

# JGA Group

## Independent learning provider

<b>Inspection dates</b>		18–21 March 2014
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement-3</b>
	Previous inspection:	Requires improvement-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 apprentices make slow progress in achieving all aspects of their apprenticeship, in particular the English and mathematics element.
- Planning for learning is not sufficiently personal and individual to apprentices. Staff spend too much time on assessment activities, and not enough on extending learners' work-related knowledge and study skills.
- The observation of teaching and learning focuses insufficiently on learners and the progress they are making.
- Staff still do not involve employers sufficiently in the planning and reviewing of their apprentices' learning.
- Assessors and tutors do not encourage learners to use information and learning technology (ILT) sufficiently well, to help them develop and expand their knowledge and understanding.

#### This provider has the following strengths:

- JGA works in partnership through very good subcontractors.
- Trainers and assessors have good levels of vocational knowledge and experience that they use effectively to engage, support, and motivate learners.
- Apprentices are well matched to supportive employers, and the selection process is robust.
- Learners develop good workplace skills that meet the needs of their own and their employers well.
- The employability programme continues to meet the needs of unemployed learners well.

## Full report

### What does the provider need to do to improve further?

- Increase the number of apprentices who complete within the planned end date by:
  - using the initial assessment outcomes more effectively to plan individualised training so that learners can achieve their potential
  - ensuring closer monitoring of individual learners' progress across all aspects of their programme and providing earlier intervention for those learners at risk of falling behind
  - providing targeted intervention and support for those learners who require additional help to complete successfully
  - ensuring subcontractors have challenging targets for success rates and timely completion, and challenging under-performance robustly.
- Improve the quality of learning by:
  - making better use of ILT to help learners develop and extend their knowledge further
  - involving all employers and relevant managers fully in planning and reviewing learning
  - improving targeted training to assessors, to include teaching and learning strategies that will better enable them to support all learners fully
  - providing appropriate support and learning resources to allow all learners to improve their English and mathematics skills to the level of which they are capable.
- Strengthen quality assurance arrangements by:
  - implementing the revised observation and monitoring of learning processes to ensure the quality of learning rapidly improves.

### Inspection judgements

Outcomes for learners	Requires improvement
<ul style="list-style-type: none"> <li>▪ Whilst outcomes have significantly increased over the past two years, from 2011, the proportion of apprentices who complete their qualification successfully within the time expected is too low when compared to similar providers. Learners make slow progress in completing the English and mathematics element of their qualification. Apprentices with subcontracted providers achieve far better overall, in particular those working towards a health and social care qualification. The performance of learners working towards employability qualifications and awards is high.</li> <li>▪ Monitoring of learner progress shows a significant number of apprentices working towards business administration qualifications, at both JGA and subcontractors, is below where they should be at this stage of their learning. A number of JGA learners have experienced delays in fully starting their programmes as changes to staff resulted in long periods between visits and learners becoming demotivated. Recent changes now ensure that learners are making the progress expected of them.</li> <li>▪ The promotion and development of apprentices' English and mathematics skills are insufficient. Assessors are not sufficiently confident in promoting and developing learners' mathematics and English skills consistently well. Learners with low entry qualifications or where English is not their first language struggle with basic knowledge acquisition, and pass rates for external tests are low. Assessors fail to challenge the more able learners to extend their skills further or adequately prepare them for the discipline required of higher study.</li> <li>▪ Over the past two years, the small number of male apprentices within health and social care, both with subcontractors and with JGA, has succeeded better in completing their qualification, as has those with a declared disability. No discernible differences exist in the success rates of those learners on employability programmes.</li> </ul>	

- Apprentices develop good skills overall and the majority work with well-resourced companies, and receive good workplace support. The quality of learners' work is generally of a high standard and tasks and activities set for them link well to their everyday employment. Many advanced apprentices quickly undertake work involving significant responsibility. Opportunities to progress into higher paid and more rewarding jobs are good, particularly within health care and allied professions. Most learners improve their understanding of their chosen career path and the opportunities available to them.
- Employability learners significantly increase their confidence and self-esteem, gaining skills that will equip them well for the world of work. They improve their ability to communicate and acquire a better understanding of how they can achieve employment, for example understanding how best to present and conduct themselves at interview and writing a CV to a professional standard.
- Learners develop an adequate understanding of equality and diversity through their studies, and are mutually supportive and respectful of each other and their teachers when working together.

### The quality of teaching, learning and assessment

Requires improvement

- Since the last inspection, teaching has improved. Employability programmes and several aspects of vocational programmes are good and this is reflected in the improving standard of learners' work and the significant increase in learners' achieving their qualification in 2012/13. However, not enough teaching is good and the promotion and learning of English and mathematics require improvement.
- Assessors use their extensive industry experience to enthuse and motivate their learners. Training and development have improved their teaching and training practices and, as a result, they now have higher expectations of apprentices than at the last inspection. Staff have a stronger focus on the quality of learning and this has resulted in a steady increase in apprentices' overall success. However, assessors still spend too much time focusing on arrangements for assessment, rather than extending apprentices' skills and learning in their place of work.
- Teaching and learning are strongest when staff have a good understanding of the employers' business and use their industry experience to teach apprentices new and relevant work skills. However, this does not happen consistently well across all subcontractors and with all assessors. Not all employers are actively involved with planning and reviewing the progress of their apprentices. Too many staff still fail to link what apprentices do and learn at work with the activities they complete to achieve their qualifications. The provider's own evaluation of its provision recognises this.
- Training in the workplace is good. Workplace supervisors provide their apprentices with high quality individual coaching and, because of this, learners make good progress in developing highly effective practical skills. For example, at an international bank, the work-based trainer used his experience of the banking sector to provide the apprentice with good individual coaching, enabling the apprentice to learn highly relevant practical skills of customer care and account management.
- Teaching and learning for unemployed learners continue to be good. Trainers provide carefully planned, enjoyable and stimulating learning that matches well with learners' individual needs. Trainers have good relevant industrial experience, are enthusiastic and make good links to work. As a result, learners become more motivated, increase their confidence and self-esteem, and enthusiastically look for work.
- Assessment for learning is now thorough and much improved. With a few exceptions, staff assess learners' work promptly and provide detailed feedback which helps learners to improve their knowledge. Staff are now more skilful at using a wide range of diverse evidence gathered from learners' workplaces and make assessment decisions swiftly and, as a result, apprentices' progress has improved.

- Initial assessment is satisfactory; however, in too many cases, assessors do not use the results sufficiently well to plan the apprentices' programmes of learning. Personalised learning plans do not clearly link to their practical everyday duties at work or incorporate the training they will receive in their workplace. Plans do not contain targets for improving English and mathematics.
- Learners do not benefit sufficiently well from additional learning resources and technology. The virtual learning platform is underdeveloped as a method of extending and enhancing learning and does not sufficiently support learners, particularly at advanced level, to develop and reach their full potential as independent learners. Materials are not available for learners to practise and develop their English and mathematical skills independently between their taught sessions. Unemployed learners have insufficient in-class access to the internet to carry out research to aid their job applications.
- JGA has significantly improved the tracking of apprentices' progress. Staff monitor progress closely and almost all learners have a clear idea of how well they are performing. Paper portfolios are well organised and cross-referenced well. Those learners using electronic portfolios track their own progress well.
- The promotion of English and mathematics requires improvement. Early identification for learners at risk of falling behind in their programme is not in place and support is not provided quickly enough to ensure these learners succeed. Not all apprentices develop good reading skills or make sufficient progress in understanding and correctly applying mathematical concepts. Assessors are not always successful in ensuring that learners understand the importance of mathematics and English for their future employment and, because of this, apprentices with good qualifications on starting their programme do not take their learning further in preparation for higher study or promotion at work.
- Learners and apprentices have an appropriate understanding of equality and diversity. Staff include relevant aspects of equality and diversity within apprentices' training programmes. For example, health and social care apprentices have a very good understanding of diverse cultural differences within their community, helping them to work more effectively with their patients.

## Health and social care

Requires improvement

### Apprenticeships

- The quality of teaching, learning and assessment requires improvement, which is reflected in outcomes that are below national rates. Most current apprentices, however, make satisfactory progress towards achieving their qualification. They are now developing good practical vocational skills, and a few apprentices progress to higher courses and increased responsibility.
- In better learning sessions, assessors are skilful in coaching learners and putting theoretical ideas into real-life situations, helping learners to understand the concept behind their clinical practice, for example why they turn patients confined to bed, and the information they should be recording to share patient care with their colleagues. This improves learners' confidence in their practice and the subsequent care they provide.
- In-class teaching is well planned, lively and fun. Well-chosen case studies enable learners to discuss in detail the quality of care required and the strategies needed to ensure the dignity and respect of patients. However, learners often arrive for sessions unprepared to learn and insufficiently equipped to study. Teachers do not routinely promote and develop the necessary study skills required for effective learning.
- Assessors support learners effectively and take every opportunity to arrange meetings and other assessment activities to fit with the demands of shift work and the routines of the care settings. They use their vocational skills, knowledge and experience to question learners

skilfully during assessment. Apprentices receive frequent and constructive verbal and written feedback from assessors that helps them to make satisfactory or good progress. Recording of their progress by assessors is adequate.

- Apprentices complete an initial assessment of their ability before commencing their qualification. However, assessors do not routinely use the findings of the assessment to plan learning. The findings of diagnostic assessment are not used consistently to support those learners who require more targeted support to complete their external tests in a timely manner.
- JGA and its subcontractors now ensure apprentices have dedicated English and mathematics sessions and this has led to an improving trend in successful outcomes. Learners develop and practice their skills to a satisfactory standard; for example, in a mathematics lesson, learners developed their numerical skills by interpreting a realistic pay slip.
- The arrangements for the promotion of English and mathematics in vocational lessons and coaching sessions are insufficient to enable learners to make the progress of which they are all capable. Assessors rarely link English and mathematics learning and assessment to real-life scenarios. While most learners make good use of information and communication technology (ICT) as a research tool and for the presentation of their work, the virtual learning environment as a resource to improve and extend learning is underdeveloped and learners do not make use of it.
- Apprentices have a suitable understanding of their responsibilities for equality, diversity and the promotion of dignity within their work. Learners discuss and develop strategies to ensure that barriers to the access of services are minimised and that the services provided are inclusive. Learners work harmoniously and productively in lessons.

## Employability

Good

### 19+ Learning programmes

- Teaching, learning and assessment are good and reflect the high outcomes achieved on employability and foundation vocational courses. Learners develop good personal skills and gain confidence in their ability to succeed in finding sustainable employment. They enjoy their learning and are motivated to improve their skills.
- Teachers are expert and knowledgeable, have high expectations of learners, and are skilled in managing groups of learners from diverse educational, work and cultural backgrounds. They plan interesting lessons with a good variety of group and individual learning activities that stimulate and interest learners. Teachers manage lively and interesting discussions and make good use of the learners' own experience to illustrate learning points, for example to identify employers' requirements on a CV. Teachers are skilled in using directed questions to check learners' understanding.
- Learners are encouraged and enthusiastic and make good progress within a relatively short period, in improving their understanding of job requirements, for example of caring for vulnerable adults in a social care setting, and are able to complete a job application successfully.
- Teachers use ILT appropriately to illustrate learning. However, learners have insufficient access to ILT in class to practise their job search skills or to develop and improve the skills they have learnt in lessons. Learners do not have access to additional on-line learning materials to reinforce learning or extend their English, mathematics and information technology (IT) skills.
- Carefully designed learning programmes target the needs of local employers and the limited IT skills of many unemployed adults. However, learning and lesson topics focus more narrowly on preparing learners for specific jobs currently available and do not routinely

include additional activities that would extend learners' understanding of a wider range of career opportunities.

- Initial assessment is thorough and ensures learners have the English and mathematics skills required to complete the courses available successfully. Staff carefully guide those learners below the required level to courses that will improve their skills. Whilst a number of learners do gain employment on completion of their course, the number of learners successful in finding sustainable employment has not increased since the time of the last inspection.
- Staff monitor learners' progress through their awards and certificates closely, and teachers carefully mark learners' work with evaluative comments to help learners improve. Teachers' integration of English and mathematics in vocational programmes is satisfactory. Lessons provide opportunity for learners to improve their English and mathematics, for example by measuring fluids accurately for patient medication or writing clearly and legibly on patients' notes. Learners have good opportunities in lessons to practise their speaking, listening and presentation skills.
- Teachers are successful in ensuring learners from a wide range of social and cultural backgrounds work collaboratively and well together. Learning is inclusive and teachers provide a safe and comfortable learning environment for learners.

## Foundation English

Requires improvement

## Apprenticeships

- The quality of teaching, learning and assessment requires improvement, and this is reflected in the number of apprentices who do not successfully pass their external tests, and the small but significant numbers who re-sit the examination more than once. These learners make slow progress in completing their apprenticeship.
- While the large majority of learners successfully complete the speaking, listening and communication elements of their qualification, too many struggle to complete the reading and writing aspects required of them and quickly lose confidence in their ability to achieve their full qualification.
- In the better lessons, teachers encourage learners to practise and extend their communication skills through lively discussions. Learners appreciate the need to improve their English and work hard in class. Real-life scenarios develop their understanding of how they can extend their skills through, for example, selecting the most suitable graph to use when planning activities for children in an after-school club.
- Teachers ensure learners understand how they can apply their new knowledge and skills in the workplace. Employers are supportive and value the increased ability of their apprentices to communicate well in spoken and written forms. Teachers provide detailed feedback to learners on their work. Learners know how much progress they are making and what they need to do to improve further.
- Learners now receive one-to-one support from their teachers during discrete English workshops, to help them practise their skills in meaningful real-life and work scenarios, and this motivates and encourages them to refocus their efforts. However, assessors are not always sufficiently skilful or confident to extend this support when working with learners in the workplace.
- Initial assessment has not always been sufficiently robust to ensure learners are working at the level that best suits their ability. Planning for learning was not sufficiently personalised or informed by the results of diagnostic assessment. Recent management action has now reversed this, and current learners are making satisfactory progress.
- Target setting on apprentices' vocational programmes does not include the individual elements of their English qualifications. Communications between assessors and teachers are

insufficient to enable both to work together effectively to support and guide apprentices in completing all aspects of their training adequately.

- Insufficient use is made of ILT to enhance learning in English lessons. The virtual learning environment is lacking as a means of supporting independent learning. Learners are not routinely signposted to online learning materials that can help them practise their English between lessons.
- Teachers use naturally-occurring learning opportunities effectively to discuss equality and diversity, for example how best to manage challenging behaviour in young people, and work hard to ensure learners are comfortable and feel safe to discuss a range of topics in lessons.

## Business management, marketing and sales

Requires improvement

### Apprenticeships

- The quality of teaching, learning and assessment requires improvement and reflects the outcomes for learners that, although increased substantially in 2013/13, remain below the national rates. The majority of learners successfully achieve their apprenticeship; however, many do not complete on time. Learners with high levels of prior attainment do not progress quickly enough through their programme.
- Most employers use their experience and expertise to help learners develop good vocational skills at work. For example, one learner in a public relations company has learnt how to write press releases to promote celebrity clients in the national media. Another learner, working for a handbag manufacturer, has developed skills in using an advanced accounting software package. Learners enjoy their work and increase their confidence and independent working skills through taking on additional responsibility at work.
- Support provided by assessors is good. Learners are well aware of their progress and produce high standards of work. Several assessors effectively use coaching techniques to extend learning by encouraging learners to respond to probing questions on study topics, for example on the principles of marketing segmentation. However, the pace of work is not always fast enough to keep all learners motivated, or to challenge the most able learners. Targets for learning relate to the completion of assessment tasks rather than supporting personal development or building on learning opportunities available in the workplace. Insufficient additional materials and resources are available on the virtual learning platform to enable learners to extend or practice their learning between assessor visits.
- Assessors do not involve employers sufficiently in planning learning and assessments so the links between theory taught and everyday working practice are not always evident to learners. Too many employers do not participate in the review of learners' progress and are not aware that existing work opportunities would contribute to evidence for completing the qualification in a more timely manner.
- Pre-course guidance varies from robust, for most learners, to limited, in a minority of instances. While most learners are very clear about the structure of their qualification, a few are unsure of the requirements of their apprenticeship and have started their programme later than anticipated.
- Learners receive good careers advice and guidance towards the end of their apprenticeship, with many achieving progression into more advanced roles, for example within the allied medical profession and banking sector. Assessors provide helpful support and advice to produce CVs and to research higher qualifications, for example in accountancy and finance.
- The promotion and development of learners' skills in English and mathematics are insufficient. Assessors do not routinely promote and develop learners' skills further. Those who require additional support to prepare for external tests do not receive sufficiently targeted help. Able learners with high standards of English and mathematics do not improve

their skills and reach the high standards that would prepare them for higher education or improved career roles.

- The promotion of equality and diversity is satisfactory. Learners are aware of relevant legislation and know how to treat people respectfully and fairly, for example when dealing with customers whose first language is not English.

### **The effectiveness of leadership and management**

Requires improvement

- JGA has not always focused strongly enough on fully identifying and responding to the essential changes required of them to ensure the effective provision of high quality apprenticeships. Since the time of the last inspection, improvements have been made, for example dedicated lessons in English and mathematics for apprentices and dismissal of an underperforming subcontractor, which have resulted in more apprentices completing their qualification. However, the pace of change has not been swift enough to ensure all learners make good progress.
- The board of directors understands the organisation well, and monitors subcontractor and financial performance effectively. However, it does not always provide sufficient scrutiny or appropriately challenge the standards of teaching, learning and assessment of both its own direct or subcontractors' provision. Leaders and managers have been slow to improve a number of key weaknesses identified at the time of the last inspection, for example improving the number of apprentices successfully completing their apprenticeship within the timeframe expected or further involving all employers in the planning, implementation and reviewing of their apprentices' learning and progress.
- The management of subcontractors and their performance has improved. Apprenticeship outcomes for each contractor have increased. Most are now high, although completion within the expected timeframe remains low. Management information and reporting accurately reflect the performance of subcontractors. JGA carefully manages subcontractors' performance where it relates to contract compliance, especially recruitment profiles and progression towards apprentices' success. However, monitoring does not focus sufficiently well on standards of teaching and learning or set challenging targets for high apprentice outcomes.
- Staff are appropriately qualified, with suitable experience of coaching and assessing learners in the workplace. Subcontractors have extensive vocational knowledge and very good relationships within their chosen sector that benefit learners well. A strong focus on staff development has ensured most staff now hold the relevant qualifications to adequately support the development of learners' English and mathematics capabilities within the workplace.
- Subcontractors value the quarterly contractor advice and information sharing events organised by JGA. However, where pockets of better practice exist, both within subcontractor staff and with JGA's own staff, these are not identified systematically through any of the existing monitoring processes or shared to improve standards overall.
- Arrangements for the observation of teaching, learning and assessment now cover every aspect of the learner experience and have contributed to improved scrutiny of subcontractors' work. However, observations do not focus sufficiently on learning and the progress learners are making. Observation records often do not provide enough evidence to support the grade resulting in an over-generous view of the quality of learning. Action plans following the observations fail to link to suitable professional training and development, and staff training does not target key areas identified for improvement, for example in-class behaviour management. Management has reviewed existing arrangements to improve the quality of the observation process but has not yet taken action to rectify the acknowledged shortcomings.
- The provider's evaluation of its own provision is thorough and actively involves all subcontractors. The self-assessment report identifies most, but not all, areas for



improvement identified at this and the last inspection. The quality improvement plan is detailed; however, a number of key targets have been missed. JGA recognises the pace of improvement must increase more rapidly.

- Available data and information on learner and employer needs at a local and at a national level are not used sufficiently well to review and plan provision. However, JGA now contracts with high-quality subcontractors who do provide a wide range of accessible, relevant provision, often to small and very small employers and their staff.
- JGA and subcontractor staff accurately reflect the diverse range of learners found in the areas covered by the contract, and staff across the provision promote equality and diversity adequately. However, the extent to which managers analyse the performance of different groups of learners and act upon the analysis is insufficient. Overall, subcontractors have appropriate policies and procedures in place.
- JGA meets its statutory requirements for adequately safeguarding learners. The management of subcontractors' safeguarding arrangements are appropriate.

## Record of Main Findings (RMF)

### JGA Group

<b>Inspection grades are based on a provider's performance:</b>  1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	<b>Overall</b>	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ Learning programmes	Apprenticeships	Employability	Community learning
<b>Overall effectiveness</b>	<b>3</b>	-	-	-	-	-	3	3	-
Outcomes for learners	<b>3</b>	-	-	-	-	-	3	3	-
The quality of teaching, learning and assessment	<b>3</b>	-	-	-	-	-	3	3	-
The effectiveness of leadership and management	<b>3</b>	-	-	-	-	-	3	3	-

<b>Subject areas graded for the quality of teaching, learning and assessment</b>	<b>Grade</b>
<b>Health and social care</b>	<b>3</b>
<b>Employability training</b>	<b>2</b>
<b>Foundation English</b>	<b>3</b>
<b>Business management</b>	<b>3</b>
<b>Marketing and sales</b>	<b>3</b>

## Provider details

<b>Type of provider</b>	Independent learning provider							
<b>Age range of learners</b>	16+							
<b>Approximate number of all learners over the previous full contract year</b>	Full-time: 506							
	Part-time: 276							
<b>Principal/CEO</b>	Mrs Jane Goodwin							
<b>Date of previous inspection</b>	September 2012							
<b>Website address</b>	www.jga-group.co.uk							
<b>Provider information at the time of the inspection</b>								
<b>Main course or learning programme level</b>	<b>Level 1 or below</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4 and above</b>	
<b>Total number of learners (excluding apprenticeships)</b>	16-18	19+	16-18	19+	16-18	19+	16-18	19+
<b>Full-time</b>	-	-	-	-	-	-	-	-
<b>Part-time</b>	-	-	-	-	-	-	-	-
<b>Number of traineeships</b>	16-19		19+		Total			
	-		-		-			
<b>Number of apprentices by Apprenticeship level and age</b>	<b>Intermediate</b>		<b>Advanced</b>		<b>Higher</b>			
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	34	30	17	112	0	0	0	0
<b>Number of learners aged 14-16</b>								
<b>Full-time</b>	-							
<b>Part-time</b>	-							
<b>Number of community learners</b>	-							
<b>Number of employability learners</b>	268							
<b>Funding received from</b>	Skills Funding Agency (SFA)							
<b>At the time of inspection the provider contracts with the following main subcontractors:</b>	<ul style="list-style-type: none"> <li>■ Dynamic Training UK Limited</li> <li>■ Skill-Serve Training Limited</li> <li>■ Touchstone Educational Solutions Limited</li> <li>■ Communities into Training and Employment</li> <li>■ New Challenge</li> <li>■ Tower College</li> </ul>							

## Contextual information

JGA Group and its subcontractors provide vocational and apprenticeship training to learners primarily located in small and medium-sized business in and around Greater London and the south east of England. In addition, JGA provides impartial and independent careers advice and guidance to local schools in the North West London area, initial advice and guidance for the National Careers Service and employability training for long-term unemployed.

## Information about this inspection

**Lead inspector**

Julie Steele HMI

Two of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the quality manager as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three 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 relevant 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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