

INSPECTION REPORT

Roundabout Training Limited

08 February 2007



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
- **learnirect** 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
- adult information, advice and guidance services (**nextstep**).

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*

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Roundabout Training Limited (RTL) is a provider of national vocational qualifications (NVQs) in playwork, early years care and education, customer service and skills for life literacy and numeracy qualifications. Skills for life is the government's strategy on training in literacy, numeracy and the use of language. RTL also provides a number of management-level qualifications for the care sector. Located in Smalley, Derbyshire, the provider receives employer training pilot (ETP) funding from the West Midlands Learning and Skills Council (LSC) and skills for life funding from the West Midlands and the East Midlands LSCs. All current contracts are interim and come to an end in March 2007. The provider has held the skills for life contract since 2005 and the ETP contract since 2006.
2. Currently, there are 75 learners on skills for life and NVQ programmes. The staff team comprises a managing director, two skills for life trainers, two playwork assessors, a centre manager, a centre administrator and a trainer/business adviser. The provider contracts with other assessor trainers as appropriate. Courses are delivered in the workplace or other suitable premises through individual sessions or group workshops.
3. Unemployment rates in November 2006 were 2.3 per cent in the East Midlands and 3.2 per cent in the West Midlands, compared with a national average of 2.5 per cent. The 2001 census shows that 6.5 per cent of people in the East Midlands and 11.3 per cent of people in the West Midlands are from minority ethnic backgrounds, compared with a national average of 9.1 per cent. In the Midlands the percentage of people of working age qualified to level 2 is 21.2 per cent compared with a national average of 21.5 per cent.

OVERALL EFFECTIVENESS

Grade 3

4. **The overall effectiveness of the provision is satisfactory.** RTL's leadership and management and its arrangements for equality of opportunity are satisfactory, although quality improvement is inadequate. Provision is good in health, public services and care is good and satisfactory in preparation for life and work.
5. **The inspection team had some confidence in the reliability of the self-assessment process.** The provider identified some of the strengths and weaknesses identified by the inspection team but overall the self-assessment report does not focus on the learners' experience. It is insufficiently critical and evaluative.
6. **The provider has demonstrated that it has sufficient capacity to make improvements.** RTL's quality assurance systems are in place but are not rigorous enough. Many improvement activities are too informal and do not focus enough on priorities for improvement and systematic action-planning.

KEY CHALLENGES FOR ROUNABOUT TRAINING LIMITED:

- develop and implement rigorous and effective skills for life arrangements
- improve the focus on learning
- develop a more effective initial assessment process
- develop a more rigorous quality improvement system
- continue to develop the strong partnership working
- maintain the good success rates in early years care and education
- further reinforce equality and diversity

GRADES

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

Grades awarded at inspection

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

Health, public services and care			2
Contributory areas:	Number of learners	Contributory grade	
<i>Early years</i>		2	
Train to Gain	8	2	

Preparation for life and work			3
Contributory areas:	Number of learners	Contributory grade	
<i>Literacy and numeracy</i>		3	
Train to Gain	53	3	

ABOUT THE INSPECTION

7. This inspection was RTL's first and took place over four days, supported by three inspectors. The provision inspected was early years and playwork as part of the health, public services and care area of learning, and literacy and numeracy as part of the preparation for life and work area. An overall area of learning grade was given for each area. Customer service provision recruits a very small number of learners and was out of scope for the inspection.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	20
Number of staff interviewed	15
Number of employers interviewed	8
Number of locations/sites/learning centres visited	12
Number of partners/external agencies interviewed	4
Number of visits	1

Leadership and management

Strengths

- good strategic partnership working
- good engagement of learners not traditionally involved in learning

Weaknesses

- insufficient reinforcement of equality of opportunity
- insufficiently rigorous quality assurance arrangements

Health, public services and care

Early years

Strengths

- good success rates
- good acquisition of workplace skills

Weaknesses

- insufficient formal planning of learning

Preparation for life and work

Literacy and numeracy

Strengths

- good activities to meet individual and employers' needs
- good development of learners' confidence through achievement in national tests

Weaknesses

- inadequate use of initial assessment to plan learning
- slow development of skills for life strategy

WHAT LEARNERS LIKE ABOUT ROUNABOUT TRAINING LIMITED:

- learning on the job
- the learning - 'it makes you think more'
- the very good support from tutors
- the flexible learning
- 'I can use what I learn at work'
- learning by doing
- 'the programme has given me so much confidence'
- the approachable and helpful staff who make learners feel at ease

WHAT LEARNERS THINK ROUNABOUT TRAINING LIMITED COULD IMPROVE:

- the amount of support with literacy and numeracy
- provision of a skills for life test at the start of the programme
- the amount of resources available
- the frequency of checks of units
- the quality of information on how to fill in charts and forms

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- good strategic partnership working
- good engagement of learners not traditionally involved in learning

Weaknesses

- insufficient reinforcement of equality of opportunity
- insufficiently rigorous quality assurance arrangements

8. RTL has good strategic partnership working. It has a wide range of productive partnerships and initiatives with employers, local authorities and other stakeholders to support the regional and national skills strategies. It has delivered a number of pilot initiatives on behalf of funding and awarding bodies. The provider works effectively with employers to deliver bespoke programmes. For example, a project that RTL developed in partnership with the Wolverhampton local education authority enabled teaching support staff to gain literacy and numeracy qualifications at level 2 so that they could take a teaching assistant qualification. The provider has positive relationships with early years development and childcare partnerships to develop the business. Some business is marketed through the higher-level management qualifications. Employers and local authorities speak highly of RTL and value the company's personalised approach, which is flexible and responsive to employers' and clients' needs. RTL contributed to the enrolment of 180 learners on ETP provision, one fifth of the target in the Black Country.

9. Communication is satisfactory. Staff meetings are regular, well minuted and actioned. There are fixed agendas on areas such as health and safety, equality of opportunity, learners' progress and progress on the development plan. New staff are well supported with a thorough induction process and training needs are identified early on. Staff have access to annual appraisals which are linked to staff development and training. More experienced staff have yet to be appraised. All staff complete a skills audit to identify their training needs and have a continuing professional development learning plan which is effectively monitored. All staff are clearly aware of the provider's need to diversify the business in future in response to regional and national agendas. RTL is using external consultancy to support its development of a new business plan to realign the business focus.

10. Financial management is satisfactory. RTL has effective systems to manage the budget, with committed budgets for learning materials and resources and staff training and development. The provider makes good use of free training for staff through its partnership links. A part-time accountant manages the payroll and carries out a financial audit every three months.

11. Management information systems are currently being transferred to a new database system. Staff currently use spreadsheets to record and process learners' data. Monitoring systems are used effectively to follow learners' progress closely. Targets are set for

recruitment but not for retention and achievement.

12. The provider has received support for skills for life provision through the national quality initiative. Implementation of the strategy has been slow and there is insufficient information and guidance for learners and staff on how the strategy will be implemented.

Equality of opportunity

Contributory grade 3

13. RTL works with many learners in their 40s and 50s who have never completed a qualification and never achieved at school. Many learners have been in their particular job and industry sector for more than 18 years. Lone parents value the opportunity to train in the day so that they can be with their children in the evening. For a large number of first-time learners, the barriers of low self-confidence and low self-esteem are effectively removed. RTL's staff encourage and motivate learners to have higher aspirations, particularly in the NVQ programme. There is a good representation of minority ethnic groups on the skills for life programmes and in promotional images. RTL works with clients in a very wide range of settings. For example, it provides key skills qualifications in communication at level 1 and 2 for staff at an organisation which works with homeless people. It also provides essential skills for employees in local councils, schools and care homes in partnership with a local consortium. A policy for work-life balance applies to staff and learners. Assessors provide visits out of hours and learners can access a helpline seven days a week.

14. RTL's equal opportunities policy and procedures acknowledge relevant legislation, with the exception of the latest guidance in response to disability and equality requirements. Learners have a satisfactory induction to equality of opportunity and receive a statement of support in the handbook. The induction booklet and some handouts are too complex for some learners with weak literacy skills. RTL has a planned programme of training in equality of opportunity for all staff. Criminal Records Bureau checks are carried out on all staff, and audits of compliance with the Disability Discrimination Act 1995 are carried out on all employers' centres. Learners' complaints are taken very seriously and are promptly dealt with. The process is clear to learners. Requests taken on the helpline are effectively recorded, monitored and actioned. Data on ethnicity, gender and minority group representation is collected for each programme and discussed at meetings but is not systematically benchmarked or used to set targets. The provider recognises that men are under-represented on early years and skills for life programmes.

15. Equality of opportunity is insufficiently reinforced. Learners are very aware of equality of opportunity in relation to their client group but are less aware of their own rights and responsibilities in the workplace. Learners' understanding of cultural diversity is not well developed through the review process. Learners are asked closed questions and there is little opportunity to challenge beliefs and attitudes or further develop learners' understanding of equality and diversity. Statements and information on learners' entitlement, support and access to adaptive technologies are not sufficiently reinforced for learners. Staff have an insufficiently developed understanding of recent legislation and its implications. Promotional material does not contain a disability statement or logo.

Quality improvement

Contributory grade 4

16. Internal verification is satisfactory. The provider has effective systems in place which meet the awarding bodies' requirements. Skills for life provision is internally invigilated

and an external moderator attends periodically.

17. The provider makes satisfactory use of staff and learners' feedback. Course reviews are used to monitor short programmes. These are discussed at team meetings and effective action is taken to improve the provision. RTL has made good use of staff and learners' feedback to make improvements. Examples include learners' access to the seven-day helpline and the new website, and staff members' use of the traffic light system to identify learners at risk. However, much feedback is informal and priorities for action are not systematically identified and action-planned.

18. This is the provider's first self-assessment report. Staff are fully involved in the self-assessment process and the views of learners and some employers are taken into account. However, not many employers responded to requests for their views. The report covers the Common Inspection Framework but has insufficient focus on the experience and achievement of learners. It is insufficiently critical and evaluative. The development plan deals with strengths and weaknesses in the report and includes areas for improvement. Inspection weaknesses were less well identified by the provider but some areas for improvement were identified by inspectors as weaknesses. The plan is monitored regularly through staff meetings.

19. Quality assurance arrangements are not sufficiently focused or rigorous. Systems are in place but are applied too informally to be consistently effective. They are not effective in identifying the inconsistencies in skills for life programme delivery, such as learners working at inappropriate levels and the length of time spent on programme. Although achieving a qualification, many learners are not reaching their full potential. The external national initiative quality plan for skills for life is ineffective and many actions are outstanding. The plan has not set up a strategy outlining policy and procedures and detailing guidelines which all staff can follow. There is variance in staff understanding and practice. New practices, such as learners' action plans, have been adopted in response to programme evaluation but not all staff comply. One consultant kept learners' skills for life action plans at home for a number of months so they were not seen by the organisation or inspectors. Quality assurance activities do not cover all aspects of the learners' journey. There is no calendar of quality assurance activities across the year which all staff clearly recognise and understand. Observations are regular but insufficiently rigorous, and do not focus on learning. There are no criteria for grades given and action plans are not detailed enough. Employers and stakeholders are not sufficiently aware of the self-assessment report process and their contribution to it. RTL has only recently gathered feedback from employers. The provider has a responsive approach to improvement but priorities are not always considered and set. Staff do not have a clear enough understanding of their role in the development plan. Data is used effectively to monitor learners' progress but not systematically analysed to set targets for improvement. Policies and procedures are reviewed annually and updated. Some policies include insufficient detail on how they will be implemented.

AREAS OF LEARNING

Health, public services and care

Grade 2

Contributory areas:	Number of learners	Contributory grade
<i>Early years</i>		2
Train to Gain	8	2

20. During 2006-07, RTL had 22 learners on an ETP programme in health, public services and care. Seventeen were on a level 2 NVQ in children's care, learning and development and one was taking the NVQ at level 3. Four learners took a level 2 NVQ in playwork. Eight learners are still in learning, with six taking courses in children's care, learning and development and two following courses in playwork. RTL has a direct contract with the local LSCs for the East Midlands and the West Midlands. Two learners are from a minority ethnic group. No learners on programme are men and no learners are identified as having a learning difficulty or disability. Three members of staff are involved in assessing the childcare and playwork training programmes. Two are qualified internal verifiers. All learners are in employment in local day nurseries, schools or pre-school nursery. Training and assessment take place on the job.

Early years

Strengths

- good success rates
- good acquisition of workplace skills

Weaknesses

- insufficient formal planning of learning

Achievement and standards

21. The success rates on NVQ programmes are good. Of the 11 learners who have completed the programme, nine have achieved the qualification. The six remaining learners have only one unit to complete and are on target to complete by the planned end date at the end of March 2007. Learners are encouraged to achieve challenging targets. One learner on a level 3 NVQ completed the qualification within 10 months. Of the four learners on the playwork NVQ, two completed in four months and the two remaining learners are on target to complete.

22. Learners are developing good vocational skills and knowledge. Their understanding of childcare practice and their ability to meet the needs of children is of a good standard. For example, learners are able to use their own initiative to plan appropriate activities for the children in their care. Learners develop greater confidence in their own ability to work independently. Learners' understanding of the reasoning behind their practices within the childcare setting is greatly improved. Learners benefit greatly from gaining recognition for their achievements and recognised qualifications. Many mature learners have no previous qualifications within this area of work. Employers value the improved standard of work

demonstrated by the learners and recognise their increased levels of skills and professional practice.

23. The standard of work in learners' portfolios is satisfactory. The variety of types of evidence is appropriate. For example, portfolios contain witness testimony, direct observation and detailed professional discussion. However, much work is handwritten and little use is made of information and communications technology (ICT).

The quality of provision

24. Assessors visit learners in the workplace every fortnight to provide support, to conduct assessments, and to monitor and review learners' progress. Assessors explain the programme well and set appropriate targets to enable learners to develop their knowledge and understanding of how to progress within the qualification. Assessors give useful verbal and written feedback during the sessions, with agreed achievable targets, discussed with the learner. Learners are motivated and appreciate and value the help that they receive.

25. Learners develop a supportive professional working relationship with their assessors. Workplace issues that affect learners' progress are identified quickly and resolved in discussion with employers. Learners are provided with mobile telephone numbers for their assessors and are encouraged to contact them for assistance between workplace visits. Most employers provide appropriate support for learners.

26. Learners' induction is comprehensive. It covers the requirements for the programme, learners' rights and responsibility, equality and diversity, and health and safety issues. Assessment practice is satisfactory. A wide range of assessment methods is used to collect evidence of competence, such as learners' written work, professional discussions, direct observations, reflective accounts and witness testimonies. Assessments are planned in advance and are regular. Learners are aware of the progress they are making and how much remains to be completed. Staff are appropriately qualified and have appropriate professional updating. The training programmes adequately meet the interests of learners and the needs of the employers. RTL offers appropriate advice and guidance to the learners to ensure they are placed on the right programme.

27. There is insufficient formal planning of learning at the start of the programmes. The results of learners' initial assessment are not used to plan learning or to provide appropriate support for learners. For example, when initial assessment identifies where additional support is required there is no formal planning or recording to meet these needs. Co-ordination of on- and off-the-job training is informal and responsive. Employers do not have an overview of the programme to enable effective pre-planning of on-the-job training to support the NVQ programme. RTL provides no written feedback to employers following assessments or reviews visits, on learners' progress, although verbal feedback is given. Learning resources are satisfactory. However, learners' access to these resources is insufficient. Learners receive a reading list at induction. Handouts are available during placement visits by assessors, but only on request. Learners are not taught any study skills, or given support on how to access information on the internet. Many learners have been out of formal learning for 18 or 20 years and are not comfortable with ICT. Learning resources are available at the provider's centre but many learners have to travel considerable distances to the premises.

28. The self-assessment process is inclusive. The views of the staff team, learners and employers are sought. However, the report does not highlight the strengths and weaknesses found by inspectors in the area of learning.

Leadership and management

29. Internal communications are satisfactory. Team meetings take place every two weeks at which staff discuss each learner's progress, highlighting any slow progress. Satisfactory systems are in place for monitoring learners' progress, with the use of a traffic light system to indicate learners who are making slow progress.

30. Internal verification is satisfactory. An internal verification sampling plan indicates that sampling takes place midway through and at the end of the programmes. Assessors receive detailed feedback with action points. The external verifier's report indicates no action points for improvement.

31. Staff are appropriately qualified. Staff appraisals are satisfactory and link to the staff development plan. Staff undergo a skills audit to indicate further areas for development. Learners receive adequate information on equality of opportunity issues at induction, including the grievance and appeals procedures. The reinforcement of equality and diversity issues by the provider is insufficient. Assessors ask questions to monitor learners' safety. However, in many cases, assessors do not develop learners' knowledge on equality and diversity matters.

Preparation for life and work

Grade 3

Contributory areas:	Number of learners	Contributory grade
<i>Literacy and numeracy</i>		3
Train to Gain	53	3

32. Fifty-three learners are on preparation for life and work programmes. Of these learners, two are attending numeracy programmes and 33 are attending literacy programmes. These learners have the opportunity to sit the national tests for literacy and numeracy up to level 2. The remaining 18 learners are attending RTL’s care programmes and receive literacy and/or numeracy support as part of their programme. This programme is provided through a residual ETP programme and is funded by the LSC. RTL provides this programme through a range of employers working in occupational areas including housing, teaching and care. Most learners attend training at their employer’s premises. There are three trainer/assessors whose main responsibility is to prepare learners for the national tests. Course duration ranges from nine hours to approximately 30 hours. Eighty-nine per cent of the learners are women and 25 per cent are from a minority ethnic group.

Literacy and numeracy

Strengths

- good activities to meet individual and employers’ needs
- good development of learners’ confidence through achievement in national tests

Weaknesses

- inadequate use of initial assessment to plan learning
- slow development of skills for life strategy

Achievement and standards

33. Learners who pass the national test significantly grow in confidence. For many of the learners this is the first certificate they have ever received. Many learners have not formally studied for a number of years and, although initially apprehensive, significantly value their own achievements. Learners recognise that their opportunities for progression are enhanced by improving their literacy and/or numeracy skills. Some learners who pass the national test at level 1 then progress onto level 2.

34. Pass rates for literacy and numeracy qualifications are satisfactory at 78 per cent for 2005-06. Pass rates on discrete programmes are higher at 83 per cent. However, many learners achieve qualifications at the same level as their initial assessment to meet employers’ needs and entry requirements and this is represented in the high pass rates overall. For example, between May 2006 and July 2006, out of 89 learners who sat a national test, 86 did so at the same level of their initial assessment. The development of learners’ skills is limited by the number of sessions available in some cases. For example, one course is only nine hours in total and focuses on exam preparation with some revision. There is insufficient time to support learners’ individual needs in some cases.

Longer courses have been more successful in developing a range of learners' literacy and/or numeracy skills. The standard of learners' work in relation to test preparation is satisfactory.

35. Attendance at sessions is satisfactory. Some learners find it difficult to attend sessions because of work commitments, or because they have to attend on their day off and have other commitments. RTL's staff, learners and the employers work closely together to follow up attendance issues.

The quality of provision

36. Activities to meet learners' and employers' needs are good. RTL's staff work closely with learners and employers to identify any specific literacy and/or numeracy support needs to meet personal and business or job role requirements. For example, learners receive effective support in budgeting and financial management. Additionally, there has been a clear focus on report writing skills for those learners in the care sector who have to write reports on a frequent basis. Some employers identified the need for their employees to develop their form-filling skills. These are further developed through the training sessions. Many of these courses are funded through additional funding from the discretionary local innovative development fund and achieve pass rates of 98 per cent.

37. The scheme of work for literacy and numeracy is insufficiently developed and does not adequately cover the core curriculum at each level. Session planning for test preparation is satisfactory.

38. Learning resources are satisfactory. There is an appropriate range of paper-based resources including hand-outs and tutor-devised activities. Learners are provided with relevant internet sites for independent study. As the programme develops, more resources are gathered and used.

39. Learners' understanding of key induction topics is satisfactory. Learners are clear on the course structure and content. They are familiar with arrangements for fire and accidents. Most learners have a basic understanding of equality and diversity but opportunities to reinforce and further develop the learners' skills are not taken through the learners' progress review process.

40. Initial assessment is not adequately used to plan learning. Initial assessment comprises an assessment of comprehension with multiple choice questions and some spelling, grammar and punctuation at level 2 standard. The test does not sufficiently cover the full core curriculum. Learners are required to achieve around 70 to 75 per cent in the test at level 2, to be enrolled on the level 2 qualifications. Those who achieve a score lower than this are automatically enrolled on level 1. The information gained from the initial assessment is not used to plan an appropriate learning programme for individuals and some learners sit the national test without sufficient preparation. From May 2006 to July 2007, 21 of the 86 learners who sat the test failed. An individual development action plan was introduced recently. However, completion of these plans varies considerably between staff members. Some staff do not complete a plan for their learners, while others do but with information that is too general to be useful or for progress to be measured.

Leadership and management

41. The development and implementation of the skills for life strategy is slow. RTL has received support for skills for life through the national quality initiative. Actions to include skills for life at team meetings as a regular agenda item and to develop a skills for life strategy were identified through the initiative in January 2006. These actions remained outstanding at further visits in June and July 2006. Plans to complete these actions have been identified in various documents including the self-assessment development plan but with dates as late as November 2007. The current draft skills for life strategy is inadequate. There are no policies or procedures for skills for life. The company development plan makes reference to skills for life but there is no detailed implementation plan. There is varied understanding and practice by staff on skills for life arrangements. On occasion, where employers have offices in other non-funded regions they have enabled those staff to take skills for life tests where appropriate.

42. Advice and guidance is given to employers and staff at the beginning of the programme. Three staff deliver skills for life provision but only one staff member has a specialist subject qualification in literacy and no staff member has specialist qualifications in numeracy. One staff member is inexperienced in the delivery of literacy and numeracy but has received some mentoring support. Two of the team members are independent consultants and work part time. The full team have yet to meet. Best practice is not routinely shared across the team.

43. Staff are observed delivering training and feedback is given. However, observations are insufficiently evaluative and focus too much on teaching practice. There are too few comments on the effect on the learners' skills development.

44. All staff contribute to the self-assessment report. The report partly identifies some of the strengths at inspection including meeting the needs of employers. However, the self-assessment report does not identify the key weaknesses but does identify issues with learners failing and retaking tests.

