

GP Strategies Training Ltd

Inspection report

Unique reference number: 51954

Name of lead inspector: Mike White HMI

Last day of inspection: 27 July 2012

Type of provider: Independent learning provider

Address: Kingsgate House
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Information about the provider

1. GP Strategies Training Ltd is a UK based subsidiary of General Physics Corporation, a wholly owned subsidiary of GP Strategies Corporation. The company provides training, outsourcing and performance improvement services to industry, utilities, commerce and government organisations. General Physics Skills Training Academy (GP) is the public sector work-based learning business unit within GP Strategies Training Ltd specialising in the delivery of Skills Funding Agency and Education Funding Agency government funded training and assessment and accounting for all of GP's revenue.
2. Since the previous inspection, GP has carried out an acquisition strategy acquiring three training companies widening the range and geographical spread of its provision. GP has its head office in Stockport and training centres in Durham, Halifax, Leeds, Stockport, Bromborough, Blackpool, Preston, Plymouth, Bodmin, Exeter and Bristol and outreach bases at Penzance and Bideford.
3. The provision consists of just over 6,000 advanced or intermediate apprentices in business administration, team leading, management, customer service, retail skills, adult care, child care, hairdressing and supporting teaching and learning in schools. The business and health care subjects account for 89% of the total learners. In addition, 240 learners are on Foundation Learning and 40 learners are working towards National Vocational Qualifications in the workplace.
4. A business unit director and a quality director supported by three regional operations directors and 11 programme delivery managers lead a team of 114 assessors, 29 learner recruitment consultants, 17 internal quality assurers and a further 26 staff in a variety of administrative and support roles.
5. GP does not currently sub contract from, or to, any other providers.

Type of provision	Number of enrolled learners in 2010/11
Employer provision: Train to Gain Apprenticeships	282 learners 2,208 apprentices

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 1
	Grade
Outcomes for learners	2
Quality of provision	1
Leadership and management	1
Safeguarding	2
Equality and diversity	2
Subject Areas	Grade
Health, public services and care	1
Business administration, management and law	2

Overall effectiveness

6. Provision at GP is good. Most learners complete their programmes successfully and the proportion doing so within planned timescales is particularly good. The good improvement in learners' skills and confidence benefits both themselves and their employers. Foundation learners have their programmes matched well to their aspirations and a good proportion progress to further education, employment or training.
7. Learners benefit from outstanding training and assessment. The close monitoring of learners' progress ensures actions to support their needs are met in a timely manner. Employers are particularly well involved in the training and assessment of their employees. A wide range of programmes is offered and many learners progress through the apprenticeship levels.
8. GP sets high expectations for its staff and learners and strong performance management ensures that challenging targets are met. The safeguarding of learners and promotion of equality and diversity are both good. There are no significant differences in the performance of different groups of learners. Quality improvement systems are strong and ensure the continual improvement in the learners' experiences.

Main findings

- Outcomes for learners are good and improving. Overall success rates have increased to well above national averages in 2010/11 and all indications are for sustained high rates in 2011/12. Success rates in health and social care are outstanding. Learners' successful completion within their planned end dates is particularly good. All groups of learners achieve well with no significant gaps in performance.
- Learners develop good workplace skills and many employers confirm the positive impact on personal and business performance. Progression between the apprenticeship levels is good. Current learners are making good or better progress towards achieving their qualifications. Progression from Foundation Learning into education, employment or further education and achievement of a wide range of qualifications are good.
- Teaching, learning and assessment are outstanding. Resources are very good. Staff develop excellent relationships with learners and employers to foster productive learning. Teaching sessions are extremely well planned, contain frequent changes in activity, a wide variety of assessment methods and very effectively build on previous knowledge. Most learners remain fully engaged throughout.
- Learners' progress is very closely monitored by staff. Learners are very knowledgeable about the progress they make and what they need to do to achieve their targets. Employers are exceptionally well informed of learners' progress. Evidence occurring naturally in the workplace is used effectively in assessing learners' performance.
- Initial assessment is particularly thorough and sessions planned very effectively to meet learners' needs. Extremely well planned assessment minimises disruption to employers' business. Assessors provide detailed, constructive verbal feedback and set effective targets for learners to progress, but some written feedback is not sufficiently precise to guide learners' improvement.
- The needs of learners and employers are met extremely well. A very thorough needs analysis and skills audit ensures that the highly individualised programmes are tailored carefully to provide an excellent match between job roles and the qualification. Foundation learners benefit from a wide range of vocational qualifications to help them make informed vocational choices and prepare them for employment.
- Partnerships with employers are particularly strong. Assessors and employers work very closely together to monitor learner progress and coordinate on- and off-the-job training to fill any skills gaps. A wide range of links with external agencies is used well to plan programmes, support learners and provide relevant work placements for Foundation Learners.
- Learners receive appropriate and timely advice and guidance to ensure they follow appropriate programmes and to raise their awareness of progression opportunities. Tutors and assessors provide effective individual support during classes and workplace visits. Foundation learners access very good specialist

support. Learners who require help with literacy and numeracy receive satisfactory support through workbooks.

- Leaders and managers take highly effective actions to raise expectations and promote ambition. The recently acquired training providers are successfully integrated into GP's business and high standards for learners maintained. Highly effective performance management of staff ensures learners achieve well and any under-achievement is quickly resolved. Communications throughout the company are very good.
- Safeguarding is well promoted through a wide range of resources. Learners show a good understanding of how to remain safe and are confident to report any concerns. Good links are maintained with external agencies to deal with identified concerns. However, the variety of methods for checking learner understanding of safeguarding is insufficient.
- The promotion of equality and diversity is good. The understanding of learners and employers is supported through a wide range of methods. The close monitoring of participation and achievement by different groups of learners identifies issues and the implementation of effective actions to resolve them. However, the checking of learner understanding during progress reviews is inconsistent across the different regions.
- GP sets and meets high learner and employer satisfaction targets and takes suggestions to improve the provision very seriously. The views of learners and employers are regularly surveyed and shared with staff who develop and implement good solutions for improvements.
- Excellent quality improvement systems ensure a consistently high, and improving, quality of training and assessment for learners from different geographical areas and on different programmes. Self-assessment is self-critical and accurate and the resulting quality improvement plan very effectively leads to improvements.
- The well established system to observe assessors results in measureable improvements in the assessor's performance and their learners' success rates. GP has recognised that the recently introduced observation of teaching and learning system does not concentrate sufficiently on learning.
- Value for money is outstanding. Current learners are making outstanding progress and benefiting from outstanding teaching and learning. Significant investment in electronic communication enables information to be shared easily and learners to achieve quickly. GP sets high minimum standards for accommodation and resources. The premises and resources of the recently acquired providers have been upgraded to meet these expectations.

What does GP Strategies Training Ltd need to do to improve further?

- Develop observations of teaching and learning that concentrate more closely on the quality of learning. Identify issues and implement actions to improve the quality of the learning experienced by learners.
- Share the existing good practice among all staff across the organisation to promote the improvement of the quality of the provision to ensure all learners receive an outstanding experience.
- Use the existing good practice in equality and diversity, and health and safety workbooks to further develop and check learners' understanding of safeguarding.

Summary of the views of users as confirmed by inspectors

What learners like:

- the assessment and training being tailored to individual needs
- the good support provided by the assessors
- the increased confidence and competence at work resulting from the training
- the enjoyable experience of being on the training programme
- the assessors who are reliable and knowledgeable.

What learners would like to see improved:

- being able to study for higher level qualifications
- more workshops where learners can be brought together.

Summary of the views of employers as confirmed by inspectors

What employers like:

- that assessor visits are planned to accommodate business and personal needs
- the excellent communication
- that GP Strategies Training have the learners' interests at heart
- the assessors' good understanding of our business
- that GP Strategies Training sets very high standards
- the high standard of knowledge and skills developed by the learners.

What employers would like to see improved:

- access to higher level qualifications for appropriate learners.

Main inspection report

Capacity to make and sustain improvement

Grade 1

9. The company has grown considerably since the last inspection, acquiring three other training providers, extending provision nationally, increasing learner numbers and diversifying into more areas of learning. GP has maintained high quality provision and has further increased success rates. In 2010/11, overall success rates rose significantly above national averages from previously satisfactory levels and current learners are making very good progress. Completion within planned timescales is consistently high. Close monitoring by managers indicates high success rates will be sustained in the current year. All groups of learners perform equally well. Senior managers have, and effectively communicate, a clear vision and the key priorities to raise and sustain improvements. Staff achieve the ambitious targets they are set.
10. Strong quality systems ensure a high, and improving, quality of training and assessment. The self-assessment report is self-critical and judgements are supported by detailed and thorough evidence. The quality improvement plan is used very well to make improvements. Areas for improvement identified by the last inspection are now strengths. Internal verification and observations of assessors are effective in improving assessors' performance and learners' work. However, observations of teaching and learning are insufficiently focused on learning.

Outcomes for learners

Grade 2

11. Overall success rates showed marked improvement in 2010/11 from being broadly satisfactory to well above national averages. Apprentices' completion within planned timescales is consistently high and 20 percentage points above national averages in 2010/11. Current learners are making good progress and achieving at a high level. The success rate for health and social care learners is outstanding.
12. Employers recognise the significant gains in confidence and ability of learners and the impact this has on improving their contribution to the business. One learner very effectively used an information and communication technology project to develop a business plan to offer dance lessons within her employment. The progression from foundation learning into employment, further education and training and the achievement of a wide range of qualifications is good. The progression between intermediate and advanced apprenticeships is also good. There are no significant gaps in the achievement rates of different groups of learners.
13. Learners have a good understanding of how to lead a healthy lifestyle. All regions maintain very good links with local support agencies and area health teams to provide good support for learners when needed and improve

awareness of health issues. Learners receive a good range of information on drug and alcohol abuse along with national and local contact information on support agencies.

The quality of provision

Grade 1

14. Teaching, learning and assessment are outstanding. Staff are experienced and well qualified and resources very good. Initial assessment is particularly thorough. The use of the good assessment of preferred learning styles is very effective in planning teaching sessions. The extremely well planned teaching sessions contain frequent changes in activity. Class handouts contain good links to supplementary reference sources for learners to increase their knowledge and understanding. Most learners remain fully interested throughout their teaching sessions. Employers are involved extremely well in planning learning and assessment activities in the workplace.
15. Assessment in the workplace is extremely well planned to minimise disruption to employers' business. Assessors very effectively use a wide range of assessment methods. Verbal assessment feedback is detailed, constructive and used to set effective targets for learners to progress. However, some written feedback is not sufficiently precise to guide learners in how they could improve. Learner progress is closely monitored and they are very knowledgeable about their progress and what they still have to do to achieve. Employers are exceptionally well informed of learners' progress.
16. A thorough needs analysis ensures that programmes closely match the needs of employers and learners. Foundation learners benefit from a wide range of vocational qualifications and good work placements to help them prepare for employment. Assessors engage extremely well with employers throughout review and assessment visits, developing a very good understanding of their needs. GP recognise that many learners following programmes in health and social care would like courses at a higher level and are working with a university to seek ways to provide this.
17. Strong and effective partnerships benefit learners. Partnerships with employers are particularly strong with most employers closely involved in training and assessment of their learners and in monitoring their progress. Links with a wide range of external organisations are very good. Links with other providers are used very well to refer learners to more appropriate programmes when appropriate.
18. Assessors provide very good individual care and support in the workplace to ensure learners achieve their potential. Learners on foundation programmes access very good specialist support from appropriately skilled and qualified tutors. Learners who require help with literacy and numeracy receive a satisfactory level of support through workbooks. In the workplace, advanced apprentices often offer good mentorship support for learners following intermediate programmes. Learners receive appropriate and timely advice and

guidance to ensure they follow appropriate programmes and that they are fully aware of progression opportunities.

Leadership and management

Grade 1

19. The effectiveness of the actions leaders and managers take to raise expectations and promote ambition throughout the organisation is outstanding. Strategic partnership working is particularly good to ensure developments in national policy contribute to programme development. Careful strategic planning and management have smoothly and successfully integrated three recently acquired training providers while maintaining the high standards for learners.
20. Operational management is very good. Performance management of staff at all levels is thorough, transparent and highly effective with all staff having clear and challenging targets. Staff and learner performance, which is frequently and closely monitored, uses a wide range of relevant information. Swift and supportive action is taken to rectify any under-performance. Communications throughout the company are very good. Professional development is well structured with learners benefiting from competent and knowledgeable staff.
21. Arrangements to safeguard learners are good and learners feel safe. The safeguarding forum provides good support for future development but lacks learner representation. Staff and learners receive good training to develop their knowledge. Safeguarding newsletters very effectively raise staff, learner and employer understanding. Safeguarding is discussed at progress reviews although the level of detail varies across centres. Other methods for checking learner understanding of safeguarding are insufficient.
22. The promotion of equality and diversity is good and learners and employers receive high quality promotional resources. Employers use the material with their staff and parents in childcare settings. The celebration of learner, staff and employer achievement is very good and publicised widely through newsletters and awards. An effective forum and centre-based champions ensures that the development of equality and diversity remains a high priority. Data are analysed frequently to identify any gaps in engagement or outcomes and leads to clear action plans with measurable targets. The management of health and safety is good. However, whilst good workbooks are used to check learner understanding of equality and diversity the depth of discussions within progress reviews is too variable.
23. Engagement with learners and employers to bring about improvement is good. Feedback to improve the quality of provision is actively encouraged through a good range of sources and all suggestions for improvement are taken very seriously. Learners and employers are regularly surveyed and staff encouraged to share ideas and good practice. The implementation of improvements to the induction process and some workbooks has taken place.

24. Strong quality systems ensure a consistently high, and improving, quality of training and assessment for learners. Meetings between the director of quality and staff at each centre effectively disseminate and discuss a range of quality information. A good range of audits and a weekly sampling of learners' work ensure individual targets are being met and identify best practice and development needs. Internal verification is thorough; issues with learners' progress and standards of evidence are quickly identified and support put in place to ensure learners achieve. Good practice is effectively shared through standardisation meetings and work shadowing.
25. Staff have a good understanding of, and involvement in, the self-assessment process. The self-assessment report is self-critical and supported by detailed evidence. The resulting quality improvement plan, regularly discussed with staff, is used to introduce improvements. Staff take pride in seeing how suggestions they make to improve quality are incorporated into and implemented through the quality improvement plan.
26. Well established systems observe all aspects of the learners' journey. Each observation leads to a detailed action plan closely monitored by line managers. Careful evaluation of the impact of the action plan on assessors' performance and learners' success rates takes place. Outstanding performance is celebrated and staff who achieve outstanding performance mentor other staff in the organisation. However, the observation of teaching and learning is insufficient in its concentration on learning.
27. The very high success rates, the outstanding progress of current learners and the outstanding teaching and learning provides outstanding value for money. Significant investment in laptop computers, scanners and digital recorders enables learners and assessors to gather evidence easily and learners to achieve quickly. Staff are allocated learners that they can easily travel to visit. Minimum standards of accommodation are high and the recently acquired providers' premises upgraded to meet these expectations. The strong concentration on quality adds value for learners and employers. For example, the range of additional training opportunities and the benefits that are made available to learners.

Subject areas

Health, public services and care

Grade 1

Context

28. GP offers apprenticeships in health and social care and child development and well-being. Training and assessment takes place at work. Currently 2,282 adult care apprentices and 740 childcare apprentices are following programmes. Of these, 55% are apprentices studying at advanced level. Around 15% of apprentices are male, 55% are adults, 8% have a declared disability and 11% are from a minority ethnic heritage.

Key findings

- Outcomes for learners are outstanding. Success rates are high on all programmes and show an improving trend. Most current learners are making very good progress towards attaining their learning goals. The quality of learners' work and their ability to demonstrate knowledge, skills and understanding is very good. Learners enjoy learning, and progression to higher qualifications is very good.
- Learners quickly develop much increased confidence and a significant number receive promotion, increased responsibility and higher pay upon gaining their qualification. Learners develop particularly good personal and vocational skills and perform their roles with greater efficiency and understanding. Learners increase their employability and benefit from the high quality and well integrated additional courses provided by their employer.
- Learners feel safe at work and home. They adopt safe working practices and have good awareness and understanding of health and safety guidance and procedures. They have a thorough understanding of their roles and responsibilities in creating a safe and nurturing environment for the people they care for. Learners develop highly effective ways of showing respect for each other and the wider community.
- The quality of teaching, training and assessment is outstanding. Initial assessment is particularly thorough and used very effectively to develop learning and assessment strategies. Assessors are very well organised and highly effective. They have high aspirations for learners and this very effectively motivates and inspires progress. Assessment is well planned and used effectively by assessors and learners to set targets for unit completion.
- Staff have high levels of skills and expertise which they use particularly well to provide outstanding learning, assessment and coaching. They give high priority to ensuring the needs and interests of learners remain a central focus of their work. Technology is very effective in promoting and supporting learning, with learners having a choice of electronic or paper formats for their portfolios.

- Assessors provide thorough and detailed feedback to learners on their progress and how they can improve their performance. Initial assessment results are well recorded in individual learning plans, but in some instances, targets are not sufficiently precise and do not include actions to develop wider interests or learning skills, such as research. Most employers participate very well in planning and reviewing learning. Resources for learning are very good.
- Strong and effective partnerships with employers meet the needs of learners and industry very well. The provider has good links with the Sector Skills Council and there are well established arrangements for identifying ever-more effective methods for supporting learners. Assessors encourage learners to reinforce social cohesion by working more effectively to support independence of vulnerable people receiving care services. Learners in childcare have a good understanding of the disadvantages faced by some children.
- The care, guidance and support learners receive in helping them to attain their learning goals are good. Learners receive appropriate and timely information, and advice and guidance on their next step in training, education and employment. Assessors provide very good individual care and support which helps all learners achieve their potential. Assessment and support for literacy and numeracy are good.
- Leadership and management are outstanding. There are highly effective arrangements for evaluating the effectiveness of training and learning. Staff are well supported and share the vision of the company in striving to ensure all learners succeed. Promotion of equality and diversity and the checking of learners' understanding of health and safety are a high priority. However, this is less thorough in the south west of England.
- The staff team have high morale and demonstrate very positive attitudes and behaviours to inspire learners and improve success rates. There have been good developments to improve performance and quality, such as the introduction of electronic portfolios and regular and focused quality improvement meetings. The self-assessment report and quality improvement plan are accurate and self-critical.

What does GP Strategies Training Ltd need to do to improve further?

- Ensure individual learning plans contain more detailed and specific targets and concentrate, where appropriate, on aspects other than completion of units, such as wider learning and development needs and interests.
- Improve arrangements for recognising and sharing good practice in the promotion of safeguarding and equality of opportunity. To ensure all learners have a good knowledge of, and fully understand, their rights and responsibilities to themselves and others.

Business administration, management and law

Grade 2

Context

29. GP offers apprenticeships in business administration, team leading, management and customer service. Training and assessment takes place at work. Around 468 business administration learners, 834 customer service learners and 1,041 team-leading apprentices are following programmes. Around 51% are studying at advanced level. Approximately 25% of apprentices are male, 65% are adults, 7% have a declared disability and around 9% are from a minority ethnic heritage.

Key findings

- Success rates for intermediate and advanced apprenticeships are good. Overall success rates improved significantly in 2010/11 from previously satisfactory levels to well above national averages. The completion of apprenticeships within planned timescales has been good over the last four years. Current data indicates that high success rates will be maintained or improved in 2011/12. Current learners are making very good progress.
- Progression to further learning, employment and promotion is good. Learners enjoy their learning and are motivated to complete further qualifications relevant to their work role. Training leads to a better understanding of their job roles and to greater confidence when dealing with clients. Employers confirm that learners are valuable team members; they assume greater responsibilities within their job roles and gain promotion.
- Learners report feeling safe and can demonstrate appropriate awareness of safeguarding. In some work settings, learners have a more detailed understanding of safeguarding and can articulate issues relevant to the workplace and their work role. Induction is thorough and raises learners' awareness of their responsibilities towards health and safety.
- Assessment is well planned and progress reviews, target-setting and individual learning plans are used effectively to support learners' progress. Assessors provide constructive and supportive verbal feedback but some written feedback is overly descriptive and does not assist learners to improve the quality of their work.
- Assessors make frequent workplace visits and have developed good links with employers and line managers. Assessors are flexible in arranging their visits to the workplace to meet the needs of individual learners and work-place commitments. Learners value highly the support they receive and recognise it as a significant factor in helping them succeed and achieve.
- The use of directed study and research projects encourages learners to study independently. Target-setting and the tracking of progress in some instances is overly assessor focused. Opportunities are missed for some advanced

apprentices to identify independently where they have demonstrated competence.

- Use of technology to support assessment is good. A wide range of portfolio evidence is of a good standard. Assessors log evidence using an effective e-portfolio that supports learning and tracks progress. Learners have a very good awareness of their progress.
- The range of provision available to learners is good. Learners have access to programmes that support their skills development, are relevant to their prior learning and assist them to develop work-based skills. The range of provision reflects the needs of the employing organisations.
- Partnership working is good. Many employers show a strong interest in the programmes and actively contribute to reviews, assessment and training. Employers are engaged in setting outcomes and monitoring progress ensuring that training and development is vocationally relevant. Good partnerships exist with local secondary schools and agencies such as Connexions and Jobcentres.
- Care, guidance and support for learners are good. Assessors actively encourage learners to continue their studies, seek promotion within their workplace and apply for new job roles. Regular discussion of progression motivates learners to achieve and progress.
- Leadership and management are good. Very effective use is made of regular meetings to update staff and to develop strategies to improve learner performance. Standardisation meetings are used well to identify and share good practice. Arrangements for staff development are good. The self-assessment report is accurate and assessors are actively involved in the implementation and monitoring of the quality improvement plan.
- Safeguarding is appropriately promoted to learners at induction. Information provided is tailored to their needs and workplace training ensures effective up dating for those in higher risk organisations. In some progress reviews, learners' understanding of safeguarding is determined using a range of relevant vocationally-based questions. Learners' understanding of equality and diversity is good.

What does GP Strategies Training Ltd need to do to improve further?

- Identify and share best practice across assessors to ensure that all assessment feedback provides learners with a clear understanding of how to develop further.
- Promote increased ownership of learning on advanced level apprenticeships through encouraging learners to record and track their own progress, plan their own learning and set their own targets to increase the development of independent learning skills.

Information about the inspection

30. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's quality director as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding bodies, the previous inspection report, 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)
GP Strategies Training Ltd
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

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	Employer responsive
Approximate number of enrolled learners	6295	240	6055
Full-time learners	0	0	0
Part-time learners			
Overall effectiveness	2	2	2
Capacity to improve	1		
Outcomes for learners	2	2	2
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	2		
How well do learners progress?	1		
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>	2		
<i>How well do learners make a positive contribution to the community?*</i>	N/A		
Quality of provision	1		
How effectively do teaching, training and assessment support learning and development?	1		
How effectively does the provision meet the needs and interests of users?	1		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
Leadership and management	1		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	N/A		
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?	1		
How efficiently and effectively does the provider use its available resources to secure value for money?	1		

*where applicable to the type of provision

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