning plans are used well to record progress and achievements. Learners on the construction courses are positive about their learning experience and appreciate the range of teaching techniques used by their teachers. Assessment is seen to be timely, fair and accurate. Not all tutors provide sufficient variety of activity within classes to meet the individual needs of learners, nor do they always differentiate learning resources or activities to match these needs.
17. The provision is outstanding at meeting the needs and interests of learners. The curriculum is planned carefully to meet the personal needs of learners as well as enabling them to gain skills and qualifications to enhance their employability. Learning venues are easily accessible; WEC deliberately chooses sites where the learners are resident. The range of provision for the construction programmes is good. Programmes are comprehensive and cover a wide range of construction skills. Close links to other providers ensure the provision is responsive to learners' and employers' needs.
18. WEC has very good partnerships with a wide range of organisations within the community. Many of these work with some of the most disadvantaged members of the community. Managers actively seek new partners and organise a variety of projects to engage learners. Development workers work well with partners and many partners encourage local residents to become learners. The construction team has good links with local employers and schools, and reaches out well to engage potential learners.

19. The support for learners in community learning is good. Tutors and voluntary workers give learners much individual attention. Tutors include a great deal of information, advice and guidance in the courses. Partners support this with their own specialist information and careers guidance. The construction team assesses the potential learners rigorously to ensure their suitability for the courses and to determine the appropriate level of support needed.

Leadership and management

Grade 2

20. Leadership in WEC is outstanding. Elected members offer very good support and clear direction. Senior managers promote high-quality standards throughout the consortium. They work very effectively and sensitively to establish strong partnerships within a very supportive environment. They recognise the needs and priorities of individual partners and have developed well-defined roles and responsibilities. They draw very effectively on the breadth of experience within the senior management group.
21. Strategic and operational management are good. The consortium clearly recognises and uses the knowledge and expertise of its members. Strategic planning is very effective in developing and nurturing the consortium to best meet the needs of its communities. WEC has identified good practice and has a clear strategy to use the best systems and processes. Communication across the consortium is good. WEC has established an effective structure with well-managed meetings and trust between partners. Staff have good opportunities for development. WEC manages its information collation, analysis and presentation well. Partners value the comprehensive and well-presented management reports. Managers use data well to monitor performance and have well-planned and rigorous audit arrangements.
22. Contract and commissioning arrangements are good. WEC offers very good support to assist subcontractors to deliver good-quality programmes and has worked hard to rationalise and standardise documentation and processes across the consortium. WEC closely monitors the performance and quality of its subcontractors who value the flexible and responsive contract process.
23. WEC listens carefully to the needs of its learners and is very responsive in following up their comments. The consortium uses many mechanisms to engage fully with learners and learners value these. WEC recognises the benefit of their feedback and is exploring more effective ways to collate and analyse all feedback across the whole consortium. Where appropriate, staff engage well with employers who find the service responsive, friendly and effective. Managers are exploring ways to analyse provision and promote the wide range of progression opportunities available across the area and this work is well developed
24. Safeguarding is good. All systems and processes meet current government requirements. WEC has a strong organisational focus on the health and well-being of its learners. It has thorough arrangements in place for the appropriate checking of staff and has a single central register which is complete.

Subcontractors' arrangements are monitored closely. Staff training is comprehensive and WEC monitors appropriately the knowledge and understanding of all staff. Information for learners is comprehensive and well written, covering a wide range of issues such as bullying, harassment and internet safety. WEC has forged strong partnerships with support agencies to benefit and support learners.

25. The promotion of equality and diversity is good. Actions to widen participation are particularly effective. A high proportion of learners come from areas of high deprivation, from minority ethnic groups or have a learning difficulty or disability. WEC has taken effective action to increase the proportion of staff from minority groups and its staff profile now matches that of its community. Good collation and analysis of data to monitor differences between specific groups demonstrate no significant variations in achievement; however, few men participate in community learning and women are under represented in construction. Learners receive well-presented advice and information to promote equality and diversity. Staff development, training and awareness are good and managers monitor these well. WEC celebrates learners' success very effectively through a range of events and media which are frequent and well managed.
26. Quality assurance is good. Partners have worked well together to improve the quality of provision, working closely on audit and management systems to standardise and assure quality using best practice from each partner. The quality improvement plan is drawn appropriately from WEC's self-assessment and is used well to improve the quality of the service and to steer strategic and operational activity. WEC has worked hard over a short time to standardise curriculum management, although managers understand that some inconsistencies require further work. The system to improve teaching and learning is well established and comprehensive. However, observations focus insufficiently on learning and actions for improvement are too often not followed up.
27. WEC provides good value for money. A very high proportion of apprentices achieve their qualification in good time and adult learners enjoy and benefit from their programmes which meet their needs particularly well. WEC is very effective in providing good provision for the most vulnerable learners. Resources are at least satisfactory and working as a consortium allows greater efficiency and improved planning across the whole of the area.

Learning for qualifications in employment

Other learning for qualifications in employment provision considered as part of the main findings but not separately graded: none.

Building and construction

Grade 2

Context

28. The WEC, through On Site Bristol (OSB), offers apprenticeships in construction skills in a range of disciplines including building, carpentry, plumbing and electrical, at intermediate and advanced level. At the time of inspection 181 apprentices are on programme; 73 intermediate and 108 advanced, with a further 39 apprentices having completed early. Of the 181 apprentices, 137 are aged 16 to 18 and 44 are aged 19 and over. The majority of apprentices are male. The training and assessment of apprentices are subcontracted to a local college.

Key findings

- Learners' attainment of qualifications and learning goals is outstanding. Framework success rates for apprentices in construction skills at intermediate and advanced level are very high and above the national average. The rate for apprenticeship completion within the agreed timescale is also very high and significantly above the national average. Employers state that learners are punctual and attendance is good
- Learners develop good industrial skills and work is to industry standard, which is valued by employers. At a fuel storage depot, electrical wiring and conduit were installed according to the specification and radiators fitted in a domestic heating system were correctly installed. Learners demonstrate correct and confident use of hand tools and equipment in the workplace.
- Health and safety are well integrated in all building skills activities, from initial health and safety briefings to best industrial practice for different processes, tools and equipment. All learners wear appropriate personal protective equipment. During workplace reviews, however, tutors miss occasional opportunities to reinforce learners' understanding of health and safety issues relating to their current activities. Learners say they feel safe and the workplace is a safe environment.
- Quality of provision is good. Learners are positive about their experience. Teachers use a wide range of techniques to make subjects interesting. The training is relevant to the learners' workplace and in some cases develops skills not yet encountered, for example plastering curved walls and pillars. Assessment is timely, accurate and fair. Work is marked and returned promptly, with comments which learners find helpful.

- The range of provision is good. Partners provide a comprehensive range of construction skills training. Close engagement and cooperation with other training and development agencies in the region provide an apprenticeship programme which is responsive to local industry's needs. Links with local employers and schools are good, resulting in local schools generating 25% of the current intake of apprentices from within the community through outreach activities.
- Guidance and support for learners are good. All applicants for apprenticeships are rigorously assessed to ensure they are likely to succeed. Initial advice and guidance are good and designed to ensure learners are on the right course and to determine appropriate levels of support.
- Leadership and management are good. Managers have taken well-thought-out actions to effect change and improve outcomes through better recruitment, tracking learners' progress and providing effective support. Meetings and communication are open and effective and management information is used routinely in planning.
- The self-assessment report is well written and identifies area for improvement, with actions likely to lead to further improvement. A comprehensive programme of staff development advances improvement. Staff express confidence in the management and the supportive environment.
- Targeted recruitment is very effective in widening participation, providing learners with the skills for sustainable employment across the local community. OSB has attempted to increase the number of female learners but still recruits too few. Apprentice workplace reviews are comprehensive; however, training officers do not promote equality and diversity sufficiently to reinforce learners' understanding.
- OSB uses resources well to secure value for money. Spacious new premises provide excellent facilities for advice, guidance, induction and testing. The continued professional development of staff in construction skills enables wider deployment of training officers, with increased subject knowledge, to provide enhanced support for learners.

What does OSB need to do to improve further?

- Review and improve promotion and recruitment strategies to increase the number of female learners on apprenticeship programmes in construction skills.

Learning for social and personal development

Other social and personal development learning provision considered as part of the main findings but not separately graded: none.

Community learning

Grade 2

Context

29. Currently 1,201 learners follow courses in community learning. Courses are provided by the consortium and by 21 subcontracted community and partner organisations. Learners can attend a range of 123 different courses, lasting from six to ten weeks in children's centres, primary schools, healthy living centres and in community outreach locations across the city and county. Some family learning courses last 15 weeks. The programme is managed by a performance and commissioning manager and three team leaders who support 19 development workers and a team of 3 core tutors and 131 sessional tutors.

Key findings

- Outcomes for learners are good. They enjoy the lessons and develop a good range of practical, personal and social skills. They are well motivated and engaged in learning. Most learners make good progress in class. Overall, learners' attendance and retention are satisfactory, although recruitment and attendance in some classes are low. Achievement is good for learners retained.
- Learners gain much confidence from attending classes. They wish to progress onto further study, improve their employability and gain employment. They work well in activities with their children, sometimes whilst also dealing with complex personal issues. Most learners make good improvements in basic skills. Tutors encourage learners well and make effective arrangements for them to volunteer in their locality.
- Learners feel safe and secure in classes. Tutors ensure safe working practices are prioritised and reinforced in all sessions. Induction information for learners is comprehensive and well presented. Learners gain much new knowledge and understanding to make informed choices about their own lifestyle and on how to increase their self-esteem and overall well-being.
- Teaching and learning are good. Tutors ensure that the classes are welcoming and conducive to learning. Courses and lessons are well planned. Tutors almost always provide learners with stimulating and interesting learning activities; occasionally they fail to provide sufficient variety of activity in lessons. They engage learners well by using an encouraging manner and humour in their demonstrations and feedback. They use group work effectively to ensure learners practise presentation skills.
- The use of learning materials is satisfactory. Tutors often use local reading matter and resources creatively and prepare stimulating and colourful learning materials. Information and learning technology resources are available in off-

site classes and a few tutors make good use of them; however, most tutors do not make sufficient use of them to support learning.

- Initial assessment is satisfactory and effectively identifies learners' starting points. Learners have good understanding of their learning plan. They effectively record progress and achievements. In many classes tutors set challenging tasks, but they do not always differentiate learning activities and materials to cater for the wide range of individual abilities or personal learning needs. Instructions for support workers are not always clear.
- The provision is outstanding in meeting the overall needs and interests of learners. WEC offers a very imaginative curriculum in local, easily-accessible centres and community venues. Classes very effectively accommodate the needs of learners who wish to develop personal skills and self-worth, and those who require skills or qualifications to increase employability or contribute to the wider community.
- WEC has particularly good partnership arrangements with a wide range of agencies, services, community groups or organisations who work with hard-to-reach learners. Development workers establish very good working relationships with partners, who contribute well to the curriculum and encourage many local residents to take up learning opportunities for the first time.
- The support for learners is good. Learners receive much individual attention in class from tutors and volunteer helpers. Tutors effectively include specialist information, advice and guidance in their course plans. Partners contribute this support based on their own specialism such as employment and careers guidance or welfare advice. Others offer crèche facilities and volunteering opportunities.
- Leadership and management are good, as are internal communications. Managers set and review clear performance targets for team leaders and development workers. WEC communicates very effectively with partners and provides good support to those organisations who request it. Staff have good access to professional development.
- Resources are used effectively to support learning. Centres are safe, accessible and in locations well known to learners. They are well equipped and resourced, although sometimes cramped. Staff are appropriately qualified and experienced. WEC is developing a useful virtual learning environment to support tutors and extend the learning resources bank for their classes.
- The promotion of equality and diversity is good. WEC specifically targets programmes towards learners with greatest need and is concentrating on increasing the number of male learners. Classes are located in the most deprived areas and partner organisations and agencies contribute significantly to the curriculum. The promotion of safeguarding is good.
- The self-assessment process is inclusive and evaluative. Quality assurance processes are rigorous. Managers and development workers make effective use of action plans to monitor and improve the performance. Judgements from the observation of teaching and learning are helpful and supportive but inflated in

grading. Actions do not sufficiently focus on how to improve the learning experience for individual learners.

What does WEC need to do to improve further?

- Develop further the teaching and learning skills of tutors to enable them to meet the individual needs of learners by adapting materials, organising groups and giving specific guidance to support workers.
- Review the processes for the observation of teaching and learning to ensure that the grading more accurately reflects the quality of the observed lesson, and that the action points are more timely and emphasise improving learning

Information about the inspection

30. Two of Her Majesty's Inspectors (HMI) and three additional inspectors, assisted by the provider's performance and commissioning manager, 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 reports, reports from the inspectorate's monitoring visit 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 employers had completed on behalf of the provider. They also visited learning sessions, assessments or progress reviews. Inspectors collected evidence from programmes in each of the subjects the provider offers.

Record of Main Findings (RMF)
Bristol City 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	Employer responsive	Social and personal development
Approximate number of enrolled learners Part-time learners	1,382	181	1,201
Overall effectiveness	2	2	2
Capacity to improve	2		
A. Outcomes for learners	2	1	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>	n/a		
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?	1		
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?	1		
C2. <i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2		
C3. How effectively does the provider promote the safeguarding of learners?	2		
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?	2		
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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