

# INSPECTION REPORT

## **Careers Bradford Limited**

**05 August 2005**



ADULT LEARNING  
INSPECTORATE

## **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 aged over 16
- provision in further education colleges for people aged 19 and over
- **learnndirect** 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.

### **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# **INSPECTION REPORT**

## **Careers Bradford Limited**

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. Careers Bradford Limited (Careers Bradford) is the lead partner for the Bradford (Entry to Employment) E2E Partnership formed in July 2003. The partnership comprises 15 partners for the 2003-04 contract year, offering 15,000 planned learner weeks. As lead partner, Careers Bradford contracts with West Yorkshire Learning and Skills Council (LSC) for the E2E offer, across a geographical area that includes Bradford and Keighley.
2. Bradford Metropolitan District Council is the fourth largest metropolitan district in England, with a population of 467,665. According to the 2001 census, 22 per cent of that population are from minority ethnic groups. In 2003, 37.5 per cent of school leavers achieved five or more general certificates of secondary education at grade C or above, compared with the national average of 51.5 per cent. Unemployment in the area is higher than the regional and national averages. A quarter of the population has been identified as having poor literacy, numeracy and language skills.
3. The Careers Bradford E2E Partnership is managed by a partnership manager who reports to the human resources director. A further three area E2E co-ordinators, a finance officer and an administrative officer support the functions of lead partner. Internal seconded managerial assistance and external consultancy support the company's contracting, performance management, health and safety, self-assessment and quality assurance.
4. The partnership offers a comprehensive range of learning opportunities for the client group. A number of partners specialise in the delivery of programmes that emphasise personal and social development. Other partners specialise in programmes that offer access to level 1 vocational qualifications in a wide range of occupational areas.

### OVERALL EFFECTIVENESS

**Grade 3**

5. **The overall effectiveness of the provision is satisfactory.** The company's leadership and management and equality of opportunity are satisfactory, as are its arrangements for the provision of E2E preparation for life and work training. Its arrangements for quality improvement are unsatisfactory.
6. **The inspection team had some confidence in the reliability of the self-assessment process.** Their findings matched many of the strengths and weaknesses identified in the company's most recent self-assessment report. This is the company's first self-assessment report and it did not fully include all of the relevant stakeholders, in particular, the learners on the programme.
7. **The provider has demonstrated that it has sufficient capacity to make improvements.** This is a new programme of learning, managed by a new provider with no experience of training provision. The company is developing many elements of the provision from new and has taken many actions that have resulted in improvements in its training provision. Some of the quality assurance systems are incomplete and others need a full cycle in order

to be evaluated properly.

## KEY CHALLENGES FOR CAREERS BRADFORD LIMITED:

- develop a comprehensive quality assurance process to include all aspects of the training provision
- develop a fully inclusive self-assessment process
- manage a fully co-ordinated system of observation of teaching and learning across all partners
- focus attention on the quality of learning within the programmes on offer
- manage the co-ordination of programmes on offer to ensure that all learners are able to access all relevant strands
- use data effectively to contribute to the decision-making processes, especially to focus attention on achievement and progression

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate*

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

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
<i>Employability training</i>		3	
Entry to Employment	208	3	

## ABOUT THE INSPECTION

8. The inspection covered the E2E provision delivered by 15 partners, which are subcontracted by Careers Bradford to deliver the programme. Careers Bradford does not deliver any element of the programme itself.

Number of inspectors	4
Number of inspection days	16
Number of learners interviewed	60
Number of staff interviewed	17
Number of employers interviewed	5
Number of subcontractors interviewed	48
Number of locations/sites/learning centres visited	21
Number of partners/external agencies interviewed	2

## KEY FINDINGS

### Achievements and standards

9. **Learners develop good personal and social skills.** They gain confidence and effectively develop their communication skills, for example through discussions and teamworking.

10. **Learners' work is of a high standard.** Their portfolios of evidence contain work that demonstrates a good level of attainment and clear development.

11. **Learners value their achievements and are motivated to work productively during their learning sessions.** Careers Bradford acknowledges and celebrates their success, for example with displays of their certificates.

12. Learners make satisfactory progress into employment, work-based learning or further education.

### The quality of provision

Grades given to learning sessions

	Grade 1	Grade 2	Grade 3	Grade 4	Total
Preparation for life and work	0	3	7	1	11
<b>Total</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>11</b>

13. **Learners access a wide range of varied and stimulating programmes leading to a broad range of accredited and non-accredited qualifications.** Programmes across the partnership effectively cover the essential strands of the provision and

include a variety of enrichment activities.

**14. Many of Careers Bradford's learners have access to very effective vocational tasters and work placements in a wide variety of occupations,** including horticulture, retailing, business administration, childcare and construction. However, not all learners are able to access this wide range.

**15. The learners benefit from good learning environments.** There are computer facilities with dedicated training rooms at each training provider's premises. Generally, the training rooms are well lit, spacious and airy, and contain many good examples of learners' work, as well as useful information relating to the programme.

**16. Learners have a good rapport with their tutors.** The tutors promote a positive working atmosphere and develop a relationship of mutual respect with the learners.

**17. The E2E Passport documents are effective at recording the planned learning activities.** Most learners have targets to help them improve their literacy, numeracy, language, personal, social and vocational skills. However, their targets are not sufficiently specific or measurable. Assessment and verification meets awarding body guidelines.

**18.** Learners' inductions include assessment of their literacy and numeracy skills. The company identifies their development needs and devises an individual programme of learning. However, some providers do not accredit the learners' literacy, numeracy or language skills.

**19.** Teaching and learning are satisfactory. Most lessons are well planned and use a variety of teaching strategies, for example whole group, paired work and individual activities. In the better lessons, tutors use teaching and learning resources that link to the learners' interests and incorporate literacy and numeracy into the activities.

**20.** Careers Bradford's support for the learners is satisfactory. The referral system is clear and structured. The E2E area co-ordinators check the appropriateness of the personal adviser's referrals.

**21. Reviews do not always effectively monitor the learners' targets.** The tutors' completion of learning plans is inconsistent. Activity plans are poorly completed and learners do not value them. The company's most recent self-assessment report recognises this issue.

## **Leadership and management**

**22. Careers Bradford and the partnership have a good strategic vision of how the programmes they offer will affect identified young people in the Bradford area.** The programme is designed with the clear intent of reducing the number of young people in Bradford who are not in employment, education or training. A detailed three-year corporate plan gives a clear vision as to how the activities of Careers Bradford will affect these areas. All of the partners involved in the E2E programme



share this vision and commitment.

**23. Regular management monitoring meetings between Careers Bradford's staff and partners' managers ensure that they provide each other with consistent support.** New partners that are less experienced at providing training receive effective support at these meetings both from Careers Bradford and from other, more experienced, partners.

**24. Careers Bradford focuses well on the needs of individual learners and its partners provide them with good support.** The training programme is effective at meeting learners' aspirations and the identified skills shortages in the area.

**25. The partnership is good at using project funding to develop the learners' experience.** For example, the partners collectively decided to use funding to pay for residential activities for learners.

**26. Careers Bradford is taking good actions to improve the training provision.** From the start of the partnership in 2003, it has held regular and effective partnership meetings to monitor the effectiveness of the E2E partnership and improve the training provision.

**27. The company makes good use of external consultants to assess the provision across the partnership and identify areas of concern.** The identification of additional staff needs, particularly to manage the quality development processes, resulted in an additional appointment.

**28.** The management of resources for E2E activities is satisfactory. The Careers Bradford team members work well together and internal communications are good. The partnership's tutors are experienced and are appropriately qualified to teach on the programmes.

**29.** Assessment and verification processes activities are satisfactory and meet awarding body specifications. Staff appraisal systems are satisfactory and the company uses them to set the core team direction.

**30. Careers Bradford does not analyse learners' feedback and does not produce action plans to make improvements to the training programmes.** Most of the partners collect learners' views from written questionnaires or focus groups.

**31. The company does not co-ordinate the training provision sufficiently to ensure that learners can access the wide range of programmes available within the partnership.** There are few examples of learners taking part in activities across the partnership.

**32. The development of equality and diversity across the partnership is insufficient.** Careers Bradford has no overall strategy to ensure that all partners develop equality and diversity effectively.

**33. Across the partnership there is insufficient sharing of the range of knowledge, experience and examples of good practice, on a regular, planned**

**basis.** In addition, there are few strategies across the partnership to challenge barriers and stereotypes of learners on some programmes such as child care and construction.

**34. The quality assurance processes across the partnership are incomplete.** The quality audit procedures principally introduced focus on the E2E Passport documents and do not adequately deal with the learning process.

**35. Careers Bradford's use of data is insufficient to help develop management planning and decision-making.** While a new database now records partner information accurately, managers do not use it fully for management purposes.

**36. Careers Bradford has no monitoring process to ensure that all of its learners receive support for their literacy, numeracy and language skills.** The company does not analyse the effectiveness of this support.

## **Leadership and management**

### **Strengths**

- good strategic management
- good support for providers
- good focus on learners' needs
- good actions to improve the training provision

### **Weaknesses**

- insufficient development of equality and diversity across the partnership
- incomplete quality assurance process
- insufficient use of data

## **Preparation for life and work**

### ***Employability training***

***Grade 3***

#### *Strengths*

- good development of learners' personal and social skills
- wide range of varied and stimulating training programmes

#### *Weaknesses*

- inadequate target-setting
- insufficient co-ordination of the training programme

## **WHAT LEARNERS LIKE ABOUT CAREERS BRADFORD LIMITED:**

- the supportive and helpful tutors
- off-the-job learning sessions are fun
- the residential trips
- the practical activities
- work placements - finding out what it is like to work

## **WHAT LEARNERS THINK CAREERS BRADFORD LIMITED COULD IMPROVE:**

- the number of computers
- the amount of time spent waiting to use tools, equipment or computers
- the number of available work placements
- the amount of time spent form-filling
- the provision of quiet areas in which to work

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 3**

#### Strengths

- good strategic management
- good support for providers
- good focus on learners' needs
- good actions to improve the training provision

#### Weaknesses

- insufficient development of equality and diversity across the partnership
- incomplete quality assurance process
- insufficient use of data

37. Careers Bradford and the partnership have a good strategic vision of how the programmes they offer will affect identified young people in the Bradford area. The programme is designed with the clear intent of reducing the number of young people in Bradford who are not in employment, education or training. This strategy is designed to meet the identified local area needs effectively. Careers Bradford makes a positive contribution to these area strategies by attending and participating in the local Learning Partnership and Confederations of Providers. A detailed three-year corporate plan gives a clear vision as to how the activities of Careers Bradford will affect these areas. All of the partners involved in the E2E programme share the company's vision and commitment. A three-year development and action plan supports the corporate plan effectively. This plan is divided into yearly plans that drive the development of the programme on an annual basis. Within the partnership, the creation of a strategic management group contributes to further developments regarding the overall strategic direction.

38. Careers Bradford provides the individual providers in the partnership with good support. The company has a clear management structure, with allocated roles and responsibilities, and this ensures that staff are focused on providing a wide range of support to individual providers. This includes the development of very good communication processes. All of the training provider's staff identified that they felt well informed as well as involved in the review and development of various programme elements. Regular management monitoring meetings between Careers Bradford's staff and partnership managers ensure that they provide each other with consistent support. New partners that are less experienced at providing training receive effective support at these meetings both from Careers Bradford and from other, more experienced, partners. Careers Bradford organises and runs a wide range of meetings designed to deal with specific review or development needs. Many of the partners attend these meetings regularly and this contributes to the good actions taken to improve the provision as well as the good communication throughout the partnership. Careers Bradford's staff are quick to respond to individual requests from partners. Partners are confident that they can rely on Careers Bradford's staff and that the company will find effective and efficient solutions when providers have exhausted other avenues.

39. The partnership recognises Careers Bradford as independent and impartial in brokering the delivery of the LSC contract between the contracting partners. By not delivering training, the partnership perceives the company as an 'honest broker' and trusts it to manage in the best interests of the learners.

### **Equality of opportunity**

### **Contributory grade 3**

40. Careers Bradford focuses well on the needs of individual learners. The programme is effective at meeting the learners' aspirations and the identified skills shortages in the area. In addition to the skills needed, the company carefully considers geographical coverage of the area to enable access to all learners. Providers included in the partnership have a wide range of good experience with meeting the needs of local minority ethnic groups as well as gender and disability issues. In the current year, 41 per cent of learners are women. Learners from minority ethnic groups represent 46 per cent of the total, with good participation by Pakistani learners, who account for 75 per cent of these learners.

41. The partnership is good at using project funding to develop the learners' experience. For example, the partners collectively decided to use funding to pay for residential activities for learners. Instead of being exclusively for learners from minority ethnic groups, they decided to use the residential activity to promote racial integration. The partnership also enabled different providers to work together and share experiences and knowledge. This was successful and individual learners have benefited greatly. Some have gained employment and all of them have higher levels of confidence.

42. The development of equality and diversity across the partnership is insufficient. Careers Bradford has no overall strategy to ensure that all partners develop equality and diversity effectively. While some targets have been set within the development plan to deal with issues around widening participation and some targets for individual staff, an overall strategy is not in place.

43. The formal partnership contract determines the detail of provider practice, but the contract does not deal with equality and diversity in sufficient detail and includes only a short compliance statement. This statement does not refer to all the relevant statutes such as the Children Act 2004 or the most recent amendments to other statutes.

44. Although most providers are required to carry out access audits of premises, Careers Bradford is not routinely collecting these or ensuring some measure of compliance. Staff training across the partnership has covered some issues relating to equality and diversity such as dyslexia awareness and literacy and numeracy, but there is no joint plan across providers to develop practice to better meet the needs of demanding learners.

45. Across the partnership there is insufficient sharing of the range of knowledge, experience and examples of good practice on a regular, planned basis. In addition, there are few strategies across the partnership to remove barriers and stereotypes of learners. Partners are not yet fully dealing with issues of widening participation on a systematic basis, although most partners are enthusiastic in their approach to attracting learners across the provision. While Careers Bradford checks employers' health and safety arrangements thoroughly, it does not check equality of opportunity sufficiently, either pre-placement or at reviews.

## Quality improvement

## Contributory grade 4

46. Careers Bradford is taking good actions to improve its training provision. From the start of the partnership in 2003, it has held regular and effective partnership meetings to monitor the effectiveness of the E2E partnership and improve the provision. In addition, the three E2E co-ordinators hold six-weekly cluster group meetings in which partnership staff directly involved in the training have the opportunity to get together and share good practice. These are effective at sharing practice between practitioners and creating open dialogue across the partnership. As yet, not all partnership staff have been involved in these meetings but practice is beginning to improve in some areas.

47. The company makes good use of external consultants to assess the provision across the partnership and identify areas of concern. Its identification of additional staff needs, particularly to manage the quality development processes, resulted in an additional appointment. The company has developed and applied good internal audit procedures. These focus on paper-based activities, mainly on the central issue of the E2E Passport as a practical individual learning programme record. A yearly planner for these activities is in place. Some of the key quality processes are under review. Not all of the new quality assurance processes have come through a full yearly cycle, but some have already resulted in improvements in practice. A review of the initial assessment process resulted in additional staff training to develop practice. The company has not yet analysed the results of this training and cross-partnership consultation.

48. Careers Bradford also identified the recording of target-setting in the E2E Passport as an area of concern. Additional training for staff has dealt with this issue and the cluster group meetings have focused on developing better practice. Another example of the good partnership arrangements is the sharing of observations of teaching and learning. This is in its early stages of development across the whole partnership.

49. Assessment and verification processes activities are satisfactory and meet awarding body specifications. Careers Bradford's staff appraisal systems are satisfactory and the company uses them to set the core team direction.

50. All providers in the partnership have procedures for ensuring that learners are informed of their rights and responsibilities. This includes effective systems for dealing with complaints and grievances and, when these occur, they are handled appropriately. Although Careers Bradford has not yet established a direct line of complaint from the learners to the company, one provider's induction process gives the company's direct contact details.

51. The quality assurance processes across the partnership are incomplete. The quality audit procedures introduced focus principally on the E2E Passport documents and do not adequately deal with the learning process. The contracts include some statements to require individual partners to deal with quality of learning but Careers Bradford does not yet have a fully developed system to check on this itself. The company collects some information from partners on their teaching and learning observation process but it does not fully analyse this. While Careers Bradford gives good support to its newer partners, generally, these partners do not yet have a systematic approach to observing teaching and learning. In the same way, while they have used consultants to gather partner self-assessments and collate the overall findings to input the overall self-assessment, not all

partners have completed this process themselves and feedback from learners and employers is not included.

52. Careers Bradford's use of data is insufficient to contribute to management planning and decision-making. While a new database is now accurately recording partner information, managers do not use it fully for management purposes.

53. Although each provider has collated data to assess the learners' levels of achievement and progression, this has not been fully analysed collectively to give a holistic view of overall performance by the partnership. A global target for all providers of 50 per cent achievement and progression has been set in the latest contracts. Individual targets for each provider have not been set based on this and last year's performance. Beyond this overall target, staff have little knowledge or understanding of any other targets. For instance, while in some providers a shortage of work placements is a major concern, no specific targets are set for their development.

54. While Careers Bradford offers the learners literacy, numeracy and language support, it does not have a monitoring process to ensure that all of the learners receive it and it does not analyse its effectiveness. The company records early leavers and monitors them, but it carries out insufficient analysis across the partnership to identify the reasons for it. Careers Bradford monitors learners by ethnicity, disability and gender well. It monitors their destinations into work and education effectively. However, further analysis of learners by diversity markers, such as homelessness, offender backgrounds or single parenthood, is in its early development.

## AREAS OF LEARNING

### Preparation for life and work

**Grade 3**

Contributory areas:	Number of learners	Contributory grade
<b>Employability training</b> Entry to Employment	208	<b>3</b> 3

55. There are 208 learners on courses with 15 different training providers in Bradford and Shipley. The providers offer over 40 different training modules, including literacy, numeracy and language skills, citizenship, information technology (IT), English for speakers of other languages, drug awareness, telephone techniques, residential trips, health and safety, independent living skills, jobsearch, web design and art, outdoor adventure and leisure activities, and work placements and tasters. Providers offer training in administration, construction trades, catering, hairdressing, childcare, retailing and distribution, IT and motor vehicle. Connexions personal advisers refer learners to courses and they can join at any time. Learners have significant barriers that prevent them from entering other training or employment and attend their E2E programme for a minimum of 16 hours each week. After six weeks, the providers' staff draw up individual learning plans for each learner and Connexions' personal advisers approve these. Providers' staff carry out monthly reviews of learners' progress. Learners can achieve a wide range of externally accredited qualifications, including national vocational qualifications, literacy and numeracy tests at level 1 and 2, key skills qualifications, a range of IT-related courses, and short courses such as basic food hygiene. In addition, providers internally accredit learners' progress by issuing in-house certificates of attendance and achievement.

### **Employability training**

**Grade 3**

#### *Strengths*

- good development of learners' personal and social skills
- wide range of varied and stimulating training programmes

#### *Weaknesses*

- inadequate target-setting
- insufficient co-ordination of the training programme

### **Achievement and standards**

56. Learners develop good personal and social skills. They gain confidence and develop their communication skills effectively, for example through discussions and teamworking. The skills that they learn are useful to employers and in further studies. Learners understand how their new and developing skills will help them in work and life. Tutors encourage learners and develop their self-esteem. Learners' work is of a high standard. Their portfolios of evidence contain work that demonstrates a good level of attainment and clear development. The learners' achievement of short courses and in-house certificates has increased. In 2003-04, learners completed 312 short courses and achieved 254 in-house



certificates, for example in basic food hygiene, first aid, and health and safety. At the time of inspection, learners who started in 2004-05 have completed 332 short courses and achieved 332 in-house certificates. Learners value their achievements and the company motivates them to work productively during their learning sessions. Careers Bradford acknowledges and celebrates their success, for example with displays of their certificates. Some partners present a trainee of the month award, where learners are rewarded for their achievements with vouchers.

57. Learners make satisfactory progress into employment, work-based learning or further education. For 2003-04, 37 per cent of the learners progressed into these areas. At the time of the inspection, it was too soon to make a judgement on the progress for learners who started in 2004-05. However, there are early indications that these learners' progress is satisfactory.

The following tables show the achievement and retention rates available up to the time of the inspection.

LSC funded work-based learning																
Entry to Employment	2005-06		2004-05													
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of starts	462	100	807	100												
Progression <sup>1</sup>	53	11	252	31												
Achieved objectives <sup>2</sup>	88	19	299	37												
Still in learning	199	43	9	1												

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

## The quality of provision

58. Learners access a wide range of varied and stimulating programmes. Programmes across the partnership effectively cover the essential strands of the provision and include a variety of enrichment activities. Learners benefit from external visits that are relevant to them, for example to places of interest and leisure activities. Guest speakers regularly attend sessions at partners' premises to discuss health issues. Many learners have attended a residential course that has developed their teamworking and communication skills. Learners benefit from access to a broad range of accredited and non-accredited qualifications. They access very effective vocational tasters and work placements in a wide variety of occupations, such as in horticulture, retailing, business administration, childcare and construction.

59. Many training providers have good relationships with employers. Employers offer a valuable learning experience and the support they provide in the workplace assists learners to achieve their goals. One training provider holds regular employers' forums to evaluate and develop the provision for learners by investigating ways in which to engage minority ethnic groups. However, not all learners are able to access this wide range of training provision.

60. The learners benefit from good learning environments. There are computer facilities with dedicated training rooms at each training provider's premises. Generally, the training rooms are well lit, spacious and airy, and contain many good examples of learners' work, as

well as useful information relating to the programme. Learners work productively in the relaxed atmosphere. For taught sessions, the seating and layout of the rooms allow the learners to participate fully.

61. Learners have a good rapport with their tutors, who promote a positive working atmosphere. They develop a relationship of mutual respect with the learners. Learners appreciate their tutors' support and are motivated to progress. However, in the weaker sessions, tutors do not tailor activities to meet the needs of learners with differing abilities, and in some group sessions, aims and objectives are not sufficiently communicated to learners. Assessment and verification meet awarding body guidelines.

62. Learners' inductions include assessment of their literacy and numeracy skills. Careers Bradford identifies their development needs and devises an individual programme of learning. Many of the taught sessions and activities incorporate literacy, numeracy, language and key skills development, such as in a team-building game incorporating questions on multiplication to develop the learners' numeracy skills and a gardening project involving measuring. Some training providers do not accredit the learners with literacy, numeracy and language skills certificates.

63. Teaching and learning are satisfactory. Most lessons are well planned and use a variety of teaching strategies, for example whole group, paired work and individual activities. In the better lessons, tutors use teaching and learning resources that link to the learners' interests and incorporate literacy and numeracy skills into the activities. In most of the lessons that the inspectors observed, all of the learners participated and learning took place. However, some tutors use a narrow range of teaching methods and resources, and the activities consist of individual tasks using prepared worksheets. In this type of learning, the interaction between the tutor and the learners is insufficient. Learners complete learning preference questionnaires but tutors do not use this information sufficiently when planning teaching and learning activities.

64. Support for the learners is satisfactory. The referral system is clear and structured. The E2E area co-ordinators check the appropriateness of the personal adviser referrals. Initial assessment is structured, and uses a standard range of assessments. The outcome of initial assessment determines the level of support needed and, in some cases, learners' individual targets. Learners have nominated mentors and key workers, and they benefit from appropriate advice and guidance. Tutors refer learners to specialist advice, such as housing, finance and health. Staff are aware of the personal problems that many of the learners face and are responsive to their individual needs. They are committed to helping the learners achieve their potential. Some of the learners have a history of poor attendance at school and many have unpleasant experiences of learning. Learners are positive about the support they receive and its effect on their achievements.

65. Target-setting is inadequate. While the E2E Passport documents are effective at recording the planned learning activities, and most learners have targets to help them improve their literacy, numeracy, language, personal, social and vocational skills, targets are not sufficiently specific or measurable. The process does not sufficiently identify and record all of the training and development that needs to take place. All of the partners carry out learners' progress reviews, normally every four weeks. The review documents do not include sufficient detail of what learners need to do to make progress. Some reviews do not record specific skills learnt and do not give detailed feedback on the learners' progress.

For example, the identification of confidence-building and time-keeping as personal objectives does not then sufficiently record the steps the learner needs to take to improve these. Learners often refer to progress in terms of improvement rather than recording the detail of what they can do now that they could not do before. Reviews do not always effectively monitor the targets identified at previous reviews. Tutors' completion of learning plans is inconsistent. Activity plans are poorly completed and the learners' do not value them. The company's most recent self-assessment report recognises this issue.

### **Leadership and management**

66. The management of resources for E2E activities is satisfactory. Careers Bradford's team members work well together and internal communications are good. Partnership tutors are experienced and are appropriately qualified to teach on the programmes. Generally, they have a range of experience that is effective in meeting the learners' needs. They are committed to personal and professional development, with good support from Careers Bradford in accessing appropriate training sessions and courses. Most of the partners routinely observe their tutors in the classroom and give them feedback. However, Careers Bradford does not evaluate the effect this has had on the learners. Data collection is not in a format to support clear evaluation to identify trends or to make improvements to the provision. Most partners collect learners' views from written questionnaires or focus groups. However, Careers Bradford does not analyse this data and does not produce action plans to make improvements to the programmes.

67. Careers Bradford does not co-ordinate the provision sufficiently to ensure that learners can access the wide range of programmes available within the partnership. Although there are some examples of learners taking part in activities across the partnership, this does not happen enough. Learners do not always have access to a sufficient range of activities with one training provider. For example, a provider that specialises in vocational training does not arrange for learners to attend personal and social development modules with another of the partners. However, learners with one provider joined an anger management group held with a small group of learners at one of the partnership centres. Careers Bradford is beginning to help providers improve the weaker aspects of their programmes through such measures as the formation of an employer development work group. All of the training providers are able to attend 'cluster group' meetings and the company arranges very effective development days to share good practice. However, not all training providers attend the events and meetings, and tutors delivering the programmes do not always receive the information that will improve the quality of the learners' programmes.

