

Proposals for adult and community learning inspections from 2010

Consultation document

Ofsted is reviewing arrangements for the inspection of adult and community learning to ensure that they are coherent and well matched to the needs of the user and the quality of the service, and that they develop our ability to target inspection where it will make the most difference. This consultation outlines how we propose to develop and use the common inspection framework to focus on improvement in adult and community learning and to ensure inspections for providers who offer a range of programmes are coherent.

The closing date for the consultation is 29 December 2009.

Age group: Post-19

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The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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About Ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) was established in April 2007. It has responsibility for the regulation and inspection of day care and children's social care, and the inspection of local authority children's services, schools, colleges, initial teacher education, work-based learning, adult and community learning, nextstep¹, employability programmes and Children and Family Court Advisory and Support Services (Cafcass).

Inspection provides an independent, external evaluation of the quality and standards of provision. It aims to raise standards and improve outcomes for children, young people and adult learners and improve the quality of their lives.

The published inspection report tells the users (learners, parents/carers, employers), the provider (training provider, local authority, charitable organisation, college, employer, school) and the wider community about the quality of education offered and whether learners achieve as much as they can. The findings from the inspection provide information to users about how well the provider compares with others locally and nationally, and sets out for providers what needs to be done to improve.

Her Majesty's Chief Inspector's Annual Report to Parliament on the quality and standards of education in England is based on all the inspections conducted in the previous year, including those that focus on themes across the system.² This 'state of the nation' report demonstrates that inspection drives improvement in policies, as well as in individual providers. Inspection also provides a unique opportunity to highlight, disseminate and validate the good practice that is found in the system.

Ofsted requirements and priorities

The Education and Inspections Act 2006 established the new Ofsted.³ It requires Ofsted to carry out its work in ways that encourage the services we inspect and regulate to:

- improve
- be user-focused
- be efficient and effective.

¹ Nextstep offers face-to-face help and support about training, learning and the world of work (www.nextstep.org.uk).

² The Annual Reports are available via our website: www.ofsted.gov.uk/Ofsted-home/Publications-and-research.

³ www.opsi.gov.uk/acts/acts2006/ukpga_20060040_en_1.

The Act requires the Chief Inspector to devise a framework for the inspection of the FE and skills system, including a common set of principles applicable to all inspections of FE and training. This includes adult and community learning. An outline of the framework is included at Annex A. Ofsted carries out inspection of adult and community learning in accordance with responsibilities under part eight, chapter three of the Education and Inspections Act 2006.⁴

Ofsted's strategic plan sets out the ways in which we will meet these requirements.⁵ It states our intentions to ensure that inspection has more impact on outcomes for learners of all ages and to make inspection more coherent, rigorous and proportionate.

Introduction and background to consultation

1. Historically Ofsted has used adult and community learning as a generic term for that part of post-compulsory education and training that aims to engage with adults in the communities it serves. Generally, these communities are those who are most in need of learning opportunities to improve their life chances. Learning activities take place in a wide range of locations and at times to suit learners, including evenings and weekends.
2. Adult and community learning is offered by different types of organisations. These providers review the needs and the nature of the communities they serve, and offer a range of provision that meets these needs, targeted on those who will benefit most.
3. Many providers of adult and community learning also offer other types of learning programmes (for example, work-based learning). Ofsted believes that inspections of all programmes being offered by a provider should be aligned in a single inspection event. This would ensure a coherent and holistic approach to inspection for such providers, and would enable learners to make fair comparisons across different providers who offer the same programmes.

The purpose of the consultation

4. Ofsted would like to introduce a new framework and methodology to the inspection of adult and community learning.
5. Our proposals to introduce the revised common inspection framework and a new inspection methodology for adult and community learning from 2010 are set out in this consultation document.
6. We have already learned from piloting the Common Inspection Framework during 2009, and we used these insights to refine the framework so that it can

⁴ www.opsi.gov.uk/acts/acts2006/ukpga_20060040_en_12#pt8-ch3

⁵ *Raising standards, improving lives: The Office for Standards in Education, Children's Services and Skills Strategic Plan 2007–2010*, Ofsted, 2007; www.ofsted.gov.uk/publications/070179.

be applied to a wide range of settings. We intend to pilot these arrangements with providers in the coming autumn and spring so that we can develop our methodology to meet the changed demands on providers of adult and community learning.

The proposals in brief

What are the key differences proposed for the inspection of adult and community learning?

Before inspection

- Information on the performance of providers would be assessed annually to plan the inspection programme for the forthcoming year; this would include determining the focus and frequency of inspection. In this way, inspection would be proportionate to risk.
- Satisfactory providers would have an inspection at least every four years. High-performing providers may have up to six years between inspections. The outcomes of the annual selection process could, therefore, bring forward or delay the next inspection.
- An interim assessment would be carried out within three years of an inspection for high performing providers. This would be published on our website.
- As they become available for adult and community learning providers, performance indicators from the Framework for Excellence would be used in the annual selection process.
- The notice period for inspection would be reduced.

During inspection

- The common inspection framework 2009 builds on the previous framework, which was used by all providers in the FE and skills system. An outline of the revised framework can be found at annex A.⁶ The common inspection framework 2009 has:
 - a greater focus on how providers meet users' needs
 - a greater focus on listening to learners' views
 - a greater focus on learning through teaching, training and assessment
 - grades for equality and diversity, safeguarding and value for money that will contribute to the judgement on leadership and management
 - more emphasis on the Every Child Matters outcomes, appropriately adapted for adult learners, including greater emphasis on a wider range of outcomes for learners where appropriate⁷

⁶ The framework is on our website: www.ofsted.gov.uk/publications/090106

⁷ www.everychildmatters.gov.uk/aims/.

- an increased focus on the progress made by different groups of learners
 - the introduction of limiting judgements for safeguarding and equality and diversity that will affect the maximum grade which can be achieved for overall effectiveness
 - a strengthened approach to judging capacity to improve, in recognition of the sector's drive for greater involvement in its own regulation.
- A sample of provision would be inspected, aiming to represent the overall provision offered by the provider. Where feasible, sector subject areas will be used, but where there is a mix of subjects, inspectors may report on types of learning, for example, community based learning or informal adult learning.
 - The avoidance of duplication and multiple inspection visits would continue to be a priority in inspection planning. This would include arrangements for inspecting sub-contracted work and provision delivered through groups of organisations.

After inspection

- Reports would include more detailed recommendations.
- Reports would have a summary section that could be used by learners and employers.

Proposed changes to inspections in adult and community learning in detail

The different types of inspection a provider might receive under the proposed changes

7. The following table sets out the frequency and type of inspection a provider might receive under the proposed changes:

Inspection type	Triggered by	Aims
Interim assessment	Three years after inspection if no inspection is planned in the fourth year.	Based on the evidence from the annual inspection selection exercise. To be summarised in a published letter to the provider.
Inspection	At least four yearly for those graded satisfactory and for new providers. For high performing providers, up to six years between inspections. This is dependent on results from annual inspection selection exercise.	To inspect all aspects of the revised common inspection framework, including multiple remits. To carry out where possible a single inspection event, covering all direct and sub-contracted provision offered by the provider. Increased emphasis on teaching and learning, outcomes for learners, users' views, and value for money, equalities, safeguarding.

Focused monitoring visit	<p>Normally within two years for providers with satisfactory overall effectiveness, with a satisfactory or lower grade for capacity to improve.</p> <p>Any provider may have a focused visit/s based on the annual inspection selection exercise.</p>	<p>All focused monitoring visits will be thematic in approach. The themes will be informed by the annual inspection selection exercise and previous inspection outcomes. There will be a focus on capacity to improve.</p> <p>There will be an increased emphasis on teaching and learning, the learner's experience and users' views.</p>
Survey visits	<p>Survey inspection visits might take place at a selected number of providers each year.</p>	<p>The survey programme could include thematic enquiries linked to national issues and those arising from HMCI's annual report, as well as visits focusing on sector subject areas.</p>

For providers found to be inadequate

Reinspection monitoring visit	<p>Inadequate overall grade or inadequate grade for an aspect at previous inspection. These will take place 6–8 months following the most recent full inspection.</p>	<p>To inspect themes identified through previous inspection. There will be two mandatory themes:</p> <ul style="list-style-type: none"> ■ outcomes for learners ■ self-assessment and improvement planning. <p>The remaining themes will focus on progress since the last inspection. Although they may include a check that areas of strength are being maintained, the emphasis should be on identified areas for improvement and recommendations from the previous report.</p>
Partial reinspection	<p>Inadequate grade for an aspect at previous inspection. Will take place 12–15 months following most recent full inspection.</p>	<p>To focus on the aspects of provision judged inadequate at the last full inspection. This will also focus on a provider's capacity to improve.</p>
Full reinspection	<p>Inadequate overall grade. Will take place 12–15 months following previous full inspection.</p>	<p>To inspect all aspects of the common inspection framework across all types of provision.</p>

What does this mean for providers?

8. These different types of inspection will be used depending on the outcomes of inspection and the annual inspection selection exercise. The type of inspection activity will be proportionate to risk and selected according to the level of performance of the provider.

For high performing providers

9. Each high performing provider will have an annual desk-based assessment to review if their levels of performance have improved or been maintained at high levels since the last full inspection. If the assessment shows that their performance remains high they will receive an interim assessment letter three years after inspection. All providers will have an inspection at least within six years of their last full inspection. A sample of high performing colleges and providers will be inspected in each year.

For satisfactory providers

10. A provider that was awarded a satisfactory grade for overall effectiveness during its inspection would have a full inspection within four years of its most recent full inspection, if the risk assessment revealed that its performance remained broadly the same. If the risk assessment demonstrated that the provider's performance was improving significantly their inspection could take place more than four years since their last inspection and they would receive an interim assessment letter three years after their inspection.
11. Ofsted defines 'satisfactory, not improving', as a provider which was graded satisfactory for overall effectiveness and satisfactory or inadequate for capacity to improve. If a provider was found to be 'satisfactory not improving' at its last inspection it could also receive a focused monitoring visit within two years of inspection, following an annual risk assessment. This focused visit would include a review of their capacity to improve. The interval between full inspections would be up to four years for these providers.

For inadequate providers

12. A provider who was awarded an inadequate grade for overall effectiveness would receive a reinspection monitoring visit within 6–8 months of the previous inspection to assess progress that is being made. This will be followed by a full reinspection within 12–15 months of the last full inspection.
13. Providers who were awarded an inadequate grade for an aspect at the last inspection will receive a reinspection monitoring visit within 6–8 months and a partial reinspection within 12–15 months.

Before inspection

Inspections will be more proportionate to risk and focused on improvement

14. These proposals outline how the frequency and type of inspection will be proportionate to risk and focused on improvement. Most providers will continue to have an inspection every four years, but for high-performing providers the time between inspections could be up to six years. If a provider's performance is weak or faltering, or if a provider is new, they could be inspected more frequently than every four years.
15. The selection of providers for inspection will be based on an analysis of information about the provider's performance. Much of this information is already in the public domain.
16. An annual selection exercise will be undertaken that will look at information about each provider's performance. Indicators for this assessment will include:
 - information from the previous inspection (where available)
 - analysis of the self-assessment report
 - success rates for a range of qualifications and frameworks, both accredited and non-accredited – where the validity of the latter can be assured
 - retention rates
 - absence of an individual learner report where one should be produced
 - outcomes from the Framework for Excellence, including user views, as they become available
 - trend data over the last three years
 - findings from Ofsted survey visits
 - how long the provider has been established
 - any significant changes to the type, location and mix of provision or to learner numbers.
17. This annual exercise will inform inspection planning and determine when a provider should be inspected. It will also provide information for the focus of the inspection.
- Q1. Inspection will be proportionate to risk. Ofsted will prioritise the inspection of satisfactory and inadequate provision, and provision that has not been inspected, previously.

Do you agree that the range of indicators used to prioritise inspection activity is appropriate?

- Q2. Most providers will be inspected every four years. Following an annual selection exercise, some high-performing providers may have a gap of six years between inspections.

Do you agree that a gap of six years between inspections for high-performing providers is appropriate?

Notice periods

18. Employers and learners have told us that they would welcome inspections where shorter notice is given to enable inspectors to see the provision as it really is. Where we have reduced notice periods in other areas, providers tell us that this has worked well and the tendency to over-prepare for inspection has been reduced.
19. We would like to reduce notice periods to the shortest practicable length. Now that we have better quality and availability of data about adult and community learning, we believe that we can work with a three week notice period. We have already used pilot inspections of local authorities who offer complex provision to explore whether shorter notice periods are practical.
- Q3. We intend to introduce a reduced notice period of three weeks for the inspection of adult and community learning providers.

Do you agree with this proposal?

Inspection planning meeting

20. With the introduction of a shorter notice period, it may not always be feasible to set up a formal face to face meeting between the lead inspector and senior managers at a provider. In other areas of Ofsted's work, the planning meeting has taken place successfully using a telephone conference. This has the benefit of reducing travel for inspectors and enabling greater flexibility in the timing of the discussions to suit the provider.
- Q4. Do you agree that a telephone meeting will be an efficient way of preparing for inspection within the three week notice period?

During inspection

Aligned inspection

21. We know that some providers have not been satisfied when they have experienced separate inspection visits for the different areas of provision that they offer. We aim to maximise the value of inspection by covering in a single inspection all the learning and skills provision an organisation offers. We have already started to do this successfully in the inspections of local authorities which offer a range of provision.

22. Single inspection events may involve specialist inspectors or inspection teams with particular expertise. For example, a provider that offers work-based learning and also runs family learning and community learning courses would have all aspects inspected at the same time.
 23. Many providers who hold contracts for government-funded training currently subcontract part of the provision to other providers. This is common in the adult and community learning sector. Similarly, some provision is delivered through a consortium, federation or partnership. When we inspect a single organisation, we would seek to inspect all its government-funded provision, regardless of whether this is via a grant, a direct contract, a sub-contract or partnership. In all contracting arrangements, we would hold to account the lead contractor for overall quality and delivery, as well as each of the partners or subcontractors for their individual, agreed, contributions.
 24. Aligning the inspection of adult and community learning with that for other types of provision in the FE and skills system will ensure that learners will be able to make a fair comparison between different providers who offer similar programmes. For example, if a learner is seeking a work based learning programme which is offered in a local college, a training provider and an adult and community learning provider, they will easily be able to make comparisons if the inspection approach is the same across the three types of providers.
- Q5. Do you agree that wherever practical there should be a single inspection event when all aspects of a provider's learning and skills provision are subject to inspection at the same time?

Engaging with users

25. Inspectors will make a judgement about how well the provider engages with its users (learners, carers, employers). Inspectors will explore how well providers engage with users to bring about improvements. This will include:
 - the mechanisms that are used to communicate with users
 - the actions that are identified
 - the impact of the actions taken and the effectiveness of feedback to users
 - the effectiveness of the provider's learner engagement strategy, where appropriate.
26. There will be a wider range of inspection activities that involve collecting and using the views of learners, employers and partners. These may include: focus groups, on-site interviews and telephone interviews. We have piloted a number of initiatives with different types of providers in the sector (private and third sector providers, local authorities and colleges). For example, we have advertised a confidential email address for users to present their views on their programmes to inspectors in the three weeks before the inspections. This has been welcomed by learners and employers.

Q6. Do you agree with the range of activities that inspectors will undertake to:

- gather the views of learners and other users
- explore how well the provider engages with users to bring about improvements?

Every citizen matters

27. We have adapted the Every Child Matters outcomes for use in all inspections in the FE and skills system where appropriate, and judgements on the outcomes will contribute to the main grade for outcomes for learners. We will use the term every citizen matters, as 'Every Child Matters' is not applicable to the majority of adult learning settings – with the exception of family learning.

Q7. Do you agree that there should be an increased emphasis on a wider range of outcomes for learners which encourage healthier, competent and capable citizens who enjoy learning?

The achievement of specific groups of learners

28. Inspectors will focus on whether particular groups of learners are achieving as well as they should, including those whose circumstances make them vulnerable and the most able. We will specifically judge how well a provider fulfils its duties in terms of equality and diversity and the impact on learner achievements. Inspectors will use a range of data, learner feedback and other information to help them make judgements about the achievement of different groups of learners.

Q8. Do you agree that inspectors should focus more attention on the achievement of different groups of learners?

Employer engagement

29. Given the increasing focus of adult and community learning on promoting social and economic inclusion, inspectors will be exploring the extent to which local employers are engaged in the design of the curriculum, the delivery of learning (where appropriate) and how useful they find it in raising the skills levels of their employees.

Q9. Do you agree that inspectors should gather employers' views during the inspection of adult and community learning?

Capacity to improve

30. A significant judgement arising from inspection will remain the overall effectiveness of the college or provider. Given the sector's desire for greater responsibility for its own regulation, more emphasis will be placed on the capacity of the provider to improve than is currently the case. Self-assessment is vitally important; a provider that does not know its own strengths and weaknesses is unlikely to be able to put in place well targeted plans which lead

to improvement. The judgement on capacity to improve will continue to include an assessment of the effectiveness of the steps taken to improve the provision for learners since the last inspection. In addition, inspectors will look closely at performance management arrangements; the targets the provider is setting itself and its learners, and to consider whether they are sufficiently ambitious, whether they are realistic, and whether the resources being allocated to them are likely to lead to their achievement.

Q10. Do you agree that inspection should take more account of the capacity of the provider to improve?

31. We propose to explore how we can use our inspection methodology to examine the different aspects of adult and community learning using a sampling approach to the range of provision that is offered. We recognise that the nature of the adult and community learning offer will be very different in each locality; responding to identified needs and drawing on the facilities and expertise of different partners from the public, private and third sectors. We are therefore proposing to enhance the focus on partnerships working in our future adult and community learning inspections. This will focus on how a provider has worked with partners to improve opportunities and outcomes for learners.

Q11. Should inspection focus on the quality of partnership arrangements and their impact on opportunities and outcomes for learners?

After inspection

Inspection reports

32. We would like to ensure that our reports are clear, helpful and accessible to all users.

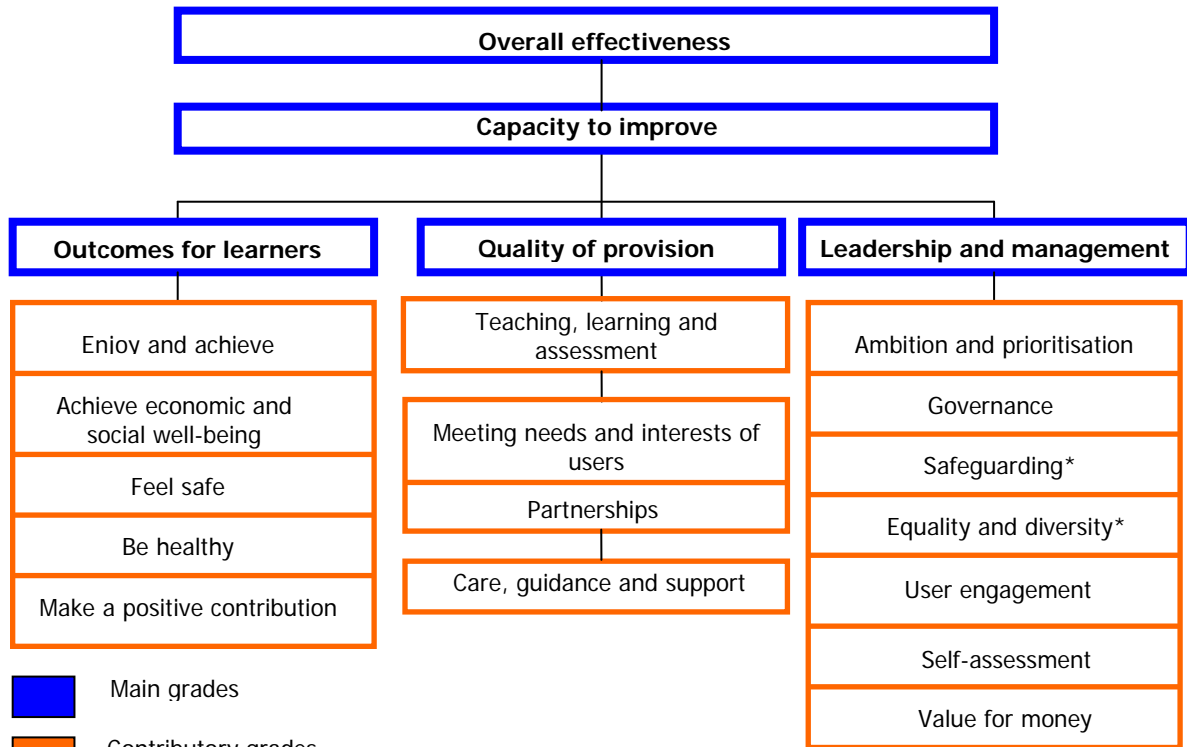
33. Proposals to revise the structure of inspection reports include:

- sharper recommendations to promote improvement
- recommendations that focus on areas for improvement as well as satisfactory areas
- a summary section in the report which can be used by learners and employers
- a revised style with fewer paragraphs of text and more 'bullet point' sentences that highlight the main judgements
- reports published on our website within 25 working days of the inspection visit.

Q12. Do you agree with the proposals to revise inspection reports?

Annex A. Summary of the Common Inspection Framework 2009

Structure of grades



* These grades may limit the overall effectiveness grade

Annex B. The consultation

Consultation questions

We welcome your responses to this consultation paper. The consultation remains open until 29 December 2009.

There are three ways you can submit your responses to the questions and any other comments.

Online questionnaire

Visit our website to complete and submit the online questionnaire:
<http://85.234.135.179/index.php?sid=37192&lang=en>.

By hand

The questionnaire in this version of the consultation document can be filled in by hand.

Copies are available from our website: www.ofsted.gov.uk/publications/090242.

When you have completed the questionnaire, please post it to:

Adult and community learning consultation
Yasmin Sayed
Learning and skills development
Ofsted
7th Floor
Aviation House
London
WC2B 6SE

Onscreen

Visit our website to download the onscreen version of the consultation document:
www.ofsted.gov.uk/publications/090242. It has a questionnaire that you can complete on your computer.

When you have completed the questionnaire, please email it to lands@ofsted.gov.uk. Please put 'Response to adult and community learning consultation' in the subject line.

What happens next?

Who will be involved in developing the proposals and how?

These proposals have been informed by discussions with users, providers, partners and stakeholders. They reflect current and anticipated changes in the FE and skills

system, and government policies and priorities that will have an impact on adult and community learning.

October to December 2009 will be the main period of consultation and will involve:

- external consultation events
- an online consultation.

We will encourage and involve in the consultation learners, providers and their representative bodies, government departments, agencies and other organisations with an interest in inspection and the adult learning sector.

Publication of responses

We will publish a summary of responses in 2010.

Finalising inspection arrangements

Following the closure of the consultation, we will finalise inspection arrangements.

Outcomes of the consultation

In 2010 we will publish the outcomes of the consultation and final recommendations for the inspection of adult learning.

Common Inspection Framework 2009

We have already published the Common Inspection Framework 2009 for use in all college, work-based learning and nextstep inspections across the FE and skills system from 1 September 2009. It is available from our website (www.ofsted.gov.uk/publications/090106).

Handbook for inspectors

We have already published the handbook for inspectors for inspecting colleges, work-based learning and nextstep provision and it is available from our website (www.ofsted.gov.uk/publications/090105). Additional guidance will be added to the handbook for the inspection of adult and community learning following this consultation.

The consultation questionnaire

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and research to help us to become more effective, shape policies and inform inspection and regulatory practice.

We will treat your identity in confidence, if you disclose it to us. However, we may publish an organisation's views.

Are you responding on behalf of an organisation?

No please complete Section 1

Yes please complete Section 2

Section 1

I am:

- an adult learner/student/participant
 - a member of the public
 - an employee of a college
 - an employee of an external institution
 - an employee of an independent training provider
 - an employee of a local authority
 - an employee of a school
 - an employee of a specialist designated institution
 - an employee of a third sector organisation
 - a governor
 - a council member
 - other
(please specify)
-
- prefer not to say

Section 2

If you are completing the consultation on behalf of an organisation and would like us to consider publishing the views of your organisation, please indicate this below.

Organisation: _____

I represent:

- a college
 - an external institution
 - an independent training provider
 - a local authority
 - a school
 - a specialist designated institution
 - a third sector organisation
 - another type of organisation
(please specify)
-

Q1. Inspection will be proportionate to risk. Ofsted will prioritise the inspection of satisfactory and inadequate provision, and provision that has not been inspected previously.

Do you agree that the range of indicators used in paragraph 14 on page 10 to prioritise inspection activity is appropriate?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q2. Most providers will be inspected every four years. Following an annual selection exercise, some high-performing providers may have a gap of six years between inspections.

Do you agree that a gap of six years between inspections for high-performing providers is appropriate?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q3. We intend to introduce a reduced notice period of three weeks for the inspection of adult and community learning providers.

Do you agree with this proposal?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q4. Do you agree that a telephone meeting will be an efficient way of preparing for inspection within the three week notice period?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q5. Do you agree that wherever practical there should be a single inspection event when all aspects of a provider's learning and skills provision are subject to inspection at the same time?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q6. Do you agree with the range of activities that inspectors will undertake to:

- gather the views of learners and other users

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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- explore how well the provider engages with users to bring about improvements?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q7. Do you agree that there should be an increased emphasis on a wider range of outcomes for learners which encourage healthier, competent and capable citizens who enjoy learning?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q8. Do you agree that inspectors should focus more attention on the achievement of different groups of learners?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q9. Do you agree that inspectors should gather employers' views during the inspection of adult and community learning?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Q10. Do you agree that inspection should take more account of the capacity of the provider to improve?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q11. Should inspection focus on the quality of partnership arrangements and their impact on opportunities and outcomes for learners?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

Q12. Do you agree with the proposals to revise inspection reports?

Strongly agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Neither agree nor disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>	Don't know <input type="checkbox"/>
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Comments

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation process by ticking the box for that which most closely represents how you feel about each of the statements below.

I found the consultation information clear and easy to understand.

- Agree
- Neither agree nor disagree
- Disagree
- Don't know

I had enough information about the consultation topic.

- Agree
- Neither agree nor disagree
- Disagree
- Don't know

I would take part in a future Ofsted consultation.

- Agree
- Neither agree nor disagree
- Disagree
- Don't know

Is there anything you would like us to improve on or do differently for future consultations? If so, please tell us below.

Thank you for taking part in our consultation.

Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are gathering views from all sections of society. **We would like to assure you that all responses are anonymous and you do not have to answer every question.**

Please tick the appropriate box.

1. Gender

Female <input type="checkbox"/>	Male <input type="checkbox"/>	Transmale <input type="checkbox"/>	Transfemale <input type="checkbox"/>
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2. Age

Under 14 <input type="checkbox"/>	14–18 <input type="checkbox"/>	19–24 <input type="checkbox"/>	25–34 <input type="checkbox"/>	35–44 <input type="checkbox"/>	45–54 <input type="checkbox"/>	55–64 <input type="checkbox"/>	65+ <input type="checkbox"/>
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3. Ethnic origin

(a) How would you describe your national group?

British or Mixed British	<input type="checkbox"/>
English	<input type="checkbox"/>
Irish	<input type="checkbox"/>
Scottish	<input type="checkbox"/>
Welsh	<input type="checkbox"/>
Other (specify if you wish)	<input type="checkbox"/>

(b) How would you describe your ethnic group?

Asian		Mixed ethnic origin	
Bangladeshi	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African and White	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Caribbean and White	<input type="checkbox"/>
Any other Asian background (specify if you wish)	<input type="checkbox"/>	Any other mixed ethnic background (specify if you wish)	<input type="checkbox"/>
Black		White	
African	<input type="checkbox"/>	Any White background (specify if you wish)	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	Any other ethnic background	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
Chinese			
Any Chinese background (specify if you wish)	<input type="checkbox"/>		

4. Sexual orientation

Heterosexual <input type="checkbox"/>	Lesbian <input type="checkbox"/>	Gay <input type="checkbox"/>	Bisexual <input type="checkbox"/>
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6. Religion/Belief

Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>	None	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Other, please state:	<input type="checkbox"/>
Jewish	<input type="checkbox"/>		

7. Disability

Do you consider yourself to be a disabled person?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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