

What the reports say

Extracts from Ofsted reports in 2010–11 with references to virtual learning environments

This is an extensive document but we hope that, by dipping in and out or searching for your own key words ranging from construction to assessment, you may gain some insight into what other providers are doing that has pleased or worried Ofsted inspectors.

There is a separate document for 2011–12 reports – in an attempt to keep things manageable.

In each case if you want to read more, or find the contact details for a provider, you can find the full Ofsted report on the Ofsted website – www.ofsted.gov.uk – enter the URN given in the search box to go directly to the required report.

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Adult learning and skills

Colleges; work-based learning; adult & community learning; prisons and secure establishments; initial teacher education.

The small print – caveats to interpretation of data

This information, from reports published between September 2010 and August 2011, can be shared as all the reports searched are published on the website and are available to the public. This should be viewed as qualitative data only. First, there are a number of duplicate reports uploaded to our database that make any quantitative assessment unsound. Second, and perhaps most importantly, the word search taxonomy (for Virtual learning environment, VLE, Moodle, Online, Virtual Learning Platform, VLP, e-portfolio, electronic portfolio, remote access) is unlikely to be exhaustive of all similar phrases that inspectors use when writing reports. This means that there will always be reports that are likely to feature evidence required, but because the correct phrases are not being identified and used in the search criteria, such evidence is not being retrieved in the findings.

Some passing references, for instance to staff using an 'online' training package (often for 'safeguarding'), have not been shown, nor have references to possible future work.

The extracts

Footballers Association Premier League Ltd – URN 54842: Work-based learner institutions

The Premier League (PL) demonstrates an outstanding capacity to improve... Resources continue to improve and are shared with partner organisations providing the programmes.

The virtual learning environment has been successfully introduced and the PL is encouraging the use of the latest technologies in teaching and learning. The management information system has further improved the monitoring of learners' progress, and the analysis of individual clubs' and learner groups' performance. This has helped improve success rates within the planned time.

The above is found in 'Capacity to make and sustain improvement'.

City College Birmingham – URN 130465: General further education college

The use of technology is often effective and helps students to enjoy learning, especially when it is interactive and contains links to different types of media. The content and use of the virtual learning environment are good in certain areas, but underdeveloped in others. Managers prioritise electronic safety systems and embed good checks and controls.

The above is found in 'The quality of provision'.

Kingsbury Training Centre Ltd – URN 52859: Work-based learner institutions

KTC gathers and responds to user views satisfactorily. Learners' views are gathered through a six monthly online review and through a learner council. The recent lack of success in getting learners into employment and reduction in available work experience placements largely preclude the gathering of relevant employers' views.

The above is found in 'Leadership and management'.

McDonald's Restaurants Limited – URN 53281: Work-based learner institutions

3. McDonald's restaurants across the UK employ apprentices... All training takes place in the restaurants. Crew trainers and managers provide the training. Apprentices have access to online learning materials and receive support from e-tutors employed by an external company.

5. Practical training and learning are good. Most apprentices use well the very high-quality learning materials along with the outstanding online materials and tests. The majority of apprentices make good use of their e-tutor to support their learning and they have regular and effective contact with their trainers in the restaurants. ... Teaching and learning are good. Apprentices engage thoroughly in workplace learning with good supervision by responsive trainers. Learning materials are very good and are well received and used by apprentices. Online learning provision is excellent and includes an e-tutor facility.

19. Care, guidance, and support for apprentices are good. Regular one-to-one support which crew trainers provide is especially effective and valued by apprentices. Induction to the programme is thorough. Most apprentices benefit from the e-learning materials for English and mathematics. However, apprentices who do not speak English as their first language find the e-learning materials difficult to follow. Tutors are available online although on occasion apprentices do not use this facility effectively, which slows their progress. Arrangements for information, advice and guidance are good and most apprentices progress rapidly in their career.

The above is found in 'The quality of provision'.

Wessex Training & Assessment Centre Ltd – URN 55303: Work-based learner institutions

28. Wessex Training's use of its available resources demonstrates satisfactory value for money. Resources are used efficiently and effectively. The company considers carefully the views of users about the quality, suitability and availability of resources. It has recently developed and piloted a virtual learning environment in response to users' views.

The above is found in paragraph C130 'Leadership and management'.

Great Yarmouth College – URN 130765: General further education college

Teachers use ILT well to improve learners' knowledge and understanding. Learners make good use of the college's virtual learning environment to access learning materials and activities.

The above is found in 'Hairdressing and beauty therapy'.

King Edward VI College Nuneaton – URN 130840: Sixth form college (voluntary aided)

Teachers make effective use of information learning technology (ILT) in lessons. The college's virtual learning environment is being used to increasingly good effect and in drama and science is providing learning materials in an exciting range of media to support learning. In nearly all lessons teachers provide a good range of learning activities but they sometimes fail to identify clearly enough what students are expected to gain from them. Teachers make effective use of ILT in lessons. The college's virtual learning environment is being used increasingly to good effect and in drama and science is providing learning materials in an exciting range of media to support learning.

The above is found in 'The quality of provision'.

Shipley College – URN 130534: General further education college

17. Teaching, learning and assessment are satisfactory with pockets of good practice. Teachers use encouragement and praise very effectively to develop learners' confidence and to foster good working relationships in lessons. Planning is good and a wide range of activities and resources are used to engage learners. Learning support assistants are deployed effectively in lessons and work closely with the teachers. An increasing number of teachers are using information and communication technology successfully to augment learning in lessons. Teachers in some areas, such as sport, and travel and tourism, are making good use of the college's virtual learning environment to extend learning outside of lessons and to provide feedback on assignments.

The above is found in 'The quality of provision'.

Borough of Telford & Wrekin – URN 54774: Adult community learning

9. Quality improvement arrangements for the directly delivered provision are highly effective. The provider has introduced a number of measures to enable further improvement. These include a management information system specifically designed for adult education, which will allow for a more in depth analysis of data once fully commissioned, and a virtual learning environment. The latter development will facilitate the exchange of good practice, particularly among sessional teaching staff.

The above is found in 'Capacity to make and sustain improvement'.

Adult College of Barking and Dagenham – URN 53100: Adult community learning

18. Assessment is satisfactory. Teachers use their relevant occupational experience and skills to provide learners with supportive feedback that highlights areas for improvement. However, spelling and grammatical errors are not corrected consistently. Apprentices make good use of online portfolios and make rapid progress to gain their qualifications. However, reviews of their progress are too often focused on measuring the completion of work rather than providing advice on how to improve standards.

Some learners have limited access to computers and too much learners' work is hand written rather than word processed. Learners and staff make little use of the college's virtual learning environment.

The above is found in 'Leadership and management'.

Lambeth London Borough Council – URN 53135: Adult community learning

20. Resources to support teaching and learning are satisfactory and sometimes good. Sufficient computers are normally available for learners. Portable digital technologies are well used but, otherwise, the availability and use of ILT is limited by the nature of community venues. A virtual learning environment is planned for early in 2011.

The above is found in 'The quality of provision'.

Education & Business Partnership – URN 51686: Work-based learner institutions

24. The management and delivery aspects of the apprenticeship provision are sound. Apprentices are monitored and supported well. Assessors' workflow is manageable and well planned. Develop EBP creates good resources for teaching, training and learning including a dedicated new training suite. A well-structured virtual learning environment has just been introduced for apprentices.

The above is found in 'Leadership and management'.

The Henley College – URN 130789: Sixth form college (general)

24. Teachers have interactive whiteboards in most classrooms, but teachers and students both report a need to improve access to computers in classrooms and in the student learning centre (SLC) and library. There are some excellent examples of effective use of the VLE to support learning, but use of this system, and the quality and quantity of the resources on it, vary across the college. ... The science materials on the college's virtual learning environment are outstanding. Learners make good use of the materials and find that they support their learning very well.

The above is found in 'Science and mathematics'.

Huntingdonshire Regional College – URN 130612: General further education college

17. The use of ILT and the virtual learning environment by teachers and learners has improved and is effective. The physical learning environment is satisfactory; it is highly conducive to learning in some areas but is worn and cramped in other areas.

The above is found in 'The quality of provision'.

Furness College – URN 130633: General further education college

16. The use of ILT and the virtual learning environment (VLE) is satisfactory. College strategies, protocols and staff development emphasise the importance of the effective use of ILT, but implementation and usefulness vary. The availability and use of ILT and VLE resources range from very good to underdeveloped. The speed of the information and communication technology systems is limited because of infrastructural problems in many parts of the college which are being fully addressed in the new build.

The college promotes e-safety strongly and uses the VLE very effectively to promote learners' understanding of many aspects of keeping safe.

The above is found in 'Leadership and management'.

Lakes College West Cumbria – URN 130632: General further education college

Spacious workshops and industry-standard tools support good practical work.

The access to, and use of, technology to support learning is mostly good. In carpentry and joinery, students use a touch screen monitor to review their skills to make a range of joints. Students value and use the increased range of construction learning materials on the college's virtual learning environment.

The above is found in 'Construction'.

Woking College – URN 130831: Sixth form college (general)

14. Teachers are well qualified and experienced. Resources to support learning are good. The provision of information and learning technology (ILT) has improved since the previous inspection and is used well by staff and students. More staff use it to enhance their lessons and students use the virtual learning environment (VLE) to catch up on missed work or to find extra resources to support their learning.

The above is found in 'The quality of provision'.

Joseph Priestley College – URN 130546: General further education college

25. The use of ICT to enhance learning is improving and network problems, evident at the previous inspection, have been resolved. The virtual learning environment is well used by teachers to share teaching materials and it is increasingly used to support learners. However, it is still insufficiently developed in some subject areas.

Teams work well together and there is some sharing of good practice, for example, as part of the standardisation process and via the virtual learning environment. However, opportunities to share good practice in teaching are not sufficiently developed.

The above is found in 'Information and communication technology'.

Middlesborough Council – URN 50168: Adult community learning

The council's good arrangements for safeguarding learners exceed government legislative requirements. Awareness among staff and learners of safeguarding is good. Staff are trained beyond the required levels; easily accessible online learning modules are available for refresher training. MCLS focuses well on promoting safe use of the internet and uses the virtual learning environment (VLE) well to promote and reinforce safeguarding.

19. Teaching and learning are good. Sessions are well planned, and some show effective planning to meet the different learning needs of individual learners. Tutors use a good variety of teaching methods and resources. Classrooms are well equipped. The good access to ILT resources is well used in many classes, particularly in languages, where the VLE is well used; an 'emporium' has been established to enable learners to converse with native speakers in several languages.

21. The service has used its partnerships with national organisations particularly well to improve its provision, such as in securing funds to develop its VLE.

25. The council's arrangements for safeguarding learners are good. They exceed government legislative requirements. Safe-learner posters are displayed in all venues. Awareness among staff and learners of safeguarding is good. Staff are trained beyond the required levels and easily accessible online modules are available for refresher training and for training of new staff. MCLS focuses well on promoting safe use of the internet and uses the VLE well to actively promote and reinforce safeguarding. The particularly thorough online safeguarding ensures that learners have a very good awareness of dangers, the arrangements in place for their protection and how to protect themselves. Learners have a good awareness of safe working practices, and how to keep their computers and personal data secure.

Most teaching is good, and some is outstanding. Enthusiastic tutors provide good support in well-equipped classrooms. Some tutors match work to individual learners' interests and ensure all learners are challenged appropriately at all times. Others have yet to develop this practice. Tutors make good use of ILT, such as screen projectors and a VLE, to make resources accessible over the internet.

The service also engages very well with other bodies to develop the use of ILT.

Active promotion of safeguarding makes learners very aware of the issues. Online safeguarding is particularly thorough, and learners have a very good awareness of the dangers, the arrangements in place for their protection and how to protect themselves. Learners have a good awareness of safe IT working practices and how to keep their computers and personal data secure.

Value for money is good. Learners have high success and retention rates. The service secures substantial external funding to continue to develop ILT and improve learning resources for learners. IT technical staff are careful to use free software and other low-cost options to maintain the IT infrastructure. Partnerships with UK Online and community venues provide learners with access to further learning infrastructure.

The use of ILT to support learners is excellent. It is embedded well in many sessions and tutors successfully screen live demonstrations enabling craft and music learners to easily see the detail. Learners value the VLE as an excellent accessible method to recap, view learning materials and class work. Class online galleries are extremely valuable for the display of learners' work and to record tutor input.

Tutors engage fully with MCLS' ethos of putting learners at the centre of the process. In-year staff development in the use of ILT and the VLE has enhanced teaching and learning in many sessions. A subject learning coach provides good support enabling tutors to make improvements.

The above is found in 'Leadership and management' and other areas of the report.

Cumbria County Council – URN 51448: Adult community learning

Leadership and management are good. The virtual learning environment has been successfully introduced.

The above is found in 'Leadership and management'.

Hillingdon London Borough Council – URN 53129: Adult community learning

Teaching and learning are good. The majority of sessions are well planned and tutors meet the differing needs of learners in mixed ability classes. However, the use of ILT lacks innovation and the service's virtual learning environment (VLE) is underdeveloped.

14. Teaching and learning are good. The majority of teaching sessions are well planned and use a variety of activities and resources. Tutors are knowledgeable and many have relevant vocational and professional experience. They plan different tasks to suit the needs of beginners and learners with more experience or ability. However, insufficient use is made of the available ILT and the service's VLE has few resources and is underdeveloped.

The above is found in 'Leadership and management'.

Southampton University Hospitals NHS Trust –URN 58839: Train to gain

The range of provision meets organisational and sector needs effectively. SUHT provides good progression and development routes for learners. However, learners have insufficient access to ICT and inadequate access to online learning.

The Trust recognises this area for development and a review of network capacity and hardware is under way.

The above is found in 'The quality of provision'.

Community Training Services Ltd – URN 51259: Work-based learner institutions

21. Resources to support learning are good. Assessors and teachers use well-designed workbooks to develop learners' understanding. Assessors make good use of laptops to help learners access online resources which support their studies. Learners on preparation for life and work programmes have access to good information technology resources which they use well to develop their skills.

The above is found in 'The quality of provision'.

Leicester College co Freeman's Park Campus – URN 131863: General further education college

16. The learning environment is of high quality and teachers and learners use information learning technology very effectively to aid learning and present complex images in an easily understandable manner. The use of the virtual learning environment (VLE) by staff and learners is very variable.

Learning resources are good. All teaching rooms have interactive whiteboards connected to the internet. However, teachers do not always use them creatively to enhance learning. Learners value the college's virtual learning environment highly. They are able to check their targets agreed in tutorials, planned dates for assessments, and access learning resources. Parents and carers can also check learners' progress online.

The above is found in 'Main findings and hairdressing and beauty therapy'.

Bournville College of Further Education – URN 130459: General further education college

16. Teachers are enthusiastic about the subjects they teach and really care about how well learners do. They plan their lessons carefully and encourage learners to think for themselves and take control of their own learning. Materials to support learning are good and teachers use them well to ensure that lesson content is matched closely to lesson objectives. The college's virtual learning environment provides learners with valuable additional resources in many

subjects. The use of information and learning technology is well developed in a minority of subjects.

The above is found in 'The quality of provision'.

Lincoln College – URN 130762: General further education college

14. Teaching and learning are good but inspectors also observed a minority of lessons that were outstanding... The majority of teachers use ILT to add variety and interest to their lessons but some teachers lack the skills to use the technology creatively. Similarly the VLE is used more effectively in some subject areas than others.

16. Good target-setting and progress monitoring help develop high aspirations among learners, including those from vulnerable groups, and make a significant contribution towards improving learners' success rates. Progress is monitored in part through a newly installed online system which works very well in the majority of subject areas although a few learners do not have their targets recorded on the system.

ILT is used well in the majority of lessons by both teachers and learners. The college's VLE is currently underused by learners outside of lessons to reinforce their learning.

The above is found in 'Business administration, management and professional'.

St Helens College – URN 130488: General further education college

Good attention is paid to ensure learners can make informed choices about their health and well-being... Learners and staff have good access through the college's virtual learning environment (VLE), to health improvement information and resources, although the VLE is not used consistently throughout the curriculum for obtaining information on health and well-being.

Teaching and learning are good overall. In the best lessons, teachers use a range of challenging activities, with good linking of theory and practice to sustain learners' interest. However, too many teachers do not plan sufficiently differentiated tasks to challenge the more able learners and to support those experiencing difficulty. Learning is insufficiently enriched through effective use of the VLE and interactive technology.

The promotion of equality and diversity is good... The VLE successfully promotes cultural activities to learners.

Learners use electronic portfolios effectively. Their course materials and assessed work are available through the college's VLE. This minimises the use of paper, contributes to sustainable development and allows learners to submit work when away from the college.

Teachers closely monitor learners' progress using a very effective, recently implemented system. The monitoring system is easily accessible to learners and staff on the college's VLE. Learners are clear about what they have to do to achieve and the timescales for doing so.

The above is found in 'Outcomes for learners', the 'Quality of provision', 'Information and communication technology', and 'Hairdressing and beauty therapy'.

Calderdale College – URN 130535: General further education college

32. Value for money is good... Most classrooms provide a good environment for learning. Resources in vocational areas are good. Almost all designated classrooms are equipped with good information and learning technology resources. Most learners make good use of the virtual learning environment to aid their learning in college and remotely.

The above is found in 'Leadership and management'.

East Riding College – URN 130582: General further education college

Teachers use ILT skilfully. Most lessons include use of the interactive whiteboard with hyperlinks to the college's VLE to encourage further research. Teachers make good use of digital images of construction techniques and resources. These provide effective demonstrations of real work environments that are invaluable to those with little relevant industrial experience. In one observed lesson, a practical activity had been videoed the previous week and students were able to learn from this as they carried out the task themselves.

Resources are deployed very effectively across college sites. The sharing of resources and equipment is a model of best practice. Learners benefit from the excellent collaborative working among the staff on the Bridlington and Beverley sites. The college's virtual learning environment (VLE) has been instrumental in enabling staff to increase the sharing of learning materials.

The above is found in the 'Quality of Provision' and 'Health, care and early years'.

Ealing Hammersmith and West London College – URN 130408: General further education college

9. Teaching and learning have many strong features, but too much is satisfactory rather than good. Many learners utilise information and learning technologies (ILT) very well, taking full advantage of the high-quality learning materials on the college's virtual learning environment.

21. Learners have safe working practices and undertake practical tasks with confidence. They use ILT skilfully to clarify topics, add interest and motivate learners. The virtual learning environment (VLE) is popular with learners and very high-quality materials exist in some subject areas.

Assessment is satisfactory. Teachers mark work in detail and identify relevant areas for improvement. Schemes of work and lesson plans are satisfactory. They are readily available on the college's virtual learning environment and include hyperlinks to relevant supporting material.

The above is found in 'Main findings' and 'Engineering, technology and manufacturing'.

**The College of Haringey, Enfield and North East London – URN 130439:
General further education college**

18. Many teachers make very effective use in lessons of information and learning technology (ILT). In a meticulously planned accounting lesson, for example, students demonstrated a good understanding of sales and purchase ledgers, using a wide range of both paper-based and electronic resources imaginatively devised by the teacher. Those teaching foreign languages and GCSE English use interactive whiteboards and online resources particularly well. However, not all teachers take full advantage of the electronic resources available to them. Students from all subject areas use, and speak highly of, e-Zone, primarily to access course materials and assignments and to check on their attendance which appears as they log on to the computer.

Teachers make good use of ILT. For example, they use voting software to good effect to check students' understanding. Students find e-Zone helpful as it enables them to access course notes and electronic copies of assignments. Students benefit from detailed and constructive feedback on their assignments which are marked on-line. Equality and diversity are promoted well within the curriculum through assignments and tutorials. For example, in one session students created a PowerPoint slide presentation about themselves, celebrating the diversity of the group.

Teaching and learning are good. Lessons are well structured with a good range of appropriate and interesting activities and resources. Teachers use ILT effectively with extensive use of interactive whiteboards and a good range of online resources. The VLE is well developed for foreign languages and GCSE English.

The above is found in 'English, languages and communications' and others.

**Somerset College of Arts and Technology – URN 130804: General further
education college**

21. Teachers use technology very effectively in many areas to enliven learning. For example, video clips were used very well in beauty therapy lessons to help learners to understand particular techniques. However, in a few areas, teachers are not using whiteboard technology to add anything to the learning experience. Students use the virtual learning environment to good effect where teachers have placed good learning materials and assessment information to help students to work on their own effectively.

Accommodation and resources are good. Full-time students make good use of the virtual learning environment to access a wide range of business learning materials. Paper-based materials are professionally produced, but are not always adapted sufficiently for students with weaker reading skills. Work-based learners are provided with well-designed study booklets, but have little access to online materials. Staff and students make effective use of technology in most lessons, apart from accounting.

The above is found in 'Business administration, management and professional' and others.

Havering College of Further and Higher Education – URN 130444: General further education college

25. Interactive learning technologies are readily available throughout the college. Smart boards are used in many lessons. Sometimes they are skilfully used to provide stimulating and memorable learning, but too often effective use is not made of the technology available. The college's virtual learning environment is well used by teachers and learners in some subject areas, but further work is needed to provide a consistent level of availability of resources and their use.

Teaching and learning are good across all areas of engineering. Teachers are well qualified by both industrial experience and formal qualifications. They have a universal enthusiasm for their subject. Excellent use is made of the college's virtual learning environment. Teachers capture learners' curiosity.

They present interesting and innovative approaches to the teaching of basic principles, critical to learners' future success.

Learners feel very safe and they perceive security levels to be very high. The promotion of safeguarding is very effective. Learners receive awareness training during induction and specialist software enables teachers to monitor learners' online activity effectively.

The above is found in 'Business administration, management and professional' and others.

People and Business Development Ltd – URN 58563: Work-based learner institutions

Particularly good and effective use of e-technology is made. The learners, following induction, quickly master the information technology (IT) skills necessary to manipulate confidently the software used. The e-portfolio system is highly regarded by learners who find it an enjoyable, effective and very efficient tool for the presentation of work and the management of their learning.

14. Most employers have a good and productive working relationship with assessors. Informal communication with the managers of settings and learners' employers is good, but there is insufficient recording of these discussions. The formal involvement of employers in the learning and assessment process is variable. Managers are not routinely involved in progress reviews, neither are they formally involved in the assessor feedback meetings following assessment activities. Their access to, and knowledge of, the e-portfolio are variable.

The above is found in 'Leadership and management'.

BPP Holdings Plc – URN 50795: Work-based learner institutions

Resources to support learning are very good. Training centres are spacious and well equipped with computers. Learners have access to online resources and very high-quality paper-based

materials. All resources reflect the most recent changes in the Association of Accounting Technicians (AAT) standards.

Online resources are very good for revision and distance learning. BPP delivers training very flexibly to meet the individual needs of learners.

The quality of the provision has improved, including the development of electronic learning materials for distance learning and also to support classroom teaching. Course materials are under continual review and constantly being improved. BPP has developed a new system to track learner progress and can produce an electronic portfolio on a CD on completion.

16. The provision meets the needs of learners particularly well... The introduction of the new online tutor system also enables all apprentices to reinforce key topics and also to view video-taped lectures in their own time.

The above is found in 'The quality of provision'.

North Country Leisure (Trading) Limited – URN 58717: Work-based learner institutions

The assessment process is rigorous, yet flexible, enabling both planned and unplanned assessment of evidence to take place. Feedback after assessment is detailed and constructive, providing good guidance on the improvements that are needed. Assessors' effective use of a range of technology supports them and the learner. Excellent use is made of the e-portfolio system to monitor and record progress.

The above is found in 'Main findings'.

Rutland County Council – URN 54229: Adult community learning

The new community hub, which opened the week before the inspection, is a purpose-built learning facility well suited to the needs of adult learners. Tutors are eagerly awaiting training in the use of the equipment there. In-class learning support for learners is good. Tutors generally make good use of support workers and volunteers. The service has a virtual learning environment but it is still being developed and is not yet fully exploited to provide material for tutors and learners.

The above is found in 'The quality of provision'.

Worthing College – URN 130845: General further education college

13. The college successfully promotes several initiatives to support and reinforce students' learning. Subject support and 'upgrade' sessions, peer mentoring, a highly flexible library and online course materials are all effective in helping students develop confidence and skills in independent learning. In lessons, well-designed worksheets and information and learning technologies provide structure and variety that students find both reassuring and interesting.

Parents and carers are generally kept well informed about students' progress, and most have access to the college's information system so that they can view progress online.

Assessment of students' work is good and their progress is monitored carefully. A good system for online recording of homework completion and marks has been introduced recently, but it is not yet used consistently to monitor students' progress in all classes.

Guidance and support for students are good. Teachers are very responsive to requests for help, not just in the formal workshops but at other times too. The new online 'traffic light' system and progress reviews ensure that personal tutors are kept well informed of students' progress. In addition, many good resources and learning materials, such as past papers, mark schemes and learning plans, are available online.

The above is found in 'Main findings' and 'Foundation programmes'.

Lincoln Academy Limited – URN 53035: Work-based learner institutions

The quality of teaching and learning is satisfactory, but in formal accountancy sessions it is particularly good... Assessors make effective use of a wide range of assessment methods in business administration and accountancy programmes. This includes good use of technology to support assessment such as the online submission of electronic evidence by learners.

Learning resources are good in training centres. Training accommodation at the provider's centres is of a good standard with the provision of computer access for learners. A very good range of generic and occupationally specific online resources is provided for learners... Assessors use digital and video cameras to support assessment and can provide learners with laptops to support learning.

The very effective implementation of an e-learning strategy makes effective use of the new teaching resources to support learners. Online assessment portfolios have been established well in a majority of programmes.

25. The development and implementation of an e-learning strategy are very effective. The provider successfully gained funding from external bodies to purchase equipment. Online assessment portfolios have become well-established in a number of programmes. Staff, learners and some employers are trained and supported in using the online system very effectively to collect evidence for qualifications.

The above is found in 'Main findings' and 'Business administration, management and professional'.

Mymar Training Ltd – URN 53443: Work-based learner institutions

The promotion of safeguarding, equality and diversity and anti-discriminatory practice is good. The diverse needs of learners are well met and learners develop a good understanding of the individual needs of others. Learners benefit from good training and support materials and

flexible working and assessment arrangements that accommodate individual needs. However, not all learners are able to access Mymar's online learning materials.

The above is found in 'Health, social care and public services'.

Henley College Coventry – URN 130472: General further education college

14. Teaching and learning are satisfactory. Teachers use a range of teaching methods to motivate and engage learners in lessons. ILT, including the virtual learning environment (VLE), is used confidently by many staff.

27. The learner involvement strategy introduced recently makes much wider use of texting, emails and the college VLE to gather learners' views more effectively.

Although learners' attendance has been low, it has improved recently on most courses together with learners' punctuality. Learners are responding well to attendance targets through close monitoring. When learners miss lessons, they use the college's VLE effectively in order to access resources and to catch up on missed work.

The above is found in 'Main findings' and 'Hospitality, sports, leisure and travel'.

Ludlow College – URN 130802: Sixth form college (voluntary aided)

Learners develop good knowledge and skills which support their professional practice. Good awareness of the needs of individual clients and the importance of appropriate communication within a safe working environment are demonstrated by learners. Many learners improve their computer skills through using the electronic portfolio and communications system.

Learners' plans for assessments are enhanced by the well used electronic portfolio system. This ensures that assessments readily meet the needs of individuals and employers. Assessors negotiate effectively with learners about the types of evidence to be produced within agreed timescales. Dictaphones are used effectively to record evidence of professional discussions and observations of practice.

The performance of assessors is monitored regularly. They are observed at least twice each year. Information from the electronic portfolio system highlights learners at risk of falling behind.

Learners with restricted mobility are catered for well. In one lesson, internet safety was explored well with reference to online social networking sites.

The above is found in 'Main findings' and 'English, languages and communications'.

Leeds College of Building – URN 130542: General further education college

20. The quality of provision is good... Many teachers use ILT well. In some workshops they use interactive boards and the college virtual learning environment (VLE) to display videos of the activity that learners are completing. The VLE is comprehensive and provides excellent

resources to support teaching. An increasing number of learners make good use of the system to access course work and resources. Teachers are well qualified and the college provides a range of training and development events to continue to develop their skills.

Staff development is effective in ensuring that teaching staff are suitably qualified. However, the use of the college's VLE is insufficiently promoted to ensure that all learners make use of the good range of materials available to support their studies.

The above is found in 'Main findings' and 'Engineering, technology and manufacturing'.

North Lindsey College – URN 130587: General further education college

The quality of resources is good, with purpose-built accommodation comprising large salons and well equipped teaching rooms. Resources to support learning are of a good quality and available on the virtual learning environment. Learners value the opportunity to access learning materials from home and to communicate with tutors remotely.

Safeguarding is outstanding...Advanced level learners complete the local safeguarding children's board online level one training programme.

The above is found in 'Early years and playwork' and 'Hairdressing and beauty therapy'.

Craven College – URN 130591: General further education college

17. Teaching and learning are good... Information technology and the college's virtual learning environment are used imaginatively to extend learning. Learners benefit from occupationally experienced staff who promote current industrial practice effectively.

19. The monitoring of learners' progress is generally satisfactory with most subject areas starting to utilise the college's online individual learning plan and course performance tracker. However, the effective monitoring of learners' progress and the setting of sufficiently challenging improvement and progression targets are not fully embedded in all programmes.

The safeguarding of learners is good. Some learners and all the staff have taken online training in basic awareness of child protection.

The above is found in 'Main findings' and 'Hairdressing and beauty therapy'.

Barnsley College – URN 130524: Tertiary college

Assessment practices are excellent. Assessors' high level of professional experience enables them to provide assessment in a broad range of settings. Learners email work to assessors who provide prompt and constructive feedback, which learners value. Staff have started to make more use of the college's virtual learning environment for work-based learners. Portfolios, including e-portfolios, are high quality and well presented.

The above is found in 'Business – employer-responsive provision'.

Warrington Collegiate – URN 130617: General further education college

Assessment procedures are good. Learners appreciate the regular feedback that they receive on their work and the opportunity to access assignments and learning resources on the college's virtual learning environment (VLE).

15. Assessment procedures are good... Learners appreciate the timely marking of their work and the detailed feedback they receive in many cases. They are positive about the improved scheduling of assignments and their availability on the college's VLE. The VLE also allows learners to access presentations from classes and resources to help them with their work.

25. Excellent arrangements exist to promote and act upon the learner voice... All cross-college strategy groups have learners represented on them. The college uses its VLE to access their views, in addition to a range of surveys that it uses.

The above is found in 'Main findings' and 'Leadership and management'.

Bexhill College – URN 130670: Sixth form college (general)

14. The college provides high-quality resources for teachers and students. Provision of interactive learning technology has improved and 60% of teaching rooms are now equipped. The college plans full coverage, with training for staff, within the next three years. The college's recently upgraded virtual learning environment is used increasingly by teachers and students, but staff do not yet make sufficient use of it in assessments or to plan learning, set targets or review students' progress.

Teaching and learning are good. The better lessons are energetic and involve all students in learning. Teachers have clear learning outcomes for these lessons and plan them well. They make good use of information technology and provide suitable activities and resources on the college's virtual learning environment for later reference. Students participate well, and teachers check their learning effectively.

The above is found in 'Main findings' and 'Science and mathematics'.

Kingston College – URN 130448: General further education college

19. Technology is beginning to be used more widely in lessons, although this does not of itself always lead to stimulating, interactive ways for students to learn. Students speak highly of the web-based online learning environment where teachers in a few subject areas have placed information such as podcasts and links to good e-resources.

The above is found in 'The quality of provision'.

North East Surrey College of Technology – URN 130822: General further education college

22. Resources to support learning are good. The provision of ILT, and its good use by teachers, has improved considerably since the previous inspection. Many teachers, as in lessons for

functional skills, make very good use of interactive technologies. Learners speak positively about how they use the college's virtual learning environment (VLE) to catch up on missed work, to find extra resources to support their learning, and to record and monitor their progress.

37. The college has been very successful in implementing strategies that improve the quality of provision...The introduction of increasingly sophisticated interactive online systems has enabled teachers and students to monitor progress on a daily basis. Students at risk of underachieving can be identified early and support provided.

ILT is used well to promote learning. Students greatly appreciate the way teachers illustrate tasks with images and enjoy opportunities to use interactive, online resources to address topics such as health and safety and food and nutrition. However, some learning activities, although innovative, are not sufficiently tailored to meet individual needs and different abilities.

The above is found in 'Main findings' and 'Capacity to make and sustain improvement'.

Stanmore College – URN 130440: Tertiary college

Resources for learning are good. The availability of information and learning technologies (ILT) has improved considerably since the previous inspection. Most teachers use ILT effectively to supplement their teaching and to support learning. Students use the virtual learning environment (VLE) well for research, to develop their knowledge and to catch up on missed work.

22. Resources for learning are good. The college has significantly improved the availability of ILT since the last inspection. It is used increasingly well to support learning. Students speak positively about their use of the VLE to catch up on missed work or to research for extra resources to support their learning.

Learner support is good. Counselling, language support, mentoring, and other specific learning provision help students progress. The VLE is well used, both for college-wide topics, such as volunteering or healthy living, and for comprehensive subject-specific material which particularly helps students who miss a class. Students make good use of online communication systems.

Support for students is satisfactory. Teachers provide effective informal pastoral and academic support for students. Students with specific needs are routinely directed to college online material and specialists for more intensive support.

The above is found in 'Main findings' and 'Foundation programmes'.

Thanet College – URN 130728: General further education college

(Learners' views) Work-based learners would like to understand and use the college's virtual learning environment, 'The Learning Curve'.

25. Learners are beginning to make good use of the college's virtual learning environment to access materials and to view their individual learning plans. However, not all teachers use technology effectively to make lessons more interesting and enjoyable. Work-based learners receive insufficient support to make effective use of ILT in their learning.

ILT is used well and imaginatively in lessons to support learning, including the many resources available on the college's virtual learning environment.

Learners' target-setting and progress monitoring are well managed. Many learners monitor their own progress online against the learning outcomes of the lesson. Personal learning plans are used effectively by teachers and learners to set and monitor targets, update progress and identify learners at risk.

Learners make satisfactory progress. Many enter with low prior attainment, with 30% requiring additional learning support. Good tutorial support facilitates sound target-setting for improvement. More motivated learners use the virtual learning environment to check their progress and teachers' feedback.

Professional development opportunities are good. The college's virtual learning environment, 'The Learning Curve' is beginning to have a positive impact on the resources available to teachers and the way they improve their teaching. In a small number of cases, the support and mentoring for new and less experienced teachers are insufficient.

Learning support is good. Good use is made of the virtual learning environment to record and update learning plans.

The above is found in 'Main findings' and 'Foundation programmes'.

Weymouth College – URN 130653: General further education college

(Learners' views) The college virtual learning environment (VLE) is difficult to access and navigate remotely

Most lessons are energetic and interest all students. They have a good variety of activities with well-planned resources, which are available on the VLE for later reference. Information technology is used well to enhance learning.

The above is found in 'Visual and performing arts and media'.

Hillcroft College – URN 133053: Miscellaneous

9. Teaching and learning are good. Teachers use information learning technology well in lessons and encourage learners to access the newly established virtual learning environment.

The above is found in paragraph C120 'The quality of provision'.

Surrey County Council – URN 54684: Adult community learning

(Recommendations) Develop an effective and accessible virtual learning environment.

19. Initiatives to promote inclusion and widen participation are successful... Plans are in place to develop a more accessible and useful virtual learning environment but, at present, learners and staff have insufficient access to remote and virtual learning opportunities.

Curriculum management is satisfactory. The area employs a substantial number of hourly-paid, geographically dispersed staff. Managers have made successful efforts to improve communication through the use of newsletters, email and a virtual learning environment pilot project, backed up by one-to-one meetings.

The above is found in 'Main findings' and 'Visual and performing arts and media'.

McArthur Dean Training Ltd – URN 53280: Work-based learner institutions

13. Assessment plans are detailed and clear. Assessment outcomes are reliable with a good use of work products and questioning to maximise the learners' evidence. McArthur Dean has introduced online testing at the centre. However, too few assessors use technology to support workplace assessments and more able learners are insufficiently encouraged to take control of collating their portfolios of evidence or planning their assessments.

The above is found in 'The quality of provision'.

First City Training Limited – URN 58719: Train to gain

11. Learners and their employers value the highly flexible training, good assessment and support arrangements... Assessors make good use of a wide range of evidence and match assessment methods to learners' needs carefully, such as using digital sound recordings to fill in any gaps in knowledge. Assessors make very clear and comprehensive records of their observations, which they cross-refer to a wide range of units, making good use of the evidence available. Assessors provide supportive feedback which encourages learners to have confidence in their own abilities. The electronic e-portfolio provides a valuable overview of learners' progress at each stage, and FCT uses this information very well to ensure learners' timely completion. However, very few learners are able to upload completed work themselves, with the majority of work hand written and scanned into the portfolio. A few learners expressed an interest in using or developing their information technology skills, but opportunities to do so are underdeveloped.

The above is found in 'The quality of provision'.

Salisbury & District Value Cars Limited – URN 58842: Train to gain

10. Teaching, training and assessment are good. Assessment planning is very thorough. Assessors effectively use a comprehensive assessment matrix that links to the theory course, covers all aspects of the NVQ and uses a good range of assessment methods.

Learning using online learning packages is effective, with assessors providing good guidance. However, learners have insufficient opportunity to check their own online learning since test results are not detailed enough. Some learning materials use technical language which learners find difficult to understand.

The above is found in 'The quality of provision'.

North West Kent College of Technology – URN 130725: General further Education college

21. Inspectors found good examples of students using information and learning technology (ILT) in lessons and particularly so in performing arts where students have access to innovative and extensive electronic learning resources. The college has invested significantly in ILT and teachers use it well to enliven their lessons with a wide range of interesting online learning activities.

The above is found in 'The quality of provision'.

West Thames College – URN 130447: General further education college

Teaching and learning are satisfactory overall. The better teaching sessions are energetic and engage all students, and are mostly in media. They have a good variety of activities with well-planned resources, accessible through the college's virtual learning environment (VLE). ILT, such as web-based videos, is used well to enhance learning.

Support for students is good...Closer monitoring of students' progress through a new VLE tracking system is contributing to improved retention.

The above is found in 'Visual and performing arts and media'.

Tui UK Limited – URN 55115: Work-based learner institutions

9. Since the previous inspection TUI has made significant changes and improvements to the provision. The company has introduced and developed high-quality online training resources and it has implemented a robust management information system.

14. TUI provides satisfactory off-the-job training. Apprentices complete a 12-week well-planned 'passport to travel' programme which prepares them well for their career. Apprentices take a wide range of online learning packages, which develops their product and geography knowledge effectively. While some apprentices are enthusiastic and finish the learning packages quickly, others do not enjoy this mode of learning. Managers rarely plan study time for online learning and do not provide a minority of learners with sufficient time resulting in slower progress. Pressures from working in a busy travel agency and achieving sales targets often interrupts study time. Apprentices taking key skills receive less effective support, mainly by email or post. Too often, they have to rely on their colleagues for help.

25. Quality improvement arrangements are mostly good. The development of online learning resources ensures apprentices access high-quality training materials that are more flexible and accessible to their needs.

The above is found in 'Capacity to make and sustain improvement', 'The quality of provision' and 'Leadership and management'.

Morley College – URN 130412: Specialist designated college

The quality of resources, such as electronic whiteboards, games and online materials, has much improved since the previous inspection. Most teachers plan imaginative activities around the use of these resources. This generates real interest among learners and lively communication, for example around a film clip in the relevant language.

Support for learners is good. Online facilities enable learners to catch up if they miss lessons.

Staff have good access to training on the virtual learning environment.

The above is found in 'Modern foreign languages', and 'English for speakers of other languages'

PDM Training & Consultancy Limited – URN 53819: Train to gain

23. Since the previous inspection, PDM has made a substantial investment in resources that enhance the learning experience. Staff have access to mobile assessment units on trailers and all-terrain vehicles to support off-road training. The information technology structure has been further developed helping assessors to work more effectively at closer points to the learners. PDM is trialling a comprehensive set of online learning tools for all its learners.

Coaching, learning and assessment are outstanding. Excellent training and assessment is individual or in small groups with very experienced staff. Trainers for taxi driving make good use of stimulating and high-quality training workbooks, which link closely to online assessments.

The above is found in 'Main findings' and 'Engineering, technology and manufacturing'.

Age UK Milton Keynes – URN 58517: Train to gain

11. A few learners benefit from using online resources. However, Age UK Milton Keynes does not provide sufficient additional learning resources, such as subject-specific literature and academic reference material or other resource materials to support learning and development.

The above is found in 'The quality of provision'.

City Training Services – URN 50111: Work-based learner institutions

Training and learning are satisfactory. Training coordinators ensure learners are appropriately engaged in as wide a range of tasks as possible. In the workplace learners are supervised by skilled staff who show a genuine commitment to developing learners' skills and understanding.

Resources are satisfactory. Learners make good use of the college's virtual learning environment for independent study and preparation for technical certificate tests.

The above is found in 'Construction'.

Team Wearside Ltd – URN 54758: Work-based learner institutions

Assessors make good use of ILT to support learning and assessment processes in the workplace. They use cameras for photographic evidence of skills development and tape recorders to record oral assessments. Assessors also use portable computers effectively to enable online tests to be taken in the workplace. TEAM makes good use of Facebook and Twitter to promote events and new programmes. However, work-based learners do not have access to online learning resources which they can access when convenient for them.

The above is found in 'Hospitality, sports, leisure and travel'.

The Skills Partnership Limited – URN 54409 Work-based learner institutions

Reviews are comprehensive and ensure that learners have clear updates on their progress. Tutors complete assessment plans with little involvement by learners. Although tutors set precise verbal targets, neither they, nor the learners, record them in sufficient detail. Tutors make good use of e-portfolios and online testing but some learners cannot use the system unaided.

Tutors and assessors plan assessments well and learners know what is expected of them. They receive clear, constructive feedback on their performance. The use of online assessment and the new 'My Learning Journey' individual learning plan encourage the learner to take responsibility for their progress. However, some personal trainers' assessments lack the rigour required for NVQ level 3 programmes.

TSP makes good use of technology. Online learning resources are good. All tutors have laptops and smart phones which are used effectively to record and add information to the e-portfolios.

Learners perform consistently well, reaching high industry standards: from preparing podcasts and the online magazine to presenting the live radio broadcasts which are largely created by the learners. Opportunities to organise and contribute to live music events develop their personal and social skills.

For example, learners choose topical material for daily debate in the radio broadcasts which engage listeners from the local community.

The above is found in 'Visual and performing arts and media'.

Sandwell College – URN 130479: General further education college

12. Assessment overall is satisfactory. It is good in work-based learning. Procedures are accurate and fair but teachers do not always provide sufficient information how to improve assignments when they return marked work. Teachers frequently leave spelling and

grammatical errors uncorrected. Learners' targets are of variable quality and they do not always provide a clear picture of what learners need to do, or by when. Targets are often insufficiently challenging and do not encourage learners to develop high aspirations. However, work is under way to record learners' targets and track their progress towards achieving them on an online 'e-tracker'.

The above is found in 'The quality of provision'.

Birmingham Metropolitan College – URN 130466: General further education college

18. The development of the virtual learning environment (VLE) to promote best practice and support learning is good and teachers and learners increasingly use it to aid learning. The effective use of information and learning technologies to aid understanding is less consistent.

High-quality resources and specialist equipment in workshops and the workplace support learning and benefit learners. Teachers and support staff are suitably experienced and qualified. Staff development is effective. Teachers do not promote the use of the VLE sufficiently to ensure that all learners make use of the wide range of materials available to support their studies.

The above is found in 'Main findings' and 'Engineering'.

Dearne Valley College – URN 130529: General further education college

Learners like the good resources, especially in sport and construction, and the good virtual learning environment.

In theory lessons, teachers use a good range of teaching and learning methods to meet learners' needs. They set challenging but achievable in-class tasks. Teachers and learners use construction-related specialist computer software, the college's virtual learning environment, the internet and mobile learning to stimulate and enhance learning.

A wide range of resources is available to support learning. Many classrooms have a suite of modern computers which are used effectively. Most classrooms are equipped with interactive whiteboards that are used by all tutors. A broad range of online resources is used by tutors as well as printed learning resources. These include vocationally specific learning materials for the teaching of literacy and numeracy.

The above is found in 'Construction' and 'Literacy and numeracy'.

Middlesbrough College – URN 130570: Tertiary college

21. The college has a detailed strategy for developing the use of ILT to support learning across all areas in the college. There are some examples of tutors using technology very well, for example in hair and beauty, engineering, and leisure, travel and tourism, but in some areas tutors use ILT on a more limited scale. The virtual learning environment (VLE) is used well by

students to extend learning beyond the classroom. They are able to access a wide range of information which supports them in their learning.

31. Group tutorials cover the Every Child Matters (ECM) themes very effectively and these are enhanced by further cross-college activities and a good range of topics on the VLE.

Teaching and learning are good, with teachers generally providing sufficient challenge and interest in lessons. Students fully engage in interactive activities and make good use of the VLE, taking responsibility for their own learning. Teachers make good links to the workplace which extend students' understanding.

Teaching and learning are good... A minority of teachers use ILT particularly effectively, although too few teachers use it as an interactive resource. There is increasing use of the college VLE, which contains much good content.

The consistent good use of ILT enhances learning as teachers use it to explain theories and stimulate discussion. Assignments and a wide range of learning materials are available on the college's VLE, which students use extensively as a reference source.

The above is found in 'Main findings'; 'Health, public services and care'; and 'Hospitality, sports, leisure and travel'.

Kirklees College – URN 130537: General further education college

ILT is used well to support learning. Teachers make effective use of the virtual learning environment not only to facilitate individual learning in the classroom, but also to provide good and well-used systems for tracking progress, assessments and feedback, particularly at the Huddersfield centre.

Support for students is good with a variety of support available, including extra sessions, counselling, use of audio files and resources such as laptops and good remote access to materials via the virtual learning environment.

The above is found in 'Visual and performing arts and media'.

Tyne Metropolitan College – URN 134916: General further education college

Learning resources are good. Lessons take place in a dedicated suite of well furnished and pleasantly decorated classrooms and laboratories. All rooms have good computer facilities, which are well used by staff and learners to support learning. Learners also benefit from resources on the college's virtual learning environment, which they can access outside lessons.

The above is found in 'Science and mathematics'.

Westminster Kingsway College – URN 130421: General further education college

Resources are outstanding. Learners use a wide range of industry-standard equipment and high-quality commodities to develop and extend their technical skills. The virtual learning environment (VLE) is well developed and valued by learners. Vocationally linked tasks and assignments develop research skills well and video clips of practical activities support revision effectively.

Attendance rates are below the college average. Teachers actively encourage learners to improve their attendance, and learners are clear about the need to provide a reason for non-attendance. Learners can monitor their attendance rates through their learner profile on the VLE as well as making up work missed through unavoidable absences.

Teachers support learners well to enable them to succeed. They use the VLE to provide a rich learning environment of activities and listening materials for learners to access online. The college learning centres run conversation classes and book clubs and provide individual support and training in the use of computers and in supporting learners with job-seeking skills.

Teachers make insufficient use of information and learning technology (ILT) in lessons in order to support learners' writing and to give them access to online learning materials. Following the recent move to a new building, some physical resources, for example equipment to support independent living and specialist ILT resources, are not yet fully in place, limiting some activities on the college's main site.

The above is found in 'Hospitality', 'ESOL', and 'Preparation for life and work'.

The Bournemouth and Poole College – URN 130652: General further education college

22. Information and learning technology (ILT) 'champions' effectively support teachers in the use of digital learning technology and the virtual learning environment (VLE). Most courses now make effective use of these resources to enhance learning. Students value opportunities to access resources on the VLE to help them extend or reinforce their learning outside lessons, but in a few areas the VLE is not sufficiently well developed to support this.

Information and learning technology is used very imaginatively in the better lessons. The virtual learning environment (VLE) contains many interactive resources to support learning and teachers often use interactive methods to assess learning, for example using hand-held voting systems in lessons. Some teachers record speech and diagrams from lessons, which are stored on the VLE to support learning outside the classroom.

Teaching and learning are good. Teachers set high expectations and students benefit from their enthusiasm and very good specialist knowledge and skills. In theory sessions teachers use their vocational experience to create interesting and relevant business scenarios which develop students' problem-solving skills, and encourage students to evaluate the success of group

events. Teachers are making increasing use of the VLE so that students can access good learning resources outside lessons.

The above is found in 'Main findings', 'ICT', and 'Hospitality, sports, leisure and travel'.

Southampton City College – URN 130696: General further education college

21. The college's virtual learning environment (VLE) is excellent and is highly valued by users. Staff and students make very effective use of technologies in high levels of interactive learning. An effective monitoring system grades subject areas on the quality and quantity of VLE usage. Teachers make good efforts to improve and update the materials they place on the VLE, and readily share good practice. The college learning centre is well regarded, and well used. It provides students with a good range of resources and areas to work and learn.

28. Individual personal tutorials provide regular opportunities for students to discuss academic progress and agree meaningful improvement targets with their tutors. This is supported by a well-developed online student performance tracking and reporting system.

The above is found in 'Main findings'.

Milton Keynes College – URN 130609: General further education college

29. Tutorials provide a good programme of activities supported well by materials made available to personal tutors on Moodle, the college's virtual learning environment (VLE), but there remains too much variability in how well topics are presented.

The use of ILT to support learning has improved and learners value online resources available to them and the email support provided by teachers. However, learners comment on the slow and unreliable internet access.

The above is found in 'Main findings' and 'Visual and performing arts and media'.

The College of North West London – URN 130429: General further education college

Overall, teaching and learning are satisfactory and are good in science and mathematics, ICT and ESOL. In the best lessons, teachers work well with their students on a variety of imaginative activities and use online resources well.

The setting of individual targets for students is satisfactory, with actions appropriately monitored by tutors. A recently introduced online tracking system is proving to be much more effective in monitoring students' progress.

In most lessons, teachers have good strategies to meet the needs of individual students. The use of resources is good and online resources are used well to monitor learning. There is good learning of vocabulary and grammar. However, in some lessons teachers pay insufficient attention to improving students' spoken language.

The above is found in 'Main findings' and 'English, languages and communications'.

Abingdon and Witney College – URN 130793: General further education college

23. Support for students with physical or learning needs is very good and helps students perform well on their courses. Initiatives include providing dedicated peaceful areas where students with autism can spend time relaxing or working. Learning targets for students receiving additional support are set as part of the routine system for planning and review. Students experiencing difficulties in following the details of a lesson use the college's virtual learning environment routinely to catch up on their work.

The above is found in 'The quality of provision'.

Paston Sixth Form College – URN 130768: Sixth form college (voluntary controlled)

16. The promotion of equality and diversity in lessons is good. Many teachers support learning by inviting specialists into college and through relevant visits and trips. The use of information and learning technology (ILT) to aid learning is very effective. In most areas, teachers and students use the virtual learning environment extensively.

Teaching and learning are good. Teachers have good subject knowledge and, through careful questioning, encourage students to think for themselves... Teachers and students use the virtual learning environment extensively.

The above is found in 'Main findings' and 'Science and mathematics'.

Training & Recruitment Partnership Ltd – URN 55053: Work-based learner institutions

(Recommendations) Develop its website further, enabling it to be used as a virtual learning environment, so that it can provide resources for learning, particularly for education and training, business administration, customer service and management of learners.

The above is found in 'What does the provider need to do to improve further?'

Carshalton College – URN 130455: General further education college

Learners feel very safe and work safely in college. They treat each other with respect. On some courses, learners develop valuable skills arranging charity events as part of their coursework. Learners are frustrated by the fact that there are insufficient computer facilities for online accounting exams.

Teaching and learning are satisfactory. In the best lessons, teachers use questioning effectively to ensure that learners have understood what is being taught. They provide good-quality handouts, often with space for learners to add their own notes and comments, and they

encourage learners to justify their views. Learners and teachers use the virtual learning environment well in almost all lessons.

Guidance and support for learners are good. Learners and staff make good use of an online system to monitor progress.

The above is found in 'Main findings' and 'Information and communication technology'.

Amersham and Wycombe College – URN 130608: General further education college

19. Assessment is satisfactory. Marking of learners' written work is generally helpful and well focused. Errors in spelling and grammar are mostly corrected and feedback helps learners to improve their performance. The use of questions to assess learning during lessons is underdeveloped in all but a few lessons. Learners value the virtual learning environment but it is not yet fully populated with useful course materials in all areas.

The above is found in 'The quality of provision'.

Berkshire College of Agriculture – URN 130606: Agricultural and horticultural college

Since the previous inspection, the college has followed a sustained and successful strategy to improve the quality of teaching and learning, which is now good. While a few teachers make innovative use of the virtual learning environment (VLE), electronic individual learning plans and social networking, managers do not ensure that these good practices are shared effectively or consistently across the college to support learning and improve achievement.

16. Many teachers use information and learning technologies (ILT) well in their lessons to enliven learning. However, in a few lessons teachers do not exploit ILT capabilities sufficiently. Where teachers have placed good learning materials and assessment information on the VLE, students use this to good effect. However, this beneficial practice is not consistent in all subjects. Not all teachers and students across the college use the VLE effectively to help develop independent learning skills. The learning resources centre is well organised. However, students report that they would like better access to the computers outside of lesson times.

19. The college makes very good use of online and social networks to promote courses and enhance communication between past, present and future students.

The above is found in 'The quality of provision'.

Pertemps Learning and Education Alliance Limited – URN 54969: Work-based learner institutions

Training and learning are satisfactory. Assessment is good. Learners make good use of an electronic portfolio to record evidence of the skills and knowledge they develop.

The above is found in 'Business administration, management and professional'.

Central Bedfordshire Council – URN 59021: Adult community learning

24. After the previous inspection, there was a proper emphasis on using staff training and development to improve reported areas of weakness... A virtual learning environment is being developed to enhance learning, but it is not yet extensively used.

Teaching and learning are good...ILT is used mainly for individual research or revision, not to inspire learners or to develop learners' digital skills. The virtual learning environment is used insufficiently.

The above is found in 'Main findings'.

Tutorcare Limited – URN 58559: Train to gain

Assessors make good use of information and communication technology (ICT) in the delivery and management of learning. This is used very effectively to track learners' progress. Some assessors, however, do not encourage learners to access the excellent online learning resources or to use ICT skills in research for, or presentation of, assignments.

The above is found in 'What does the provider need to do to improve further?'

Poultec Training Limited – URN 53951: Work-based learner institutions

15. Training is organised well... Learners on the agriculture programme make good use of online training resources.

17. Information learning technology is used very well to support learning and learners' progress. Learners use the electronic portfolio well, to help them manage the pace of their learning. Learners and employers are able to easily track progress and achievement. It has improved the speed of communication between learners and assessors, enabling feedback to be almost instantaneous.

20. Poultec supports its learners very well. Good use of the electronic portfolio enables assessors and learners to keep in frequent contact and allows learners' work to be assessed online...Good use is made of the electronic portfolio to ensure that learners are made aware of their next step. However, a few learners are not clear about their progression options.

24. Poultec engages with partners and employers well to develop and improve the provision... Poultec collects feedback from learners via online questionnaires and training course evaluations. However, managers do not sufficiently evaluate this feedback to identify improvements to provision. Poultec acknowledges this in the self-assessment report.

Training in the workplace is good. Poultec staff use their considerable knowledge and experience in the industry to motivate and enthuse learners. Learners make good use of online training materials and current legislative documentation. Employers fully support training and celebration of achievement events and have high regard for the training received.

The above is found in 'Main findings' and 'Land-based provision'.

A & R Training Services Limited – URN 50262: Work-based learner institutions

Resources are satisfactory overall. Worksheets and workbooks are good quality, providing learners with interesting and varied material. However, learners do not have sufficient access to interactive activities. Assessors do not use information technology sufficiently and learners do not have remote access to learning materials.

The above is found in 'Business administration, management and professional'.

Carillion Construction Limited – URN 51036: Work-based learner institutions

20. CTS safeguards its learners particularly well while they are in the centre. Its continuous focus on health and safety includes training learners well on identifying safety risks at all times. However, their training about safety has not yet been extended to cover online learning and safety on the internet...

The above is found in 'Leadership and management'.

JD Wetherspoon Plc – URN 58928; Work-based learner institutions

11. Training and learning are good. All staff complete a well-structured in-house training programme, although planning for those on the NVQ or apprenticeship programmes is insufficiently detailed. Learning materials and workbooks are of particularly high quality and updated regularly to ensure they meet the needs of the business and match well to the NVQ standards...JDW is in the process of developing online learning materials to improve the provision further.

14. Learners receive a comprehensive induction to the company, followed by a detailed NVQ or apprenticeship induction. Learners' understanding is checked thoroughly through an online test...

The above is found in 'The quality of provision'.

City Lit – URN 130401: Specialist designated college

17. City Lit has innovative online and course reviewer systems for gathering the experiences of specific groups of learners over a long time period or on identified topics they want to improve.

The use of information and learning technology in most classes is satisfactory. Some tutors make effective use of video clips and internet links to stimulate discussion on song lyrics. Recent initiatives to encourage tutors to make better use of the virtual learning environment have been beneficial to learners. However, few tutors make use of some excellent uploaded materials.

The above is found in 'Leadership and management' and 'Languages'.

Colchester Institute – URN 130674: General further education college

Learning resources are very good. Workshops are modern, spacious and well equipped. Technology, including the VLE is used well to enhance learning.

Teaching, learning and training are good in most practical sessions and a few theory lessons... The use of the college's virtual learning environment (VLE) to support learners' studies is underdeveloped.

Teachers use ILT effectively in the classroom to enhance learning. However, the use of the college's VLE is underdeveloped. Teachers make only limited reference to the use of the VLE in schemes of work and learners do not view it as a valuable resource.

The above is found in 'Engineering' and 'Business administration, management and professional'.

The Manchester College – URN 135524: General further education college

21. ILT is used satisfactorily to support learning in and out of lessons. Some teachers use interactive technology confidently to involve learners and reinforce learning. Many teachers use technology to deliver presentations. The college's virtual learning environment (VLE) is used effectively in some subject areas but is underdeveloped in others.

Teaching and learning are satisfactory. In good lessons a variety of activities stimulates learners' interest. For example, in an intermediate-level refrigeration lesson the tutor used the college's building to demonstrate air-conditioning systems and controls. In weaker lessons teachers do not make sufficient use of directed questions to check learners' understanding. The use of interactive technology and the college's VLE is underdeveloped.

The above is found in 'Main findings' and 'Construction'.

Fareham College – URN 130693: General further education college

20. In many lessons, teachers make effective use of technology to enhance learning and create lively and enjoyable lessons. For example, in a motor vehicle lesson a projected simulation supported the full exploration and illustration of the working of a manual gearbox. Learners are beginning to make effective use of the college's virtual learning environment to support their learning. However, the limitations and availability of contemporary software within a number of programme areas, including media and graphic design, together with the dated college information technology infrastructure, reduce significantly the potential for a high-quality learning experience.

The above is found in 'The quality of provision'.

WS Training Ltd – URN 55448: Work-based learner institutions

The quality of learners' work is good. Portfolios are well presented. Learners use technology well to collect a range of evidence including video, voice recordings, email and case studies. Learners are well-motivated to complete programme tasks and upload their evidence to their electronic portfolio between assessor visits.

WST assessors provide prompt and particularly informative written feedback on learners' performance using the online e-portfolios. Staff introduced these portfolios skilfully. Learners like the e-portfolios and use them well.

Support for learners is particularly good. Most employers provide generous time during working hours for learners to study. Employers make special efforts to ensure learners have access to relevant work tasks. Learners have good access to assessors who support and encourage them very effectively. Learners benefit from valuable peer support through the online forums provided by WST.

The above is found in 'ICT' and 'Business administration'.

Norfolk Training Services Ltd – URN 53550: Work-based learner institutions

A satisfactory range of motor vehicle programmes, together with the availability of optional units, meets the needs of learners and employers well. NTS staff work closely with the employers to ensure that learner off-the-job attendance meets employers' work requirements. If learners have difficulty in attending the training centre, training and online testing takes place on employers' premises.

Assessment practice is good and uses a wide variety of methods to maximise learners' and employers' involvement. Good planning ensures the capture of evidence from the workplace. Most learners use electronic portfolio and assessment methods.

The above is found in 'Retailing, customer service and transportation'.

HYA Training Ltd – URN 52418: Work-based learner institutions

Assessors are highly effective at assessing, monitoring and supporting learners' progress through regular visits to their workplaces. Assessment evidence in portfolios is limited to paper-based resources. Assessors do not make sufficient use of technology to encourage learners to provide a variety of assessment evidence. Learners do not have sufficient or remote access to interactive learning materials.

The above is found in 'Business administration, management and professional'.

Toni & Guy UK Training Limited – URN 58591: Work-based learner institutions

Reduce the over-reliance on paper-based resources by making more use of online learning materials.

Online learning to help revision and homework.

The above is found in 'What students would like to see improved'.

Rewards Training Recruitment Consultancy Limited – URN 54113: Work-based learner institutions

Better guidance on learning resources and the opportunity to study online.

The above is found in 'What students would like to see improved'.

Fareport Training Organisation Ltd – URN 51815: Work-based learner institutions

Learning is very effectively supported by resources. Very successful use is made of information technologies to support learners who may be unable to attend training. In one impressive example, a lesson was given using an interactive whiteboard, with video and audio links through the provider's portal, so that learners could have remote access in real time, interactively. Staff also use Dictaphones, email and texts very effectively to widen participation and access.

The above is found in 'Leadership and management'.

Achievement Training Ltd – URN 50322: Work-based learner institutions

12. Programmes of learning are very well planned... Some good resources are available on the virtual learning environment but the range is not sufficiently wide.

25. AT is creative in using its budget for resources. It is committed to recycling by using online sites, following up sales from companies that are closing and using their in-house computer company to refurbish computers.

Learners enjoy their learning, grow in confidence and develop good care skills. They gain skills in infection control and person-centred care. Learners often gain promotion to senior posts as they advance through the qualification levels. The standard of learners' work in portfolios is good. Currently, few learners use the e-portfolio route. They take pride in their written work and develop good skills in reflective practice.

The above is found in 'Main findings', and 'Health, social care and public services'.

Springboard Bromley Trust – URN 54547: Work-based learner institutions

21. The provider is inclusive, making provision for learners whose circumstances have made them vulnerable or who have barriers to learning...Staff undertake online training (for EO and D) but updating has not been systematic.

The above is found in 'Leadership and management'.

Academy for Training and Development Limited – URN 50306: Work-based learner institutions

11. The electronic portfolio system is a useful tool to promote and encourage learning. Used well by a few learners, it allows them to easily access their work and identify their progress. These learners are able to communicate with their trainer between assessment visits, share their ongoing evidence of tasks and activities undertaken and accelerate their progress. While the academy's management and staff use the system effectively, the understanding of most learners is too limited and they fail to use the portfolio effectively.

The above is found in 'The quality of provision'.

Enham – URN 50124: Work-based learner institutions

17. Resources for learning are satisfactory. Information and communication technology (ICT) resources are good and well used at community venues, including a drop-in cyber cafe. Enham has made a well-considered investment in the recent establishment of a virtual learning environment.

The above is found in 'Leadership and management'.

Skills for Security Limited – URN 50192: Work-based learner institutions

22. Skills for Security has satisfactory partnerships with employers in the security industry. Assessors develop good working relationships with employers. The company has worked successfully with employers on an initiative to increase the number of young people joining an apprenticeship programme. The company's online vacancy-matching service is effective in aligning employers' needs with appropriately qualified and suitable apprentices.

The above is found in 'The quality of provision'.

Devon County Council – URN 51540: Adult community learning

The use of ILT in classes is satisfactory. Learners in literacy classes make effective use of computers to access interactive resources. However, in some classes tutors do not ensure that the equipment is functional for showing video clips. Tutors effectively use the virtual learning environment to provide resources for learners to use during class and for home study.

Learners use safe working practices satisfactorily within information and communication technology (ICT). Encouragement is provided to use correct posture when working with computers and to take regular comfort breaks. Learners are guided to make safe use of the internet and are warned of the potential online dangers.

Tutors do not use ILT effectively. There is little use of the virtual learning environment (VLE) or of electronic whiteboards in art and crafts sessions. Although laptops are available, they are not used by tutors as a resource for teaching and learning. Too many opportunities are missed for internet access, research and electronic presentation of visual materials in class.

Guidance and support are satisfactory. All courses have pre-course information sheets. Access to brief course outlines is available online. Centres offer comprehensive information on programmes.

Overall, management of the curriculum is satisfactory. Communication with tutors across a wide geographical area is effective through the use of the VLE, visits, telephone and email. Teaching performance is closely monitored and well supported.

Safeguarding is satisfactory. Tutors have completed online training for safeguarding and are aware of their duties and the procedures if they have a vulnerable adult they consider at risk. Promotion of safeguarding to learners is not evident in some classes and tutors are not involved in inducting learners in safeguarding.

The above is found in 'Main findings'; 'Arts and media'; 'ICT'; 'Preparation for life and work'; 'Leadership and management'.

Camden London Borough Council – URN 53110: Adult community learning

12. Learners achieve well, develop a thirst for learning and successfully progress on to other courses and volunteering opportunities...Older learners develop useful ICT skills that enable them to use the internet for practical means such as online shopping.

Suffolk County Council – URN 54657: Adult community learning

31. Management information is accurate and enables staff to monitor a broad range of performance indicators. However, managers make insufficient use of the available data. For example the service does not collect sufficient information on tutors' use of the virtual learning environment, or when they access it.

Staff training and development are satisfactory. The curriculum manager provides regular and supportive feedback to tutors. Some staff use the service's virtual learning environment to share good practice, but few part-time tutors make use of this resource.

Support for learners is good. Tutors provide information, advice and guidance for all learners before and during their programme. A few tutors have completed a practitioner qualification in supporting learners in ICT awareness. Tutors make good use of a wide range of commercial and tutor-produced materials to support learners. However, the virtual learning environment, designed to enable tutors to share learning materials, is not widely used.

The above is found in 'Leadership and management', 'ICT', and 'Preparation for life'.

Highbury College – URN 130697: General further education college

The quality of provision is outstanding. Teaching and learning are good with much that is outstanding. Teachers use a variety of activities to engage and motivate students. Learning resources are excellent. Staff use information and learning technologies (ILT) and the college's virtual learning environment (VLE) very effectively to enhance learning.

20. Learning resources are excellent. The college promotes the development and use of ILT to enhance learning particularly well. Development of the VLE is a key part of the college's long-term strategy and vision for learning and there is a clear framework and timetable for its continued implementation across the institution. The college provides much support and training for ILT and reports on its use effectively through the course review process. Good examples of the use of ILT in the curriculum include: using the VLE as an interactive tool for marking students' work; the use of digital photography to record evidence; and incorporating the use of web-assisted video sites in practical lessons to demonstrate skills.

Teachers make good use of ILT. Students upload assignments on the VLE for teachers to mark and make podcasts of their work. Staff are well qualified, experienced and commercially competent.

Teaching and learning are good in literacy and numeracy and outstanding for ESOL provision. Teachers make exceptional and innovative use of technology to support learning. Learning is highly interactive and many activities and homework are accessible on the college's VLE and are used by learners in college or at home. However, in less effective lessons there is insufficient focus on meeting individual student needs, particularly for lower level literacy and numeracy students.

Employers' views are gathered very well through formal surveys, telephone conversations and assessor visits to the premises. Students are consulted extensively through focus group meetings, online surveys and act as representatives for their course.

The above is found in 'Main findings' and 'ESOL'.