

INSPECTION REPORT

CG Partnership (Training Projects) Limited

25 November 2004



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

CG Partnership (Training Projects) Limited

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 CG Partnership (Training Projects) Limited	8
What learners think CG Partnership (Training Projects) Limited could improve	8
Key challenges for CG Partnership (Training Projects) Limited	9

Detailed inspection findings

Leadership and management	10
Equality of opportunity	11
Quality assurance	12
Humanities	14
Foundation programmes	17

INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. CG Partnership Training Projects Limited (CGP) is an independent company based in Market Rasen, Lincolnshire. Since 1994, it has run projects for a wide range of age groups in rural Lincolnshire. It was incorporated as a limited company in 2001 and has recently diversified to other parts of England and also has some international projects with partners in Spain, Greece, Ireland and La Réunion. Funding is drawn from a variety of sources including the European Social Fund (ESF) and the Learning and Skills Council (LSC). Two aspects of CGP's work in Lincolnshire were inspected. These were Entry to Employment (E2E) for young people, and its SKILL programme, which has a range of courses for adults funded by the ESF.

2. Three partners form the senior management team, led by the director who founded the company. There are 10 other staff members who all have clearly defined roles. All are academically well qualified and hold or are working towards teaching qualifications. Most have administrative or co-ordinator roles as well as a teaching role.

SCOPE OF PROVISION

Humanities

3. Fifty-seven learners are studying a range of humanities and other topics on the SKILL framework, which is co-financed by the ESF and the LSC. The framework consists of locally developed nationally accredited provision offered at four levels. Sessions take place during the day and range from short one-day tasters to 18-week courses. Subjects include digital photography, counselling, stress management, psychology and criminology. Literacy, numeracy and language skills workshops and computer courses are also available. Running since 2001, this project aims to engage in learning people who have not recently participated due to poor school experience, rural isolation or generally low confidence. It also aims to promote a learning culture within communities. Courses are offered at CGP's central base and also at a range of community-based venues in Skegness, Mablethorpe and the surrounding areas.

Foundation programmes

4. CGP provides training for 13 E2E learners. Learners are referred to the programme by Connexions or other agencies, or are self-referred. E2E is designed for learners who are not yet ready to enter mainstream education, training and/or employment. Learners have many barriers to progression such as rural isolation and transport difficulties, low confidence, challenging behaviour, living apart from the family in supported accommodation, and learning difficulties and/or disabilities. They attend the programme for at least 16 hours each week for up to 25 weeks. Initial assessment is carried out over an extended induction period of up to six weeks. During this time individual learning is planned. Learners follow a range of programme options including personal and social development, literacy and numeracy, drama, and jobsearch skills. Learners can also choose an additional module to follow from either digital photography or European studies. Some learners may attend a work experience placement. Opportunities are available for learners to gain externally accredited certificates in literacy, numeracy, information technology (IT), and stress and anger management. Learners' progress is monitored each week and also at a monthly review with their Connexions personal adviser.

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learner interviews	57
Number of staff interviews	10
Number of employer interviews	2
Number of locations/sites/learning centres visited	9
Number of partner/external agency interviews	5

OVERALL JUDGEMENT

5. The provision is adequate to meet the reasonable needs of those receiving it. CGP's leadership and management are good. Its approach to equality of opportunity is outstanding and its arrangements for quality assurance are satisfactory. Provision is good in humanities and on foundation programmes.

GRADES

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

Leadership and management	2
Contributory grades:	
Equality of opportunity	1
Quality assurance	3

Humanities		2
Contributory areas:	Number of learners	Contributory grade
<i>Sociology and psychology</i> - Other government-funded provision	57	2

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i> - Entry to Employment	13	2

KEY FINDINGS

Achievement and standards

6. **Learners develop good skills.** CGP successfully enables E2E learners to break down their personal barriers to learning. SKILL learners develop very good analytical skills. On all programmes, independent learning is encouraged. SKILL learners develop useful skills to support their study such as background reading and internet research. Learners on counselling courses have highly developed listening skills. Retention rates are good. Rates of progression into jobs, other training and further education are also good.

7. Many learners achieve a good mix of qualifications. SKILL learners achieve especially well at level 3.

Quality of education and training

8. Teaching and learning are satisfactory. Eighty-five per cent of the sessions observed were graded as satisfactory or better. In good sessions tutors engaged learners in a variety of stimulating and enjoyable activities. A good range of teaching methods were used. Resources were used effectively. **However, some E2E sessions relied too much on tutor-led learning.**

9. Some SKILL tutors observed made good use of well-facilitated discussion groups. Learners enjoyed the chance to reflect on their own experiences and learn from others. In the better sessions, very good interaction between tutors and learners encouraged full participation in discussions and learning activities.

10. **Resources for teaching and learning are good.** Staff are enthusiastic and academically well qualified. Young learners see them as good role models. All either hold or are working towards a teaching qualification. Excellent information and

communications technology (ICT) equipment with fast portable internet access is maintained and supported by a specialist. Session plans and learning support materials are stored on a central server for all staff to use. Paper-based learning materials, handbooks and handouts are of good quality and presented for ease of reading. SKILL learner handbooks are particularly good. Training centres in Market Rasen and elsewhere are welcoming and non-threatening, although some accommodation is a little small.

11. **CGP's progress monitoring is very good.** Learners receive frequent, very constructive feedback both verbally and in writing. Individual progress and performance in lessons and tasks is measured regularly and evaluated over time. Very detailed records are kept. Feedback slips record the level achieved and give guidance on the steps needed to achieve at a higher level. E2E learners' attendance and timekeeping are rigorously monitored and non-attendance is promptly followed up. Excellent monthly E2E reviews fully involve the learner, Connexions and the tutor. Specific measurable targets are set and met. Learners are encouraged to take responsibility for their own actions and learning.

12. **Quantitative data is not sufficiently monitored on the SKILL programmes.** Data is collected on learners' enrolments and achievements but there is no systematic monitoring of their achievement of learning goals. Achievement for learners who do not choose to accredit their learning is not always clearly defined.

13. The initial assessment for E2E learners is thorough and extended. It covers literacy and numeracy levels, learning styles, skills checks, teamwork activities and career aims. Initial assessment for SKILL learners is effective and appropriate to the target group. All learners are invited to an informal discussion before they begin their course and are able to discuss their learning goals, interests and education history with the tutor who will deliver the course.

14. **A wide range of community-focused activities successfully engages learners' interest** not only in learning but in putting something back into the local community. Learners enthusiastically represent CGP at E2E awareness events and careers fairs. There are frequent extra-curricular activities. A charity runs an internet café adjacent to the centre that provides a place to meet and work experience for E2E learners. A project shared with two other local providers is building capacity for work experience with local employers. **However, this vocational aspect of the E2E programme is not yet sufficiently developed.**

15. **CGP has developed highly innovative community-based adult provision to meet learners' needs.** Eighty-one Open College Network (OCN) accredited courses of varying length and levels offer short stepping stone provision that can be used to support further learning. Venues are close to learners' homes and in pleasant and welcoming environments such as an ice cream parlour on a farm.

16. **Learners receive highly effective individual support.** They are offered good learning support during and outside formal sessions and are frequently directed to financial

assistance or help with childcare. E2E tutors use firm but fair discipline in a non-judgemental way that learners respect. Learners feel that they are listened to and allowed to express their opinions. Learners are offered mentoring from two trained members of staff. Staff members are skilled at raising learners' aspirations and self-esteem. All learners are encouraged to learn and are challenged to exceed their own expectations.

17. CGP's literacy, numeracy and language skills support is good. All staff teach either literacy or numeracy and one person is qualified to provide support in English for speakers of other languages (ESOL). All staff are updating their qualifications to provide literacy, numeracy and language skills support.

Leadership and management

18. Leadership and management are good. **CGP uses partnerships very openly and productively.** Many active informal and formal working relationships are used to benefit learners. Close working with a local youth housing charity helps residents to become learners and to stay on programme. The vocational strand of the E2E programme is underdeveloped at present. However, pooled resources with other small E2E providers support projects to improve employer engagement and to develop better literacy, numeracy and language skills provision. CGP makes good use of a range of premises borrowed from community groups and partner organisations to attract learners into the SKILL programmes. The company takes the initiative to develop good working practices and share information to provide opportunities for people in the local area. **CGP manages its resources well.** Staff are enthusiastic and academically well qualified. Information and communications technology (ICT) resources are particularly good.

19. **CGP's approach to equality of opportunity is outstanding.** Respect for the individual imbues everything that CGP does and all learners show clear awareness of this.

20. **Programme management is very flexible and responsive to rural learners' needs.** Disengaged and disadvantaged learners have good opportunities to access learning and associated support that offers them consistent encouragement. Imaginative schemes of work engage learners' interests and develop their skills. People are attracted to learning at a level they can understand and enjoy. CGP makes effective use of welcoming community venues in local areas where there is little daytime provision.

21. **CGP uses highly effective strategies to raise learners' aspirations.** Young learners are offered choices that encourage them to make independent decisions. Frequent celebration of achievements boosts their self-esteem. They find learning at CGP fun. Stimulating extra-curricular experiences develop team spirit. Tutors use the arts imaginatively to engage learners' interest while developing their communication and problem-solving skills. Support arrangements are comprehensive and extend well beyond the boundaries of the learning programmes. Learners who have benefited from the programmes use their new-found confidence to broaden the experiences available in the community. Learners who once had low self-esteem have become much-appreciated mentors for young people in care, or peer educators in schools. For SKILL learners, the framework provides an opportunity to achieve a qualification without the threat of tests

CG PARTNERSHIP (TRAINING PROJECTS) LIMITED

in a formal setting. CGP has participated in the government's Aim Higher initiatives to widen access to higher education and is also a partner for information advice and guidance.

22. Quality assurance is satisfactory. **CGP's strategies to continuously improve are effective.** Management is responsive and there is a culture of self-critical reflection on practice. There is a systematic approach to using feedback from a variety of sources such as steering groups, learner evaluations and reviews. A specific time-bound action plan is produced which sets targets to improve all courses. This is monitored and followed up.

23. The self-assessment report is too descriptive and does not concentrate sufficiently on teaching and learning. However, it is open and honest and raises many points also noted by inspectors. The development plan derived from it has already generated noticeable improvements. **However, routine analysis of management information is not used sufficiently to monitor performance.**

Leadership and management

Strengths

- very flexible and responsive programme management to meet rural learners' needs
- highly effective strategies to raise learners' aspirations
- very productive partnership working
- effective strategies for continuous improvement
- good management of resources

Weaknesses

- insufficient routine use of management information to monitor performance

Humanities

Sociology and psychology

Strengths

- very good development of personal and analytical skills
- good monitoring of progress and feedback to learners
- wide range of community-based provision to meet learners' needs
- very good guidance and support

Weaknesses

- insufficient monitoring of quantitative data

Foundation programmes

Employability/employment training

Strengths

- good achievement of personal goals
- good resources
- excellent monitoring of progress
- strong community-focused activities
- highly effective individual support

Weaknesses

- over-reliance on tutor-led sessions
- insufficiently developed vocational strand of programme

WHAT LEARNERS LIKE ABOUT CG PARTNERSHIP (TRAINING PROJECTS) LIMITED:

- being treated as an equal and with respect - 'I am able to keep my identity within a group'
- the comfortable, welcoming learning environments
- the supportive staff - 'they don't give up on you'
- that it makes you think - 'do you want to spend your life dossing around?'
- that staff don't just help you with class work - 'they help you with life!'
- the second chance at learning they get - 'I thought there was nothing else for me after I left college but they gave me another chance'
- the very good support beyond the length of programme
- doing drama - 'I enjoyed it and got a kick out of it'
- that it enables learners who are living in isolated parts of the region to make new friends

WHAT LEARNERS THINK CG PARTNERSHIP (TRAINING PROJECTS) LIMITED COULD IMPROVE:

- the length and depth of courses on the SKILL framework
- the size of the areas for socialising and smoking
- the amount of space in the classrooms
- the amount of practical activities on offer

KEY CHALLENGES FOR CG PARTNERSHIP (TRAINING PROJECTS) LIMITED:

- maintain the inclusive culture
- improve teaching and learning strategies
- continue to work with partners to develop community provision
- continue to develop employers' engagement
- make more focused use of self-assessment
- use management information more effectively to monitor performance

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

Strengths

- very flexible and responsive programme management to meet rural learners' needs
- highly effective strategies to raise learners' aspirations
- very productive partnership working
- effective strategies for continuous improvement
- good management of resources

Weaknesses

- insufficient routine use of management information to monitor performance

24. The management team at CGP has a very clear mission to develop learning for the whole community. This ethos is shared by all. Direct communication and an open collaborative management style mean that everyone in the organisation is fully involved in its development. Meetings are held regularly. Notes are recorded briefly and used to generate focused action plans which allocate clear responsibilities and timescales for actions. Individuals have clear roles within the structure and the authority to develop them.

25. CGP uses partnerships very productively. It uses many active informal and formal working relationships to benefit learners. One partner is a board member for a local charity whose café adjoins the main learning centre and provides work experience and a meeting place. Close working with a local youth housing charity helps residents to become learners and to stay on programme. The E2E co-ordinator regularly attends team meetings at the charity to share information and good practice. Personal advisers from Connexions are fully involved in the planning of programmes for E2E learners. CGP has pooled resources with three other small E2E providers in the area to make several successful funding bids to improve and broaden employers' engagement and to develop better literacy, numeracy and language skills provision. An experienced marketing consultant with a background in working with young people is developing the capacity for sustainable work experience. This is individually tailored to the organisation and the learners' aspirations. Good use of a range of premises borrowed from community groups and partner organisations attracts learners into the SKILL programmes. CGP is generous in openly sharing its experience with its partners, identifying gaps, comparing practice and sharing staff development. It takes the initiative to develop good working practices and share information to provide opportunities for people in the local area. It also works in an open and trusting way with a children's charity to provide peer mentors for young people in care. It has formal and informal links with local colleges and provider networks.

26. CGP manages its resources well. The self-assessment report cites this as a strength. Staff are enthusiastic and well-qualified academically. Although few are experienced teachers, most are young and creative, and all either have a teaching qualification or are working towards one. They have good access to training and development which is planned carefully to meet the priorities of the organisation. CGP's ICT resources are particularly good. Eleven laptops are available for learners to use. Seven of these were funded by a national initiative to extend the use of wireless networks. Fast satellite broadband internet connections combine with robust security procedures and a well-managed file server. The premises are small and welcoming, and close to where learners live. Plans are in place to acquire and adapt adjacent premises.

Equality of opportunity

Contributory grade 1

27. CGP's approach to equality of opportunity is outstanding. It has very clear and detailed policies on equality and diversity, which are supported by prominent attractive displays in public areas of the training centre. Respect for the individual imbues everything that CGP does and all learners show clear awareness of this. For young learners this is reinforced by devising dramatic role-play sketches and creative projects in the community. For adults there is a diverse and well-targeted curriculum that empowers them to overcome problems in their lives.

28. Programme management is very flexible and responsive to rural learners' needs. CGP enables people in isolated communities to have access to a wide variety of learning in the Lincolnshire countryside. It provides good opportunities for disengaged and disadvantaged learners to access the workplace, associated with co-ordinated support that offers them consistent encouragement. The enthusiasm and commitment of CGP's staff maintain the motivation of rural learners in isolated communities to stay in learning. Imaginative programmes engage learners' interests and develop their skills. CGP provides intensive and targeted help for those who need it. People are attracted to learning at a level they can understand and enjoy. CGP makes effective use of welcoming community venues in local areas where there is little daytime provision. The main centre uses a building that also houses a café run by a local charity where some learners have work placements. The café provides a cosy area for informal meetings with learners as well as open-access internet facilities. In the afternoon the café is used as an after-school club. Close partnerships with other not-for-profit organisations are widening the possibilities for learning. The shared project to engage employers is building capacity in sustainable work experience and increasing community awareness of E2E programmes. This strength is partially recognised in the self-assessment report.

29. CGP has highly effective strategies to raise learners' aspirations. Young disaffected learners are offered empowering choices that encourage them to make independent decisions. Learning plans are individual and take account of the needs identified during initial assessment. Frequent celebration of achievements boosts their self-esteem. Learners enjoy a range of stimulating extra-curricular experiences that develop team spirit, and they find learning fun. The arts are used imaginatively to engage learners' interest while developing communication and problem-solving skills. CGP's support arrangements are comprehensive and extend well beyond the boundaries of learning

CG PARTNERSHIP (TRAINING PROJECTS) LIMITED

programmes. For instance, several E2E learners whose personal circumstances changed adversely after they progressed have been helped in a way that allowed them to continue to improve their prospects despite having started again on the E2E programme. Learners who have benefited from the programmes use their new-found confidence to broaden the experiences available in the community, for instance by running an art project for young children in the school holidays. Learners who once had low self-esteem have been trained by CGP to become much-appreciated mentors for young people in care, or peer educators in schools. The SKILL framework gives learners an opportunity to achieve a qualification at a level that suits their abilities in a subject that interests them, but without the threat of tests in a formal setting. CGP has participated in Aim Higher initiatives and is also a partner for information advice and guidance. Funding from the Learning and Skills Development Agency (LSDA) has supported a productive quality improvement programme to measure the effect of the social and personal development of E2E learners. This programme has well-defined outcomes and uses wider key skills qualifications to develop learners' self-awareness. The excellent E2E reviews allow learners to participate equally and negotiate the course of their learning.

30. CGP's planning for equality of opportunity and diversity is thorough and comprehensive. It regularly analyses equal opportunities data and uses the results to support plans for its provision. CGP's well-thought-out strategy for literacy, numeracy and language skills makes use of links in the community to build capacity and share expertise. One tutor is qualified as an ESOL specialist and most other staff have basic skills expertise. However, all are updating and enhancing their qualifications to ensure that learners receive optimum support. CGP shares its expertise by providing equality and diversity training to other organisations in the area.

31. Much of the teaching at the main site takes place on the ground floor and rooms are accessible by wheelchair users, although layouts are rather cramped and upstairs rooms are not accessible. CGP is converting adjoining premises to extend the space available. It has taken actions on the recommendations of a disability access audit. Adjustments to premises are made when learners in wheelchairs need them. Community venues are chosen to accommodate the physical and geographical needs of learners who enrol on courses. Specialist equipment is available to support those with a physical disability. The complaints procedure is satisfactory but has never been invoked.

Quality assurance

Contributory grade 3

32. CGP's quality assurance is satisfactory. Its strategies for continuous improvement are effective. Management is responsive and there is a culture of self-critical reflection on practice. CGP reviews its work continually. All staff have reviews every six months which are used to plan their development. The resulting collated learning plan is thorough and concise and focuses on key improvement targets for the organisation. CGP has a systematic approach to using feedback from a variety of sources such as steering groups, learners' evaluations, and progress reviews. It has always collated learners' questionnaires, but now uses them to support tutors' own evaluations which plan and review practice. Evaluations are appropriate to the type of learning programme. There are long and short versions for extended programmes and feedback

forms for one-day events. CGP produces a specific, time-bound action plan which brings together all the resulting recommendations and sets targets to improve all courses. It monitors this plan and follows up actions. Examples of improvements arising out of this process include extra tutorials for SKILL learners, learning support, signposting, and ideas for new courses.

33. The self-assessment report is the first that CGP has produced, although it has previously sent many performance reports to its funding organisations. The report is too descriptive and does not concentrate sufficiently on teaching and learning. However, it is open and honest and raises many points also noted by inspectors. The development plan derived from it has already generated noticeable improvements. CGP has systems in place to control many key processes. Tutors have all been observed by an independent expert who provided very useful feedback and recommendations for improvement that have been taken up. The organisation has improved initial assessment to ensure that information about learners is more detailed. Fewer learners are dropping out early. Interim feedback sheets have been devised to give learners pointers for improving their work during a unit, rather than waiting for an end point. CGP has improved sampling processes to allow it to moderate its frameworks. All learners' achievements are monitored individually at an appropriate level of detail. Reviews for E2E learners are better co-ordinated with Connexions than they were in the past to ensure that the appropriate person can always attend.

34. Some new policies and procedures are already bearing fruit. For instance, a project with the LSDA to improve quality on E2E has already resulted in an extremely detailed and focused review process that identifies learners' achievements and measures progress against their goals.

35. CGP is accredited to international standards for its audit procedures and has a good relationship with its external verifiers, and with quality improvement organisations such as the LSC and LSDA. It rigorously enforces its standard operating procedures and policies which are regularly reviewed. Key documents are controlled by particular individuals and kept securely on the file server. Backups are taken nightly and each week a backup is kept in the safe.

36. CGP does not use routine analysis of management information sufficiently to monitor performance. The self-assessment report recognises this as a weakness. CGP's new database systems bring together existing information and manual records to give extended capability for analysis. However, the organisation does not yet use these systematically to monitor retention and achievement rate trends while courses are running, or to compare the effectiveness of different parts of the provision. Although CGP monitors individual progress very effectively and sets targets based on detailed feedback, its performance monitoring at a strategic level is somewhat reactive.

AREAS OF LEARNING

Humanities

Humanities		2
Contributory areas:	Number of learners	Contributory grade
<i>Sociology and psychology</i> - Other government-funded provision	57	2

Sociology and psychology

Strengths

- very good development of personal and analytical skills
- good monitoring of progress and feedback to learners
- wide range of community-based provision to meet learners' needs
- very good guidance and support

Weaknesses

- insufficient monitoring of quantitative data

Achievement and standards

37. Development of personal and analytical skills is very good. Learners are strongly encouraged to research and read around their subjects and to develop their thinking. On some courses, they use their diary as an effective tool to reflect on their learning and on their own development. They share their reflections in an open and trusting atmosphere. For example, learners maintain a record of stress, inducing events and are encouraged to reflect on how the course is affecting their management of personal stress. Learners develop self-confidence and self-esteem, as CGP states in its self-assessment report.

38. Learners develop good skills to support their study, such as using the internet for research. They are strongly encouraged to become independent learners. For example, tutors regularly set homework assignments which require independent research and study. All the longer courses and some of the short ones give learners the option of accreditation. In 2003-04, 120 of the 212 learners chose to take a qualification and all achieved it. Learners are challenged to exceed their own expectations and many learners achieve OCN credits at level 3.

39. Learners progress well onto other courses within the SKILL framework and to other provision. For example, between June 2003 and July 2004, 64 learners progressed onto other courses within the framework.

Quality of education and training

40. CGP monitors and reviews learners' progress very well. Learners receive very helpful and constructive feedback on regular homework assignments that are used to check learning and progress. Tutors also give detailed verbal feedback. On each completed assignment, an interim feedback slip also records the learners' level of achievement and gives guidance on the steps they need to take in order to achieve at a higher level. Progress is systematically recorded in the register and the individual learning plans are updated regularly to monitor how learners' support needs are being met. Learners value the detailed feedback and the encouragement to succeed beyond their own expectations. Initial assessment is effective and appropriate to the target group. All learners are invited to an informal discussion before they begin their course and are able to discuss their learning goals, interests and education history with the tutor who will deliver the course.

41. CGP offers a wide range of community-based provision which has been developed to meet learners' needs. The 81 courses offered within the SKILL framework include short one-day taster courses and longer 18-week courses. Most courses are offered at several different levels to accommodate a range of abilities. A variety of interesting and challenging courses to meet learners' needs have been locally developed by CGP and accredited through the OCN. The SKILL framework offers short stepping-stone provision that can be used as a basis for further learning. Learners have a very wide choice of topics, mostly in humanities. They can gain accreditation in interesting subjects such as criminology or psychology, or develop their personal skills in counselling or anger management, or their everyday needs in money management. Courses are offered at CGP's central base but also in community locations where no other adult learning is available. This innovative approach to developing provision is responsive to local needs, stimulates engagement in learning and responds to learners' interests. This strength is recognised in the self-assessment report.

42. Learners receive very good personal guidance and support. CGP focuses strongly on meeting the needs of individuals. Learners are encouraged to learn and are challenged to exceed their own expectations. For example, many learners expect to achieve level 2 accreditation but are encouraged to examine the criteria for level 3 and advised as to the precise work they need to do in order to achieve level 3 accreditation. Learners rise to the challenge and work towards level 3 achievement. Most learners receive some level 3 accreditation by the end of the course and some have registered for Advanced Supplementary-level qualifications in addition to their existing courses.

43. CGP's literacy, numeracy and language skills support is good, as is recognised in the self-assessment report. Learners can attend workshops on literacy, numeracy and language skills and IT as well as receiving good individual support in lessons and outside them.

44. Tutors raise learners' aspirations and promote self-belief. Good learning support is offered during sessions and outside of formal sessions during individual tutorials. For example, one learner with dyslexia receives extra tutorial help with coursework. Learners

CG PARTNERSHIP (TRAINING PROJECTS) LIMITED

are encouraged to become independent learners and are directed to additional sources of information or books for further study. Learners without computers can use the facilities at CGP for further study.

45. Teaching and learning are satisfactory. Most of the teaching observed during the inspection was satisfactory or better. Much of the teaching matches the preferred learning style of learners. Some tutors make good use of well-managed and facilitated discussion groups. In one good session, the tutor made a point of recognising and valuing the contributions of learners and thanking individual learners for their contributions. Learners enjoy discussions and use them constructively to reflect on their own experiences and learn from others. In the better sessions, there was very good interaction between tutors and learners and full participation from learners in discussions and learning activities. In a counselling session, two learners supported each other well in practising their counselling skills by assuming different roles as counsellor and client. These learners demonstrated very good listening and questioning skills. Other learners who observed the role-play provided excellent and detailed feedback based on previous learning about effective counselling. However, some teaching is dull and uninspiring, with the poorer sessions showing insufficient creativity and engagement with learners.

46. Resources are satisfactory. Staff are well qualified and most have degree-level qualifications. They have a wide range of experience in teaching and training. Some good accommodation is used for courses. For example, one course is held in a hotel meeting room and another takes place in an ice cream parlour on a farm. Some learning resources are good. For instance, course handbooks contain the units for accreditation and all the handouts, activity sheets and exercises used on the course.

Leadership and management

47. Management of the SKILL framework is effective and courses are regularly evaluated. The provision complies well with the awarding bodies' requirements. Internal moderation meetings are held to assure the quality of the assessment process. Staff have good opportunities for professional development.

48. CGP does not monitor quantitative data sufficiently. It collects data on learners' enrolments and achievements but does not systematically monitor the achievement of learning goals. Achievement for learners who do not choose to accredit their learning is not always clearly defined. Tutors and learners regularly evaluate courses but CGP does not collate quantitative data on this or use it for performance management or curriculum planning.

Foundation programmes

Foundation programmes		2
Contributory areas:	Number of learners	Contributory grade
<i>Employability/employment training</i> - Entry to Employment	13	2

Employability/employment training

Strengths

- good achievement of personal goals
- good resources
- excellent monitoring of progress
- strong community-focused activities
- highly effective individual support

Weaknesses

- over-reliance on tutor-led sessions
- insufficiently developed vocational strand of programme

Achievement and standards

49. Learners' achievement of personal goals is good. Their acquisition of skills is well above E2E programme requirements for personal, vocational, and literacy, numeracy and language skills development. CGP successfully enables learners to break down their personal barriers to learning.

50. The rate of progression in 2003-04 is good, at 61 per cent. The rate of learners' achievement of their learning objectives is also good at 65 per cent overall. For the completed year of 2003-04, eight out of the 23 learners starting the programme have progressed to full-time education and another seven have found full-time employment. Seventeen of the learners achieved one additional accredited qualification at level 1. In addition 11 learners achieved more than one award. Qualifications achieved include adult numeracy or literacy at entry levels 1, 2 or 3 and level 1, key skills communications at level 1, digital photography at level 1 and computer literacy and IT at level 1. Even the smallest achievements are praised and celebrated. Learners' work is proudly displayed in classrooms and on noticeboards in the training centre and in the local community. Tutors give learners regular positive and constructive feedback.

CG PARTNERSHIP (TRAINING PROJECTS) LIMITED

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

LSC funded work-based learning																	
Entry to Employment	2004-05		2003-04														
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
	Number of starts	14		23													
Progression ¹	1		14	61													
Achieved objectives ²	1		15	65													
Still in learning	13		0	0													

1. Measured in terms of learners' movement to further training, education or employment, during or after their training

2. These being the key objectives identified for each learner while on E2E

Quality of education and training

51. CGP's monitoring of learners' progress is excellent, and it provides learners with good feedback. Initial assessment is thorough and extended. It covers literacy and numeracy levels, learning styles, skills checks, teamwork activities and career aspirations. The planning of individual learning is highly effective. Specific, measurable targets are set and met. CGP rigorously monitors learners' attendance and timekeeping and promptly follows up non-attendance. Each learner's progress and performance in lessons is measured regularly and evaluated over time. Staff keep very detailed records of learners' concerns, behaviour and attitude as well as aptitude. They give learners very thorough feedback on all aspects of planned learning during, and at the end of, learning sessions. Learners self-evaluate their performance and achievements at the end of lessons, each week. Each month very effective three-way reviews are held which fully involve learners, their Connexions personal adviser and their E2E tutor. Learners receive very detailed and specific feedback from all tutors and from all sessions they have taken part in. They are given plenty of praise but also fair and constructive criticism. Learners are encouraged to take responsibility for their own actions and learning and to set realistic, achievable targets.

52. CGP offers strong community-focused activities which meet the needs of learners within a local context. The wide range of activities successfully engages learners' interest not only in learning but in putting something back into the local community. There are drama workshops and sports activities such as football tournaments. Learners organised an arts project for local children during the school holidays that was fun for all. There are work experience placements in a local internet café, which is run on a non-profit basis to attract local people into learning. Several learners who once had many barriers to education and learning have been trained as mentors for young people in care or as 'peer educators' for other local teenagers and schoolchildren. Learners enthusiastically represent CGP at E2E awareness events and careers fairs. Learners also regularly enjoy activities such as ten pin bowling, visits to the cinema and team-building activities. They can also attend other courses on the SKILL framework such as stress and anger

management. This is cited as a strength in the self-assessment report.

53. CGP's resources for teaching and learning are good. It provides excellent ICT equipment and support for staff and learners. A central database of session plans and learning support materials is easy for all staff to use and can be customised to suit each group of learners. The range of equipment available includes networked computers, wireless laptops, digital cameras and video recorders, scanners, printers and data projectors. Computer software and hardware are up to date and meet industry standards. A specialist IT expert is responsible for the planning, upkeep and maintenance of equipment. The satellite connection for broadband internet access is 12 months ahead of regional coverage. Learners and staff can access research information much faster than using telephone dial-up internet access. Paper-based learning materials, handbooks and handouts are of good quality and are presented in reader-friendly styles. However, in one or two cases, materials have too much text on each page to meet the needs of learners with low levels of literacy skills. The E2E team are enthusiastic, young and academically well qualified. Young learners see them as good role models. Inspectors identified this as a vital strength, as does the self-assessment report. The training centre is welcoming, non-threatening, bright and is colourfully decorated. The standard of furnishings is good and the learners have access to a small library of books and magazines for research.

54. Learners receive highly effective individual support. The staff to learner ratio is high and individual support is provided in taught sessions. Tutors continually provide out-of-hours support and guidance. For example they give learners lifts to interviews and work placements, or go to learners' accommodation to check on their welfare if they have been unwell or had a bad day. Learners receive extra sessions on budgeting and are frequently directed to sources of financial assistance or help with childcare. Tutors use firm but fair discipline in a non-judgemental way that learners respect. Learners feel that they are listened to and allowed to express their opinions. They are allowed brief 'chill-out sessions' during lessons if they are having external difficulties that are affecting their concentration or behaviour. Learners are offered mentoring from two trained members of staff. Staff members are skilled at raising learners' aspirations and self-esteem.

55. Teaching and learning is satisfactory. Eighty-six per cent of the seven observed sessions were satisfactory or better. Tutors used very detailed schemes of work and session plans in all sessions. Sessions are evaluated by tutors and by learners. In the good sessions tutors engaged learners in a variety of stimulating and enjoyable activities, including group and pair work, to promote learning and keep up their interest. A good range of teaching methods were employed and resources such as overhead projectors, whiteboards, flip charts and handouts were used effectively. In one very good session learners used digital cameras to take photographs around the local area. They came back to the centre and were taught how to download their photographs onto the computer and then how to use a software package to enhance or change the images into artwork. Some sessions relied too much on tutor-led activity and featured too much speaking by the tutor rather than the learners. In some cases tutors did not effectively meet the needs and individual learning styles of all learners. Many sessions include learners of mixed levels and abilities and behavioural standards. In one or two cases, less

experienced tutors found it hard to deal with disruptive behaviour at the same time as managing and maintaining learning. The self-assessment report recognises this and staff are midway through teacher training to help them to develop strategies and techniques.

Leadership and management

56. The vocational strand of the E2E programme is not sufficiently developed. Arrangements for work tasters are new with only one learner on a placement in the local café. One or two other learners have had short periods with employers as a trial and more are planned. CGP recognises this in the self-assessment report and has acquired funding to carry out a marketing campaign among local employers. Jobsearch activities are satisfactory. Learners follow a preparation for employment module that covers curriculum vitae production, speculative letters and application forms. The overall co-ordination of the programme is satisfactory and staffing levels are good.

57. Learners' knowledge of equality and diversity is good, and staff and learners show mutual respect for each other. Understanding of equality of opportunity was reinforced by a drama session at the local community centre where learners enthusiastically acted out scenarios concerning conflict, abuse and harassment. The self-assessment report is honest and self-critical but does not clearly identify all of the strengths and weaknesses found during inspection.