

Gordon Franks Training

Reinspection report

Unique reference number: 51991

Name of lead inspector: Nigel Bragg HMI

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Type of provider: Independent learning provider

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Information about the provider

1. Gordon Franks Training (GFT), established in 1983, provides apprenticeships and advanced apprenticeships for 101 learners in business administration, customer service, team leading and management. It also has 58 learners on foundation learning programmes. Since the previous inspection GFT has carried out an organisational restructure. The 30 staff includes two strategic directors, two operational directors, an employer engagement team, assessors, tutors, personal development coaches and administrators.
2. GFT was last inspected in 2010. Since the previous inspection the provider has ceased to offer retail and commercial enterprise training. Approximately 95% of overall business is government-funded training. The Skills Funding Agency funds all of the inspected provision, with the exception of foundation learning which is funded by the Young People's Learning Agency. At the previous inspection the business administration provision, learners' outcomes, capacity to improve and overall effectiveness were judged as inadequate. All other aspects were assessed as satisfactory.
3. GFT is based in central Birmingham, and most learners are from the city or the West Midlands, many of them from areas in which there is significant deprivation and long term unemployment. The area has high rates of workers with no qualifications, with 18% in Birmingham and Solihull, 17% in the West Midlands and 24% in the Black Country, against a national average of 12%.

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners: Preparation for life and work	196 full-time learners
Employer provision: Apprenticeships	133 apprentices

Summary report

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

Overall effectiveness of provision

Grade 3

Capacity to improve

Grade 3

	Grade
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	3

Subject Areas	Grade
Preparation for life and work	3
Business administration and law	3

Overall effectiveness

- Apprenticeship completions and the proportion of learners completing their training within the planned time have improved since the previous inspection, but are still below the national average. Work-based learners are making good progress and effectively developing appropriate occupational skills and knowledge. They benefit from good planning for learning and strong target setting and action planning. Employers are supportive of employees whilst training. However, learners' attendance at off-the-job training sessions and progression rates to higher level qualifications are poor.
- Learners on foundation learning programmes achieve qualifications at a high rate. However, GFT provides learners with insufficient opportunities for learners to participate in community activities. The quality of teaching, learning and assessment is satisfactory for foundation learners and good for apprenticeships. All learners feel safe. The provider has good partnership links with external organisations that it uses to benefit all learners. Learners receive highly effective guidance and personal support. However, GFT gives insufficient attention to the identification and support of dyslexic learners.
- GFT's day-to-day management of the courses is good. Arrangements to gain feedback from learners and employers are good and well used by GFT to

introduce improvements to the learning experience. Managers make good use of targets for monitoring purposes. Performance management is good, and along with data use, has improved since the previous inspection. However, not all data is sufficiently analysed and evaluated to effectively contribute to action planning. GFT has not provided staff with recent and relevant safeguarding and health and safety updating training. In addition, it does not provide sufficient staff occupational updating. Equality and diversity are adequately promoted. Quality assurance and improvement arrangements are satisfactory but their implementation is yet to cover all aspects of training.

Main findings

- Apprenticeships success rates have improved since the previous inspection but are below the national average. Success rates for business administration apprentices aged 19-24 are good. Current learners are making good progress. In 2010/11, learners on the foundation learning programme achieved their key objectives at a satisfactory rate. Qualification achievement rates are high and improving. Achievement in maths at entry level 3 is low.
- Current achievement on work-based theory, English and maths external assessments is high. Within the workplace, learners develop good occupational and personal skills. Learners are highly motivated to succeed. Punctuality for morning foundation learning sessions has improved and is satisfactory. Attendance is unsatisfactory for training held at the GFT centre.
- Learners enjoy their training and develop appropriate employability, personal and social skills. The rate of progression into education and employment is satisfactory. However, progression rates to the apprenticeship programme and subsequent higher level training are low. Learners have a satisfactory understanding of health and safety and feel protected during their training. However, too few know who the designated safeguarding person is within GFT.
- Training and assessment are good for most learners. Employers provide good on-the-job training. The quality of foundation programme sessions is satisfactory overall. However, in the weaker sessions, too many activities fail to actively involve the learner or provide adequate attention to the differing levels of attainment and the individual needs of learners. Assessment practice is good for learners on the business administration programmes. Since the previous inspection, target setting has improved and is now very effective.
- Initial assessment arrangements are thorough with effective diagnostic assessment which has improved significantly since the previous inspection. Tutors make very good use of initial assessment results on business administration programmes to develop individual learning plans. Screening and support for learners' who are dyslexic remains weak.
- GFT satisfactorily meets the needs and interests of its learners. Development coaches provide learners with clear and appropriate information and advice on available options. However, as identified at the previous inspection,

opportunities for foundation programme learners to participate in community activities are insufficiently developed.

- Partnership working is strong. GFT uses a good range of links to provide learners with work experience and employer based training. The provider works well with employers to help learners progress. GFT has developed effective partnership working with local schools to provide Key Stage 4 vocational programmes in business administration for young people. GFT works well with Connexions to engage with prospective learners.
- Care, guidance and support are good and particularly strong within foundation learning. Personal support coaches are very effective in removing barriers to learners' progress. GFT makes good use of external professional agencies to refer learners for specialist support. Learners highly value the support they receive and recognise it as significant factor in helping them succeed and achieve.
- Managers set and use a good range of targets for monitoring purposes. Operational planning is sound. Performance management is good. GFT collects and uses an appropriate range of management information to inform decision making. Strategic planning is inadequately formalised and is insufficient in its contribution towards operational plan objectives. Data analysis and evaluation does not always lead to clear information that contributes towards improvement actions.
- Safeguarding arrangements are satisfactory. GFT places an appropriate focus on learners' safety and provides a secure learning environment. Vetting arrangements are satisfactory although some completion of record updating is slow. Learners have a satisfactory understanding of safeguarding and health and safety. Not all staff have received recent and relevant safeguarding and health and safety updating training.
- The promotion of equality and diversity is satisfactory. Learners' understanding of equality and diversity are satisfactory overall. However, a minority of learners have only a basic knowledge of some aspects. GFT's learner and employer engagement strategy is very effective and used well to improve the quality of the provision.
- GFT's self-assessment process is satisfactory. However, the self-assessment report is often overly descriptive with insufficient critical analysis. The associated quality improvement plan and its monitoring are good. GFT is very effective in using the plan to provide quality improvement. Quality arrangements are satisfactory but not fully implemented. GFT provides satisfactory value for money.

What does Gordon Franks Training need to do to improve further?

- Significantly improve learners' success rates and progression by increasing the speed of improvement and the setting and monitoring of challenging targets for all staff and learners.

- Ensure all learners can fully achieve their potential by introducing effective identification of and support for dyslexia.
- Improve the clarity of strategic direction through the closer integration of operational and strategic objectives.
- Further improve the systematic analysis and evaluation of data in order to contribute effectively towards action planning.
- Improve the protection of learners by better publicity of the nominated person's role, accurate and timely record keeping and provision of relevant updating training for all staff.
- Further improve the learners' experience through the introduction of quality assurance and improvement arrangements that cover all aspects of learning.

Summary of the views of users as confirmed by inspectors

What learners like:

- the advice and guidance to help make better career choices
- gaining increased confidence and self-belief
- the support provided by personal development coaches
- having a clear plan of actions to help them progress
- the very friendly and supportive GFT staff who can be contacted at any time
- being given a second chance to gain qualifications in maths and English.

What learners would like to see improved:

- the access to games and magazines in the common room
- the signage to the provider from the main road
- the availability of information on where to get books for revision
- the opportunities for visits and activities outside of the centre.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the frequent contact with the assessor
- the effective joint working with GFT
- the reliability of the assessor's time keeping
- the good understanding by assessors of the employers' business
- the care and consideration GFT gives to learners' welfare.

What employers would like to see improved:

- the availability of information detailing the off-the-job training content.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. GFT has made satisfactory progress in resolving most of the key areas for improvement noted at the previous inspection. In particular GFT's use of data and target setting is now effective in monitoring and driving quality improvement. Learners' successful outcomes have risen since the previous inspections and though they are still low for work-based learning, the quality of provision is now good. However, the rate of improvement in the quality of foundation learning has been significantly slower. Progression rates are low. Overall many initiatives are relatively new and have yet to fully influence the learning experience. The provider's quality improvement arrangements have improved but as yet do not cover all aspects of learning. Operational planning is effective and provides a clear direction for future progress though strategic planning is incomplete. The self-assessment process is satisfactory and includes the use of an adequate range of evidence to support judgements. However, the associated report is not fully evaluative. A detailed and well monitored action plan is effective in improving the learners' experience. Staffing levels and organisational structure are appropriate. Most tutors and assessors are suitably qualified and experienced. Staff training and performance monitoring arrangements are satisfactory.

Outcomes for learners

Grade 3

8. GFT has maintained the improving trend in learners outcomes noted at the reinspection monitoring visit. Whilst overall apprenticeship success rates are below the comparable national rates they have improved significantly in 2010/11. The success rate for business administration apprentices aged 19-24 is good. Since the previous inspection, the proportion of learners who successfully complete their qualification within the planned time has improved but is still below the national average. Across the provision different groups of learners achieve at a similar rate. Current learners are making good progress.
9. The proportion of learners following a foundation learning programme and achieving their key objectives in 2010/11 is satisfactory. In the same period qualification achievement and retention was good. Progression rates for 2010/11 were satisfactory and improving though the proportion progressing in the first year of the foundation learning programme is low.
10. Learners satisfactorily improve their employability and personal skills which help them participate in further development opportunities. They have an adequate understanding of their rights and responsibilities. Learners feel safe and demonstrate a satisfactory understanding of internet safety.

The quality of provision

Grade 2

11. Training and assessment are good for the majority of learners. The role of the tutor mentor is fully established within the organisation and the mentors provide effective support for improvement. In the better training centre based lessons, activities are well planned and structured with the good involvement of learners. Within the workplace employers provide good on-the-job training. Assessment practice is good for learners on the business administration programmes. Target setting has improved and is now very effective. The quality of foundation programmes sessions are satisfactory overall. However, too many activities fail to actively involve the learner or provide adequate attention to the differing levels of attainment and the individual needs of learners. Initial assessment is thorough and diagnostic assessment has improved significantly since the previous inspection. It is used well on the business administration programmes to develop individual learning plans. However, as identified at the previous inspection, screening and support for learners' who are dyslexic remains weak.
12. GFT's provision is satisfactory in meeting the needs and interests of its learners, offering appropriate progression routes into further study or employment. This is made possible by personal development coaches, who provide clear and appropriate information and advice on available options before and during learners' programmes. As identified at the previous inspection, the opportunities for foundation programme learners to take part in community activities are insufficiently developed.
13. GFT has developed and maintains very good partnership links which helps to provide learners with appropriate work experience and employer based training. Improvements through the introduction of mentor training for employers, enables them to better meet the needs of their learners. GFT works effectively with employers and successfully ensures that the timing of training and assessment is very flexible and delivered to best suit the needs of users. The provider has developed effective partnership working with local schools to offer Key Stage 4 vocational programmes in business administration for young people.
14. Care, guidance and support are good. GFT staff ensure that all learners receive effective and relevant help in personal matters throughout their programme which is particularly good within foundation learning. Personal support coaches are very effective in removing barriers to learners' progress. GFT has good links with a number of professional agencies for referral of learners requiring a specialist intervention.

Leadership and management

Grade 3

15. Since the previous inspection GFT has effectively managed the introduction of a wide range of initiatives which benefit learners. Managers now set and use a good range of targets for monitoring purposes. Performance management is good. Operational planning is thorough and provides a clear direction for the development of the provision. However, the provider's strategic planning is not adequately formalised and is insufficient in its contribution to the achievement of operational planning objectives. GFT collects and uses an appropriate range of management information to contribute towards decision making. However, data analysis and evaluation do not effectively help develop action planning for improvement.
16. Safeguarding arrangements are satisfactory. A nominated member of staff ensures safeguarding reporting arrangements are appropriately publicised and responds quickly and effectively to any concerns. Managers and staff place an appropriate emphasis on learners' safety and provide a secure learning environment. Vetting arrangements are satisfactory though some record updating is slow. Tutors ensure that learners understanding of safeguarding and health and safety is effectively developed and reinforced throughout the learning programme. However, not all staff have received recent and relevant safeguarding and health and safety updating training.
17. Promotion of equality and diversity are satisfactory. The provider has clear equality and diversity policies linked to relevant procedures including anti-bullying and grievance. GFT works well with local community groups to meet the needs of hard to reach groups and effectively reintroduce them to the benefits of learning. The provider now has a named person responsible for equality and diversity data management and relevant staff development. The recent introduction of an equality and diversity focus group ensures that there is improved focus on this area. Satisfactory promotion of equality and diversity takes place during induction and teaching sessions. Learners understanding of equality and diversity are satisfactory overall. However, a minority of learners have only a basic knowledge of some aspects. In some cases the incomplete recording of learners' responses has prevented the provider's ability to evaluate fully the influence of reinforcement activities carried out at key training stages such as progress reviews.
18. GFT has a very effective learner and employer engagement strategy that it uses well to improve the quality of the provision for all users. The provider has established clear staff responsibilities for the effective implementation of the strategy. The introduction of a learners' focus group now ensures that senior staff who attend the feedback sessions listen to their views. The outcomes from all feedback are subject to detailed evaluation prior to sharing with learners and employers. GFT takes swift and effective actions in response to stakeholders' views and suggestions. For example, users value greatly the introduction of a breakfast club for foundation learners. In addition, the provider has recently

introduced mentor training for employers' following learner feedback requesting more employer involvement in their training.

19. As at the previous inspection, the self-assessment process is satisfactory and includes involvement of all GFT's staff who are encouraged to identify relevant areas of strengths and improvement. Through this process individuals develop a useful shared understanding and ownership of the judgements. However, the self-assessment report is often overly descriptive with insufficient focus on critical analysis. GFT uses the associated quality improvement plan as an effective working document to secure improvement. Monitoring of the plan is good. Progress on dealing with areas for improvement is well understood by managers and staff who have a sound understanding of their contribution to resolving identified issues. Operational managers work well with staff to achieve agreed targets. However the quality arrangements are incomplete and do not cover all key aspects of the learning experience.
20. GFT provides satisfactory value for money. Apprenticeship success rates have improved and foundation learning achievement rates are satisfactory. Teaching resources are appropriately deployed. GFT's training centre accommodation is fit for purpose. The provider has invested in Information Learning Technology (ILT) to improve the efficiency the delivery of the provision. However, the use of ILT is insufficient to support work-based learning. The provider recognises the need to develop work practices to better support its sustainability agenda.

Subject areas

Preparation for life and work

Grade 3

Context

21. Currently, 58 learners attend foundation learning programmes of whom 29 are female. Three quarters of learners are from minority ethnic groups. Learners attend between 12 and 30 hours each week and remain on programme for an average of 18 weeks. A team of eight trainers and two personal development coaches provide training from two centres.

Key findings

- In 2010/11, the number of learners achieving their key objectives was satisfactory. The successful completion of qualifications is good and has improved significantly. However, achievement in maths at entry level 3 is low at 43%. The standard of learners' work is satisfactory. The closely monitored attendance is satisfactory at 82%. Since the introduction of a breakfast club punctuality at the morning training sessions has improved and is now satisfactory.
- Learners enjoy their training and develop an appropriate range of employability, personal and social skills. They have a satisfactory understanding of health and safety. Learners develop a suitable understanding of health issues including the risks of substance abuse.
- The rates of progression into education, employment and training are satisfactory. In 2010/11, progression from Entry to Employment (E2E) programmes continued to improve steadily although the number of learners progressing in the first year of the foundation learning programme is low.
- Behaviour in lessons and around the centre is good. Learners feel safe at the main training venue and in the outreach centre. Learners have an appropriate understanding of bullying and harassment and safeguarding procedures. Learners feel staff are approachable and are confident any concerns they raise will be appropriately dealt with. However, not all learners are sufficiently well aware of who should be contacted if they have safeguarding concerns.
- Opportunities for learners to take part in community activities are insufficient. Although these activities are referred to in schemes of work, there is insufficient coverage during teaching sessions. This was an area for improvement identified at the previous inspection.
- Teaching and learning are satisfactory. Tutors develop a purposeful learning atmosphere, with learners having a good understanding of what they are doing and the reason why. Tutors teach planned sessions well and learners can participate in a range of interestingly presented tasks. However, in the weaker sessions learners spend too much time sitting and listening passively. Tutors do

not always sufficiently take into account learners' reading and writing abilities when planning and delivering sessions.

- Initial assessment is thorough. Diagnostic assessment has improved significantly since the previous inspection and is good. However, screening and support arrangements for dyslexia are not yet fully implemented. This area for improvement was identified at the previous inspection and at the monitoring visit.
- Individual learning plans are satisfactory and appropriately used by tutors to support teaching sessions. Individual assessment results contribute to the development of the learner's key objectives, an improvement since the previous inspection. Following their weekly review, learners have a good understanding of progress to date and the future actions they need to achieve progress.
- The curriculum meets the needs and interests of learners appropriately and provides clear progression routes. Speakers and trainers from outside agencies contribute well to the programme, providing interesting and innovative ways of developing learners' social and life skills. Since the previous inspection, the number and range of work trial placements has increased significantly and is now satisfactory.
- Partnerships with other organisations are good. Close links with Connexions enables particularly challenging learners to participate in foundation learning programmes in their local area. A range of voluntary and statutory partners provide speakers with specialist knowledge and skills which contributes well to the programme.
- Learners receive good care and personal support. GFT staff provide a high standard of individual support to learners with barriers to participation and progress. Learners find the support they receive very helpful and beneficial. GFT refers learners to a good range of professional agencies where needs exceed the expertise of its own staff. Information, advice and guidance are good and used particularly well by staff to aid learners' decision making.
- Management of the recently reorganised foundation learning programme is good. Tutors have easy access to data which they use effectively to monitor learners' progress. Staff are fully aware of the organisation's expectations of their performance. GFT gathers and effectively uses feedback from learner groups to improve the programme. Communication within the organisation is good. Staff are suitably involved in the self-assessment process.

What does Gordon Franks Training need to do to improve further?

- Further raise learners' progression rates by implementing improvement actions following more effective monitoring of achievement, attendance and punctuality.
- Ensure all learners can achieve to their full potential by introducing effective dyslexia screening and support arrangements.
- Improve teaching by the planning of tasks which involve all learners in active and practical learning activities.

- Improve learners' understanding of safeguarding by ensuring they are all aware of the nominated safeguarding officer's role in helping them be safe.

Business administration and law

Grade 3

Context

22. Apprenticeships are available in business administration, customer service, team leading and management at intermediate and higher levels. There are 101 learners of whom 73 are business administration intermediate and advanced apprentices, six are customer service intermediate apprentices and 15 are advanced level learners. Seven learners are working towards team leading and management apprenticeships at intermediate and advanced levels. All learners are employed.

Key findings

- Overall success rates improved in 2010/11 as part of an improving trend over the previous three years. However, rates are still below the national average. Success rates are better for learners aged between 19 and 24 years with a higher proportion of all learners achieving within their planned programme length than at the previous inspection. There are no significant differences between the achievements of specific groups of learners.
- The progress of current learners is good with many ahead of target and achieving high success rates in their theory, English and maths external assessments. Since the previous inspection, the much improved programme design has off-the-job elements planned within the programme. Learners are highly motivated to succeed and enjoy their training and employment opportunities. However, attendance is unsatisfactory for training held at the GFT centre.
- The progression of learners onto higher level programmes is poor. Very few learners on foundation programmes progress into apprenticeships and there is low progression between intermediate and advanced apprenticeships, although figures for the current year show an improvement. All apprentices are employed at least for the duration of their apprenticeship programme.
- Learners develop good occupational and personal skills. Employers are keen to develop their learners' skills and abilities and they provide a good range of tasks which leads to learners taking on more responsibilities. Learners are taking up additional training with their employers which is expanding their job roles and improving their employment prospects.
- Learners feel safe and know how to report any concerns. However, too few know who the designated safeguarding person is within GFT. Learners demonstrate safe working practices within their workplace and are able to demonstrate good knowledge of health and well-being.
- The standard of on-the-job training and the frequent and regular assessment are good. Learners' portfolio evidence is of a good standard and is assessed using a wide range of methods. Action planning for improvement is good. Target setting is highly effective and helps the learners to progress well.

However, insufficient use is made of information technology to improve assessment.

- The strong employer involvement in planning for learning is good. This was an area of improvement at the previous inspection and has been resolved. Results of initial assessments are used well to develop learners' individual learning plan. GFT very effectively identifies learners' in-company training needs, allocating clear responsibilities and actions for managers and GFT staff.
- Employer relationships are very productive. Many employers are closely involved in the learning programmes and contribute effectively to assessments. GFT assessors and employers have established strong relationships. Training options, confirmed with employers, suit both the learners' needs and the business environment. However, communication between GFT and employers is too reliant on the assessor.
- Support is very effective for learners especially for English language and maths. Assessors increase the duration and number of assessment visits and access specialist support when required. However, some of the progress review documentation is incomplete and fails to capture the effect of the support arrangements.
- Leadership and management are satisfactory. There is regular communication within the team. The well used data helps to identify underperformance and to prioritise activity. Team members are appropriately involved in the self-assessment process and know the priorities for their subject area. GFT does not provide sufficient occupational up-dating of staff.
- Safeguarding is appropriately promoted to learners. Guidance and information is effectively tailored to their needs with some good consideration of how specific work-related issues might influence them. However, within the progress review, questions are not always related to the workplace. Learners have a satisfactory understanding of equality and diversity.
- Quality improvement arrangements are satisfactory. Staff are following procedures correctly with a diligent approach to GFT's requirements for documentation completion. Internal quality assurance is good and contributes to the yearly appraisal process. However the observation system for teaching and learning does not extend to assessor coaching of learners in the workplace. Staff are appropriately involved in the self-assessment process.

What does Gordon Franks Training need to do to improve further?

- Further improve success rates through the setting and monitoring of challenging learner targets and improved attendance at theory training sessions.
- Increase progression rates for learners moving from foundation programmes into apprenticeships through the use of work trials with employers and training providers.
- Further enhance the impact of quality improvement arrangements through the assessment of all aspects of workplace learning by direct observation.

- Improve the quality of training and assessment by ensuring all staff attend relevant industry-specific occupational updating.

Information about the inspection

23. Two of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's operations manager, 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 body, 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.
24. 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)**Gordon Franks Training**

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			
Full-time learners	159	58	101
Part Time Learners	0	0	0
Overall effectiveness	3	3	3
Capacity to improve	3		
Outcomes for learners	3	3	3
How well do learners achieve and enjoy their learning?	3		
How well do learners attain their learning goals?	2		
How well do learners progress?	3		
How well do learners improve their economic and social well-being through learning and development?	2		
How safe do learners feel?	3		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	4		
Quality of provision	2	3	2
How effectively do teaching, training and assessment support learning and development?	2		
How effectively does the provision meet the needs and interests of users?	3		
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	3	3	3
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>	n/a		
How effectively does the provider promote the safeguarding of learners?	3		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
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?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	3		

*where applicable to the type of provision

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