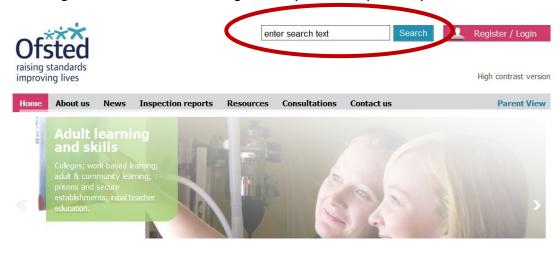# What the reports say

Extracts from Ofsted reports in 2011–12 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 media to resources, you may gain some insight into what other providers are doing that has pleased or worried Ofsted inspectors.

There is a separate document for 2010–11 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.

The small print – caveats to interpretation of data

This information, from reports published between September 2011 and August 2012, 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. We have tried to identify specific subject areas where relevant; where an extract is prefaced by a number this usually means that it comes from overall main findings.

The extracts

Askham Bryan College – URN 130595: Agricultural and horticultural college

21. The college has devoted substantial staff training to improve the use of ILT and the VLE. Information and learning technology is used effectively to enhance learning in agriculture and animal management but is limited to presentations in many other courses. On most courses students use the VLE to access lesson notes and unit assignments. In a minority of courses teachers have developed interactive resources but the use of ILT and the VLE to support learning remains underdeveloped in several subjects. - In the better lessons students participate fully in classroom and practical activities and demonstrate good technical knowledge. Information and learning technology and the college's VLE are used well in agriculture to support learning but they are less well developed in horticulture. In a minority of lessons a few students are not fully engaged and teachers miss opportunities to check learning. Students' note-taking is poor in a few lessons.

Implement the online monitoring system across all sites to ensure that all learners are given specific short-term targets that can be monitored closely so that all students are motivated and challenged to achieve their goals.

Plumpton College – URN 130667: Agricultural and horticultural College

23. Curriculum teams work hard to produce a wide selection of relevant and interesting learning materials for students. Many are on the college's virtual learning environment (VLE) and are related directly to assessments. Students make extensive use of them outside lessons. Not all departments have made good progress in providing online materials and managers acknowledge that there is work still to be done. - Improve the quality of teaching and learning by developing the use of ILT by teachers and students, including the college's VLE, in all lessons.

Kidderminster College - URN 130711: General further education college

15. Most learners enjoy their courses and training, and welcome the opportunities to develop their social skills and vocational knowledge. For example, many learners completed an online health awareness course successfully as part of their tutorial programme to develop their knowledge of healthy lifestyle choices.

17. Teaching and learning are satisfactory. Learners enjoy their lessons and most make satisfactory progress. Many staff use ILT, including the virtual learning environment (VLE), confidently. Teachers are knowledgeable and well qualified.

Shrewsbury College of Arts and Technology – URN 130798: General further education college

18. ILT is used satisfactorily to promote independent learning on many courses and the college's virtual learning environment (VLE) is increasingly well used by students. However, in many lessons, opportunities to use ILT to enhance the quality and effectiveness of teaching and learning are missed, despite classrooms being well equipped with interactive whiteboards and staff being well supported in developing their skills to use the technology. The promotion of equality and diversity in learning is satisfactory overall, although opportunities are missed in a number of lessons and reviews to develop students' knowledge and understanding further.

Farnborough College of Technology – URN 130689: General further education college

Learners engage actively in interesting activities in lessons and make good progress in their studies. Staff use information and learning technologies (ILT) very well to enhance learning. Learners appreciate the broad variety of materials on the virtual learning environment (VLE) that enable them to check and further develop their understanding Staff are developing very good materials available online through the college's redesigned virtual learning environment to help learners prepare for assessment.

20. Learning accommodation is suitable and most classrooms are decorated with posters and learners' work. Learning resources are very good, including access to computers and to the VLE. Learners appreciate and value the broad variety of materials on the VLE. It enables them to catch up on missed work, to check their understanding of the subject matter, and to provide further opportunities to extend their knowledge. Teachers use ILT well to enhance learning in many lessons, including the use of video, computer animations and interactive software. However, in a small minority of lessons, learners gain little from the use of the presentation software merely as an alternative method of giving teaching notes.

K College – URN 130727: General further education college

14. Resources, including ICT, are of high quality. However, the way teachers use these to give lessons energy and pace still varies too much across provision. Students value the way some teachers have developed interesting learning materials that they can locate readily via the college's virtual learning environment (VLE).

Huddersfield New College – URN 130539: Sixth form college (general)

14. Information learning technologies and the college's VLE are used extensively to develop learning in and outside of lessons. For example, ILT was used very effectively in geography to show the impact of earthquakes and tsunamis. In a few lessons the focus of what will be learned is not always clear… Common assessment results are now stored online and supplemented by regularly set homework. Students value the resources and extra support materials available on the VLE, which they are able to use from home and in college.

Support for students is good. Teachers respond well to individual requests to help students catch up. A good range of support materials is available on the VLE. Students with special learning needs are supported well in lessons.

(Sport) Students value the resources and extra support materials available on the VLE, which they are able to use from home and in college. - Information technology is used very well to support learning. Sports students used online resources to complete velocity and speed calculations for a 100-metre sprint race. Teachers effectively use video clips of sports injury to investigate the psychological impact of serious trauma and in a skill acquisition lesson students studied the movement analysis of the putting stroke in golf.

Great Yarmouth College – URN 130765: General further education college

18. Self-assessment accurately identifies that the promotion of equality and diversity in lessons remain areas for improvement. Managers are developing the virtual learning environment to support learning well. It is being used increasingly by staff and learners. However, the effective use of information and learning technology in lessons varies. It is used well in some areas, but in others, such as health and social care, the use and availability of appropriate technology is too limited.

Learners feel safe and know how to use the internet safely. They are well aware of what to do if they experience cyber-bullying.

Current learners are making satisfactory progress; they enjoy their learning and their attendance is good. Most learners are developing appropriate computer skills which will aid employability. Inspectors observed relatively inexperienced learners using business application software confidently including demonstrating their understanding of certain features such as ensuring security for personal records.

Learners feel safe and know how to use the internet safely. They are well aware of what to do if they experience cyber-bullying. Wall displays and computer screens reinforce internet safety well.

Most lessons are at least satisfactory. In better lessons, the use of information and learning technology is imaginative and targeted and probing questions are highly effective.

Teachers and learners use the college's virtual learning environment (VLE) frequently to aid learning; for example, learners use the wide range of uploaded learning resources for revision or to extend their studies. Ease of access to targets that are held within the VLE by both teachers and learners increases the extent to which these are used constructively to promote achievement.

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St Vincent College – URN 130705: Sixth form college (general)

While the college has made some advances in the use of information and communication technology (ICT) to support teaching since the last inspection, it still has more to do. It has recently introduced a new virtual learning environment (VLE) which is providing a better service to teachers and students. However, the use of the VLE in teaching and as a mechanism for setting, assessing and correcting work is underdeveloped.

The lack of a reliable VLE is having a serious impact on the quality of support and learning and assessment.

City of Wolverhampton College – URN 130484: General further education college

Many teachers use ILT well in their lessons, but not all rooms are well equipped with the technology to support this. In a few cases teachers do not make full use of the technology they have to enthuse their students. The use of the college's virtual learning environment (VLE) is developing well although some areas use this to greater effect than others. Learning resource centres provide comfortable and welcoming spaces in which to work, with good access to computers.

South Essex College of Further and Higher Education – URN 130672: General further education college

In less effective lessons teachers do not take sufficient account of learners' prior attainment in their planning and provide insufficient opportunities for learners to solve problems for themselves. These lessons provide insufficient challenge, particularly for more able learners. The use of information learning technology (ILT) varies between subjects; some teachers are more confident about using it than others but do not always use it to its full advantage, for example in encouraging learners to explore topics in greater depth. The virtual learning environment (VLE) needs to be simpler for learners to use if it is to be fully effective.

Kensington and Chelsea College – URN 130410: General further education college

What learners like: the college's virtual learning environment (VLE) and the access to Wifi around the college

18. ...While many teachers are making increasingly good use of information and learning technology (ILT) and the college's virtual learning environment (VLE), these are not yet well developed in all subject areas.

Teachers do not always stretch and challenge learners through their questions. Not all learners use the VLE effectively to support their independent learning.

Learners in Italian make excellent use of the college's VLE to locate interesting and interactive learning materials within and outside lessons.

Lambeth College – URN 130413: Tertiary college

Teachers do not always use information and learning technology (ILT) well. The college's virtual learning environment (VLE) is valued by students, particularly adult students. However, while some subject areas have recognised this benefit and exploited the VLE's potential well by populating it with useful materials, in other subjects there is little or no related content.

… However, students do not have access to independent study materials on the college virtual learning environment to support their study and help them to catch up when they are unable to attend (ESOL)

Brooklands College – URN 130825: General further education college

27. Most classrooms and workshops are equipped with interactive whiteboards or computer projection systems. Teachers use these appropriately for presentations and video clips, but they are seldom used by learners during lessons. Learners' use of the virtual learning environment (VLE) is developing, but is inconsistent across subject areas.

Wiltshire College – URN 132779: General further education college

Teachers' use of information and learning technology (ILT) and the accommodation and resources available to support learning are generally good.

Some areas are very well equipped. Learning resource centres (LRCs) are well equipped and provide good access to computers. The college's virtual learning environment (VLE) is used very well in many areas, but it requires further development in others.

What learners like: how the college's VLE helps them to develop their learning and catch up on work outstanding

Many teachers use ILT well in their lessons. Most classrooms and workshops are equipped with interactive whiteboards or computer projection systems which teachers use well, but which were seldom used by learners during lessons. The learning resource centres on each site are well equipped and provide good access to computers. The college is increasingly using its VLE to support teaching and learning.

Learners usefully help develop some of the college's online learning and support services.

The well-developed and supported online learning resources effectively help meet the needs of learners for flexible and extended learning.

King George V College – URN 130492: Sixth form college (general)

Resources to support learning are good. The college's virtual learning environment (VLE) is now being used more widely to extend learning but it is an area for development in several subjects.

Teachers and students use information and learning technology (ILT) effectively and there is a wide range of interactive resources to support learning. Technology is used extensively outside lessons to provide resources and materials. Material on the VLE is particularly good in sociology.

…additional learning support needs are quickly identified and support put in place without delay. Specific support for students in lessons is exceptional including posting material in advance on the VLE or through email, using coloured paper and supplying laptops.

What does the college need to do to improve…

Develop more interactive learning resources and extend the use of the VLE to enhance and support learning in and out of lessons.

Derby College – URN 133585: Tertiary college

Teachers make satisfactory use of information and learning technologies to add interest to their lessons but sometimes they do not use all the available resources as creatively as they might. The college's virtual learning environment (VLE) is used very well in some subject areas to provide exciting additional work for learners and to stimulate their interest in research projects. However, practice is variable, and sometimes the VLE is used as a catalogue of text-based resources rather than to support learning.

Canterbury College – URN 130730: General further education college

The new accommodation has created a much-improved and stimulating environment in which to learn. ILT facilities are readily available across the college. Where students make the most progress, teachers use ILT well to enhance learning. For example, in a music technology lesson, first year students confidently and expertly used complex interactive software and technical terminology to edit recordings. Students studying on information and communication technology programmes and visual arts and media courses enjoy sharing ideas and information through dedicated social networking sites. Not enough teachers take advantage of these technologies to enhance their lessons or provide students with further opportunities to extend their knowledge. The college's VLE is well-developed and used well by students in some subjects but is rudimentary in others.

16. Teachers and students make good and effective use of ILT in lessons and in the research and presentation of assignments. Teachers use well-chosen video clips to illustrate theories and to generate vocationally related discussion. On advanced-level programmes students use the college's VLE to support their learning. However, other students make little use of this resource and there was little reference to the VLE in lessons.

23. Teaching staff provide good support for students who report that tutorials are helpful and individual reviews with staff enable any issues to be discussed and resolved. Students use the art and media VLE site well to download and review course materials. Teachers use dedicated social networking sites well to provide course identity. Students on vocational courses are given regular and prompt feedback on their work with strengths and areas for improvement clearly identified.

30. Classrooms are well-equipped with interactive whiteboards, but teachers do not make sufficient use of them to promote learning activities. Students are beginning to use the materials on the VLE

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to work independently, but teachers make too few references in classes to the resources that are available online.

However, some teachers make good use of video clips in lessons that promote discussion around equality and diversity.

Yeovil College – URN 130805: Tertiary college

Most teachers use ICT well to promote learning, but this is not consistently good. Learning resource centres provide learners with good access to computers. In some areas, such as health and care and art and design, a wealth of electronic learning and assessment materials are available and learners and teachers routinely use the college virtual learning environment (VLE) to submit and assess work. In other subject areas, learners' and staff use is less regular and less effective. Electronic whiteboards and projectors are available in many rooms and in some lessons were used well by the teachers.

However, in a minority of lessons teachers used the technologies as little more than a means of projecting text onto a screen.

Accommodation and resources are good. Learning resources on the college VLE are well developed and highly valued by learners. The intranet is used well in tutorials and is very effective in supporting learning. A minority of teachers do not make full use of the potential of electronic whiteboards to help learners understand topics and make good progress. (health, care and public services)

The VLE is used well and media learners value the facility to submit assignments and receive prompt feedback online. (visual arts and media)

Teachers and learners regularly use the VLE to upload or access course resources and additional learning material. (science and mathematics)

Learners' views are regularly sought, discussed and acted on in course review meetings. More recently, the college's VLE and small focus group sessions have been used effectively to collect subject-specific feedback. (science and mathematics)

Waltham Forest Community Learning and Skills Service – URN 53150: ACL local authority

Teachers make regular use of information and learning technologies (ILT) in lessons, to display visual examples of work from other learners, artists, designers and makers for inspiration. Teachers and learners. A few teachers use CLaSS' virtual learning environment (VLE) to provide course materials for learners to access from home, but this is at an early stage of development.

What does CLaSS need to do to improve further? Encourage and support all teachers to use the VLE to support and enhance learning, both in lessons and for learners to use at home.

Barnfield College - URN 130599: General further education college

17. Resources for learning are good. Most teachers are qualified or in training. In many areas students benefit from industry-standard equipment and good accommodation. Information and learning technology (ILT) facilities are readily available across the college. Where students make good progress, teachers use ILT well to enhance learning. However, too few staff take advantage of the technologies to enhance their lessons or provide students with further opportunities to extend their knowledge. The VLE is underdeveloped to support and extend learning and, as yet, only used effectively in very few courses.

Stafford College – URN 130813: General further education college

15. Staff use information technology increasingly well to support learning within lessons and through the college's virtual learning environment (VLE). In a sports coaching lesson, learners made good use of technology to record their roleplay activities, enabling them to assess their own and peer performance.

Learners appreciate being able to access learning materials and submit assignments via the VLE, though this is more developed in some subjects than others.

Teachers use very effective revision techniques with learners who regularly use the college's VLE. Teaching and learning benefit from good quality resources. (Business, administration and law).

Teachers set learners useful learning targets, which they record well on the electronic individual learning plan. (Business, administration and law).

Worcester College of Technology – URN 130712: General further education college

20. Learning resources in the college, and those provided by work-based consortium partners, are good. Most teachers and trainers use them effectively to enhance learning. The virtual learning environment (VLE) is well-developed to support and extend learning and many teachers are moving rapidly beyond providing text-based material into more interactive and multi-media resources.

Where learners make good progress, teachers often use information and learning technology (ILT) well to enhance learning.

Online resources and the virtual learning environment (VLE) are underdeveloped. VLE sites are in place but most teachers do not populate these or encourage learners to access them. Many electronic resources are available to teachers, but learners do not benefit from the use of such materials.

(Health, social care and childcare)

Students gain from good use of ILT, such as interactive whiteboards. They improve the skills they need for the workplace by using the crafts room and nursery facility. (Health, social care and childcare)

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What does Worcester College of Technology need to do to improve further?

Increase staff's awareness of, and ability to use, online resources and the VLE so that learners benefit from wider perspectives and learning methods to aid their understanding. (Health, social care and childcare)

Tower Hamlets College – URN 130418: General further education college

18. The use of ILT in lessons has improved and the majority of classrooms are well equipped and comfortable. Staff are using different technologies, but not with any degree of innovation. Development of the college's virtual learning environment (VLE) is making learning and assessment more accessible, stimulating and interesting to learners. The college's learning zone is well resourced, used regularly and effective in supporting learners in their studies.

The college's VLE is much used and appreciated by learners, but contains insufficient interactive and stimulating materials. (Science)

Teachers use ILT mainly for presentations and to enable learners to copy notes rather than stimulating learning. (Science)

Staff and learners make good use of the VLE to store and share information during lessons. (Arts)

Northbrook College Sussex – URN 130842: General further education college

The use of information and learning technology (ILT) to support learning is satisfactory. For students attending the college, the use of well-chosen video clips and PowerPoint slides are good and the use by some teachers of the virtual learning environment (VLE) is very effective, but it is underused by others. The use of ILT in the delivery of work-based learning is under developed. (Health, social care and child-development and well-being)

The VLE is used effectively to support assessment and as a resource for project work. Students are actively encouraged to shared and record their experiences, for example on the foundation course, students' post reflective blogs about visits they make to higher education providers. (Arts, media and publishing)

Eastleigh College – URN 130692: General further education college

17. Learners feel completely safe. They make a very valuable contribution to reviewing and improving arrangements and have produced a practical guide for students, 'Keeping Safe'. In work-based learning, learners benefit from an excellent online learning resource for safeguarding.

25. Considerable investment in ILT equipment and software, coupled with an extensive training programme for teachers, has led to increasingly effective use of ILT in lessons. All curriculum areas use the virtual learning environment (VLE) to provide learning resources or assessment materials for learners. In the best examples, teachers use varied digital media innovatively and creatively in lessons. For example, in several subject areas where staff are leading these developments, learners use video materials on tablet computers to reinforce the skills and techniques demonstrated by

teachers. However, in a few subject areas, teachers and learners make relatively limited use of digital technology in lessons.

In most lessons the use of interactive technologies is limited and uninspiring. Part-time learners use the VLE and web resources to support independent learning; however, the VLE is under development for a number of courses and some areas lack engaging resources. (Literacy and numeracy)

However, the college's VLE is at an early stage of development as a medium for interactive learning, and is used more as a place to store course information. (Health, social care and childcare)

Birmingham City University – URN 133788: Higher education institutions

19. … The use of information learning technology (ILT) is satisfactory. The university's student intranet is much improved and enables access to a wide range of resources; however, the virtual learning environment (VLE) is not used to its full potential and learning resources and functionality are more limited.

Peterborough City Council – URN 53865: Adult community learning

29. The college demonstrates good value for money. Many learners progress from a very low start point to achieve their learning outcomes. The quality of teaching resources in the classrooms is good and tutors make good use of interactive whiteboards and other technology. The college has decommissioned its virtual learning environment and has made alternative plans to replace it.

Norfolk County Council – URN 53545: Adult community learning

ILT is used satisfactorily in many lessons to bring extra voices and up-to-date authentic materials into the classroom and to facilitate and enliven teaching and learning. However, several classrooms have no ILT facilities, and this limits learners' experience. The virtual learning environment supports communication and sharing of materials by staff, but is not yet sufficiently exploited for learners.

Learners like: the ability to enrol on courses online

Westminster City Council - URN 55353: Adult community learning

28. The service provides good value for money and financial management is good. Overall success rates, and those within the planned timescale in provision for employers, have improved over the past eighteen months. Learning resources are satisfactory in most areas and some excellent specialist resources and facilities provide high-quality learning opportunities in art and crafts. A minority of learners and tutors make use of the service's virtual learning environment, although connectivity and resources to support its use are good.

A range of online resources is available at different levels which learners successfully use to practise their language skills independently. Learners feel safe in lessons and enjoy meeting learners from other cultures. (ESOL)

Central Bedfordshire College – URN 130598: General further education college

14. … Learners are mostly confident in their use of information and learning technology because teachers use this regularly as part of their lessons and for providing additional learning support. The virtual learning environment is being used increasingly well to support learning.

Teachers make good use of information and learning technology to support learning, particularly for individual coaching, which is often good. Teachers make effective use of the virtual learning environment and they have developed an extensive range of materials including interactive resources. Learners use these resources increasingly effectively, including remotely. (Information and communication technology)

Peterborough Regional College – URN 130613: General further education college

24. Resources for teaching are almost always good. Teachers use them well and occasionally imaginatively in lessons. The virtual learning environment is used well to help learners find additional information in most subjects. Teachers mostly use information and learning technology well, but a few are insufficiently skilled in the full use of interactive whiteboards.

Learners benefit from using the virtual learning environment, although the availability of e-learning resources for private study or home use is limited. A few teachers do not make effective use of the interactive capabilities of electronic whiteboards. (Engineering and motor vehicle)

Burton and South Derbyshire College – URN 130809: General further education college

17. The development and use of the virtual learning environment are good. Staff update resources continually and learners use these well to support their learning. The use of information and learning technology (ILT) is variable. In the best examples, teachers integrate ILT well in their lessons to provide stimulating and interesting activities. In the less effective cases, teachers miss opportunities to use ILT to provide more variety and interaction with learners.

Southampton Solent University – URN 133878: Higher education institutions

12. The culture at the WMA is such that students quickly acquire the skills to learn independently. For some, this means they make extensive use of the MyCourse, the virtual learning environment, to prepare for classes in advance or as a revision tool. Others routinely attend additional mathematics classes or are proactive in seeking out tutors for one-to-one support outside class time. Sailing students, too, are mature in their approach to gaining new knowledge and skills.

The Sixth Form College Solihull – URN 130482: Sixth form college (general)

Teachers make effective use of ILT to make their lessons more interesting and produce high-quality support materials that benefit students. Most subjects make good use of the college's virtual learning environment but the quality of the materials placed on it varies considerably between subjects.

Teachers make very good use of digital technology, especially the college's virtual learning environment, to stimulate learners and enhance their learning. Students enjoy and value the use of digital whiteboards in classrooms and the digital technology available in the English and modern foreign language workshops.

Teachers offer good opportunities for individual help in lessons. Workshops provide valuable additional support but are not always well attended by students. Opportunities for independent study are enhanced by the availability of digitalised learning resources and materials, including virtual forums and online marking and feedback by teachers. (English and modern foreign languages)

Ashton-under-Lyne Sixth Form College – URN 130518: Sixth form college (general)

Resources are very good and are used effectively to promote learning… Very good use is made of ILT and the virtual learning environment to enhance and assess learning.

15. The online system that records students' marks and attendance is highly valued by both staff and students and it enables much closer and more effective monitoring. …The online monitoring system records students' progress effectively and is accessible both to students and parents. - Assessment of students' work is thorough and regular. Oral and written feedback from teachers is constructive. Monitoring of progress against individual learning targets is kept up-to-date through an online system and the progress of each student is regularly reviewed by personal tutors.

Wilberforce College – URN 130580: Sixth form college (general)

Teaching and learning are good. Most lessons include a wide range of practical experiments to sustain interest and motivate learners. Information technology is used effectively to support learning. In a few instances teachers do not encourage sufficient participation of students, or provide enough checks on learning or activities to meet the needs of all students. The virtual learning environment is used effectively by students and staff to complement and reinforce learning. (Science)

The assessment of students' work is good. Tutors return work promptly and the feedback helps students to improve their grades. However, spelling and punctuation are not always corrected in students' written work to help them to develop their literacy skills. The virtual learning environment is used effectively for communicating and engaging students in activities to reinforce learning and deepen understanding. (Information and communication technology)

John Leggott Sixth Form College – URN 130588: Sixth form college (general)

Learning resources are satisfactory. Classrooms are often crowded but reasonably equipped. Teachers are developing good online resources, for example in sociology. Students value these but are not always able to access online materials at home or in college easily. (Humanities and social sciences)

What the college needs to do to improve: Use the virtual learning environment to extend students' extra-curricular engagement in learning, building on the existing good practice in English language. (English and modern foreign languages)

Bolton Sixth Form College – URN 131867: Sixth form college (general)

Parents and carers have good access to their child's performance records through an online parental portal, paper reports and regular parent evenings.

Teachers and students make good use of the college's virtual learning environment to monitor and review progress. (Business, administration and law)

Resources and accommodation are very good. Teachers use their experience as examiners well when preparing students for examinations. Students develop independent learning skills from the high quality learning materials, many of which are available on the college's virtual learning environment. (Business, administration and law)

Totton College – URN 130699: Sixth form college (general)

19. Learning resources are good and most teachers use them effectively to enhance learning. Information learning technology, in particular, is used well to stimulate students' enjoyment and learning. The virtual learning environment is useful and well used by teachers and students. Some curriculum areas, such as mathematics and performing arts and media, are moving rapidly beyond text-based material into more interactive and multi-media resources.

Taunton's College – URN 130707: Sixth form college (general)

15. … Learning resources are good, including a fast and well-used ICT infrastructure. Teachers often use technology to enliven learning, but a dull diet of too many slideshows is resented by students in a minority of courses. Students value the use of the virtual learning environment (VLE) as a vehicle for course and assessment information as well as containing a good range of learning and extension materials.

Students appreciate the good support they receive from teaching staff and tutors. The virtual learning environment is used effectively and consistently throughout the department. Systematic procedures are used to ensure teaching staff can inform tutors on the students' progress on personal learning plans which are discussed during tutorials. (Science)

Assessment practice is good. Homework is set on a regular basis and students often work independently to develop their subject knowledge further. The college's virtual learning environment is used effectively to support assessment. (Performing arts)

Tribal Education Limited – URN 58524: Work based learner institutions

What learners would like to see improved: the length of time that it takes for some tutors to upload assignments onto the virtual learning environment.

11. … During progress reviews, there is insufficient discussion of health and safety issues, including internet safety and online bullying and harassment.

12. The quality of teaching, learning and assessment are satisfactory… Learners make good use of the learning and assessment materials that are easily accessible online, but education and training tutors do not recommend sufficient reading and research texts for their learners.

Tutors make good use of learners' initial assessment to plan and develop their functional skills. Learners enjoy, and are well motivated by, the online learning and assessment materials. However, tutors do not recommend sufficient background reading and research material. (Education and training)

The education and training programme is highly valued by employers and learners, meeting their needs well. Tutors provide regular and flexible training and assessment that fits around the school day. In particular, learners appreciate being able to learn online and at any time. (Education and training)

Care, guidance and support for learners are good. Learners are given regular and beneficial help from employer engagement officers and tutors. Many find the electronic portfolio and online assistance to be useful and motivating. Those identified as needing it receive additional pastoral support but this is insufficiently recorded on individual learning plans and progress reviews. (Business, administration and law)

Assessment practices are satisfactory. Learners and Tribal's managers can easily track progress and achievement through the electronic portfolio. Although this is not used by all learners and routine access is not available to employers. (Business, administration and law)

Learners are given regular and beneficial help from employer engagement officers and tutors. Many find the electronic portfolio and online assistance to be useful and motivating. Those identified as needing it receive additional pastoral support but this is insufficiently recorded on individual learning plans and progress reviews. (Business, administration and law)

Focus Training (SW) Limited – URN 50126: Work based learner institutions

What learners like: using the electronic portfolio so they don't have to do so much handwriting.

The use of electronic portfolios is helping to accelerate progress for many learners in business and retail.

Assessors' use of electronic portfolios to meet the needs of the learners is insufficient. Focus has had some issues with its electronic portfolio; some of the criteria are missing from the requirements of the qualification. The assessor manages the electronic portfolio with little contribution from the learner. Learners are not confident in using the electronic portfolio and take little ownership of it. Training for learners on the use of the electronic portfolio is ineffective. (Hospitality)

The use of technology to assist training is inconsistent. Some learners make good use of electronic portfolios and the virtual learning environment; others do not use these resources at all. The

learners undergoing training through Venus Training Consultancy do not have access to electronic portfolios or Focus's virtual learning environment. However, assessors encourage learners to use technology where it is available. (Health and social care)

Asphaleia Limited - URN 58385: Work based learner institutions

25. Senior managers have identified a very wide-ranging and challenging set of improvement actions based on a thorough assessment of Asphaleia's strengths and areas for development. A high proportion of these actions are work in progress, but two in particular have already promoted improvement. The rise in the attendance rate is the result of a well-thought-through improvement strategy. The good development of shared online media resources to extend the range of teaching and learning is an effective response to specific areas for improvement identified at the last inspection. These online resources are used with increasing effectiveness.

31. …Overall resources, including the use of premises, are satisfactory and the new virtual learning environment is increasingly being used effectively.

HIT Training Ltd – URN 57860: Work based learner institutions

24. … The company has recently made significant investment in a managers' academy for new managers and a virtual learning environment to enhance the good quality learning resources.

Learners have access to good quality learning resources which are starting to be available online.

Trainer assessors use good quality learning resources in coaching sessions and direct learners to relevant websites for further information and practice materials. They adapt workbooks and assessment well to suit learners' individual needs. HIT Training is further enhancing the direct access learners have to resources by developing its virtual learning environment. (Business, administration and law)

Darlington Borough Council – URN 51474: ACL local authority

The service's effective e-learning guidance helps learners stay safe when using the internet.

What learners like: being able to learn at home using the virtual learning environment ?

Few tutors make effective use of information and learning technology. Tutors with more confidence use the virtual learning environment to support learners' independent home study or to illustrate technical points, but much of the virtual learning environment is used simply as a repository for course materials.

Dudley Metropolitan Borough Council – URN 50218: ACL local authority

What learners would like to see improved: to be able to enrol online.

15. The virtual learning environment is insufficiently developed.

In the best lessons, learning meets individual learners' abilities and interests well. Resources, including ILT, are used effectively. (Foundations for life and learning)

The virtual learning environment is starting to be used to share resources and practices although this is still under-utilised. Inspectors agree with the self- assessment report that the virtual learning environment is not sufficiently well used by staff and learners. (Foundations for life and learning)

The Northumberland County Council – URN 53644: ACL local authority

17. Learning resources are adequate overall; tutors make good use of course reference books to support learning…NALS has invested significantly in equipping centres with reliable computer network facilities, computers and interactive boards and is currently developing a virtual learning environment supported by intensive staff training. Although learners have access to the site, course materials and learning resources are not yet available to them.

Tutors employ an adequate range of good quality materials and resources such as documentary and online texts and visual material. (English and modern foreign languages)

Skills and Learning: Bournemouth and Poole – URN 53936: ACL local authority

Learners have good access to computers and the internet and find the well-designed mathematics resources on the virtual learning environment particularly useful. Most rooms are pleasant to work in, with furniture which can be used flexibly to accommodate group work. Many tutors use the interactive whiteboards well for presentations.

North Warwickshire and Hinckley College – URN 130836: General further education college

Teachers make effective use of questions, both to help learners develop their knowledge and to check their progress. The use of ILT, including the college's virtual learning environment, continues to develop and in many curriculum areas helps to improve learning. However, ILT is not used to its full potential in all subject areas.

Knowsley Community College – URN 130486: Tertiary college

What learners like: the good resources including the virtual learning environment and the gym.

Macclesfield College - URN 130621: General further education college

24. Information and communication technology is used to extend and develop learning in some lessons. The slow speed of connection and problems with computers and printers inhibit learning both within formal lessons and open-learning areas. The college's learning resource centre is used effectively by learners but the virtual learning environment is under-utilised.

Lewisham College – URN 130415: General further education college

12. Assessment is good and most teachers provide helpful and detailed written feedback. In work-based learning, assessments are well planned and supported by innovative electronic resources that encourage learners to work independently and to demonstrate their developing confidence and competence in their job roles.

13. Resources for learning are good and there are no shortages of specialist learning equipment. Teachers are well qualified and have good subject and vocational expertise. Learners appreciate the well-developed learning materials that they can access on the college's virtual learning environment.

14. ...E-learning is particularly well supported by an active group of managers and teachers who have made rapid progress in developing useful online materials and initiatives to help teachers improve their practice.

The college virtual learning environment and email are used very effectively to support private study. (Health care and early years)

Petroc – URN 130646: Tertiary college

18. The college's virtual learning environment is used well by a significant proportion of students, both to reinforce work done in class and extend their knowledge of a subject. The learning resource centres provide an effective resource. They encourage a growing use of electronic books and provide a good range of fiction to promote more general reading among students. Despite schemes such as the loan of laptop computers, there are insufficient computers at the Barnstaple campus for individual study at busier times.

Gloucestershire County Council – URN 50128: ACL local authority

Learners who lack confidence to access formal learning are targeted effectively through links with partners. Learners can attend a range of venues and choose from different delivery modes. Distance learning courses for literacy and numeracy cater well for learners who are unable to access formally-taught sessions. Learners access good-quality materials using the virtual learning environment.

University of the Arts London – URN 133900: Higher education institutions

Students make good use of high-quality resources and materials on the virtual learning environment to support work in progress, or if they miss lectures or activities. Students benefit from excellent technical and workshop support available to them during, and beyond, timetabled sessions. (Arts)

Stratford-upon-Avon College – URN 130837: General further education college

14. Teachers' and learners' use of technology to support learning varies across subjects. A minority of learners use 'Learn Zone', the college's virtual learning environment, extensively and constructively because of the wide range of additional learning materials held there. More frequently, learners use it because it is a repository for materials covered in lessons, which supports their study rather than advancing their learning substantially.

In entry level mathematics lessons learners enjoy and learn effectively from practical tasks. Learners benefit from appropriate use of technology in class and many also access high-quality handouts and learning support materials from the college's virtual learning environment.

Lewisham London Borough Council – URN 53137: ACL local authority

A virtual learning environment is available to learners; it is being increasingly used but it does not yet adequately support the majority of learners' out-of-class learning. However, there are examples of good practice where learners can find videos, links and interactive quizzes relevant to their learning, and a working party has been formed to share this good practice across the curriculum. Formal out-of-class activities are not set for learners on some appropriate courses.

Education and Training Skills Ltd – URN 51688: ACL Voluntary organisation

… Tutors use technology well to invigorate learning. Learners are provided with encrypted memory sticks to enable them to manage their portfolios. A virtual learning environment is under development. (overall and Information and communication technology)

Tutors plan training sessions well and include a variety of learning activities. However, learning resources available online are still underdeveloped.

Learners benefit enormously from the e-portfolio and can upload assignments and examples of their work and receive prompt, useful, academic support from tutors.

Many learners particularly enjoy using the e-portfolio, which accelerates their progress. However, the e-portfolio does not integrate a progress record for key skills and technical certificates. (Business, administration and law)

Assessment is satisfactory with a variety of methods used well. Learners are competent users of the online system to submit their assignments, receive feedback and track their own progress.

The online training provides valuable flexibility, allowing learners to work at their own pace. Access to resources, exemplary evidence or links to informative guidance are limited and learners often consult their peers at work for support.

The online training provides valuable flexibility, allowing learners to work at their own pace.

What learners would like to see improved: the number of e-learning resources available to access remotely; a spell-checker as part of the online portfolio ?

What learners like: using the e-portfolio; the flexibility of the ITQ qualification online.

The Arts University College At Bournemouth – URN 133793: Higher education institutions

21. Almost all studios have excellent learning resources and access to computers with specialist software, used extensively by students. Staff and students make very good use of the virtual learning environment to support research and practical work. Students value highly the very good support provided by technicians in lessons and workshops.

28. Students receive comprehensive pre-enrolment course guidance and detailed information on support services … Students receive extensive guidance on successful studying through the virtual learning environment and practical workshops.

Rewards Training Recruitment Consultancy Limited – URN 54113: Independent learning provider

5. Most learners value the teaching and coaching, which are improving as staff gain better teaching qualifications and through enhanced teaching resources in the new virtual learning environment.

Extensive good-quality online resources are in place in most areas, including health and social care, where a lack of resources was an issue at the previous inspection.

Assessors have a range of resources that can be sent out to learners electronically to support their learning. (Health, public services and care)

Some learners have had the added benefit of developing their information technology skills by using research and email with their assessor. (Health, public services and care)

Barford Education and Training (North East) Limited – URN 55459: Independent learning provider

14. Assessors use appropriate and effective assessment methods in each subject area. In health and social care and RPVD, assessors make good use of naturally occurring events. XR training is developing a virtual learning environment for testing BIT learners and providing basic feedback on results.

League Football Education – URN 52949: ACL Voluntary organisation

What learners like: the helpful way the clubs transfer recordings of games so learners can watch themselves, and others, on DVD; the good quality virtual learning environment that they can access from home as well at training and how this supports them in their individual learning

12. Learners enjoy the ASE framework and can readily identify how relevant it is to their intended career as a professional footballer. LFE has developed an excellent virtual learning environment to support staff and learners in achieving the component parts of the qualification. In particular, it is highly effective in monitoring and tracking learners' progress through each stage of the programme.

20. Leaders and managers have extremely high expectations for learners …Excellent use is made of the virtual learning environment to monitor and share information about learners' progress. Communications between regional officers, clubs and subcontractors are highly effective and used to share good practice and monitor performance.

Bristol City Council – URN 50846: ACL local authority

The use of learning materials is satisfactory. Tutors often use local reading matter and resources creatively and prepare stimulating and colourful learning materials. Information and learning

technology resources are available in off-site classes and a few tutors make good use of them; however, most tutors do not make sufficient use of them to support learning.

WEC is developing a useful virtual learning environment to support tutors and extend the learning resources bank for their classes.

Skills & Development Alliance Limited – URN 58729: Independent learning provider

The Alliance has an effectively-used virtual learning environment which is available to all learners and staff.

The Alliance has a strong culture of improvement and in a few short months has implemented a clear learner handbook, recruited specialist staff for a struggling area and developed its online learning facility.

What learners would like to see improved: the quantity of online resources that can be accessed remotely.

Technology effectively enables good communication between learners and assessors. Many learners choose to use the electronic portfolio which provides good access to their assessors, and prompt feedback or guidance. (Health and social care)

NCG – URN 130552: General further education college

23. … Inspectors observed sessions where learners with disabilities received excellent support, including the provision of session notes on the college's virtual learning environment prior to the lesson.

Teachers use ILT very effectively in lessons. The virtual learning environment contains a range of valuable resources.

South Thames College – URN 130420: General further education college

30. College facilities, accommodation and most learning resources are of high quality… The virtual learning environment is increasingly useful, but the extent of resources for learners varies according to the subject.

The college's virtual learning environment is well used by learners to study outside of lessons and to catch up on work that they have missed (Travel and tourism)

South Cheshire College – URN 130619: Tertiary college

Teaching and learning are good… In history, archaeology and critical thinking teachers make excellent use of the virtual learning environment.

Students and parents/carers receive useful information via the electronic monitoring system, which tutors and teachers use effectively to monitor attendance and progress.

LAGAT Limited - URN 52902: Independent learning provider

Learners feel very safe. The approach to promoting personal safety is good, including safe use of electronic media.

Key processes are being improved, such as a new and more informative online learner induction that includes better internet safety guidelines.

What does LAGAT Limited need to do to improve further? Enhance learners' experience further by continuing to develop the availability and use of electronic learning resources within the virtual learning environment to support learning.

Electronic portfolios are well used and viewed positively by learners in areas such as professional cookery.

Resources overall are satisfactory. Very good electronic resources are used by learners in several areas through a virtual learning environment but are underdeveloped in health and social care.

Franklin College – URN 130586: Sixth form college (general)

20. … The use of information and learning technology in lessons is satisfactory. Students have good access to learning resources on the college's virtual learning environment.

Bracknell and Wokingham College – URN 130603: General further education college

30. The college has satisfactory arrangements in place to safeguard learners …Learners receive insufficient information through the student handbook and the college's virtual learning environment about their own, and the college's, safeguarding responsibilities.

The use of information and learning technology (ILT) is good in media lessons. Tutors encourage learners to use ILT creatively to show their work for peer assessment and to record feedback from group discussions.

The use of the college's virtual learning environment is well established for providing access to course and assessment information, but insufficient use is made of online interactive materials to promote more independent learning.

Royal Borough of Kensington and Chelsea Council – URN 54194 ACL local authority

22. The standard of accommodation and specialist equipment for visual and performing arts and media in Kensington and Chelsea College is very high and at least satisfactory for community providers. The local authority has provided partners with the platform for a virtual learning environment, but little development has taken place so learners seldom use it. Access to, and the use of information and learning technologies, are limited across much of the provision.

Inter Training Services Limited – URN 52489: Work based learner institutions

7. The management of the provision is now good…A very effective use of computers, linked with online documentation, means that any potential problems with learners, or even staff, are quickly identified and remedial action is taken promptly. ….

Among other actions, a thorough restructuring of staff responsibilities and the very effective use of computer-based systems to monitor training ensure the prompt delivery of programmes. However, some systems are not readily available to learners and assessors, and some redundant systems remain online.

Assessment is well planned and assessors encourage learners to access their assessment plans online. This is having a positive effective on learners' speedy progress and completion of their apprenticeship.

The company maintains meticulous records using locally produced spreadsheets which are simple to understand. They very neatly link with a whole range of training documentation that is kept **online** so that managers can check both quantity and quality of such elements as visits, progress reviews, and observations of teaching and learning. Constant reviews ensure that ITS takes constructive action promptly

Trinity Training Services Ltd – URN 55105: Work based learner institutions

Too few learners progress into employment. Actions have been taken to improve job search for learners, with key workers assisting individuals in the preparation of curricula vitae and online job applications.

Recommendations: Improve staff ICT skills enabling them to produce online learning materials.

Training Plus (Merseyside) Limited – URN 50244: Work based learner institutions

Assessment visits are made frequently and assessment is very effective at enabling learners to make good progress and achieve before their expected end date. Learners plan their work thoroughly and submit written assessments frequently online through the e-assessment process. Information and learning technology resources are used particularly effectively to support training, assessment and portfolio building.

Tribal Education Limited [Next Step] – URN 59076: IAG/Next Step

11. The quality of advice sessions overall, is good. In the better sessions, advisers make good use of listening, questioning, paraphrasing, summarising and recapping skills to help customers. Sessions are well structured and paced, and customers are given effective encouragement to articulate their needs and priorities. Most advisers have very good knowledge of the employment, volunteering and learning opportunities available locally. They make good use of this, of local labour market information and of online and paper-based resources to inform customers of the options available to them. At the end of sessions, most customers are clear about the agreed actions they need to take to achieve their learning or employment goals.

Coulsdon Sixth Form College – URN 130433: Sixth form college (general)

16. The better lessons are characterised by knowledgeable and enthusiastic teachers who bring topics to life with good reference to technical terms and professional practice. These teachers enliven learning with vocationally relevant activities and use information and learning technology with confidence to illustrate and illuminate learning points. However, a number of teachers do not use the full potential of technology and it is underused in some subject areas.

19. Assessment is satisfactory. Teachers provide students with adequate information about their progress, although targets set are often imprecise and too general. In a few curriculum areas teachers have developed innovative assessment practice using electronic media to capture students' skills and then provide detailed and specific feedback. For example, sports students are recorded playing football and receive astute critical appraisal of their skills, with details of how to improve their technique highlighted in their online learning plan.

22. The college provides a range of additional support following early assessment of students' additional learning needs. Appropriate support is provided by specific tutors either on an individual basis or in small groups. Communication with subject teachers is improving as tutors share information more readily. The developing use of electronic means of sharing information with students and between staff is ensuring progress and attendance are monitored more carefully.

Citroen U.K. Limited – URN 58185: Work based learner institutions

The well-structured training has strong links between on- and off-the-job training. Tutors make good use of online learning and tests prior to block training and adapt their teaching to the needs of the group. Good planning and communication helps to ensure that learners are able to practice new skills learned at the Academy when they return to work.

Capital Engineering Group Holdings Ltd – URN 58587: Work based learner institutions

What learners like: the ability to record evidence digitally and online rather than as written work

14. Teaching and learning is satisfactory. Trainers are knowledgeable, occupationally experienced and support learners well. Training sessions observed made good use of scenarios to develop learners understanding although interactions with learners were not always sufficiently varied to maintain learners' interest. Many learners benefit from well-resourced training facilities particularly in plumbing, and plant operations. Most customer service and ICT learners rely on training from their employers and online resources as the training centres are too far away for them to attend training sessions.

Developing Initiatives for Support in the Community Limited – URN 51535: Work based learner institutions

13. Learners feel very safe and use safe working practices. Learners have a good knowledge of online safety awareness. This is particularly important given their vulnerability. A range of external speakers help learners to identify potential hazards and become more safety aware, for example, in relation to the dangers of fire and weapon crime.

Oldham Engineering Group Training Association Limited (The) – URN 53721: Work based learner institutions

15. Engineering learners' portfolios contain a good variety of evidence while business administration learners make good use of the online electronic portfolio system. In both occupational areas, assessors have developed good relationships with employers and learners. Communication with learners between assessment visits to workplaces is frequent and helpful. Internal verification is satisfactorily meeting awarding body requirements.

18. Learners' progress is monitored effectively. In engineering, good use is made of an electronic tracking system to monitor learners' progress and achievements. In business administration particularly good use is made of the online electronic portfolio system for monitoring learners' progress.

In business administration particularly good use is made of the online electronic portfolio system for monitoring learners' progress… Assessment feedback is constructive, providing learners with clear direction. Assessors rigorously monitor learner progress in achieving the units of the qualification and their frameworks using the electronic portfolio tracking system.

Leadership and management of the provision are satisfactory. Communication and teamwork are good and staff are well supported. An electronic portfolio system provides good monitoring of individual learner progression. More recently staff have been set performance targets which are monitored monthly using the thorough management reporting system. (Business, administration and law)

Polestar UK Print Limited – URN 58198: Work based learner institutions

Leeds City College operates a very effective online system to support learners in their technical certificate and key skills training. Learners make good use of information learning technology (ILT) to access course information and to complete trial tests in preparation for their online examinations. Most learners use the electronic portfolio to present their work to the assessors.

Assessors provide very flexible training and assessment, planned to suit the complex shift patterns and the limited availability of learners to access training during work time. They encourage learners to access the online services during their days off from work, both at home or at one of Polestar's training centres.

13. Teaching and learning are satisfactory. Leeds City College staff use ILT effectively to support learners in their technical certificate and key skills development. Learners make good use of ILT to access information on their programmes and to prepare for online exams. Learners complete key skills training accessing the full range of ILT support on their home computers and mobile phones. However, at the Sheffield plant apprentices have insufficient key skills reviews, which slows their progress. Most learners use the electronic portfolio well to present their work to the assessors.

DeVere Academy of Hospitality – URN 59034: Work based learner institutions

Recommendation: Provide and effectively support better use of a greater range of online and electronic learning resources to strengthen the development of learners' vocational expertise.

25

FNTC Training and Consultancy Limited – URN 51862: Work based learner institutions

Assessment is flexible and thorough. Assessor tutors make good use of questioning and digitally-recorded professional discussion. Learners use their e- portfolios competently, and assessor tutors return learners' online evidence quickly, giving constructive comments on how to improve.

B&Q Plc – URN 58825: Work based learner institutions

What learners like: access to online learning materials

22. The promotion of equality and diversity is satisfactory…All employees complete an annual online equality and diversity training module and learners' understanding of equality and diversity is at least satisfactory.

ISS UK Limited - URN 58927: Work based learner institutions

14. The quality of assessment and training is good. Assessment is highly effective and well organised. The subcontractor's assessors provide supportive and flexibly-timed visits which fit in with shift patterns. The subcontractor has developed a comprehensive online learner recording, tracking and administration system together with a suite of online resources to support learning. These are used well by assessors and learners. Very good use is made of digital voice recorders to record and upload discussions and other evidence.

Learners' work is digitally photographed and uploaded onto their e-portfolios. Most learners enthusiastically embrace the use of information technology but some learners do not have internet or email access at work or home and are disadvantaged. In some cases, no paper-based alternative is offered. Assessors are appropriately experienced, have good occupational skills and a good understanding.

Seetec Business Technology Centre Limited – URN 50193: Work based learner institutions

20. Support for learners is good. LDCs are flexible, supportive and sensitive in meeting individual learners' needs in learning and personal issues. Visits are organised to fit in with work patterns, particularly in large organisations and surgeries where busy learners need support at specific times. Learners have good contact with LDCs between visits, with good use of technology to aid planning and feedback. LDCs respond rapidly when learners contact them, either online or with an impromptu visit.

Charnwood Training Consultants – URN 50110: Work based learner institutions

What learners would like improved: easier access to the online induction; more online learning resource.

13. Teaching, training and learning are good… CTC is building an extensive library of very useful learning resources in preparation for the development of its online learning model. Assessment is fair and provides learners with sufficient information on how they can improve their work. An

appropriate range of assessment strategies is used, but opportunities to use ICT are often missed. Online resources are available to support learning, but use of these is not yet fully developed.

STAR (Training and Consultancy) Ltd – URN 54603: Work based learner institutions

26. STAR engages well with users… In response to learner feedback, staff took prompt action to improve learners' access to online learning resources, to provide an additional optional unit for a group of learners in one school, and to facilitate learners' access to online literacy and numeracy resources.

Smart Training and Recruitment Limited – URN 54434: Independent learning provider

What learners like: the range and use of online resources

Training advisers carry out thorough risk assessments of the workplace at the start of training. However, not all learners understand the need for internet safety.

Teaching, training and learning are satisfactory…However, learning is often inhibited by time constraints and an over reliance on workbooks. Few learners use the provider's online resources.

Oxfordshire County Council – URN 50182: ACL local authority

Tutors make insufficient use of technology in lessons. Some tutors promote independent learning by setting homework tasks that require learners to use websites and proprietary educational software. However, the service's intranet site for learners is underdeveloped and not used extensively by learners or tutors. Most resources on the intranet consist of simple handouts or worksheets. (Literacy and numeracy)

What does Oxfordshire County Council need to do to improve further?

Improve the quality of teaching and learning further by greater use of peer observations and support on short focused sessions to improve classroom practice, including greater use of an online staffroom.

University College Birmingham – URN 133785: Higher education institutions

Students find a wide range of resources available online and in the library very useful in supporting them to complete assignment work.

Queen Elizabeth Sixth Form College – URN 130662: Sixth form college (general)

Teaching and learning are good and much is outstanding. With rare exceptions, lessons are suitably paced but in a small number learners' interest is less well sustained. Teachers make very good use of information and learning technology to enrich their lessons with online quizzes, video clips and carefully chosen stimulus material. Students make good use of the college's computer system outside lessons to access additional material and information.

A carefully structured debate in a history lesson was well informed and allowed students to have their views and evidence scrutinised by peers. An online quiz in world development successfully challenged students' perceptions of poverty and the different ways of measuring it.

Assessment of students' work is particularly thorough. Students are assessed through a wide variety of carefully chosen methods. They receive detailed feedback which helps them to identify how to improve. Their progress is closely monitored against their target grade. The relatively new online system is easily accessible to teachers, students and parents.

Nestor Primecare Services Limited – URN 58929: Employer

A few assessors create additional handouts and guidance on research. However, workbooks provided by the subcontractor are dull and uninspiring. Assessors' awareness and use of internet resources and opportunities to use information communication technology (ICT) to support learning is extremely limited. Few learners who use electronic portfolios access the available range of associated online resources.

Assessors provide learners with good pastoral and personal support. The majority of learners greatly appreciate the frequent communication by telephone, email and in person with their assessors. However, records do not show clear planning and the impact of this contact.

Workbooks provided by the subcontractor are dull and uninspiring. Assessors' awareness and use of internet resources and ICT to support learning are extremely limited. Promotion of the range of online resources available is poor.

Care Training East Midlands Limited – URN 51005: Independent learning provider

28. The promotion of equality and diversity is a high priority for CTEM... Online diversity learning programmes are being launched and all staff have a high level of awareness.

Learners receive appropriate and timely feedback with constructive guidance for further occupational skills development. However, the range of assessment methods used is limited. Assessors have digital voice recorders, but are not making full use of them. Initial assessment is satisfactory. All learners undertake an online initial assessment of their literacy and numeracy skills before starting their learning programme and the results are recorded on the electronic individual learning plan.

Icon Vocational Training Limited – URN 52434: Independent learning provider

Learners feel safe and behave in a safety-conscious manner; they know how to report concerns and arrangements for safeguarding are clear. Well-planned and facilitated online training ensures all staff are kept up-to-date with developments and changes to safeguarding.

Learning resources are good and include well-designed workbooks, professionally produced presentations and online learning packages. (Sports and leisure)

Whitbread Plc – URN 55363: Employer

2. Whitbread provides hospitality and catering apprenticeship programmes in the workplace. It delivers these predominantly through e-learning and workbooks supported by line manager assessment. A subcontractor provides literacy and numeracy programmes using a combination of face-to-face and online learning.

What learners would like to see improved: the access to the learning academy, online at home.

Select Service Partner UK Limited – URN 59042: Employer

What learners like: the access to online learning materials.

16. Support arrangements for learners with additional learning needs are under- developed. Initial assessment arrangements are satisfactory and learners are directed to online learning resources to help them improve their numeracy and literacy. However, SSP recognises that learners rely too much on assessors for support and that this is not sufficiently effective in helping learners to make progress. For example, English is not the first language for some line managers/assessors and, while their levels of literacy in speaking and listening may be sufficient to meet company needs, the standard of their written English is not always good enough for them to support others.

Pearson Plc – URN 57951: Employer

Assessors plan assessments well and use a wide range of assessment methods. They make optimum use of time by using a Dictaphone to record guided discussions and to provide evidence of the learner's understanding.

The use of technology to promote learning is satisfactory. Elmfield staff have to provide laptops in learning and assessment sessions as Pearson training rooms do not have access to the Pearson computer network. This limits learners' access to online sites in group sessions and uses up valuable time as assessors set up their equipment.

Acorn Training Services Ltd – URN 58247: Independent learning provider

The company does not sufficiently promote e-safety to help learners stay safe online.

Assessment is regular but target setting is under developed. Whilst health and social care learners make good use of the electronic portfolio and monitoring process to track their progress, employers are not always well informed of learners' progress and are not usually involved in progress review meetings.

Barchester Healthcare Limited – URN 55614: Employer

22. Barchester gathers feedback from learners and managers in care homes.

However as this is collected in a variety of formats it is difficult to compare findings from year to year and between different programmes. Effective use is made of an online survey following the introduction of the e-portfolio system.

Dunelm Group Plc – URN 58992: Employer

Learners receive good training to meet the needs of the job, and use online resources well to develop their knowledge. However, the coordination of the employers' job-related training and the apprenticeship is insufficient.

British Telecommunications PLC - URN 57752: Employer

Learners have a good understanding of their progress and the majority use online portfolios confidently despite current limitations on the sharing of information between systems.

17. Assessment is well planned using a wide range of evidence to demonstrate competence, although aspects of knowledge of business, administration and law are not fully tested. BT generally uses its online system very effectively to help most learners collate evidence and measure achievement and progress.

18. The four-day induction for telecommunication apprentices is comprehensive and detailed. Other apprentices, who are mainly established employees, have a briefer version delivered via a teleconference. This covers a satisfactory range of topics to introduce the qualification but does not prepare everyone sufficiently to use the online assessment system; a minority of learners then find it a challenge to start using the system.

Apprentices undertake well-organised secondments in other business areas. Many online training materials are available and used well for additional learning.

BT's learning website offers an excellent resource for wider training, complementing the funded programme.

The electronic portfolio is not currently integrated with other online tools and this makes reporting less efficient.

Career Development Center Limited – URN 51013: Independent learning provider

CDC has established an online forum for learners, but they do not use it.

Learning resources are poor. Assessors do not have access to company laptop computers to support learners in the workplace. They are unable to complete online key skills assessments and this leads to delays in the completion of awards. All documentation is hand written and photocopied if necessary.

Virgin Media Limited – URN 58810: Independent learning provider

The electronic portfolios have a clear and detailed structure and tutors use them well to record evidence and progress. Online training is very good and the coaching plans are very detailed.

Safeguarding is good…VM provides excellent training for safety on the internet and has robust procedures for preventing bullying and promoting whistle-blowing awareness.

Learners have access to a wide range of effective online training materials, which they value. Assessment practice in the field is good. Photographic evidence and recorded discussions are used simultaneously to confirm learners' performance and background knowledge.

Pre-School Learning Alliance - URN 50230: ACL Voluntary organisation

What learners like: the online portfolio which is particularly helpful for those who wish to use it, and which can show at a glance progress towards completion.

For some learners the development of information and communication technology skills linked to the use of the e-portfolio is a valuable extra.

21. The collation and analysis of management information are now much more efficient using the 'learning assistant' software. Tutors and learners are developing the use of e-portfolios well, although some users need extra support.

West Nottinghamshire College – URN 130777: General further education college

44. Arrangements for collating and acting on the views of learners are outstanding … Learners express their views through a wide variety of mechanisms including surveys, class and course representatives, online forums, regular luncheon sessions with the Principal and senior managers … Intranet forums often provide staff with useful feedback which leads to subsequent improvements.

Initial assessment is thorough. All learners receive a one-to-one interview and complete an online skills test and skills match before they start. This ensures learners are placed on the correct programme and level as well as identifying promptly those who need additional learning support.

Electronic NVQs have recently been introduced for college-based business administration apprentices. The use of ILT with subcontractors is limited.

Leeds City College – URN 135771: General further education college

Trainees develop a good range of key skills, as a result of assessors' skilful embedding of this work within the apprenticeship occupation. For example, a group of intermediate team leading apprentices demonstrated their information technology skills through the production of leaflets and posters for display in the workplace.

Teaching, learning and assessment are good... College-based materials are not systematically available online to support those wishing to catch up or extend their learning.

What does Leeds City College need to do to improve further: ensure that college-based online resources to support learning and assessment are readily available to work-based trainees.

LOTA Training – URN 58991: Independent learning provider

Learners develop satisfactory practical information and communication technology (ICT) skills and improve their employability. They enjoy their learning environment and support each other. Most

learners are responsible for providing ICT support directly to customers and are familiar with a range of industry software applications.

Assessors make insufficient use of technology to promote and support learning. Resources for ICT learning are poor. Paper-based portfolios contain elementary screen prints and witness testimonies. Assessors do not use electronic media. Learners do not email work to their assessors. Assessors are unable to access the internet in workplaces and make no use of internet learning resources. LOTA is currently developing its online learning resources.

Barnardo's – URN 50604: ACL Voluntary organisation

What does Barnardo's need to do to improve further? Extend the use of technology to include **online** group sessions, e-learning and e- portfolios.

Jarvis Training Management Limited – URN 52587: Employer

What learners like: the online feedback and access to information.

They are fully aware of safe internet usage.

Assessment practice is good. Good use is made of information and learning technology in assessment. JTM has recently invested in an electronic portfolio and learners and assessors are highly appreciative of the effectiveness of the system.

Assessors are very flexible, use the e-portfolio system very effectively to monitor and support learners, and give good information to learners to help them develop underpinning knowledge.

Learners develop good knowledge and skills. Resources are good and the online materials provide good support for learning. (Business, administration and law)

Managers have developed key skills provision well so that it is integrated into the main vocational qualification and its progress is driven by the e-portfolio system.

Good use is made of information and learning technology in assessment. JTM has recently invested in an electronic portfolio and learners and assessors are highly appreciative of the effectiveness of the system. (Business, administration and law)

Learners skilfully present and map their own evidence into the electronic portfolio. (Preparation for life and work)

Good use is made of remote technology.

Learners thoroughly enjoy their learning sessions and particularly like using the electronic portfolio.

Training and Manpower Limited – URN 55052: Independent learning provider

Learners with language difficulties receive good support from staff when taking awarding body online tests.

JHP Group Limited – URN 52599: Independent learning provider

The vast majority of staff have received online (*safeguarding*) training…JHP promotes equality, diversity and safeguarding well throughout the learners' programme. Learners report that they feel safe. Induction and online learning and assessments provide learners with a good understanding of equality and diversity.

25. Value for money is good. JHP has invested significantly in the use of technology to enhance learning and improve performance. An online library gives staff and learners good access to a range of course material.

Good quality training and assessment helps learners to develop very good study skills. Assessors plan assessment to encourage independent learning. Learners carry out detailed research using online resources, libraries and workplace documentation so that they are well prepared to discuss topics knowledgeably.

Employers participate well and celebrate with the learners their achievement, which their electronic portfolio records and displays well.

Learners and employers make good use of the electronic portfolio system to provide them with remote access to resources as well as information about the progress they have made.

Assessors make good use of the electronic tracking system to support the review process.

Performance Through People – URN 58262: Independent learning provider

On-the-job training is supported by both employers and training advisers and is very effective in developing learners in their job roles. This is further enhanced by the use of online training material.

Steadfast Training Ltd – URN 58277: Independent learning provider

What users like: learning how to access learning resources and materials online; the use of voice recording for evidence collection.

Stoke-on-Trent College – URN 130815: General further education college

What learners like: the insight into new technologies; being able to understand their progress online.

The college has a clear focus on the teaching and learning observation system. Staff appreciate having an external subject specialist as an observer for part of the process. The system is comprehensive and records are kept online, facilitating access by different staff members at different levels.

Gateshead College – URN 130551: Tertiary college

What learners like: the resources, including the online books and software.

18. The quality of teaching and learning is satisfactory…Information and learning technology (ILT) is used well and at appropriate times, to add value and interest to the learning activities.

20. The college has invested energy and resources to extend teachers' skills and knowledge. Highly effective training is given to teachers who are new to the college. A wide range of online training and examples of good practice in teaching and learning are supported and enhanced by an annual programme of staff development.

Reading Borough Council – URN 54075: Adult community learning

16. Teaching and learning are good… ILT is generally used well; however, in the less effective lessons there is too much reliance on paper-based activities and learners are not sufficiently guided to the resources available on the Moodle.

Liverpool Chamber Training Ltd – URN 58518: Work based learner institutions

Feedback to apprentices from assessments and reviews is recorded and uploaded on to the electronic portfolio. Apprentices and employers have a clear view on their progress.

Apprentices use a recently updated e-portfolio, and they are being introduced to the latest version of e-learning resources although these are not yet fully integrated into the programme.

GHQ Training Limited - URN 51961: Work based learner institutions

Learners and staff make excellent use of the electronic portfolio which links the individual learning plan and the portfolio, transferring targets for completion of the national vocational units. Learners are very enthusiastic about the electronic portfolio and find it motivating to be able to see their progress. (Early years and playwork)

The introduction of an electronic portfolio is at a relatively early stage and GHQ is developing the process to ensure that learners are able to use it without experiencing any undue difficulties…The new electronic portfolio system contains achievement targets, but these are not sufficiently detailed. (Hairdressing)

Resources to support learning are very good. The use of technology is highly effective in promoting and checking learning, particularly through the recently- introduced electronic portfolio which is used effectively by learners. Learners are motivated and encouraged through visual representation of their progress and the swift feedback provided by assessors via the electronic portfolio. (Business, administration and law)

Redwood Education and Skills Limited – URN 58830: Work based learner institutions

Resources are of a good standard. In addition to the good quality e-portfolio, assessors use laptops and smart phones well to support assessment. Training venues are of high quality and easily accessible for learners, including a central London location. Assessors use internet and paper-based resources well to support learners, for example in key skills and preparation for tests.

Assessment is thorough with a wide range of methods, including a very good quality e-portfolio. Independent learning is developed effectively.

Access Training Limited – URN 50314: Independent learning provider

Teaching, training and learning are good…Resources are satisfactory, with recently bought computers significantly improving staff and learners' access to information and learning technology (ILT). The recent introduction of an e-portfolio for new apprentices has been successful. However, not all staff and learners use the interactive resources well.

Hillingdon Training Limited – URN 52212: Independent learning provider

The e-portfolio provides an effective tool for continuous support and communication between the assessor, the learner and the employer.

North East Strategic Health Authority – URN 53581: Independent learning provider

Increasing numbers of learners are making good use of an effective e-portfolio. Despite this, ICT is not used effectively in most trusts by assessors and learners to collect a wide range of diverse evidence or to support assessment.

Lifetime Training Group Limited – URN 51856: Independent learning provider

Assessors use the e-portfolio well to record assessments and collate evidence, but learners do not use it as a learning and development or reference tool outside of visits. Learners retain paper copies of their work and assessment records but these are often poorly organised. Tutors update individual learning plans on the e-portfolio system but do not always record targets they have given learners verbally.

Assessment practice and working relationships between assessors and learners are good. Assessors visit learners regularly in the workplace and schedule their visits flexibly to accommodate work patterns. They maintain good contact by telephone and email in the interim, and give constructive feedback. Assessors use an e-portfolio system well to record evidence and learners' progress, but learners do not use the system to develop their own independent learning and research skills.

Wincanton Group Limited - URN 58588: Work based learner institutions

A wide range of evidence is collected including video and photographic, and recorded in an electronic portfolio. However, learners have no access to their portfolio of evidence so are unable to have an electronic record of progress they have made to show, for example, to prospective employers. (Warehousing)

Chiltern Training Ltd – URN 51149: Independent learning provider

Teaching and learning are good…Tutors skilfully use questioning and information and learning technology (ILT) to extend learners' understanding.

Assessment is particularly good…Learners who use the electronic portfolio are well motivated and have a particularly accurate understanding of their progress. (Early years)

The company contributes to sustainability by encouraging the use of electronic portfolios and promoting the application of communication technology to reduce staff travel costs.

What learners would like to see improved: the access to CTL's electronic portfolio software, so that learners can have their work assessed more quickly.

UK eLearning Limited – URN 58807: Independent learning provider

A few learners use an electronic portfolio but this is in its early stages of development. (Business, administration and law)

Teaching and learning are satisfactory…The use of technology, including voice recorders and laptop computers, is satisfactory. Learners are enthusiastic about the benefits of this. (Business, administration and law)

Tutors use technology well to monitor learners' progress and review target dates. (Business, administration and law)

CXL – URN 58468: Independent learning provider

Teaching and learning are satisfactory and ensure that learners make satisfactory progress … However, many session plans lack detail, particularly around learning and assessment strategies. Information Learning Technology (ILT) is used appropriately in the workplace with power point presentations on laptops and good use of short video sequences to provide further explanation or clarify points. Where available, learners are using the electronic portfolio effectively and employers are supportive of this development. (Health, public services and care)

Pilot IMS Limited – URN 53895: Independent learning provider

Pilot has begun to make use of an electronic portfolio system to record and monitor learners' progress more effectively, but it is too soon to judge the effectiveness of this initiative.

Didac Limited – URN 51550: Independent learning provider

What learners like: being able to upload their completed work onto an electronic portfolio

Rapido Training Limited – URN 54069: Independent learning provider

Reviews of learners' short-term progress are effective, and assessors record them well on Lifetime's computer-based electronic portfolio system. However, too few learners use the system to present and manage their work and are not always sure how much progress they have made towards completing their apprenticeship.