INTERPRETING THE COMMON INSPECTION FRAMEWORK

GUIDANCE FOR PROVIDERS OF WORK-BASED LEARNING

INTRODUCTION

These guidelines explain how the Common Inspection Framework should be applied to the inspection of work-based learning. The guidelines take full account of national priorities, as set out by the Secretary of State to the Adult Learning Inspectorate annually in a grant letter. Current priorities include the government’s strategies for skills development, widening participation and e-learning. The guidance does not replace the Common Inspection Framework, which remains paramount in defining the standards against which inspection judgments are made. The Common Inspection Framework, the guidance notes and the suggested sources of evidence do not constitute a checklist. Inspectors support their judgments with appropriate evidence drawn from a wide range of sources.

Providers should use the Common Inspection Framework and these guidelines to aid their self-assessment process.

In the inspection of work-based learning, inspectors give due attention to the provisions of the Children Act 2004. Inspections may cover programmes of learning, including those with a residential element, where there are children, young people aged under 18, or vulnerable adults. The new legislation is intended to protect these people from abuse. Where inspectors find evidence that gives cause for concern, they ensure that appropriate action has been taken, or pass on their concerns to the appropriate authority. Information from inspections relating to young or vulnerable people will be used in Joint Area Reviews.

As its name suggests, work-based learning takes place mainly in the workplace. Its main aim is to enable the learner to become competent and effective in his or her occupation. Inspectors:

- grade each area of learning and contributory areas of learning
- give contributory grades for each programme, for example work-based learning for young people and Employer Training Pilots. These are taken into consideration when determining the overall grade for an occupational area
- grade the leadership and management of learning
- give a contributory grade for each provider’s approach to equality of opportunity
- give a contributory grade for the effectiveness of each provider’s quality improvement arrangements
- make judgments about the effectiveness of each provider’s strategy to identify and meet learners’ literacy, numeracy and language learning needs
- indicate their degree of confidence in the provider’s self-assessment process
- make a judgement on the overall effectiveness of the provision in meeting the needs of learners, and the capacity for further improvement.
Providers and programmes

- Providers of work-based learning range from private training organisations and colleges of further education to employers that train their own staff.
- A provider of work-based learning that offers any other government-funded training, such as Jobcentre Plus programmes, will have both types of provision inspected at the same time.
- Most work-based learners are employed and follow the requirements of an apprenticeship framework within the new apprenticeship programme, in a specific occupational area. Apprentices work towards a national vocational qualification (NVQ) at level 2 or level 3.
- Apprenticeship frameworks also include training in key skills and a technical certificate. Many training programmes include opportunities for learners to achieve additional qualifications or units of qualifications.
- Some training programmes, such as workforce development and Employer Training Pilots, are not apprenticeships; they are aimed at the achievement of an NVQ.
- The main learning objective of some programmes is to help learners gain a job or progress to further training rather than gain a qualification.
- Some programmes are designed to improve the capacity of the provider and employer base to support learning at work and the goals of the Skills Strategy. Such programmes may include the training of teachers, coaches and work-based assessors.

Terminology

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<th>Term used in the Common Inspection Framework</th>
<th>Equivalent term in work-based learning</th>
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<tr>
<td>Learning goals</td>
<td>Learning goals</td>
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<td>In work-based learning, these could be:</td>
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<td>- achievement of an NVQ</td>
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<td></td>
<td>- development of key skills</td>
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<td>- completion of a full apprenticeship</td>
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<td></td>
<td>framework</td>
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<td>- completion of a technical certificate.</td>
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Other terms used in work-based learning include:

<table>
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<tr>
<th>Term</th>
<th>Description</th>
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| Initial assessment            | Identification of a learner’s occupational and key skills competence and knowledge at the beginning of a training programme. Findings from initial assessment should be taken into account when:  
  - drawing up an individual learning plan  
  - setting targets  
  - determining additional support needs  
  - measuring the added value of the training. |
| Individual learning plan      | A plan specific to each learner, which sets out learning goals and how they are to be achieved. The plan covers on- and off-the-job training. It also outlines learners’ support needs and how these will be met. It is reviewed and updated regularly. |
| On-the-job training           | The part of the training that takes place at work and is given by an occupationally competent workplace supervisor. Workplace supervisors should understand the occupational standards. They are not necessarily qualified trainers. |
| Off-the-job training          | Training that takes place away from the usual place of work, at a training centre, college, or in another part of the workplace premises. Learners gain knowledge or skills that they use at work or that help them to gain employment. |
| Progress review               | A meeting between a learner and those responsible for his or her training. The individual’s progress towards achieving learning objectives is reviewed. Targets for the next stage of the training are set. |
| Subcontractors                | Training providers or assessment centres to which training, assessment or verification are subcontracted by the organisation with the prime responsibility for training, learning and achievement. |
| Under-represented groups      | People from identifiable groups in the community, such as:  
  - those from minority ethnic communities  
  - people with disabilities  
  - men or women who make up a significantly low proportion of learners in a particular occupational area.  
  The degree of under-representation is measured by comparing:  
  i) the proportion of learners from such groups on a learning programme, with  
  ii) the proportion of people from these groups in the local population. |
OVERALL EFFECTIVENESS OF THE ORGANISATION

How effective and efficient are the provision and any related services in meeting the needs of learners and why? What steps need to be taken to improve the provision further?

Inspectors evaluate:

- the overall effectiveness of the provision, including where appropriate any extended services, and its main strengths and weaknesses;
- the capacity to make further improvements.
- the effectiveness of any steps taken to promote improvement since the previous inspection.

and, where appropriate:

- the effectiveness of links with other organisations to promote the well-being of learners
- the quality and standards in the foundation stage
- the effectiveness and efficiency of the sixth form.

The final two points do not apply to work-based learning.
ACHIEVEMENT AND STANDARDS

QUESTION 1- HOW WELL DO LEARNERS ACHIEVE?

In work-based learning, achievement is judged in two ways:

i) the proportion of learners who complete the programme and the proportion who
achieve their learning goals

ii) the standard of competence and skills that learners achieve at work and how that
compares with the level of competence and skills they had when they started their
programmes

Quality improvement considerations include how well providers use data to evaluate
programmes and take measures to improve them. Such data include:

- the levels of overall and timely framework achievement;
- the achievement of NVQs, key skills qualifications and technical certificates;
- learner retention
- distance travelled measures for 16-18 year olds
- learners’ attendance records; and
- their destinations on leaving the programme.

Equality of opportunity considerations include how well providers use the above data to
analyse retention data and qualification success rates of different groups of learners. These
will cover gender and ethnic groups and learners with disabilities.

Inspectors will judge the provider’s ability to give appropriate literacy, numeracy, and
language support to learners, to allow them to complete their main learning programmes.

Inspectors evaluate:

- learners’ success in achieving challenging targets, including qualifications and
learning goals, with trends over time and any significant variations between groups of
learners.

In work-based learning, challenging targets at different levels of aggregation include:

- overall and timely completion of apprenticeship frameworks

- timely achievement of key skills and literacy, numeracy and language skills
  appropriate to the job and main qualification

- overall and timely achievement of qualifications such as NVQs and technical
certificates

- distance travelled measures for 16-18 year olds at different levels of aggregation
Overall and timely success rates, learner retention and distance travelled measures over time should show improvement, or be maintained at a high standard.

Overall and timely success rates, learner retention and distance travelled measures for different groups of learners, including gender and ethnic groups, should show equally high standards of performance, or be moving towards parity.

- the standards of learners’ work in relation to their learning goals

In work-based learning, inspectors consider:

- the level of skills and knowledge shown by learners at work.
- the standard of learners’ literacy, numeracy and language skills, appropriate to their job and qualification level.
- the standard of learners’ work for their technical certificate and any other applicable qualification or training programme.

- learners’ progress relative to their prior attainment and potential, with any significant variations between groups of learners

In work-based learning, inspectors consider learners’ progress towards gaining:

- vocational skills
- NVQs
- key skills
- technical certificates
- other relevant skills and knowledge.

Learners’ levels and rates of achievement should be appropriate to their previous and potential levels of achievement. Inspectors base their judgements about learners’ progress on information about learners’ skills and knowledge at each stage of their training, by examining learning plans and records of achievement.

- the extent to which learners enjoy their work

In work-based learning, inspectors consider:

- the degree to which learners show interest and participate in their learning sessions and take pride in their achievements

and, where appropriate:

<table>
<thead>
<tr>
<th>Common Inspection Framework</th>
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<tr>
<td>the acquisition of workplace skills</td>
<td>Practical skills required for the chosen job and shown in practical lessons and at work.</td>
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<td>Cognitive skills required to perform at work.</td>
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<td>Working safely in achieving industry-standard work and work practices.</td>
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<td>Other skills required to work effectively in their job, which may include:</td>
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<td>- communication</td>
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<tr>
<td>- problem solving</td>
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<tr>
<td>- managing own work</td>
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<tr>
<td>- working effectively in teams and with other people.</td>
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| the development of skills which contribute to the social and economic well-being of the learner. |
| Appropriate knowledge and understanding of employment rights and responsibilities. |
| Skills and knowledge required for employment and progression within the chosen occupation. |

| the behaviour of learners |
| Demonstrating the behaviour required and expected by employers and off-the-job training providers. |

| the attendance of learners |
| Punctual and regular attendance at work and at off-the-job training sessions. |

| the extent to which learners adopt safe practices and a healthy lifestyle |
| Appropriate knowledge of safe working practices. |

Sources of evidence could include:

- observations of learners at work
- data specified in the guidance and forms issued by the Adult Learning Inspectorate
- numbers of learners starting and completing their programmes
- comparisons between local and national data, where available
- providers’ data trends over several years
- destinations of all learners who leave before or at the end of their programmes
- learners’ written and practical work, including portfolios of evidence
- interviews with learners about their achievements
- interviews with employers about the standard of learners’ work
- learners’ initial assessment records and individual learning plans
- records of learners’ progress reviews
- records of learners’ attendance.
THE QUALITY OF PROVISION

QUESTION 2 - HOW EFFECTIVE ARE TEACHING, TRAINING AND LEARNING?

This question is about:

- the effectiveness of the work-based learning process in enabling learners to acquire the competence, skills and knowledge that contribute to their learning goals
- the quality of staff, including off-the-job trainers, workplace supervisors, staff who manage and co-ordinate the training and those in subcontracted organisations, and how well they are deployed
- the quality of the accommodation, equipment, materials and learning resources, both in the workplace and in off-the-job training locations
- how effectively learners are assessed, on entry and throughout their learning programmes.

Quality improvement considerations include how well the quality of learning and assessment is monitored and the effectiveness of steps taken to improve it. Inspectors will consider providers’ observations of on- and off-the-job learning sessions, how well learners’ and trainers’ evaluations of learning activities are used, and internal verification of assessments.

Judgements on the promotion of equality of opportunity will include how well trainers, assessors and other members of staff adapt learning activities, resources and assessments to allow all learners fully to participate and achieve their potential.

Inspectors will judge the ability of the provider to support learners in literacy, numeracy and/or language development in achieving their learning goals.

Inspectors evaluate:

- **how well teaching and/or training and resources promote learning, address the full range of learners’ needs and meet course or programme requirements**

In work-based learning inspectors consider:

- the extent to which teaching staff possess technical competence and up-to-date expertise consistent with effective teaching and assessment of the course or programme
- whether staff use appropriate methods for dealing with learners from a wide range of backgrounds and in different types of provision
- the effectiveness of on- and off-the-job teaching and training
- to what extent staff use methods and styles of teaching consistent with the aims of their programmes and learners’ personal objective and whether they use a range of teaching methods to build on existing experience and knowledge, helping learners to extend their repertoire of learning styles
- the significance of workplace experience in developing learners’ competence and confidence
- the contribution of planning and co-ordination of on- and off-the-job training in
achieving learning aims, including how well the resources at work enable learners to achieve their qualifications

- the roles of trainers, assessors and other specialists, and whether there are enough suitably qualified and experienced staff to meet the demands of the programme and the range of learners
- whether staff challenge and inspire learners and motivate them by finding new ways for learners to look at themselves and their environment
- the extent to which staff, with learners, develop individual learning plans guided by initial assessment, which are reviewed and updated regularly; learning plans reflect learners’ identified learning needs, interests and aspirations, as well as their prior learning
- whether learning plans are updated to take account of learners’ progress
- to what extent staff use suitable, up-to-date learning materials and equipment that are available and used at all venues
- if accommodation provides a suitable setting for good teaching and learning and support for learners; accommodation is conducive to learning, irrespective of whether the provider owns the building
- whether resources, including information learning technology (ILT), are used to best effect to promote learning
- to what extent learning resources and accommodation allow all learners to participate fully, and all parts of the premises are accessible to learners with restricted mobility
- to what extent additional or adapted learning and communications equipment is available for those who need it
- to what extent staff use materials and teaching methods that promote equality of opportunity and ensure that the presentation and content of materials value diversity positively
- whether learners work in a safe and healthy environment.

- the suitability and rigour of assessment in planning and monitoring learners’ progress

In work-based learning, inspectors consider the effectiveness of:

- initial assessment of learners’ vocational skills, key skills, and literacy, numeracy and language skills and knowledge
- initial assessment in developing an individual learning plan
- assessment and review information throughout a programme in monitoring progress and the planning of learning
- the summative assessment of knowledge and competence. Judgements will be made about the suitability and rigour of assessment
- feedback to learners about the quality of their work and what they need to do to improve.
• the identification of, and provision for, additional learning needs

In work-based learning, inspectors consider the effectiveness of:

• initial assessment in identifying learners’ literacy, numeracy and language needs and other specific requirements such as those for people with dyslexia
• the provider’s efforts to bring learners’ literacy, numeracy and language skills to a level appropriate to the programme
• support for additional needs
• teaching and training methods and styles for developing these skills
• differentiated teaching and training to meet all learners’ needs
• additional support at work and during on- and off-the-job training.

and, where appropriate:

<table>
<thead>
<tr>
<th>Common Inspection Framework</th>
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<tr>
<td>the involvement of parents and carers in their children’s learning and development.</td>
<td>This is not applicable to work-based learning.</td>
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Sources of evidence could include:

• observations of on- and off-the-job training and assessment
• visits to learners’ workplaces
• observations and records of progress reviews
• interviews with learners about:
  - how well their training needs are met
  - what they think of their assessments
  - the quality of the feedback they receive about their progress
• interviews with trainers, assessors and internal verifiers
• interviews with workplace supervisors and employers
• individual learning and assessment plans
• on- and off-the-job training plans and session plans
• learning and assessment materials and resources, including ILT
• records of assessment, internal and external verification, learners’ progress and achievement
• learners’ assessment portfolios
• records of progress reviews
• progress review records sent to employers
• plans and materials for induction programmes
• records of communication between all those involved in training
• feedback from learners as gathered from employer/provider surveys or other sources
• staff qualifications, and staff training and development records
• visits to subcontracted training facilities
• health and safety monitoring records and training materials.
QUESTION 3 - HOW WELL DO THE PROGRAMMES AND ACTIVITIES MEET THE NEEDS AND INTERESTS OF LEARNERS?

This question is about:

How effective the training is in meeting the expectations of learners on work-based learning programmes so that they:

- obtain sustained employment
- begin or progress with their careers.

Quality improvement considerations include how well schemes of work and information about learners’ views of the programmes are used to evaluate the provision, identify good practice, and contribute to improvements.

Judgments about the promotion of equality of opportunity will include how socially inclusive the learning programmes are, and whether specific actions are taken to recruit from under-represented groups.

The provision of literacy, numeracy and/or language learning will be judged on the suitability and coherence of the provision to learners.

Inspectors evaluate:

- the extent to which programmes or activities match learners’ aspirations and potential, building on prior attainment and experience

In work-based learning, inspectors consider:

- whether learners have the chance to follow an appropriate range of courses or programmes
- if, where appropriate, learners can achieve suitable qualifications to enhance their career and employment prospects
- to what extent training programmes are well planned and coherent, involving activities that become progressively more complex and demanding.
• how far programmes or the curriculum meet external requirements and are responsive to local circumstances

In work-based learning, inspectors consider:

• whether all people, whatever their personal circumstances and background, can take part in training programmes
• to what extent learning programmes comply with the requirements of appropriate external agencies
• whether multi-site provision and resources are integrated effectively to provide coherent programmes of learning
• how well off-the-job training complements on-the-job training and is relevant to learners’ roles at work.

and, where appropriate:

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<tr>
<td>the extent to which employers’ needs are met.</td>
<td>Programmes of work take account of the needs of employers and local communities.</td>
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<td>the extent to which enrichment activities and/or extended services contribute to learners’ enjoyment and achievement.</td>
<td>Learners get the chance to broaden their experience through a suitable variety of enrichment activities.</td>
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<tr>
<td>the extent to which the provision contributes to the learners’ capacity to stay safe and be healthy.</td>
<td>Whether systems ensure that learners are in a safe working environment, personal protective equipment is used and safe working practices are followed and monitored. To what extent learners are working in an environment that complies with health and safety legislation. Whether accommodation for off-the-job training meets health and safety requirements. To what extent learners and staff are aware of their responsibilities for their own health and safety and that of others.</td>
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Sources of evidence could include:

• interviews with learners about the content and context of their programmes
• interviews with employers, workplace supervisors and providers’ staff
• providers’ strategic and development plans
• individual learning plans
• local labour market information
• promotional literature and advice given to prospective learners
• action plans for encouraging participation by people from particular groups
• feedback from learners as gathered from employer/provider surveys or other sources
• records of communication about the co-ordination of on- and off-the-job training
• records of awards of certificates to learners for any additional training, particularly that provided by an employer.
QUESTION 4 - HOW WELL ARE LEARNERS GUIDED AND SUPPORTED?

This question is about:

The arrangements that a work-based learning provider uses to support and guide its learners. It covers:

- the quality and accuracy of guidance given to prospective learners to direct them towards the most appropriate programme and level of study
- the effectiveness of induction programmes in enabling learners quickly to settle into their programmes
- the effectiveness of support systems in maximising the learner’s ability to achieve his or her learning goals and minimising the risk of them leaving their programmes before completion.

Quality improvement considerations include how well providers evaluate the pre-course guidance, induction, and additional support to identify good practice and areas for improvement.

Equality of opportunity considerations include how effectively induction programmes enable learners to understand their rights and responsibilities.

Inspectors will judge the provision of literacy, numeracy, and/or language support on the quality and accuracy of the guidance given to learners and the quality of the support systems.

Inspectors evaluate:

- the care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards

In work-based learning, inspectors consider:

- how well impartial guidance enables learners to choose the programme or course that is right for them
- the effectiveness of careers education and guidance in guiding learners towards appropriate opportunities after they have completed their training - this can include jobsearch activities
- how accurately learners’ individual learning needs are diagnosed
- the extent to which learners receive effective additional support throughout their training, including access to specialist support
- how well induction programmes for on- and off-the-job training prepare learners for the demands of their programmes
- the effectiveness of procedures for recognising and managing poor punctuality, absences from training and poor performance
- the appropriateness of support arrangements, accommodation and recreational facilities for residential training programmes, those involving young people under 18 years of age, or vulnerable adults.
the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes, and, where applicable, career progression

In work-based learning, inspectors consider:

- the level of timely and effective advice given to learners about opportunities for progression to other employment.

Sources of evidence could include:

- interviews with learners about the quality of care, guidance, advice and support that they receive
- individual learning plans
- interviews with training providers’ staff
- interviews with employers and workplace supervisors
- observation of induction sessions and examination of induction materials and records
- observations and records of additional learning support sessions
- interviews with staff and managers about additional support
- advice and guidance materials
- promotional literature
- procedures for monitoring attendance, punctuality and performance
- appropriateness of residential accommodation and recreational facilities
- feedback from learners as gathered from employer/provider surveys or other sources
- agreements between employers and training providers.
LEADERSHIP AND MANAGEMENT

QUESTION 5 - HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS?

This question is about:

- the strategic leadership of learning, including the effect of policies
- the operational management of learning, including the quality of staff and other resources and how effectively they are used
- quality improvement arrangements
- the promotion of equality of opportunity
- strategies to identify and meet learners’ literacy, numeracy and language support needs.

Inspectors evaluate:

- **how effectively performance is monitored and improved through quality assurance and self-assessment**

In work-based learning, inspectors consider:

- whether the provider has comprehensive and effective quality improvement arrangements that cover all the training, ensuring that training is never less than satisfactory and that the provision is continuously improved
- the extent to which quality improvement arrangements are systematic and take into account all relevant views
- whether staff understand and are part of the provider’s quality improvement arrangements
- the extent to which the provider carries out rigorous self-assessment, recognises strengths and weaknesses in training and takes appropriate action to rectify identified weaknesses
- how effectively accurate data about learner retention, overall and timely success rates and distance travelled measures for 16-18 year olds are used in the self-assessment process
- whether managers and staff can obtain accurate data about learners’ performances and destinations on leaving their programmes
- if data is used effectively to plan improvements to the training process and improve the learners’ experiences.
• how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high-quality care, education and training

In work-based learning, inspectors consider:

• the clarity of direction given through strategic objectives and targets that are fully understood by staff, including subcontractors and work-placement providers
• the effectiveness of communications between staff, with subcontractors, with employers and other external agencies
• the ability of the provider to set its own demanding targets for learner retention, success, progression and employment without relying on those of an external body
• the extent to which all staff understand the performance targets and know what they need to do to contribute to successful programmes
• how well performance is monitored and compared with the targets
• how effective performance management, staff appraisals and reviews are in improving the quality of provision.

• how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential

In work-based learning, inspectors consider:

• how well providers and employers understand and meet their statutory obligations regarding equality
• the extent to which explicit aims and values promoting equality for all are reflected in the provider’s work
• the extent to which the provider has taken specific action to promote training to people from groups in the community under-represented on training programmes
• the effectiveness of measures to eliminate oppressive behaviour, including all forms of harassment, and to ensure that learners are aware of what constitutes harassment and know what to do if subjected to it
• the extent to which learners are protected from harassment and discrimination at all times, including work situations
• whether the provider has a system for dealing with harassment, and records show that this is effective
• whether the training provider and subcontractors consider complaints and grievances promptly and effectively, using procedures understood by all staff and learners.
• the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected

In work-based learning inspectors consider:

• whether there are enough qualified and experienced teaching, training and support staff who, between them, carry out training, assessment, internal verification and where necessary, counselling
• if all workplace supervisors have relevant current occupational experience and are able to devote sufficient time to on-the-job training. Some will have occupational qualifications and will have been trained as assessors or internal verifiers
• whether the staff appraisal process is effective as a means of helping staff identify their training needs and improve their performance
• to what extent the professional development of staff contributes to their effectiveness and updates their knowledge and skills.

• the adequacy and suitability of specialist equipment, learning resources and accommodation

In work-based learning inspectors consider:

• whether learners have access to good learning materials, equipment and facilities when they need them, and are able to use them safely on their own to make progress towards their learning goals
• the extent to which learning resources and equipment comply with health and safety requirements and industry standards
• whether the accommodation provides a suitable setting for good teaching, training and learning, and support for learners.

• how effectively and efficiently resources are deployed to achieve value for money

In work-based learning, inspectors consider:

• to what extent the ‘value for money’ principles of comparison, challenge, consultation and competition are applied in securing resources and services.

and, where appropriate:

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<td>how effective are the links made with other providers, services, employers and other organisations to promote the integration of care, education and any extended services to enhance learning and to promote well-being.</td>
<td>Appropriate partnership arrangements, formal or informal, contribute to enhancing the quality of the learning provision.</td>
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<td>the effectiveness with which governors and other supervisory bodies discharge their</td>
<td>Management or other supervisory boards effectively oversee the provider’s strategic</td>
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responsibilities. direction, and regularly monitor the quality of provision and their own performances.

Priorities are supported through responsible financial management.

Sources of evidence could include:

- interviews with staff and managers about their own development and their understanding of the organisation’s quality improvement procedures and promotion of equality of opportunity
- policy and operating statements
- visits to subcontractors
- written agreements with subcontractors
- business plans
- targets for staff and monitoring of progress towards them
- staff development plans and activities, including those for equality of opportunity
- quality improvement procedures and arrangements
- self-assessment reports
- development and action plans
- management information
- arrangements for monitoring and recording learners’ progress
- agenda and minutes of meetings
- procedures for dealing with bullying and harassment
- equal opportunities statistics
- complaints and appeals procedures and associated records
- interviews with learners about providers’ promotion of equality of opportunity
- analysis of the cost of training
- records of learners’ achievement and retention rates
- observations of on- and off-the-job training
- visits to learners’ places of work to monitor service-level agreements and the flow of information between providers and employers
- interviews with learners
- interviews with trainers, assessors, and internal verifiers
- staff qualifications and staff training and development records
- references to resources in the provider’s business plan
- learning materials and equipment for on- and off-the-job training
- visits to subcontracted training facilities.