

London Learning Consortium

Independent learning provider

Inspection dates		24-28 June 2013
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Satisfactory-3
Outcomes for learners		Requires improvement-3
Quality of teaching, learning and assessment		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings for learners

This provider requires improvement because:

- Too many learners do not obtain the qualifications they hoped to gain whilst on programmes with the London Learning Consortium (LLC) or its 17 subcontractors; this is particularly the case on short courses and in employability programmes which constitute a large part of the provision.
- Too much of the teaching and learning is not of a good enough standard.
- The systems for ensuring that the quality of teaching, learning and assessment are at least good across the whole provision but are not yet fully effective.
- Managers at the LLC are not yet effectively using data and information they have on their wide range of provision to identify and promptly improve underperforming programmes or subcontractors.

This provider has the following strengths:

- Strategic planning and development are impressive and imaginative and offer potential benefits to many community groups and prospective learners in London.
- Aspects of the provision, such as construction crafts and health and social care, have good teaching and learning and outcomes, and several programmes, including engineering and information and communication technology (ICT), have very good achievement of qualifications.
- The large majority of learners benefit from their time with the LLC and its subcontractors in terms of improving their self-confidence, esteem, and their chances of gaining employment.
- Many of the learners have difficult backgrounds or reasons why they might not complete their course; LLC and subcontractor staff support and motivate those learners well whilst encouraging them to develop their own independent learning.
- Communication with, and day-to-day support for, subcontractors is good.

Full report

What does the provider need to do to improve further?

- Ensure that such things as observations of teaching and learning, quality meetings, proper use of learner tracking systems and specialist oversight of courses are used more effectively to drive up success rates consistently across the provision.
- Use the experience of particularly high performing subcontractors, along with LLC specialist staff, to assist the poorer performing areas to adopt better practice, particularly in the classroom.
- Encourage more, and better, staff development in subcontractors so that standards in the classroom are raised, including better planning of sessions, more learner involvement, more appropriate pace and improved questioning and assessment.
- Improve the availability and use of data so that underperformance in courses, groups of learners and subcontractors is more readily identified allowing for prompt intervention and improvement.

Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> ▪ The proportion of learners successfully achieving their planned qualification requires improvement to a consistent standard across the LLC and its many subcontractors, bringing it at least to a level seen in similar providers. Success rates vary too much across the provision, from outstanding performance in several locations and courses to, in 2011/12, inadequate results for two subcontractors; those poorer performing subcontractors are no longer working with LLC. The performance in 2012/13 appears to be improving in most aspects and is close to an acceptable level. ▪ The majority of learners attend short courses, and, in these, achievement of qualifications is at too low a rate. This is particularly the case in employability and in health and social care programmes. However, in both areas, mature, unemployed learners understandably leave courses early if they find a job; this has had a significant impact on results in health and social care. The achievement of qualifications in some smaller programmes, such as construction, engineering and ICT, range from outstanding to very good. In other small areas of training, such as horticulture, success rates need improving. ▪ Learners who attend longer classroom-based courses achieve qualifications well. Results in longer courses in engineering, construction and ICT are particularly good; they have been low in employability courses, but are improving. Business administration longer course success rates require further improvement. ▪ In 2011/12, the overall numbers of apprentices who successfully completed their apprenticeship was too low; this mainly reflected poor performance in business administration and ICT. Outcomes in the current year appear to have improved significantly, to a satisfactory level in business administration and a very good level in health and social care. Performance in the small ICT area remains inadequate. ▪ A good proportion of learners acquired a vocational qualification in their workplace in 2011/12. That programme has been reduced in size in 2012/13, but the achievement of qualifications has improved even further. ▪ Many learners acquire skills that equip them to perform well in work situations and benefit on a personal level from their time at LLC. They develop a much better understanding of how they can achieve employment, including improving their ability to communicate and present themselves, for example by researching a topic and presenting findings to colleagues. Learners enjoy working independently. 	

- Learners' work is, in most cases, of a good standard and linked well to employment. For instance, an apprentice is developing a useful virtual learning environment (VLE) for use by LLC and another is designing a spreadsheet to aid the prompt and effective renewal of council licences.
- Current progress is good in most subject areas. LLC encourages the rapid acquisition of skills that help with employment and, although this may result in learners leaving before they achieve their vocational qualification, it meets the wishes of learners. Punctuality is a challenge in the effective running of a minority of classes.
- The achievement of qualifications for different groups of learners varies across the provision, partly reflecting the fact that LLC offers training to a very diverse range of learners in many disparate areas of London and through specialist providers. Males outperform females in the classroom provision, but the reverse is the case in apprenticeships. Learners with learning difficulties succeed well in apprenticeships, but not as well in the classroom, although there are commendable examples of sensitive and specialist provision helping those with specific difficulties with such things as money management. LLC actions to close gaps are generally linked with improvement activities with specific subcontractors.
- Progression to further learning or employment is satisfactory overall. Given the low starting point of many learners, in terms of previous education or employment experience, most courses lead to a reasonable number of learners obtaining employment.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment requires improvement, which is partly evident in the need to improve outcomes. Too many sessions, right across subjects and subcontractors, are poor and do not help learners progress. In less effective lessons insufficient use is made of initial assessment to plan learning, and some learners fall behind because the language or topic is too difficult and learning materials are not sufficiently adapted to meet their reading level. In weaker lessons the tutor talks too much or the pace can be inappropriately fast or slow. Not all subcontractors provide learners with appropriate access to computers and some facilities are cramped, particularly in building trades.
- Where there is good teaching and learning, tutors carefully develop stimulating activities to meet individual needs using their own wide commercial experience to motivate learners, such as inculcating the importance of good customer service in building trades. Most lessons start promptly, engaging learners with quick starter activities such as quizzes to recap previous learning. Tutors stretch more able learners with challenging activities while they support slower learners. Lessons end crisply, summarising learning against objectives set. Tutors manage challenging behaviour well.
- Initial assessment of social and learning needs is effective across subcontractors, and tutors and assessors give good individual support to learners to help them succeed in their learning. The range of support includes confidence building, help in completing coursework, interpreting specialist terminology, assistance with writing of curriculum vitae (CV), interview practice, and the use of adapted handouts and technology. Apprentices have good, regular support from assessors during, and in between, visits.
- Learners value regular and frequent progress reviews with tutors, which motivate them to succeed further. Increasingly effective use is made of online tracking systems which produce details of learners' progress and highlight where additional support is required. However, target setting is not consistently effective across all subcontractors or subjects, with targets that are too vague and not detailed enough to develop learning in progressive steps.
- Assessment of learners' work is generally sound, but varies in quality across the provision. Staff make very good use of questioning techniques which test knowledge and understanding, and they usually give prompt and helpful feedback on assessed work. Apprentices increasingly use electronic portfolios, which speed up assessment of work. However, on some employability

programmes, the quality of work in portfolios is poor and staff do not give learners sufficient feedback on how to improve.

- Learners are developing functional skills well, and learning activities are usually set within relevant occupational contexts. Construction learners make good use of mathematics for measuring, calculating materials and estimating costs, and health and social care learners use mathematics and spreadsheets for preparing care packages. All learners benefit from improving their business communications such as letter writing, telephone skills and participating in meetings. However, many staff are themselves still working towards functional skills qualifications and this reduces their ability to teach the subject. Not all staff correct grammar and spelling in assessed work to improve learners' English skills.
- Learners receive good advice and guidance before, during and at the end of their programme, helping them progress in their studies and careers. Induction is comprehensive and effectively prepares learners for their programme. Learners value the advice staff give them, which encourages them to aspire to higher level learning such as university or professional studies, which they may have never previously considered.
- Promotion of equality and diversity in lesson planning requires improvement. Staff cover equality and diversity effectively during induction and, to a lesser extent, during progress reviews. Some staff use very relevant and innovative approaches to explore issues, such as developing knowledge of different countries and number skills using examples of currency from learners' country of origin. However, such good practice is not effectively shared across the provision. Learners have an adequate understanding of their rights and responsibilities at work and know whom to talk to if they feel vulnerable or unsafe.

Health and social care	
Learning programmes for 19+	Good

- The quality of teaching, learning and assessment in health and social care programmes is good. Although this good provision is not matched by achievement of qualifications in short courses, where results require improvement, longer courses, apprenticeship and workplace programmes have good results. Attendance and punctuality across the provision is an area for development, but progression into further learning and employment is good and improving.
- Tutors in many sessions are highly effective in ensuring that learners are interested and make good progress, developing the essential knowledge and skills needed to enter employment or progress to the next level of study. Staff have high expectations of learners and provide good support. They encourage learners to reflect upon and discuss their experiences as a formal and informal carer and this positively influences other learners.
- Information from initial analysis activities and continuing assessment is used well in the better elements of the provision. It helps planning, such as how to include basic knowledge and vocational skill development in lessons, as well as being used to promote appropriate technical vocabulary and challenge learners to think about how their own practice impacts on service users within the care sector. In one lesson, learners increased their awareness of the importance of maintaining the dignity of older people with specific gender and cultural preferences in a residential care setting.
- A minority of teaching, learning and assessment across the provision requires improvement. Here, tutors do not always help learners to understand fully the links between theory, practice and professional standards. Teaching and assessment activity are not planned thoroughly enough to ensure that learners engage with, enjoy and develop their learning and skills. The range of teaching methods is too narrow with tasks and activities that fail to motivate and engage learners. The pace of learning is generally too slow, and at times learners do not know what is expected of them.

- The promotion of English, mathematics and functional skills varies between satisfactory and good. Better examples include a tutor encouraging learners by using a 'vocabulary working wall' to illustrate new words and terminology and their meanings; this met with an enthusiastic response from learners who were rightly proud of their acquisition and understanding of new words and terminology. However, learning materials occasionally contain errors, and too often tutors fail to identify and correct obvious grammatical and spelling mistakes and thus help learners improve their work.
- The checking of learners' progress and achievement also varied across the provision, with good instances being balanced by only satisfactory practices. Where it requires improvement much of the work lacks detailed marking and feedback to help learners correct and improve. Where assessment and feedback practice is effective, tutors provide thorough and frequent assessment which helps learners complete their courses. Tutors monitor learners' progress and attainment effectively, helping learners develop good skills and knowledge.
- The promotion of equality and diversity is generally good with some effective work that makes clear links to professional practice and employment. Tutors provide satisfactory information, advice and guidance and the majority of learners have a clear understanding of what they intend to do once their course has ended.

Building services and construction crafts

Learning programmes for 19+

Good

- Teaching, learning and assessment in building services and construction are good, as reflected in the very high success rates. The provision is delivered by one subcontractor, the Millennium Academy, and the mostly mature adult learners enjoy their time there. With the encouragement of academy staff, learners set themselves high expectations and are keen to achieve quickly and gain employment. Current learners are making good progress and many have already achieved very good outcomes. Tutors know their learners particularly well and use this information effectively when planning lessons.
- Tutors use their considerable industrial experience effectively, routinely providing learners with many examples of commercial practice and customer care skills. Learners work hard and respond well to questioning, often asking particularly challenging questions in their thirst to develop their learning and skills to help them either gain, or make progress in, employment. In one plumbing lesson, where learners were asking advanced questions about electrical systems, the tutor took particular care to reinforce that they simply required an understanding of electrical installation and that safe isolation practice must be observed at all times.
- The standard of learners' written work is of a good standard, clearly presented and with very few grammatical or spelling errors. However, where errors do occur, staff do not routinely correct them to help raise standards even higher. In practical tasks learners develop good knowledge and link theory and practice well, which contributes effectively to their success and progress. In plumbing, learners are able to solder copper pipe joints to a good standard. Tutors have designed a first-rate fault programming facility in electrical systems that provides excellent challenge and supports learners in developing their inspection and testing skills.
- Learners receive good pre-course information and guidance ensuring they are on the most suitable programme to meet their aspirations. Learners also receive good pastoral support from their tutors. Whilst initial assessment accurately identifies learners' additional support needs, learners currently on programme do not receive additional help to develop their literacy and numeracy skills. The impact of this is partly offset as they do benefit from developing their mathematical skills through vocationally related tasks in lessons. For example, electrical learners were able to use equations to calculate circuit design and fuse ratings. Reviewing learner progress takes place regularly but is insufficiently challenging and targets set do not enable learners to understand fully what they need to do to improve further their skills and practice.

- Assessment is satisfactory overall. Assessment is frequent and provides learners with good verbal feedback on how they can make better progress. Written feedback on learners' work is weak.
- The provision offers a positive experience to a wide range of learners, many of whom might not otherwise have access to vocational training, and sessions take place in a harmonious learning environment and at times to suit learners. However, tutors and assessors are not skilled in actively promoting the diverse requirements of potential customers in construction or in making clear how the industry standards in the United Kingdom differ from other parts of the world. Learners work safely with good promotion of safe working practice in lessons.

Employability training

Learning programmes for 19+

Requires improvement

- Teaching, learning and assessment on programmes aimed at improving employment skills require improvement, and this is mirrored in the low success rates for achievement of qualifications on short courses, which is the majority of the provision.
- Although much teaching and learning are good or better, a significant minority is at an unacceptable level. Weaker lessons tend to be poorly structured, with insufficient planning of how they will meet individual needs and tutors have superficial knowledge of the subject matter. In one mathematics lesson, resources were insufficient to help learners understand how to manipulate fractions. In an employability session the learning activities lacked variety and learners struggled to answer the questions asked. Interactive learning technologies, where available, are not routinely used effectively or imaginatively to support learning activities.
- In the better lessons, tutors do plan learning well with activities that build skills and provide highly relevant assessment opportunities. Learners are encouraged to help each other to improve their skills in spelling and team exercises, improving communication and the cooperative working skills valuable in employment. Tutors carefully plan opportunities that allow learners to develop skills at their own pace.
- Staff have high expectations of their learners and encourage them to develop confidence, motivate them to remain on their courses and improve their self-esteem. Tutors provide adequate support to learners to help them achieve their goals. Attendance monitoring is effective and attendance is generally good, but punctuality is poor in a small minority of lessons.
- Most learners develop a good range of independent learning skills and are encouraged to apply for jobs through their increased independence and development of skills in job seeking. For instance, learners can carry out independent research to identify potential progression opportunities and complete their own effective learning activities using online software provided by subcontractors.
- Assessment of learning varies considerably across subcontracted provision, with some poor practice. While many tutors use skilful questioning and provide constructive feedback, too much formal assessment of learning is weak. For example, a few assessors make good use of cameras to record evidence and illustrate progress, but other work is not marked regularly to show and encourage progress and this partly contributes to some slow progress.
- Employability programmes provide a good range of opportunities to develop learners' English skills, particularly through group and individual exercises. However, marking of work on employability courses does not always identify all spelling, punctuation and grammatical errors on written work and CVs. Discrete English courses develop good vocabulary skills and grammatical skills, for instance by the completion of books of words.
- Initial and diagnostic assessment is thorough and accurately determines learners' starting points, particularly on programmes for functional skills. Initial advice and guidance are largely successful at identifying learners' personal, social and learning barriers; most staff respond to

requests for help with good informal personal support and specialist advice, such as on housing matters. However, LLC is not effective at ensuring that all subcontractors actively set and review effective individual targets to help learners recognise and deal themselves with the particular problems that affect their approach to employment.

- Learners from a wide range of cultural backgrounds take courses in employability and work well together with high levels of mutual respect. In most lessons tutors take great care to plan to meet individual needs and promote diversity in respect of cultural differences and origins. Tutors help learners identify their strengths to support their job hunting, including encouraging them to recognise the value of their multiple language skills.

Administration and business management

Apprenticeships

Requires improvement

- Teaching, learning and assessment for apprentices in administration and business management require improvement from the current satisfactory level, partly to ensure that the recent improvement in success rates from a poor level is maintained.
- Support for learners is good. Assessors visit learners frequently, offering constructive and focused support, and encourage productive contact between visits. Support is sensitive and responsive to the needs of the individuals; in one example an assessor helped an administration apprentice at a community centre to reschedule her learning to reduce stress through a period when she was at risk of redundancy.
- Learners enjoy effective individual coaching provided by enthusiastic and knowledgeable staff using their own experiences to illustrate key points in customer service and business. Many learners pass the technical certificate promptly, but for some the development of functional skills is inappropriately delayed.
- Assessment practice is mostly good and learners produce a range of evidence, generally of a high standard. Learners know how to improve as a result of clear feedback from assessors.
- All apprentices receive an initial assessment of literacy and numeracy, but there is inconsistency in how and when these diagnostic tests are administered. Where it is late, this results in delayed support for learners' needs.
- The monitoring of learners' progress is adequate. Employers liaise regularly with assessors but they are not always involved in the planning of training and assessment.
- Target setting is mostly good, although some individual learning plans are not updated in sufficient detail to provide learners with a clear overall picture of how, where and when each part of the apprenticeship will occur.
- Learners are mostly making satisfactory progress toward their qualification, although examples range from good to very slow. A small number of learners has experienced a delayed start to the course which has impacted on progress.
- Internal quality monitoring meets the awarding body requirements, but sampling strategies lack sophistication and the process is too fragmented to identify promptly learners at risk. Sampling focuses upon units and does not usually take place until a learner has been on course for eight weeks which misses the critical stages of induction, initial assessment and assessment planning. LLC recognises this and appropriate plans are in place to extend the scope of quality monitoring.
- On-the-job training is mostly good. Apprentices benefit from varied and challenging duties at work which enable them to acquire and develop a good range of administration skills and increased confidence in dealing with colleagues, clients and customers. For example, one apprentice with significant prior health issues is now working confidently and with a great deal of autonomy in a busy reception area.

- Learners benefit from learning resources on the virtual learning environment (VLE) which support technical certificate work. Most learners make good use of the electronic portfolio system, but the system is not yet being used to monitor and record all components of the framework.
- Initial advice and guidance are mostly good, taking into account apprentices' views and circumstances. In one instance, however, two learners had a delayed start to their training following confusion over funding eligibility. On-programme advice and guidance are adequate and some is good.
- Learners have a good understanding of equality and diversity and this is often reinforced as a part of their job role, especially for those learners working in community settings and those with a customer service role. Discussions around equality and diversity are helpfully included at all reviews.

The effectiveness of leadership and management

Requires improvement

- Entrepreneurial leadership, with a clear vision for improving the life chances of local communities, has served the consortium well, expanding its membership to become the largest and potentially the most influential of its type in the south of England. The more recent strengthening of the board of directors has brought enhanced skills in financial management and expertise in employer relations. A strategic review has successfully identified management actions required to enable LLC to meet effectively its partners' agenda of improving opportunities for apprentice and employability training. While board members challenge and hold managers to account well, particularly in aspects of financial and contract management, they are not yet sufficiently knowledgeable of all aspects of the learner experience.
- Management actions to ensure consistently good teaching and learning across the 17 current subcontractors, which is the significant part of LLC's provision, is insufficient. Reporting on learner progress and the management use of data is weak. Staff performance management, including the observation of teaching and learning, is systematic but it does not effectively identify or implement appropriate staff development, particularly in subcontractors, to enable assessors and tutors to develop the skills and competencies they require to improve their support for learning.
- Management and staff at all levels have great ambitions for their learners and are committed to improving further the service provided by LLC. Communications are effective and reporting against business targets has improved markedly in the last couple of years.
- Routine working relationships with subcontractors to help them run and extend their provision are good. Subcontractors welcome the regular opportunity to meet at quality forums chaired by LLC and exchange good practice tips, sharing common challenges experienced in providing learning for communities who have many barriers to learning.
- Good curriculum planning, along with improvements to financial management, has ensured that LLC, through its partners and subcontractors, provides a wide range of programmes effectively designed to meet the needs of learners, many of whom would have no other opportunity to access accredited training. Strong progression routes are in place from pre-apprenticeship opportunities for unemployed learners through to advanced technical training.
- Self-assessment reporting does not provide a suitably thorough examination of the strengths and weaknesses of the programmes and the subcontractors in the partnership. The quality improvement plan is insufficiently robust and detailed to bring about the rapid improvement required to ensure all learners receive a consistently high standard of teaching, learning and assessment. Targets set are very general and not linked to specific elements of individual subcontractor underperformance. Early monitoring of key areas for development in courses, which should effectively support and enhance the learner experience, is not in place. Management action has not sufficiently improved current learners' success rates. Overall inspection judgements have not improved since the 2009 inspection

- Equality and diversity policies and procedures are appropriate to the needs of a large consortium. Managers remain passionate and dedicated in their mission to provide local and much-needed training for the communities of many London boroughs. LLC carefully selects subcontractors who are particularly successful in working with non-traditional learners. The long-term unemployed, those not in education and training, offenders and those of a minority ethnic heritage are well represented and provided for. While managers have started to take action to identify and reduce achievement gaps between different groups of learners, their use of data remains insufficient to support the early identification of any underperformance of learners. Monitoring of equality performance was a weakness identified four years ago at the previous inspection.
- LLC meets its statutory requirements for safeguarding learners. Assessors introduce learners to safeguarding at induction and appropriately discuss it at most reviews. Learners have a sufficient understanding of safeguarding issues. Managers check that subcontractors adequately safeguard learners.

Record of Main Findings (RMF)

London Learning Consortium

<p>Inspection grades are based on a provider's performance:</p> <p>1: Outstanding 2: Good 3: Requires improvement 4: Inadequate</p>	Overall	19+ Learning programmes
Overall effectiveness	3	3
Outcomes for learners	3	3
The quality of teaching, learning and assessment	3	3
The effectiveness of leadership and management	3	3

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Building services	2
Construction crafts	2
Employability training	3
Administration	3
Business management	3

Provider details

London Learning Consortium	
Type of provider	Independent Learning Provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	Full-time: 0
	Part-time: 1662
Principal/CEO	Mr S Jeffery
Date of previous inspection	April 2009
Website address	http://www.londonlc.org.uk

Provider information at the time of the inspection								
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above	
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Full-time								
Part-time	2	303	0	516	0	151	0	10
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher			
	16-18	19+	16-18	19+	16-18	19+		
	8	29	99	77	0	0		
Number of learners aged 14-16	N/A							
Number of community learners	N/A							
Number of employability learners	540							
Funding received from	SFA							
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ■ ABIS Resources ■ The Adult Learning Community ■ Development and Training Agency ■ East London Skills for Life ■ The Elfrida Society ■ Groundwork London ■ London Early Years Foundation ■ Lifecare Qualifications ■ London Professional College 							

- St Giles Trust
- Streetvibes
- Uganda Community Relief Association
- Grenfell Housing and Training
- YMCA London South West
- All Inclusive
- Millennium Academy
- Beacon Church

Additional socio-economic information

LLC is a Community Interest Company with around 230 member organisations. Alongside representing its members' interests, it provides learning opportunities in and around London, predominantly in the south of London. LLC routinely uses subcontractors and partners to provide a significant proportion of the learning; those subcontractors and partners generally represent community or specialist interests, such as those working with ex-offenders or parents linked with a cluster of schools. The great majority of learners are aiming to improve their employability skills. Unemployment rates in London boroughs vary, but at the time of inspection the cross-London rate was slightly higher than the United Kingdom average. Learners come from a variety of backgrounds, in both geography and schooling experiences, but most enter programmes with low skill levels.

Information about this inspection

Lead inspector

Andy Harris HMI

Two of Her Majesty's Inspectors (HMI) and six additional inspectors, assisted by LLC's quality manager as nominee, carried out the inspection with short notice. Inspectors took account of LLC's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last two years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all of the provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

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