

INSPECTION REPORT

The Prince's Trust

16 June 2003



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

The Prince's Trust

Contents

Summary

Description of the provider	1
Scope of provision	1
About the inspection	2
Overall judgement	2
Grades	2
Key findings	3
What learners like about The Prince's Trust	6
What learners think The Prince's Trust could improve	6
Key challenges for The Prince's Trust	7

Detailed inspection findings

Leadership and management	8
Equality of opportunity	9
Quality assurance	10
Foundation programmes	12

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. The Prince's Trust (the Trust) is a charity established in 1975 to help young people who would otherwise not have the opportunity to succeed. The overall direction of the Trust is the responsibility of its president and the 15 members of the Prince's Trust Council. The organisation operates throughout the United Kingdom (UK) and is organised regionally and nationally, with its headquarters in central London. In England, each region has a director who manages the activities within their geographical area and reports to the deputy chief executive. The management structure within the regions varies according to the scale and mix of activity. In each region, there are managers responsible for particular geographical areas, and the managers of the different programmes report to them. There is a manager responsible for New Deal across the Trust. The Trust employs 820 full- and part-time staff.
2. The Trust's activities centre on five programmes aimed at young people. One of these, the volunteers programme, is a self-development programme for 16-24 year olds. The Trust offers the volunteers programme throughout the UK in collaboration with further education colleges, local authority youth services, and other organisations, which it refers to as delivery partners. They are responsible for the day-to-day operation of the activity periods in the programme.
3. Five Trust regions contract with Jobcentre Plus for New Deal 18-24 clients. These regions are the East of England, the East Midlands, the Northeast, the West Midlands, and London. All clients take part in the volunteers programme and they represent approximately 10 per cent of participants on the programme in these regions. Most other participants are funded through the Learning and Skills Council (LSC), nationally or locally. These contracts are usually held by the delivery partners, which have overall responsibility for participants funded in this way. There are also additional New Deal 18-24 clients recruited by delivery partners that have their own contracts with Jobcentre Plus.
4. All participants in the volunteers programme follow a 12-week activity period referred to as the team challenge. The Trust's New Deal clients join the same team challenge as other participants, but for them the delivery partner acts as subcontractor to the Trust with regard to their education and training. New Deal clients then continue on to an additional 14-week period referred to as the individual challenge. The Trust operates this directly in some areas, while in others it subcontracts it to the delivery partner responsible for the team challenge.

SCOPE OF PROVISION

Foundation programmes

5. There are 109 Trust clients within the New Deal 18-24 voluntary sector option. Of these, 43 are in the London region, 35 are in the Northeast, 16 in Eastern England, 10 are

THE PRINCE'S TRUST

in the West Midlands, and five in the East Midlands. There are four Life Skills learners in London. On joining, all clients follow the team challenge, which consists of activities designed to develop a range of personal skills, including leadership, working with others, problem-solving and communication. New Deal clients continue on to the individual challenge, which combines work placements, jobsearch, and off-the-job training. Clients are able to achieve key skills, an externally accredited profile of achievement, and a range of other awards, including health and safety, personal hygiene, and first aid. The Trust also makes provision under New Deal for the self-employed, but the number of clients was too low to be included in this inspection.

ABOUT THE INSPECTION

Number of inspectors	5
Number of inspection days	25
Number of learner interviews	50
Number of staff interviews	32
Number of employer interviews	6
Number of subcontractor interviews	42
Number of locations/sites/learning centres visited	21

OVERALL JUDGEMENT

6. The quality of provision is not adequate to meet the reasonable needs of those receiving it. The Trust's leadership and management are unsatisfactory. Its training in foundation and its equality of opportunity arrangements are satisfactory, but quality assurance is unsatisfactory.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	4
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Foundation programmes	3
Contributory grades:	
New Deal 18-24	3
Life Skills	None

KEY FINDINGS

Achievement and standards

7. Clients' self-confidence and motivation develop well through the activity-based learning at the core of the programme. All clients work towards an externally accredited profile of achievement award. Rates of achievement of this award are good and improving.

8. **Few clients progress into jobs.** In the past two years, less than a quarter of clients on New Deal programmes gained employment at the end of their programmes. Retention rates for New Deal clients are satisfactory and improving

Quality of education and training

Grades awarded to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total
Foundation programmes	0	0	0	4	1	0	0	5
Total	0	0	0	4	1	0	0	5

9. **Clients receive good support.** Many lack confidence and motivation and have significant personal issues, which make it difficult for them to gain employment. Staff offer personal support to clients to overcome many of these problems and are able to make use of specialist external agencies where appropriate. Often, clients also have good access to the support facilities that delivery partners offer.

10. The Trust uses its links with external agencies well to gain additional funding, resources, and services, which it uses to benefit clients. Volunteers and personnel seconded from other organisations take a wide variety of roles acting, for example, as mentors, tutors, team leaders, or assistant team leaders. These volunteers bring with them a wealth of skills and expertise, which are of direct benefit to clients.

11. Teaching and learning on team challenge programmes are satisfactory. Team leaders routinely use the logbook all clients receive to structure the programme effectively. Many team leaders use a narrow range of approaches during classroom learning sessions. However, some prepare imaginative learning resources and use effective teaching strategies, which successfully engage clients. Most clients have a broad range of opportunities to continue to learn and further develop skills in the workplace. However, many employers have a poor understanding of the importance of work experience within the New Deal framework.

12. **The recording of clients' progress is weak throughout the programme.** Individual

THE PRINCE'S TRUST

learning plans are poor. They do not cover sufficiently many aspects of the programme and often fail to identify clients' individual learning needs. Target-setting is poor. Short-term targets are rarely set to enable clients to measure their progress.

Leadership and management

13. The Trust's management structures are responsive to the needs of local communities. The regional teams' business plans accurately reflect the overall strategic aims of the Trust and the needs of local people. Regional steering groups include representatives who bring a wide range of business skills to the leadership of regional teams.

14. The Trust has strong working relationships with a wide range of partners. It works closely with many local community agencies and support services to ensure the effective transition of young people into training. The Trust is very successful in raising funds through a wide range of sources, including the public and private sectors.

15. The Trust acts successfully to widen the participation in education and training of clients from under-represented groups. Its mission is to help young people facing disadvantage. It has clearly defined target groups and makes successful efforts to recruit them.

16. The Trust has an overall strategy for the management of additional support for clients on New Deal programmes. It has piloted various models for supporting clients' language, literacy, and numeracy needs, and some groups benefit from having additional support workers involved in the programmes alongside team leaders. There is an over-reliance on the support arrangements that the subcontracted providers offer.

17. Many staff do not understand New Deal programmes. They rarely focus fully on the main aim of the programme, which is progression into employment. Jobsearch activities lack sufficient structure and emphasis throughout the programme. There are weak links between the periods of team and individual challenges.

18. There is insufficient structured staff training and development. Staff development is not planned against strategic objectives or priorities. Staff do not always have appropriate qualifications for their role, and some of them are unclear about their responsibilities and those of the staff employed by the subcontracted providers.

19. There is insufficient monitoring of some practices aimed at ensuring equality of opportunity. The Trust does not monitor the subcontractors' procedures to ensure equality of opportunity in work placements. The staff receive very little guidance on how to assess the suitability of a placement. Discussion of equal opportunity issues rarely takes place during the regular reviews of the clients' progress when they are in work placements.

20. The monitoring of the quality of subcontracted provision is weak. There are few formal systems for monitoring the quality of provision by subcontracted partners. The

Trust does not monitor the internal verification of qualifications by subcontracted providers. There is insufficient focus on how to increase the number of New Deal clients entering into employment.

21. Self-assessment does not contribute effectively to the continuous improvement of the organisation. There is insufficient focus on improving the number of clients finding work. There is insufficient understanding of the self-assessment process among many staff. The number and detail of actions in development plans is insufficient to ensure significant improvement.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- responsive management structures
- good working relationships with a wide range of partners
- successful action to widen the participation of clients from under-represented groups

Weaknesses

- insufficient structured staff training and development
- insufficient monitoring of equal opportunities practices
- weak quality assurance arrangements
- inadequate self-assessment arrangements

Foundation programmes

Strengths

- good support for clients
- good personal development by clients
- good use of expertise and resources from external agencies
- strong working relationships with partners

Weaknesses

- poor progression of clients into jobs
- weak recording of progress
- poor understanding of New Deal programmes

WHAT LEARNERS LIKE ABOUT THE PRINCE'S TRUST:

- the residential courses in the team challenge
- the support they receive to help resolve personal problems
- being treated as adults
- the way it enables them to increase their self-confidence
- how it helps them 'make something of life'
- the staff's informal approach
- the variety of things to do

WHAT LEARNERS THINK THE PRINCE'S TRUST COULD IMPROVE:

- jobsearch skill sessions
- more discipline and team management in the team challenge
- information relating to progression routes
- longer team challenge
- more precise target-setting in work placements

KEY CHALLENGES FOR THE PRINCE'S TRUST:

- improving the clients' rates of entry into employment
- ensuring that staff fully understand New Deal and the priority for clients to find jobs
- understanding the roles and responsibilities of subcontractors and monitoring them properly
- focusing quality assurance arrangements effectively on quality rather than compliance and audit
- making self-assessment and action-planning a central element in development
- taking a more strategic approach to staff training and development

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

The following strengths and weaknesses were identified during this inspection:

Strengths

- responsive management structures
- good working relationships with a wide range of partners
- successful action to widen the participation of clients from under-represented groups

Weaknesses

- insufficient structured staff training and development
- insufficient monitoring of equal opportunities practices
- weak quality assurance arrangements
- inadequate self-assessment arrangements

22. The Trust's management structures are responsive to the needs of local communities. The Trust has recently restructured its management of learning to give greater responsibility to the regional teams operating in different areas of England. These teams now produce their own detailed business plans, which accurately reflect the Trust's strategic aims and the needs of local people. Business plans are often supported by comprehensive operating plans for each area of a region, allowing area managers to target resources effectively at those young people in the greatest need of training. Regional steering groups include representatives from local agencies and industry, who bring a wide range of business skills to the leadership of regional teams. Regional managers have considerable expertise in negotiating funding at local level and are able to develop innovative and responsive programmes that meet local people's needs. The Trust recruits staff from the local area and they are highly committed, enthusiastic, and very knowledgeable about issues affecting clients within their region. Managers are very aware of individual clients' needs and recognise that the volunteers programme is one part of an individual's ongoing personal development.

23. The Trust has good working relationships with a wide range of partners. The clients benefit from the use of specialist resources and the expertise of staff from organisations where the Trust operates its training programmes, including general further education colleges, the emergency services, and private and public bodies. For example, team leaders are often seconded onto the Trust's programmes from industry or the armed forces. A comprehensive range of programmes is available, which is designed to meet the needs of young people. This includes courses for clients looking to start their own business, voluntary work in local communities, work experience in other countries to gain new skills and develop confidence, and programmes for young people leaving care homes. The Trust also works closely with many local community agencies and support services, such as the probation service, Connexions and banks, to ensure the effective

transition of young people into learning. Often, local businesses sponsor course teams and employers act as mentors to individual clients. The Trust is very successful in raising funds through a wide range of sources, including the public and private sectors.

24. There is insufficient structured staff training and development. The Trust recognises this weakness in its self-assessment report and has recently appointed a new director of human resources to supervise the management of a new training and development strategy. Staff development is not planned against strategic objectives or priorities, and there is no overall scheme for the management of human resources which reflects the recent reorganisation of the Trust's management. Investment in training and development is inadequate and many of the Trust's regional teams do not have an identified person responsible for staff training. There are wide variations in the staff appraisal process and very little formal identification of staff training needs. The outcomes of staff inductions are not always recorded. Staff do not always have appropriate qualifications for their role, and some of them are unclear about their responsibilities and those of the staff employed by the subcontracted providers. However, all line managers receive useful health and safety training, and team leaders have a good induction to their role, in addition to regular training in some regions.

25. The Trust has an overall strategy for the management of additional support for clients on New Deal programmes. It has piloted various models for supporting clients' language, literacy, and numeracy needs, and some groups benefit from having additional support workers involved in the training programmes alongside team leaders. The Trust uses different types of initial assessments of additional support needs, but there are often very few details of the outcomes of these assessments recorded in the clients' individual learning plans. There is an over-reliance on the support arrangements that the subcontracted providers offer.

Equality of opportunity

Contributory grade 3

26. The Trust acts successfully to widen the participation in education and training of clients from under-represented groups. Its mission is to help young people who would otherwise not succeed. Senior management provides the Trust with a strong strategic direction towards achieving this mission, which is reflected well in the organisation's aims. The Trust's staff have a good understanding of these. The Trust has clearly defined target groups, such as young people with low educational attainment, current and ex-offenders, the long-term unemployed, and those leaving care. It makes particular efforts to reach those suffering disadvantage within its target groups, including young people from some minority ethnic groups, those with disabilities, and lone parents. The Trust commissions carefully chosen research projects to ensure it remains well informed about actual and potential clients' needs. A recent example of this is a major study of the difficulties facing young refugees and asylum seekers in Britain.

27. Staff promote the volunteers programme to community groups and other organisations, such as those dealing with ex-offenders, and receive many referrals through this work. An open access recruitment policy ensures that most applications to join the programmes are successful. The large number of volunteers programmes,

THE PRINCE'S TRUST

covering a wide geographical area, allows staff to ensure a good mix of young people from different target groups on each of them. Staff routinely collect data on the clients' gender, age, and ethnic background at the start of each team challenge. Additionally, they carefully record specific disadvantages each client faces, such as recently leaving local authority care or physical disability. Managers analyse this data regularly and use their findings to direct their marketing efforts appropriately. The team challenge is specifically designed to help young people overcome personal barriers, such as poor motivation. Activities within it are highly effective in enabling the clients to identify for themselves their own rights and responsibilities, and those of others. There is good reinforcement of this understanding throughout the 12 weeks of the team challenge.

28. At induction, both in the team challenge and the individual challenge, the subcontractors' staff carefully explain to clients who they should contact if they suffer bullying and harassment, or if they have other complaints about their treatment. Clients' awareness of this information is good.

29. Staff training in equality of opportunity is generally satisfactory. All of the Trust's staff received diversity training in 2002, and this is now routinely included in the new starters' induction. The Trust has well-designed policies and procedures for recruitment and selection of staff which comply with current legislation. Most subcontractors' staff receive good levels of training in equal opportunities from their employers. Access to training rooms for people with restricted mobility varies widely across the programmes, but overall it is satisfactory.

30. There is insufficient monitoring of some practices aimed at ensuring equality of opportunity. During the team challenge, clients organise their own work placements with support from the team leader. The checklist they follow makes no reference to equality of opportunity. Team leaders regularly use the procedures specified by their particular employer, but the Trust does not monitor the subcontractors' procedures. The Trust's staff organise many of the work placements during the individual challenge, but receive very little guidance on how to assess the suitability of the placement. There is no requirement that the work placement has an equality of opportunity policy. Discussion of equal opportunities issues rarely takes place during the regular reviews of the clients' progress during the individual challenge.

31. Small numbers of clients who apply for the volunteers programme are rejected or do not join. There is very little systematic recording of the details of such young people, and no analysis to establish any patterns or trends. The Trust has a well-expressed policy on diversity and equality of opportunity, but clients do not receive a copy of this during their time on the Trust's programmes. While the Trust does not require or check that clients receive written guidance on equality of opportunity at the start of the volunteers programme, in practice most clients receive the relevant subcontractor's policies.

Quality assurance

Contributory grade 4

32. Quality assurance arrangements are weak. The monitoring of the quality of the subcontracted training provision is poor. The Trust has detailed policies and procedures

for the management of quality assurance, but many of these focus too narrowly on compliance and audit. They have not been amended to reflect the new regional management structures and job roles. Quality assurance is not discussed regularly at management meetings. There are few formal systems for monitoring the quality of provision from subcontracted partners, or for using the outcomes of any observations of teaching and learning to contribute to a cycle of continuous improvement. The Trust does not monitor the internal verification of qualifications by subcontracted providers. Recording of clients' progress is weak and some clients and staff have a poor understanding of the qualifications offered. There is insufficient focus on how to increase the numbers of New Deal clients entering into employment. There are good informal procedures for gathering clients' feedback during the training programme, but the Trust carries out insufficiently detailed analysis of the actions required to rectify the problems that clients identify. The response rates for questionnaires sent out to clients at the end of their programme are poor. The Trust recognises in its strategic plan that there are weaknesses in providing its programme to a consistently high standard, but it has not identified this weakness in its most recent self-assessment report, produced in June 2003.

33. The Trust's self-assessment process does not contribute effectively to the continuous improvement of the organisation. The Trust produced its first overall self-assessment report and development plan for the inspection in June 2003. This report is not sufficiently linked to the individual self-assessment reports written by each of the regional teams, and company-wide issues are not identified effectively. Two of the regional self-assessment reports are almost identical. Some of the grades awarded in the regional reports are not an accurate reflection of the strengths and weaknesses identified. There is insufficient focus on improving job outcomes. Staff, clients and other partners are not involved adequately in writing the self-assessment reports. Regional managers do not contribute to the overall report and some are unaware of the final grades, which do not reflect those in each of the regional reports. There is insufficient understanding of the self-assessment process among many staff. The number and detail of actions identified in development plans is not sufficient to ensure significant improvement or aid the effective monitoring of performance. The overall self-assessment report matched some of the strengths that the inspectors identified, but others identified in the report were no more than normal practice, and some key weaknesses identified by the inspectors were not recognised.

AREAS OF LEARNING

Foundation programmes

Grade 3

Programmes inspected	Number of learners	Contributory grade
New Deal 18-24	109	3
Life Skills	4	None

The following strengths and weaknesses were identified during this inspection:

Strengths

- good support for clients
- good personal development by clients
- good use of expertise and resources from external agencies
- strong working relationships with partners

Weaknesses

- poor progression of clients into jobs
- weak recording of progress
- poor understanding of New Deal programmes

Achievement and standards

34. Clients' self-confidence and motivation develop well through the activity-based learning at the core of the programme. All clients work towards an externally accredited profile of achievement award. This is designed to recognise the achievement of a range of transferable skills, including working with others and improving one's own learning. Rates of achievement of this award are good and improving. In 2000-01, just over half of the New Deal clients achieved the award, and in 2001-02, nearly two-thirds achieved the award. In 2001-02, two-thirds of Life Skills learners achieved this award.

35. Few clients progress into jobs. In the past two years, less than a quarter of clients on New Deal programmes gained employment at the end of their programmes. In 2001-02, only 13 per cent of Life Skills learners progressed to employment. Some clients choose further education as an option rather than full-time employment. Retention rates for New Deal clients are satisfactory and improving. In 2001-02, the retention rate for Life Skills learners was good at 70 per cent.

The following table shows the achievement and retention rates available up to the time of the inspection.

Jobcentre Plus funded programmes																
New Deal 18-24																
	2002-03		2001-02		2000-01		1999-2000									
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	226		270		265		522									
Retained*	44		176	65	155	58	315	60								
Planned learning completed	3		169	63	139	52	289	55								
Gained job	43		63	23	62	23	81	16								
Still in training	109		0	0	0	0	0	0								

*retained clients are those who have stayed in learning for at least the planned duration of their programme, or have successfully completed their programme within the time allowed, or who have gained employment during their time on the programme

Quality of education and training

36. Clients receive good support. Many lack confidence and motivation and have significant personal problems, such as long periods of unemployment, homelessness, debt, drug misuse, and a record of offending, which make it difficult for them to gain employment. Staff offer personal support to clients to overcome many of these problems and are able to make use of specialist external agencies where appropriate. The Trust also offers practical support, including a clothing allowance to enable clients to dress appropriately for interviews. Assistance in finding accommodation is available in some areas, which is significant assistance for homeless clients. Often, clients also have good access to the support facilities that the subcontractors offer, such as college services and counselling.

37. There is good personal development by clients. Clients take part in a wide range of training and personal development activities designed to increase their confidence, motivation, and teamwork skills. The team challenge includes a range of very useful practical activities, including team-building, residential courses, which focus on outdoor pursuits and competitive challenges, sponsorship activities, community projects, and presentation of research projects. The clients design and develop all of the activities, with support from team leaders. Clients develop effective communication skills as part of the process of gaining sponsorship for the projects they carry out in the team challenge. They receive invaluable support from a wide range of agencies. Each client takes a key responsibility in the effective management of the team challenge. Work-experience options further enhance the clients' confidence and communication skills. Work placements are well matched to individual clients' needs. There are good opportunities for clients to work towards useful additional qualifications and many of them achieve first-aid and health and safety qualifications. Some clients gain their driving licence and lift truck qualifications. Some clients also have in-house certificates that they value highly.

THE PRINCE'S TRUST

The Trust's clients and delivery partners' staff regularly celebrate these achievements at formal presentation ceremonies. At many centres there is good use of photographs and displays to highlight these achievements.

38. The Trust uses its links with external agencies well to gain additional funding, resources and services, which it uses to benefit clients. An imaginative scheme attracts sponsorship from industry to support teams. Volunteers and personnel seconded from other organisations take a wide variety of roles acting, for example, as mentors, tutors, team leaders or assistant team leaders. These volunteers bring with them a wealth of skills and expertise, which are of direct benefit to the clients. For example, clients considering starting their own business have easy access to a wide range of advice and consultancy from a network of volunteer mentors. Those seconded from industry, the services and armed forces, provide clients with a valuable insight into their working lives. They act as important role models for clients and help significantly in raising their aspirations.

39. Teaching and learning on team challenge programmes are satisfactory. Team leaders routinely use the logbook that all clients receive to structure the programme effectively. Many do not use formal lesson plans and schemes of work. Lesson plans often fail to identify a sufficient range of teaching strategies and resources needed to support learning. Team leaders have insufficient knowledge of clients' basic and key skills assessment results. Many team leaders use a narrow range of approaches during classroom learning sessions, primarily whole group discussion and small group activities. However, some team leaders prepare imaginative learning resources and use effective teaching strategies, which successfully engage clients. For example, one tutor uses a 'life-line' approach, which gives clients an opportunity to describe their experiences from a very young age and develops a lively and informative discussion as clients reflect on their own lives. However, not all tutors encourage clients sufficiently to contribute during class. On-the-job training is satisfactory and most clients have a broad range of opportunities to continue to learn and further develop their skills in the workplace. Many of the supervisors encourage clients to participate in the in-house training they offer to their permanent employees. However, many employers have a poor understanding of the importance of work experience within the New Deal framework and are unable to provide adequate levels of support or planned training.

40. Resources are satisfactory. Most training centres have access to computers and the Internet. Generally, staff are appropriately experienced and qualified to support clients with diverse learning needs. Staff without teaching qualifications are currently working towards them. Team challenges are held in locations that are easily accessible to clients and in areas of the greatest need.

41. The recording of clients' progress is weak throughout the programme. Individual learning plans are poor. They do not cover sufficiently many aspects of the programme and often fail to identify clients' individual learning needs. Target-setting is poor. Short-term targets are rarely set to enable clients to measure their progress. The learning plans do not record the results of clients' initial assessments or how to meet their identified needs. Staff and clients do not routinely record achievements of any of the challenges

and work experience during the 26-week programme, or the awards that clients achieve during this time. The lack of realistic targets makes the review process difficult. Staff have weekly review meetings with clients and, although these are recorded in the clients' logbook, they fail to adequately demonstrate the clients' progress. The statements recorded in the logbook are too general and often narrowly confined to pastoral issues. There is little co-ordination between reviews carried out by New Deal advisers and those by team leaders. New Deal advisers visit the training centres infrequently to review clients' progress. Many clients are unable to show their portfolios of evidence to prospective employers as delivery partner colleges rarely return them following verification. Clients often have little evidence at the end of their training programme to illustrate comprehensively the range and quality of their training experience.

Leadership and management

42. There are strong working relationships with subcontractor partners. Clients benefit from the use of specialist accommodation and resources at their premises. Team leaders and co-ordinators are employees of the delivery partners. The Trust's staff are closely involved in the recruitment and selection of staff and provide a well-regarded four-day induction for team leaders. The Trust provides useful guidance and handbooks for delivery partners' managers, co-ordinators and team leaders. There is well-structured formal communication between the Trust and delivery partners, with regular meetings and detailed business performance reviews. Records of meetings and reviews are kept, with clear action points. There are good working relationships between the Trust's and delivery partners' staff. The Trust's area managers visit partners regularly, there is frequent telephone contact, and good informal communications.

43. Many of the Trust's staff do not understand the New Deal programmes. They rarely focus fully on the main aim of the programme, which is progression into employment. Jobsearch activities lack sufficient structure and emphasis throughout the programme. There are weak links between the periods of team and individual challenges. Some clients feel isolated following the intense period of working within a group and become demotivated. Staff and clients have a poor understanding of the accredited awards on offer. For example, clients regularly refer to key skills as NVQs, or part-NVQs, and do not fully understand the importance of the evidence collected and recorded in their logbooks, and which is used to gain their profile of achievement.

44. Additional support for literacy and numeracy is generally satisfactory. In some areas, qualified basic skills tutors offer support to teams during their learning sessions. However, in other areas there is little basic skills support. Some support staff do not hold suitable basic skills qualifications and in some areas there are vacant basic skills posts.