

TBG Learning Limited

Inspection date

28 September 2007

Inspection number

316411

Contents

Background information	3
Inspection judgements	3
Scope of the inspection.....	3
Description of the provider.....	5
Summary of grades awarded	6
Overall judgement.....	7
Effectiveness of provision	7
Capacity to improve	7
Key strengths	8
Key areas for improvement.....	8
Main findings	9
Achievement and standards	9
Quality of provision.....	9
Leadership and management	10
Equality of opportunity	11
What learners like	12
What learners think could improve.....	12
Sector subject areas.....	13
Preparation for life and work.....	13
Literacy, numeracy	16
Learners' achievements	18

Background information

Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on www.ofsted.gov.uk.

Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report (www.ofsted.gov.uk), reports from the inspectorates' quality monitoring or annual assessment visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

The inspection reported and graded TBG Learning Limited New Deal (ND) prime contract provision in Derbyshire and **learn**direct provision in Derby.

This included

- Specialist provision in preparation for life and work
- **learn**direct provision in literacy and numeracy

The subcontractors associated with this prime contract are:

Age Concern, BCTV Enterprises Limited (BCTV), Derby Council for Voluntary Services (CVS), Derbyshire and Nottinghamshire Chamber of Commerce, Groundwork Cresswell, Groundwork Derby and Derbyshire, Phoenix Enterprises, Pitman Training Chesterfield and Pitman Training Derby.

Programmes delivered include New Deal for Young People (NDYP), New Deal 25+ (ND 25+) and New Deal for Lone Parents (NDLP).

Age Concern and Groundwork Cresswell were inspected in the last year. Groundwork Derby and Derbyshire is a very new contract. These subcontractors were inspected for leadership and management of the contract.

The New Deal and **learnirect** provisions have not been inspected previously. TBG's LSC funded national provision was inspected in September 2006. Overall effectiveness was judged to be good and leadership and management were judged to be outstanding.

Description of the provider

1. TBG Learning Limited (TBG) is a wholly owned subsidiary company of the Rehab Group, an independent not-for-profit organisation, which offers training for young people and adults both employed and unemployed.
2. TBG is the prime contractor for New Deal in Derbyshire. Its head office is based in Birmingham and it manages the New Deal contract from its offices in Derby. The contract with the Department of Work and Pensions (DWP), Jobcentre Plus Black Country, started in July 2006. TBG is also a prime contractor in Kent. TBG currently has 577 participants on DWP New Deal 18-24, New Deal 25+. TBG's own New Deal provision is delivered from three learning centres based in Derby, Chesterfield and Alfreton. TBG, as prime contractor, leads a partnership that includes nine other New Deal providers. TBG directly delivers 35-40% of the provision and the remainder is subcontracted through the partners. TBG's prime contract learning centres are in Derby, Chesterfield, Alfreton, Glossop, Swadlincote and New Mills.
3. TBG also has a UFI contract for Derbyshire and the West Midlands. TBG's **learndirect** programme in Derby is predominantly in-house. One hundred learners are currently on skills for life programmes. The company also contracts with twelve LSCs and has subcontracts from six further education colleges. All of TBG's training is publicly funded.
4. TBG is managed by two directors. The operations director has overall management responsibility and works with five regional managers and eight learning centre managers. The other director has responsibility for finance and management information systems. TBG's prime contract for Derbyshire is managed by a regional manager who reports directly to the operations director on performance and quality of delivery.
5. TBG and its subcontractors offer provision in the following areas across Derbyshire: retail, customer service, hospitality, business administration and information technology (IT), warehousing and distribution, construction and care as well as literacy and numeracy programmes. A two-week Gateway to Work programme is available to all participants aged 18-24 who have been unemployed for six months and who have not been referred to other New Deal provision. DWP and **learndirect** programmes represent 46% and 5% of TBG provision respectively.
6. TBG **learndirect** offers programmes in skills for life, information and communications technology and business management. In the last year, TBG has introduced a new programme for unemployed lone parents which includes weekly jobsearch sessions.
7. Unemployment in Derbyshire is at 4.9% against a national average of 5.3%. According to the 2001 census 1.5% of the population of Derbyshire is from minority ethnic communities. 12.4% of the population in Derbyshire has no qualifications compared against a national average of 13.8%.

Summary of grades awarded

Effectiveness of provision	Satisfactory: Grade 3
DWP	Contributory grade: Satisfactory: Grade 3
learndirect	Contributory grade: Satisfactory: Grade 3
Capacity to improve	Good: Grade 2
Achievement and standards	Satisfactory: Grade 3
DWP	Contributory grade: Satisfactory: Grade 3
learndirect	Contributory grade: Satisfactory: Grade 3
Quality of provision	Satisfactory: Grade 3
DWP	Contributory grade: Satisfactory: Grade 3
learndirect	Contributory grade: Satisfactory: Grade 3
Leadership and management	Satisfactory: Grade 3
DWP	Contributory grade: Satisfactory: Grade 3
learndirect	Contributory grade: Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

Sector subject area

Preparation for life and work	Satisfactory: Grade 3
Literacy, numeracy	Satisfactory: Grade 3

Overall judgement

Effectiveness of provision

Satisfactory: Grade 3

DWP

Contributory grade: Satisfactory: Grade 3

learndirect

Contributory grade: Satisfactory: Grade 3

8. The overall effectiveness of the Derbyshire prime contract and **learndirect** Derby is satisfactory. Job entry rates for the New Deal provision are low but show a recent improving trend. New Deal participants' develop good employment related and transferable skills. Success rates for **learndirect** skills for life learners are satisfactory at 63% in 2006-07. Participants' on New Deal and skills for life programmes develop good employment related skills. Pass rates for national tests in literacy and numeracy are satisfactory at 83% in 2006-07.
9. Teaching and learning are satisfactory overall. In DWP jobsearch sessions teaching and learning are good. The jobsearch programme is well planned and shows clear differentiation of learning outcomes between the most and least able. Learning resources are presented clearly and imaginatively. Resources and provision for additional learning needs are satisfactory overall. In **learndirect** the planning and management of learning are weak.
10. TBG's approach to social inclusion is satisfactory. **learndirect** is very accessible to learners within TBG's main Derby centre and to the local community, particularly lone parents. New Deal programmes provide a suitable range of programmes to meet participants' needs. Learners have access to DWP programmes in city, rural and isolated areas of Derbyshire. Literacy and numeracy needs are identified and supported in most centres. **learndirect** staff provide role models for minority and disadvantaged groups.
11. Arrangements for learners' guidance and support are satisfactory. Tutors on New Deal and **learndirect** programmes provide appropriate advice and guidance. The **learndirect** learners benefit from specialist staff and additional support. Support for participants is good on New Deal programmes. Satisfactory assistance is provided with clothing and transport as are links to specialist support agencies. TBG's strategy for the provision of literacy and numeracy is satisfactory.
12. Leadership and management of the prime contract and **learndirect** are satisfactory overall. Partnership working within the prime contract is good. Performance management of the DWP provision is comprehensive. **learndirect** is well integrated within the provider's core business. Promotion of equality of opportunity is good in **learndirect**. In DWP, the reinforcement of equality and diversity by subcontractors is insufficient. Quality improvement is satisfactory; systems are comprehensive but many identified improvements are new and have yet to have an effect on learners.

Capacity to improve

Good: Grade 2

13. TBG demonstrates good capacity to improve. TBG's prime contract and **learndirect** provision have not been inspected previously. The prime contractor has taken good recent actions to improve the provision. TBG monitor performance systematically. The co-ordination of systems between partners is beginning to work effectively. Many recent improvements are not yet established. TBG have accurately identified areas for improvement.
14. The self-assessment report is good. The report identifies the key strengths and areas for improvement. The process is inclusive and generally accurate and has contributed to successful partnership working. Individual development plans are monitored effectively. Participant feedback is sought regularly and is effectively used to identify areas for improvement although the self-assessment report does not feature the feedback received from learners sufficiently well.

Key strengths

- Good development of employment-related skills in DWP provision
- Good teaching and learning in DWP jobsearch sessions
- Good support for participants on DWP programmes
- Well-integrated **learndirect** provision
- Good promotion of equality and diversity in **learndirect**
- Comprehensive performance management in DWP provision
- Good support for subcontractors
- Good management of equality and diversity

Key areas for improvement

- Poor job entry rates on DWP programmes
- Insufficient attention to the quality of printed materials on DWP programmes
- Weak planning and monitoring of learning on **learndirect**
- Insufficient focus on the quality of the learner experience for **learndirect** participants
- Incomplete quality assurance of **learndirect**
- Insufficient reinforcement of equality and diversity with subcontractors

Main findings

Achievement and standards

Satisfactory: Grade 3

DWP

Contributory grade: Satisfactory: Grade 3

learndirect

Contributory grade: Satisfactory: Grade 3

15. Achievements and standards are satisfactory on DWP programmes as identified in the self-assessment report. Learning aim success rates are good across most subcontractors and particularly for New Deal 25+. Learners' progress relative to their prior attainment and their acquisition of social and workplace skills is good on New Deal programmes. In 2005-06 job entry success rates were low for both New Deal 18-24 and New Deal 25+ at 22% and 20% respectively. However, data for 2007-08 shows an improving trend in success rates.

16. Achievement and standards **in learndirect** are satisfactory. Success rates in 2006-07 were at 63%, just below the national average. The pass rate for national tests in literacy and numeracy was satisfactory at 83% in 2006-07. Attendance is poor in **learndirect**.

Quality of provision

Satisfactory: Grade 3

DWP

Contributory grade: Satisfactory: Grade 3

learndirect

Contributory grade: Satisfactory: Grade 3

17. The quality of provision is satisfactory as identified in the self-assessment report. The effectiveness of teaching and learning is satisfactory overall. In preparation for life and work, teaching and learning in jobsearch sessions are good. Jobsearch is well planned and individual session plans show clear differentiation of learning outcomes. Participants benefit from good sessions that show pace, animated discussion and genuine interest. The planning and monitoring of teaching and learning on **learndirect** are weak.

18. Resources are satisfactory. The **learndirect** learning centre is appropriately equipped although cramped. Participants have good access to tutors with specialist basic skills qualifications. However, not all of the dedicated **learndirect** support staff are sufficiently qualified. Some jobsearch materials at Pitmans Derby and Phoenix Enterprise are good. Insufficient attention is given to correcting spelling and punctuation errors in some learning materials and on participants' curriculum vitae.

19. Programmes and activities satisfactorily meet the needs and interests of participants. The range of work placements is satisfactory, with a particularly good range at BTCV, TBG and Derby Council for Voluntary Services (CVS). Gateway to Work participants experience external enrichment programmes building confidence and team working skills. The **learndirect** centre is effective in integrating **learndirect** provision with the work of the provider. The centre is well located to support the needs of learners within TBG and the local community.

20. Overall guidance and support for participants are satisfactory. Learners enjoy learning and value support from staff. DWP staff offer good support and guidance with practical assistance on a range of sensitive issues. There are good links with specialist support

agencies. Literacy and numeracy support for participants on employability programmes are satisfactory although there is no consistent policy on how literacy support needs are identified and practice across centres varies. In **learndirect**, induction is satisfactory and the assessment of learners' literacy and numeracy skills is satisfactory.

Leadership and management

Satisfactory: Grade 3

DWP	Contributory grade: Satisfactory: Grade 3
learndirect	Contributory grade: Satisfactory: Grade 3
Equality of opportunity	Contributory grade: Satisfactory: Grade 3

21. Leadership and management are satisfactory. Performance management is systematic. Reports are comprehensive, produced regularly and shared widely among staff and subcontractors. Improvement targets are clear and TBG is working with each subcontractor to ensure these are realistic. Performance league tables are used effectively to encourage healthy competition between subcontractors. Local development plans are used very effectively to focus activity on improvements. National and regionally produced **learndirect** data are not used to monitor learners' progress effectively.
22. Partnership working is particularly effective. Communication with the subcontractors is good. TBG has good relationships with a wide range of employers, industry networks, and the local authority, DWP and support agencies. Subcontractors and employers value the support from TBG. Regular partnership meetings are a popular forum for sharing good practice and increasing knowledge. Subcontractors such as Phoenix Enterprise and Pitmans Training Derby make good use of the extranet for managing financial claims and sharing good practice. BCTV demonstrates good management of resources and robust quality improvement arrangements.
23. Strategic and operational management of the prime contract are satisfactory. Following management changes, TBG has appropriately managed staff vacancies, through effective use of secondments, to create stability. TBG provide satisfactory value for money.
24. Resources are satisfactory. TBG has well-established and effective systems for communication, staff development and financial management. Staff development is satisfactory with many staff qualified or working towards training qualifications. TBG does not provide formal training opportunities for subcontractors. Some centres are well equipped with good accommodation and learning materials. Centres make satisfactory arrangements for participants with mobility difficulties.
25. TBG's skills for life strategy is satisfactory and is revised annually. The strategy focuses on how skills for life is delivered at the prime contractor's sites. Skills for life are not monitored across subcontracted provision. Little routine analysis of participants' success and progress is evident. TBG, Phoenix Enterprise and BCTV provide good skills for life support.
26. Equality of opportunity is satisfactory. Promotion of equality of opportunity has a high profile in **learndirect** and TBG centres. Centres have effective visual displays. The calendar of themed events provides a useful focus for raising awareness of equality and diversity issues. Observations of teaching and learning include monitoring of equality and diversity. A task group monitors an equality and diversity action plan. However, equality

and diversity are not systematically reinforced or monitored with subcontractors. Most subcontractors have not received training on equality and diversity. All subcontractors do not routinely analyse the performance of different groups of participants. Targets for recruitment and achievement are not set or discussed with DWP. Equality and diversity are not consistently reinforced during progress reviews and key learning processes. Subcontractors are not monitored as carrying out Criminal Records Bureau checks on staff or on accessibility to their centres.

27. Quality improvement arrangements are satisfactory. TBG have good systems for quality improvement including a cycle of quality assurance monitoring activities. These include, local centre self-assessment, annual observations of key learning processes, regular customer feedback and quality standards which are graded. The continuous improvement task group monitors the development plan effectively. Many improvements to the quality of the programme are new and incomplete. Observations of teaching and learning do not include grading or joint and peer observations. The quality of lesson plans is not monitored. Customer feedback is very positive, however over half of all participants have not had a work placement. The quality assurance of **learndirect** provision is insufficient.
28. The self-assessment report for DWP provision is good. The self-assessment process involves all partners effectively. Individual subcontractors produce their own report which is reviewed by TBG and used to compile the prime contractor report. Participant feedback is less evident in some reports. The self-assessment report for **learndirect** does not take sufficient account of learner feedback.

What learners like:

- Very helpful staff and the good atmosphere at the centre
- The insight into the world at work
- Opportunity to gain additional qualifications
- Transport to work placements
- The very friendly and welcoming employer
- Help with letter writing
- Access to the internet for jobsearch
- The opportunity to learn new skills
- Help with mathematics and English
- The support from colleagues

What learners think could improve:

- Quality of computers
- IT training for older clients
- Longer time on the Gateway to Work programme
- Placements – more of them
- Behaviour of disruptive and non-motivated clients – manage them better
- Jobsearch – alternate the days and make more individual
- Access to better job prospects
- More staff when new people start

Sector subject areas

Preparation for life and work

Satisfactory: Grade 3

Context

29. TBG delivers this provision from three centres in Derby, Chesterfield and Alfreton and leads a partnership of nine other New Deal subcontractors. Currently 577 participants are on programme of whom 355 are on New Deal 18-24 and 222 are on New Deal 25+. On New Deal 18-24, 39% of participants are female and on New Deal 25+, 23% of participants are female. Eleven per cent of participants have a declared disability.
30. Literacy and numeracy training is provided as a specific programme at the Derby, Chesterfield and Alfreton centres for participants at or below entry Level 3. At the time of the inspection there were 46 participants on New Deal 18-24 and 47 participants on New Deal 25+.

Strengths

- Good development of employment-related skills
- Good teaching and learning in jobsearch sessions
- Good support for participants
- Good support for subcontractors

Areas for improvement

- Poor job entry rates
- Insufficient reinforcement of equality of opportunity in subcontracted provision
- Insufficient attention to the quality of printed materials

Achievement and standards

31. The overall job entry rate is poor. In the year 2006-07 it was 22% for New Deal 18-24 and 20% for New Deal 25+. However, during the months of July and August 2007, the overall rate has shown an increase, although there are still variations across subcontractors.
32. Learning aim success rates are good for most providers with overall rates for New Deal 18-24 being around 68%. The current year is showing an improving trend.
33. Achievements of learning aims in the full-time literacy and numeracy programme are now satisfactory. Thirty two per cent of New Deal 18-24 and 45% of New Deal 25+ participants achieved their learning aim in 2006-07. Although this figure is low, rate of achievement of learning aims for the current year shows improvement.
34. Participants develop good employment-related skills. Participants have increased confidence when talking in groups and in presenting themselves for interview. In the Chesterfield centre, participants on the Gateway to Work programme attend courses leading to recognised qualifications in essential first aid and manual handling which helps when applying for jobs. Participants attending Pitman Training Derby and Chesterfield develop skills beyond the level of their main learning aim in areas of IT applications and

aspects of company law. Relevant topics to develop participants' literacy and numeracy skills are drawn from the world of work and effectively cover practical skills such as information finding, reading job advertisements critically and dealing with numbers in everyday contexts. There is a strong focus on embedding literacy and numeracy within employability skills.

Quality of provision

35. Teaching and learning in jobsearch sessions is good. The jobsearch programme is well planned and supported by clear and attractive handouts. Session plans show clear differentiation of learning outcomes. Learning resources are imaginative and visually attractive at TBG centres, Phoenix Enterprises and Pitman Training Derby. There is good variety in participant activity. Participants benefit from good sessions that show pace, animated discussion and genuine interest. Sessions are reinforced with good advice and guidance in the prime contractor's centres and in some subcontractors' centres. Pitman Training Derby uses competitions to motivate participants undertaking jobsearch activity. However, jobsearch activity at Derby Chamber is not linked to participants' employment aspirations.
36. Overall there is a satisfactory range of programmes to meet the needs of participants but BTCV, TBG and Derby CVS have a particularly good range of placements, including commercial and charity shops, a citizens' advice and law centre, a farm, a recycling centre, factories and offices. Placements are arranged to suit participants' individual needs and they provide participants with opportunities to develop vocational skills and transferable skills such as teamwork. Gateway to Work participants experience external enrichment programmes building confidence and team working skills.
37. Support for participants is good. Practical assistance is provided with clothing and transport. Matters relating to personal hygiene are handled very sensitively. Participants have access to links with specialist support agencies such as those offering help with substance abuse, alcohol dependency and homelessness. Some staff have specific qualifications related to advice and guidance and others are working towards them. Knowledge of benefits' issues is shared among the partnership. Literacy and numeracy support for participants on employability programmes is satisfactory. Where participants are identified as needing additional help, a satisfactory level of help is offered. Induction and initial advice and guidance are satisfactory.

Leadership and management

38. The prime contractor provides good support to subcontractors. Partnership meetings are regular and very helpful. Subcontractors highly value the regular visits and frequent telephone and email contact. The contract manager regularly checks contractual performance and reports on the quality of provision. Subcontractors have access to the prime contractor's extranet to extract schemes of work, session plans and resources relating to equality and diversity and health and safety. There is good identification and sharing of best practice among subcontractors.
39. Management of the prime contract is satisfactory. Recent senior staff losses have caused operational difficulties but these have been resolved. Subcontractors are fully involved in the prime contractor's self-assessment process and each of them has detailed development plans. The views of both participants and employers are incorporated. Very clear information on each subcontractor is included in the self-assessment report. TBG provides

all subcontractors with a good summary of the provision. The self-assessment report identified the main strengths and weaknesses but failed to identify the quality related issues.

40. The promotion of equality and diversity is good particularly at TBG's centres. However, there is insufficient reinforcement of knowledge and understanding in subcontractor reviews, which are insufficiently monitored.
41. Overall, quality assurance of the prime contract is satisfactory. The TBG contract manager regularly observes teaching and learning however, not all subcontractors are aware of the observation criteria. Not all subcontractors have a systematic approach to observation. There are no joint observations to check the reliability and consistency of judgements and grades awarded. There is a planned and managed process to observe trainers who have less experience. TBG's initial focus has been on observing jobsearch, which has improved as a result.
42. There is no common practice of initial assessment of incoming participants' literacy levels. At some sites all participants take the BSA initial screening test while at others the test is used selectively. Participants with language needs are referred to a local college for support.
43. There are spelling, grammar and punctuation errors in some learning materials and on some participants' curriculum vitae which are sent to prospective employers. Some teaching resources are out of date. The extranet also contains errors.

Literacy, numeracy

Satisfactory: Grade 3

Context

44. The **learndirect** TBG Learning centre is based in the TBG's offices in Derby city centre within the East Midlands region of the UfI. During the contract period from August 2006 to July 2007, the centre enrolled 882 learners. Of these 772 enrolled on skills for life courses. Currently all learners attend the centre for their training. The centre attracts learners from other programmes for the unemployed and disadvantaged, however, the majority are recruited directly. In addition to the main UfI contract it also has a contract to provide **learndirect** courses for New Deal for Lone Parents.

Strengths

- Well integrated provision within the providers core business
- Good management of equality and diversity

Areas for improvement

- Weak management of learning
- Weak quality assurance arrangements

Achievement and standards

45. Success rates for skills for life learners are satisfactory at 63% in 2006-07 which is below the national rate of 74%. The withdrawal rate is the same as the national rate at 7%; however too many learners do not complete their courses in time. The pass rate for national tests in literacy and numeracy is satisfactory. In 2006-07 it was 83% and is currently at 87%.

46. About 9% of learners progress onto other learning programmes, predominantly in further education. Learners demonstrate an appropriate understanding of the content of their courses and are developing skills and knowledge at an appropriate rate.

Quality of provision

47. The centre is effective in integrating **learndirect** provision with the work of TBG's Derby centre. The centre is well located to support the needs of learners within TBG and in the local community. It is located within the city centre and attracts three quarters of its learners from outside the organisation. A new programme to support lone parents makes good use of **learndirect** courses. Learners benefit from the opportunity to develop their literacy and numeracy skills and to improve their jobsearch activities. Ten per cent of courses are accessed by learners attending other programmes with TBG.

48. Recourses are satisfactory overall. The learning centre is appropriately equipped, and learners have access to adequate learning resources. There are 12 workstations although space is restricted and cramped. An appropriate range of adaptive equipment is available. Attention to health and safety is satisfactory.

49. Learners have good access to additional tutors with specialist basic skills qualifications. However, not all of the dedicated **learndirect** support staff are sufficiently qualified. The organisation is aware of this and has appropriate plans in place to provide staff with appropriate teaching and specialist qualifications.
50. The assessment of learners' literacy and numeracy skills is satisfactory. A dedicated basic skills tutor is available one morning each week and to support identified learners on an individual basis at agreed times. Additional workshops are provided for small groups.
51. Learners receive satisfactory support and guidance. Tutors provide clear guidance on the use of **learndirect** courses. Specialist staff provide adequate tutoring and guidance. Induction is satisfactory and learners receive advice about courses which are appropriate for their needs. About one quarter of the staff are from minority ethnic groups and a similar number of staff were previously learners with TBG. The staff team have a good understanding of learners' barriers to learning and employment and are successful role models. Learners enjoy their learning and value the support from staff.

Leadership and management

52. The promotion of equality and diversity is good. The organisation has a calendar of events to raise awareness of diversity issues which **learndirect** learners are fully aware of and are able to participate in. For example, during the period of the inspection it was anti-bullying month. The **learndirect** centre had good displays on the walls and learners have a good understanding of the issues. Equality and Diversity Impact Measures (EDIMS) targets are set and monitored regularly. The percentage of learners from minority ethnic groups is higher than for Derby overall. TBG has set targets to address imbalances in recruiting under-represented white British learners from deprived areas.
53. Insufficient attention is given to planning and monitoring what an individual needs to do to achieve their goals. The operational management of learning is weak. Informal reviews of learning at the end of a session are not recorded. They do not result in a clear record of what learners have achieved, what they need to do next and when this might happen. The pattern of attendance is insufficiently managed and recorded. Learners are left to attend when they want, without sufficient guidance or encouragement to attend regularly and to progress at a good pace. The planning and recording of additional support provided to learners are inadequate.
54. The quality assurance of **learndirect** provision is insufficiently robust. The organisation is over-reliant on nationally available data and information to monitor performance. There is insufficient analysis of key aspects of performance, including progression. Arrangements to monitor key processes such as induction, training and support activities are not sufficiently well implemented.
55. The self-assessment report is generally accurate but does not focus sufficiently on the experience of learners. Quality measures are defined more in terms of financial and organisation performance than the impact on learners. The resulting development plan addresses the issues raised in the self-assessment report and sets challenging targets for improvement. However, the actions to achieve these targets are not sufficiently developed.

Annex

Learners' achievements

Summary outcomes on **DWP programmes** managed by the provider 2006 to 2008

Year	New Deal: 18-24			New Deal: 25+		
	Number of leavers	Job outcome rate	Qualification* success rate	Number of leavers	Job outcome rate	Qualification* success rate
2006-07	1452	22%	69%	515	20%	61%
2007-08	1224	21%	68%	543	21%	70%

Note: 2007-08 data is 'part year' only and is representative of the three months or greater of the DWP contract year

* These are key **qualification** objectives identified for each learner following a DWP programme

learndirect

2006-07	Enrolments	Counted for data	Success rate (%)	Withdrawal rate (%)
Skills for Life	772	701	63%	7%