

# Herefordshire Group Training

Inspection report

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Unique reference number: 52179

Name of lead inspector: Derrick Spragg HMI

Last day of inspection: 16 October 2009

Type of provider: Independent learning provider

Address: Herefordshire Group Training Association  
Holmer Road  
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## Information about the provider

1. Herefordshire Group Training Association (HGTA) founded in 1967, now known as Herefordshire and Worcestershire Group Training Association (H&WGTA), is a registered training charity, owned and controlled by member companies by way of a Board of Trustees known as the Executive Committee. H&WGTA provides training for apprentices in engineering and business administration and has two main sites, one in Hereford and one in Worcester. H&WGTA contracts with the Learning and Skills Council (LSC) for Herefordshire, Shropshire and Worcestershire for apprenticeship training. It also has commercial contracts with local employers that account for 36% of the provider's income. HGTA employs 37 full time and part time staff. Approximately 80% of learners are men and 1% are from minority ethnic groups.
2. Herefordshire and Worcestershire are predominantly rural counties. Unemployment is low compared with the West Midlands and Great Britain as a whole. The proportion of the population from minority ethnic groups is significantly below the regional and national figure.
3. H&WGTA provide training on behalf of the following providers:
  - Worcester College of Technology
  - Midland Group Training Services & Engineering Employers Federation West Midlands
4. The following organisation provides training on behalf of the H&WGTA:
  - Worcester College of Technology
  - Herefordshire College of Technology
  - University of Wales College Technology
  - Redditch College
  - Kidderminster College

Type of provision	Number of enrolled learners in 2008/09
Employer provision: Apprenticeships	299 apprentices

## Summary report

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

Overall effectiveness of provision	Grade 2
Capacity to improve	Grade 2
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	3
Subject Areas	Grade
Engineering and manufacturing technologies	2
Business administration and law	1

## Overall effectiveness

5. The overall effectiveness of H&WGTA provision is good. The training provided by Herefordshire and Worcestershire Group Training Association (H&WGTA) is good. Apprentices really enjoy their experience and achieve good results all round. This is particularly true in business administration where the achievements by apprentices are outstanding. Apprentices learn all about staying safe and they say they feel safe.
6. Apprentices particularly like the training at the centres where H&WGTA staff use their experience and skill to develop apprentices' personal and employability skills and confidence. Employers work very well with the staff and apprentices to provide a well co-ordinated training experience. Apprentices are given a good initial briefing about their training. Practical work gets underway quickly. A well-organised residential week is provided involving outdoor challenges and other activities, which make apprentices, think about their own personal qualities and how to work well with others.
7. Apprentices get good support with a range of personal matters such as pay and conditions of employment. They are treated fairly and their individuality is

respected. Expectations related to training and conduct are made clear and apprentices respond well. Attendance is good and small class sizes ensure individuals can get help when needed.

8. Overall the training is well organised and managed and the quality of equipment and training rooms are good. The staff are very helpful. They are clear about their responsibilities and have time to listen. They want the apprentices to do well and set high standards for them to meet. Apprentices are involved in reviewing the quality of the training and the staff listen to suggestions and make improvements where necessary.
9. In engineering a small number of apprentices need more support in English and mathematics. In customer service training, employers and apprentices need a bit more detail to help plan the programme.

## Main findings

- Outcomes for apprentices are good overall and outstanding in business administration. There are no differences in attainment between different groups of learners on the same programme. Learners make good progress and produce work of a high standard. Attendance is good; learners participate well in sessions and enjoy learning. In business administration, they understand their learning goals particularly well.
- Learners develop their knowledge understanding and work related skills to a good standard and quickly become very effective. They also develop their personal skills very well and have a good understanding of their rights and responsibilities at work. Many learners progress to higher qualifications and are given increased levels of responsibility. Learners use safe working practices. Learners they feel safe.
- Teaching and learning in off-the-job training are good. Workshops and training rooms are well equipped and provide a good learning environment. Training staff use their skills and experience well to develop learners' skills. Group sizes in H&WGTA training centres are small and learners receive good individual attention. Learning is well planned and challenging.
- Assessment is effective and particularly well planned in business administration. Progress reviews are effective, however in a minority of cases in engineering, targets recorded are not sufficiently specific and do not always provide sufficient challenge for learners to progress. In engineering some internal verification procedures are not applied consistently well.
- The programmes meet the needs of both learners and employers very well. Employers are involved effectively in the planning of programmes. The programmes closely match the learners' job roles and include a wide range of additional qualifications as well as a broader range of NVQ units than required for framework completion.

- H&WGTA's contribution to a range of partnerships across the region is outstanding. It plays a very significant role in the development of vocational provision for 14 – 19 year olds and in promoting very effectively, the benefits of vocational training to school leavers and employers. High profile award ceremonies promote learners' achievements and the value of apprenticeships.
- Leadership and management are good. Highly appropriate values such as respecting individuals and their needs and striving for high standards are communicated to learners most effectively and staff provide good role models. Challenging targets are set and mostly met. Data are used well by managers and staff to improve performance. Resources including staff are good. The trustees provide clear direction and rigorous monitoring of performance.
- Arrangements for safeguarding are good. Enhanced CRB checks take place for staff and they have received training on child protection. The provider insists that relevant employer staff also undergo appropriate checks. Effective screening of the joint use of training centres with adults takes place. The application of health and safety policies and procedures is stringent.
- Promotion of equality and diversity is satisfactory. Arrangements for dealing with discrimination or harassment are clear and effective and learners understand them. There are no differences in the performance of different groups of learners. External promotion and publicity materials are good. The promotion of equality and diversity in the workplace is satisfactory overall and good in business. The strategic overview of equality and diversity is underdeveloped.
- The provider engages with users very effectively to support and promote improvement. Staff gather learner and employer views and uses them for programme review and self-assessment. Plans to improve learner participation further are in place. Employers are involved at both operational and strategic levels as members of the association.
- H&WGTA uses available resources particularly well to secure value for money. High standards and good overall success rates provide good value for money. Good use is made of resources. H&WGTA makes good use of recycled material and equipment donated by member employers.
- The observation of teaching and learning records lack sufficiently evaluative judgements and the action points lack sufficient detail to promote improvement. Although overall, the operational management of training is good the application of a few policies and procedures are not implemented effectively in engineering. For example, the provision of additional learning support is not effective and learner progress is not monitored well.

### What does name of H&W GTA need to do to improve further?

- Maintain the excellent success rates in business administration by continuing to provide good training for learners including employability skills and using the very effective links with employers.

- Continue to improve success rates in engineering, particularly for apprentices, by continuing the high levels of individual vocational support.
- Improve the observation of teaching and learning by using a team of trained observers producing clearer judgements, accurate grades and detailed action points for further improvement.
- Develop strategic plans to widen participation in learning by seeking out and engaging employers with employees not involved in training and those from minority ethnic heritages.
- Ensure procedures for additional support are effective by employing qualified staff to plan and provide appropriate learning support.
- Improve the monitoring systems for tracking learners' progress in engineering by measuring progress more accurately and more frequently.
- Improve internal verification in engineering by more frequent internal verification of assessment and assessors in the workplace.

#### Summary of the views of users as confirmed by inspectors

##### What learners like:

- The excellent standard of teaching
- The good grounding in engineering gained in year 1
- Being well prepared for the next step in their companies
- The very supportive teaching staff
- The good information advice and guidance
- The useful induction
- The small classes and individual attention at H&WGTA

##### What learners would like to see improved:

- The monotony of using some of the software over prolonged periods
- The limited opportunities to share experiences with other learners due to their small group sizes

#### Summary of the views of employers as confirmed by inspectors

##### What employers like:

- The good standard of the learners' work, which exceeds their expectations
- The good progress the learners make within their framework and from level 2 to level 3
- The good development of the learners' personal skills
- The good communications with the provider
- The well coordinated on and off the job training

- The good match of the training programme to learners' job roles
- The way H&WGTA is customer led
- The good support for learners

What employers would like to see improved:

- The poor communication in some instances over learners' progress

## Main inspection report

### Capacity to make and sustain improvement

Grade 2

10. H&WGTA has made significant improvements and has responded well to the key challenges from the previous inspection. In particular high levels of attainment have been sustained overall and in the case of business administration they have further improved to outstanding.
11. Teaching and learning in the centres continue to be of a high standard. Learning resources and facilities have continued to improve. Overall additional learning support has improved since the last inspection although at the time of the inspection it was not being provided in engineering. The promotion of equality and diversity has improved. The board and senior managers have high expectations and clear priorities are set to achieve high standards.
12. Managers use self assessment very effectively as a quality improvement tool. Action planning for improvements is managed particularly effectively. H&WGTA makes good use of staff, learners' and employers' views to evaluate and improve the provision.

### Outcomes for learners

Grade 2

13. The standard of attainment by learners is good and they enjoy taking part in their training programmes. There are no differences in the attainment levels of different groups of learners on similar programmes. Learners' work is of a good standard. Attendance is good. Many learners' achievements exceed the requirements of the qualifications particularly in engineering.
14. The overall success rate for 2007/08 is good at 83% and it has continued to improve since the last inspection. Success rates in 2008/09 in administration are outstanding with 100% success for advanced apprentices and over 90% for apprentices. The success rate for 2007/08 in engineering for advanced apprentices is good at 81%. The success rate for engineering level 2 apprentices is satisfactory.
15. Learners attain a high standard of work related skills to a and demonstrate a good understanding of their work. In off-the-job sessions they respond well to learning and discuss tasks knowledgeably and enthusiastically with their peers. They develop their personal skills well. They have a good understanding of their rights and responsibilities at work. Many learners progress to positions of responsibility at work and to higher level qualifications. Learners use safe working practices. Learners say they feel safe.



## The quality of provision

## Grade 2

16. Teaching, training and assessment are good and support learning well. Teaching and learning in off the job training at the H&WGTA training centres are good. Workshops and training rooms are well equipped and provide a good learning environment. Training staff use their skills and experience well to develop learners. Many of the staff are former apprentices and act as good role models for the apprentices. Group sizes are small and learners receive good individual attention. Trainers make good use of learners' previous experience and relate sessions well to the work place. The learners are engaged and keen to assimilate new knowledge or master new skills. They work well both individually and in team tasks. Staff mark written work carefully and provide constructive feedback to promote further improvement. Until recently key skills have been embedded in the NVQ work and well taught, however the provider has yet to replace the key skills specialist staff member who has recently left.
17. The three week induction training programme for business administration apprentices is excellent and provides a valuable introduction to the apprenticeship framework programme and prepares learners for the workplace. The programme is particularly good in the way learners, who are often straight from school, develop a clear understanding of what is expected of them at work and how to behave. The induction for engineering apprentices provides the learners with a good understanding of the framework requirements. Off the job induction training in the engineering training centre enables learners to develop relevant skills and understanding to start work in engineering and manufacturing jobs.
18. Assessment is satisfactory overall and good in business administration. Assessments are planned carefully with a good range of methods used. Employers make effective contributions to assessment. Internal verification of learners' work is effective overall. However in engineering the observations of assessors in the workplace are infrequent and internal verification of assessed work is not routinely completed prior to the end of the NVQs level 3.
19. Apprentices attend a well planned residential course as part of their programme. Challenging experiences and group work forms the basis for learning by doing and reflection. Learners value these experiences and learning points are re-enforced through their personal journals of the course. Learners develop teamwork and personal skills. While at H&WGTA they are also encouraged to, and many do, engage in sports and physical exercise.
20. Learner progress reviews are frequent and staff monitor the learners' progress well with good employer involvement. However, in a minority of cases in engineering, targets recorded at review are not sufficiently specific and do not always challenge learners to progress.

21. The provision meets the needs and interests of users particularly well. The range, content and context of provision provides learners with a choice of subjects, levels and qualifications that are relevant to their medium-term and long-term personal, career and/or employment goals. Some learners advance to higher levels and are encouraged to consider degree level studies.
22. The programmes meet the needs of learners and employers very well. Employers are involved effectively in the planning of programmes. Programmes closely match the learners' job roles and include a wide range of additional qualifications as well a broader range of NVQ units than those required for framework completion. H&WGTA acts as a recruitment consultant for the employer and matches candidates well to apprentice vacancies taking into account the particular requirements of the company and the abilities and aspirations of the candidates.
23. H&WGTA's contributions to partnerships across Herefordshire and Worcestershire are outstanding. Partnerships with employers are very strong and H&WGTA plays a proactive role in the development of vocational provision for 14 – 19 year olds and in promoting the benefits of work based learning to school leavers parents teachers and employers. Apprentices assist schools in active learning projects with pupils. High profile awards ceremonies celebrating apprentices achievements promote the value of apprenticeships to the wider community. H&WGTA acts as an effective link between national organisations, local government, employers, schools, colleges and other training providers and has assisted in the writing of business plans and in successful funding bids to the benefit of the wider community.
24. The care guidance and support for learners is good and helps them very effectively to attain their goals. Apprentices receive good advice and guidance on progression both within the programmes and on to higher levels and job and career advancement. They also receive good support dealing with issues such as pay and their terms and conditions of employment.

## Leadership and management

Grade 2

25. Leadership and management are good. Highly appropriate values such as working to achieve high standards, respecting each other's differences and having a pride in doing a good job are communicated to learners most effectively and staff provide good role models. Effective self assessment and good action planning leads to challenging targets which are mostly met. Data is used effectively to manage and improve performance. Resources including staff are good.
26. The trustees of H&WGTA and executive committee provide clear direction and rigorous monitoring of performance. Policy and strategic reviews are held which cover local regional and national priorities and initiatives. Board membership is representative of the employers with whom apprentices work. Attendance is

good and meetings are held every two months when the executive committee amongst other matters review the circumstances of every learner who leaves a programme early.

27. Arrangements for safeguarding are good. All staff are subjected to enhanced CRB checks and have received training on child protection. The provider insists that relevant employer staff also undergo appropriate checks. Joint use of training centres with adults is screened effectively. Health and safety policies and procedures are applied stringently.
28. Promotion of equality and diversity is satisfactory. Arrangements for dealing with discrimination or harassment are clear and effective and learners understand them. There are no differences in the performance of different groups of learners. External promotion and publicity materials are good. Equality and diversity training is embedded effectively in all training. It is well covered at induction, during off-the-job training and further reinforced at reviews with learners in the workplace. The promotion of equality and diversity in the workplace is satisfactory overall and good in business.
29. The provider engages with users very effectively to support and promote improvement. Programme review teams include representatives of users. Staff gather learner and employer views and use them for self assessment and improvement planning. Employers engage at both operational and strategic level as members of the association. Plans to further improve learner participation are well advanced.
30. H&WGTA uses resources particularly well to secure value for money. High attainment levels and good overall success rates provide good value for money and in the case of administration very good value as all advanced apprentices qualified in 2008/09. The association makes good use of recycled material and equipment donated by member employers. Equipment in workshops and training rooms is industry standard and supports learning well.
31. H&WGTA work very effectively with employers to plan and design suitable training programmes. Advanced apprenticeships programmes in engineering at H&WGTA are enriched with a range of planned training and development experiences in many of the host companies. Most apprentices receive considerable amounts of additional training from their employers over and above that which the engineering framework prescribes. Many progress to additional qualifications during their apprenticeship.
32. The time taken to complete advanced apprenticeships in engineering is routinely planned over 48 months although most complete within this time. However in the past the contracted end dates were based on 42 months against which the timely rate of success has been calculated. H&WGTA are aware of this anomaly in their data and now plan realistic and more individualised completion dates for advanced apprentices.

33. Although overall the operational management of training is good in engineering a few policies and procedures are not being implemented with sufficient rigour. In particular this is evident in the setting and recording of learners' short and medium term targets at reviews, the monitoring systems for tracking learners' progress, the quality of internal verification and the provision of additional learning support.

## Subject areas

### Engineering and manufacturing technologies

Grade 2

#### Context

34. Currently 171 learners are on advanced apprenticeships and 28 learners are on apprenticeship programmes. Ninety percent of learners are aged 16 to 19 years and predominantly they are employed in either the manufacturing or the maintenance sector. A small number of learners work in design and research. Nearly all learners are male with less than 1% from a minority ethnic heritage.

#### Key findings

- Outcomes for learners overall in engineering are good. Learners are enthusiastic and enjoy their training. Success rates are high for advanced apprenticeships at 81% in 2007/08 compared to the national average of 64%. The success rate in 2007/08 for apprentices is satisfactory at 63%. However, most advanced apprentices achieve their framework after their planned end date.
- Learners develop good skills in the training centres and the workplace. They quickly learn to work safely with confidence and accuracy. They work independently to high standards. Learners' work in portfolios is good and emphasises their confidence and ability to maintain good standards. The procedures for monitoring learners' attendance are good and include regular and timely feedback to employers.
- Learners feel safe and work safely in workshops at H&WGTA and within their employers' premises. They are aware of their responsibilities for health and safety and apply safe practices well. Thorough investigation of accidents takes place when they do occur and reinforcement of safety procedures and guidance follows. Some employers hold weekly health and safety meetings for apprentices.
- Teaching and training are good. Training staff make very good use of learners' own experiences and relate lessons to the workplace. Learners respond well when challenged with new concepts. They work effectively to complete complex tasks. In a minority of cases targets recorded at learners' progress reviews at work are unspecific and do not challenge learners to progress in a timely fashion.
- The care guidance and support learners receive helps them very effectively to attain their goals. Apprentices receive good advice and guidance on progression both within the programmes and to subsequent levels and on job and career advancement. They also receive good support dealing with issues such as pay and their terms and conditions of employment.
- The arrangements to provide additional learning support for a few engineering apprentices are not currently operating effectively although they have in the

past. Support needs are identified; however currently there is no suitably qualified and trained staff to follow up with actions to ensure that the support is delivered.

- The needs and interests of users are particularly well met. Learners have a wide choice of training and qualifications including electrical, mechanical, manufacturing and maintenance. Some learners advance to higher levels. All learners are offered additional training in fire safety, manual handling and health and safety. Where appropriate, learners study additional mathematics to support their progression to higher education.
- Good partnerships exist between H&WGTA and supportive employers and schools. Employers contribute expertise and resources to develop the training centres and take an active role in their operation. Apprentices participate in a H&WGTA designed programme for school pupils to learn about manufacturing. Apprentices work with local charities and take part in local fund raising events.
- Leadership and management are good in engineering. Improvement strategies and action planning are good. Workshops are well resourced. Teaching rooms and facilities are good and meet the needs of the learners very well. Staff use their experience and skills effectively to develop learners. Staff and employers are very positive and promote high training standards and a culture that promotes excellence.
- Internal verification is satisfactory overall. Internal verifiers are appropriately qualified and sampling plans are in place. Internal verification of learners' work at the end of their NVO programmes is thorough. Assessors receive good feedback that helps promote improvement. However, the policy for internal verification is underdeveloped and not all procedures are clearly specified. Verification of work-based assessments is not sufficiently frequent.
- The promotion of equality and diversity is good at the training centres and satisfactory in the workplace. In a few cases, promotion fails to ensure that employers are appropriately guided and challenged to remove inappropriate images in work areas.

What does name of H&WGTA need to do to improve further?

- Continue to promote equality and diversity to employers to ensure working environments convey positive messages.
- Ensure that procedures for the delivery of additional learning support are effectively followed and that learners with identified support needs obtain suitable support.
- Improve the setting and recording of learners' short and medium term targets at reviews by ensuring that they clearly promote further progress with measurable and specific actions, which are clear to the learner and employer.
- Improve the monitoring system for tracking learners' progress so that those making slow progress are identified earlier and supported.

- Improve the quality of internal verification to ensure that the verification of formative assessment in the workplace is more rigorous and frequent.
- Adjust and update the length of individual programmes to reflect more accurately the time.

## Business administration and law

## Grade 1

### Context

35. Currently 96 apprentices are working towards qualifications in business administration and law, of whom 54 are female and less than 1% of learners are from minority ethnic heritage. Most learners are following administration programmes with some doing accounting and customers service. Thirty-nine learners are advanced apprentices and 57 are apprentices. All learners are employed and attend training at H&WGTA or for accountancy programmes an appropriate local college.

### Key findings

- Attainment is outstanding. Learners enjoy learning and are well motivated, and enthusiastic. Success rates in business administration are outstanding. In 2007/08, the overall and timely success rates were outstanding at 90% and 86%. This is 19% and 32% respectively, above the national averages. For 2008/09, the current overall success rate for advanced apprentices is 100 % and for apprentices it is 92%.
- Learners develop very good personal and practical skills of a high standard and apply them very effectively in the workplace. They develop confidence and good administration skills including using communications technology and dealing with difficult customers. Employers value highly the learners' application of skills particularly the well-developed personal and social skills.
- Learners work to high safety standards. Health and safety learning is embedded in training programmes. Learners carry out thorough risk assessments at work and understand the importance of them. Learners feel safe at the training centre and at work.
- Teaching and learning are good. Well-planned learning sessions with demanding and varied tasks engage learners. Teaching and learning resources are good and used well. Realistic targets challenge learners. Reviews and assessments are thorough and planned well with good employer involvement. Well-organised key skills learning is integrated effectively within the training programme.
- The induction for learners is outstanding. An excellent three-week induction emphasises positive personal behaviour and confidence, team building and safe working practices. The induction is an excellent experience for learners to enable them to work effectively in their jobs.
- A good range of business administration training routes, learning experiences and qualifications are used which meet very well to the needs of learners and employers. Training staff and employers work exceptionally well together to promote high standards and deliver well-coordinated training. Learners and employers receive good advice and information although in the case of



advanced apprentices in customer services some of the information lacks sufficient detail.

- Partnerships with schools and colleges are very productive and enable school pupils to have taster experiences and good quality information upon which to make choices. Many learners comment positively on the information they received for administration apprenticeships to help them with their career choice. Partnerships with employers are very good and employers are fully involved in all aspects of the programme.
- Personal support, care and guidance are very good. H&WGTA staff make frequent monitoring visits to the workplace and concentrate particularly on the welfare of learners. They help resolve issues at work relating to wages, holidays, hours and on rare occasions harassment and bullying. Employers take an active role in supporting learners at work and respond well to training needs identified at reviews and assessments.
- Leadership and management are excellent in business administration. The very high training standards have been maintained since the last inspection. Clear improvement targets sustain performance and ensure outstanding support for learners. Excellent success rates and positive learning experiences encourage progression and positive career development. Resources are good and staff are well qualified to support learning very effectively.
- The promotion of equality and diversity is good. Learners have a good understanding of their rights, responsibilities and issues raised with H&WGTA staff, are frequently quickly resolved. Reinforcement takes place at workplace visits effectively. Employers are given good advice and information and in some cases training to promote equality and diversity.

What does name of H&WGTA need to do to improve further?

- Advanced apprentices in customer service training and their employers need to receive more detailed information on the programme content and how to plan training at work which co ordinates with the NVO level 3 and technical certificate.

## Information about the inspection

36. Two of Her Majesty's Inspectors (HMI) and 3 additional inspectors, assisted by the provider's apprenticeships contract manager/manager of the commerce programmes, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local Learning and Skills Council (LSC) or other funding bodies, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
37. Inspectors observed learning sessions, assessments and progress reviews, interviewed learners in the workplace and considered the standards of their work. They also interviewed employers in the workplace. They used group and individual interviews, telephone calls and emails. They looked at questionnaires learners and employers had recently completed on the provider. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

## Record of Main Findings (RMF)

## H&amp;WGTA

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	299	299
Part-time learners	0	0
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	1	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

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