



Mindful
Education



The increasing role of education technology within Ofsted inspections

AoC Annual Conference

18 November 2025

Agenda

1. Our work
2. Analysis: Ofsted reporting on the use of education technology and digital skills
3. The role of technology within adult learning and apprenticeships, particularly for ESOL and inclusion
4. Panel Discussion: The importance of a holistic approach to the use of technology and artificial intelligence

Jenny Craig
Principal and CEO, Buckinghamshire College Group

Robin Webber-Jones
Deputy CEO - Executive Director of Curriculum,
Bedford College Group


Lindsey Smith
Assistant Principal – Apprenticeships, Nottingham College

5. Q & A



The background features several overlapping, semi-transparent geometric shapes in various shades of blue and dark blue. These shapes, which include triangles and polygons, are layered to create a sense of depth and movement. The text 'Our work' is positioned on the left side, overlaid on one of the blue shapes.

Our work



We create **media-rich professional courses and apprenticeships**, delivered in partnership with 65+ colleges and training providers across the UK

To date over 25,000 learners have studied through our partnerships

Our professional courses and apprenticeships



| Accounting



| Human Resources



| Law



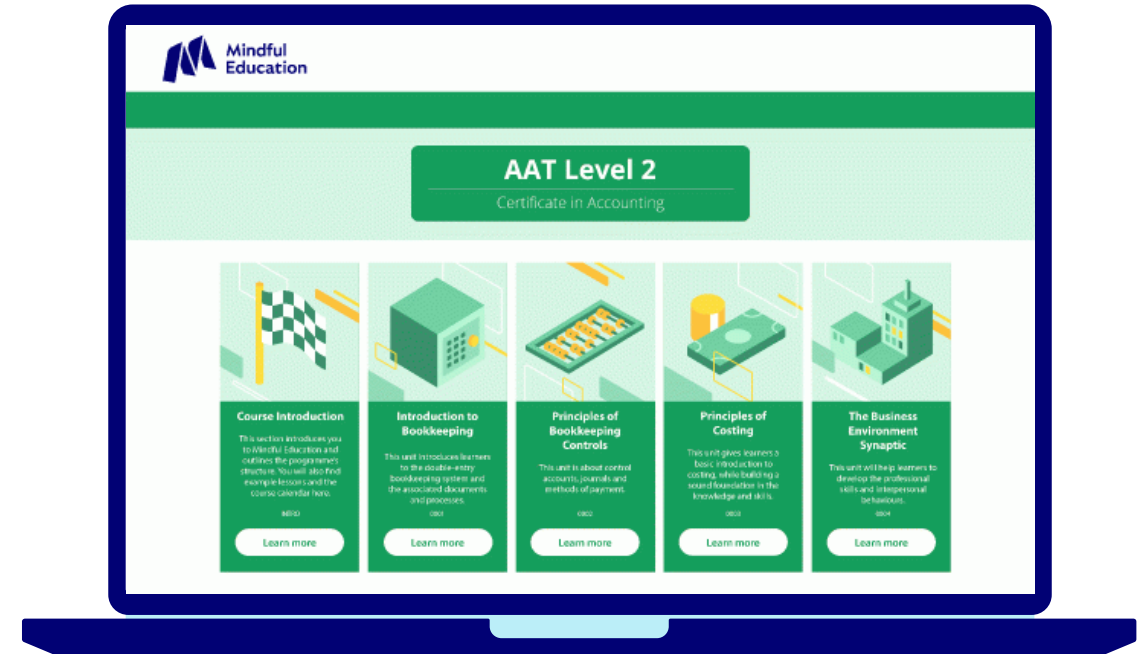
| Management



| Management



| Business

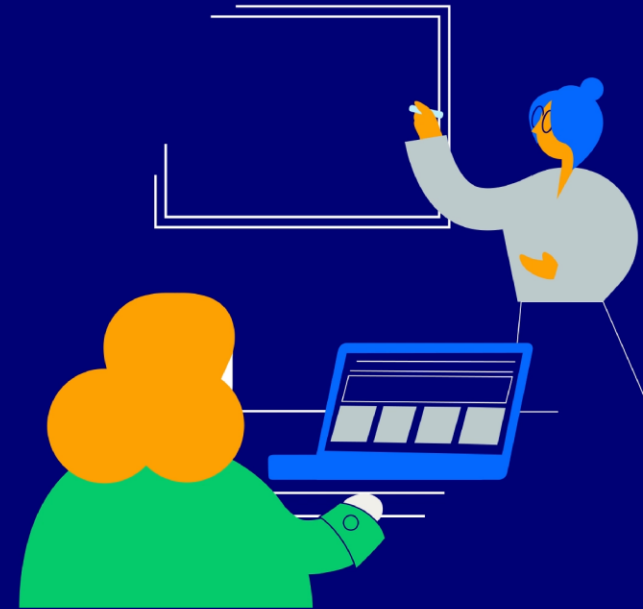


High-quality, flexible learning

Online



On Campus



Together with our college partners, we look to provide learners with the best of both worlds, helping learners reach their study goals and progress in their careers



Ofsted reporting on the use of education technology and digital skills

Background



Ofsted chief on provider complaints: 'We can't soft-pedal on inspections'

Amanda Spielman also warns overuse of online learning and self-study can be a 'toxic combination'



Billy Camden

🕒 13 Mar 2023, 14:31

[More from this author](#)



💬 See discussion





Ofsted reports for GFEs for the 2024/25 academic year

In total, Ofsted published inspection reports for 77 general further education colleges in the 2024/25 academic year (including monitoring reports).

We therefore decided to take a random sample of 22 full reports (c.25% of the total) to examine:

1. How often is education technology and digital skills referred to;
2. What qualitative comments there were regarding the use of technology by colleges; and
3. What Areas to Improve were identified by inspectors for all 22 colleges.



1. How often is education technology and digital skills referred to

From the random sample of 22 full Ofsted reports:

**'digital' or 'technology' was
mentioned 82 times**

**An average of 3.7 times per
Ofsted report**

Every report had at least 1 reference to 'digital' or 'technology' within it



2. Qualitative comments on the use of technology

“Students and apprentices benefit from high-quality resources and well-equipped classrooms and training environments. They value the dedicated immersive digital suites where technologists create stimulating learning experiences to bring the curriculum to life.

For example, students with high needs work in pairs to navigate a digital maze, giving instructions to a partner. This develops their recall of directions to prepare them to travel independently.”

City of Sunderland College

“Leaders successfully collaborate with regional stakeholders to access funding for immersive technology teaching resources for cross-campus teaching. These are used effectively in teaching courses such as health, sports science and construction.

As a result, students develop the skills required of the future workforce.”

East Sussex College Group



2. Qualitative comments on the use of technology

“Students with high needs receive effective individualised support from a well coordinated team of learning support assistants.

They benefit from using assistive technologies, such as reader pens, speech to text software and specialist therapies such as speech and language therapy and physiotherapy. Students participate in lessons confidently and gain greater independence.”

Blackpool and The Fylde College

“Leaders have an effective approach to staff development that staff value highly. They provide informative workshops on topics such as digital innovation and assessment for learning that support staff to enhance their practice.

Advanced practitioners show staff how to make the best use of technology in sessions and encourage them to take risks in trialing new digital tools.”

Bradford College



2. Qualitative comments on the use of technology

“In the majority of cases, teachers use a range of well-planned, useful assessment activities to reinforce and check understanding. For example, in adult level 2 accountancy courses, tutors make effective use of online exercises to check that learners have understood a particular theme.”

Boston College

“The blended approach using the Mindful Education platform provides learners with the opportunity to further develop their classroom learning, leading to learners knowing and remembering more over time.

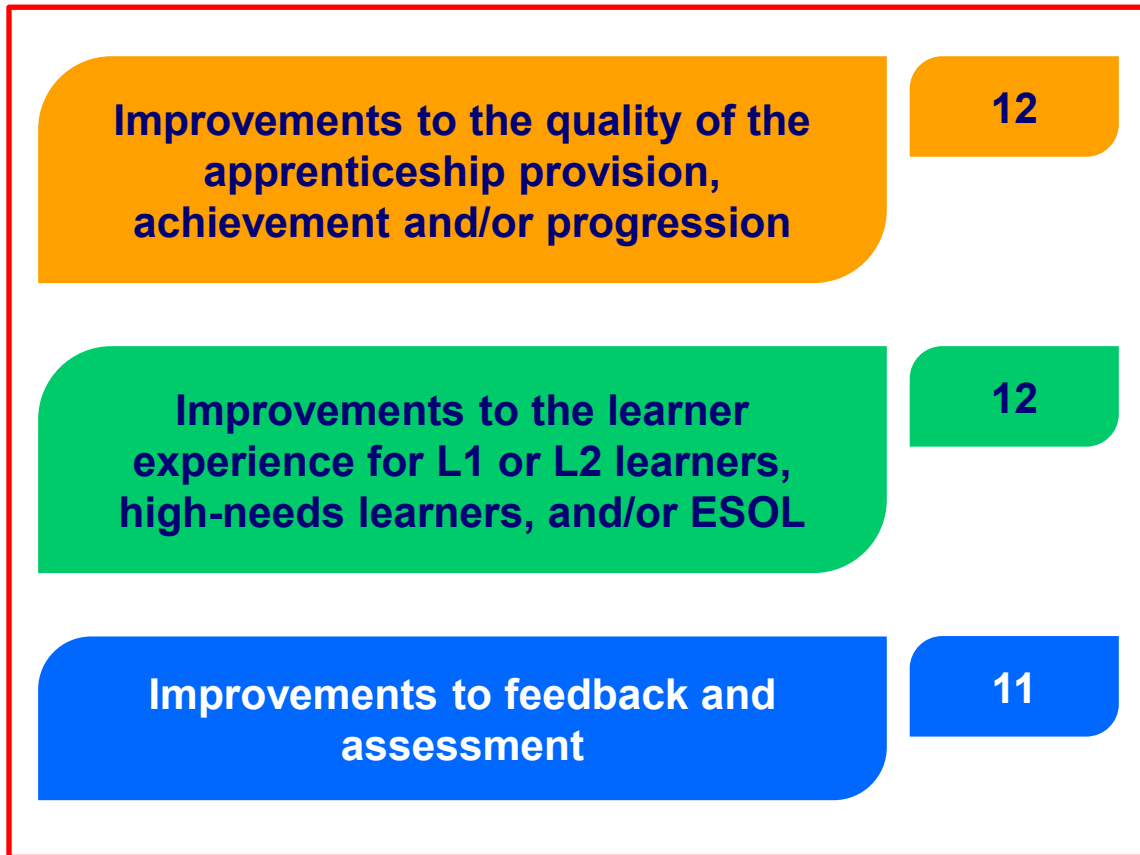
The online formative assessments are well used by tutors to assess learners’ areas of strength and areas for further development, supporting tutors to individualise learning and enabling learners to have focused input.”

Carlisle College, part of NCG



3. The main Areas to Improve themes

There were 66 bullet-pointed Areas to Improve at the end of each Ofsted report within the sample. From analysing these, they fell into the following 7 main categories:





3. The main Areas to Improve themes

Improvements to the quality of the apprenticeship provision, achievement and/or progression

- Several references to apprentices not progressing as planned, with concerns around overall achievement and timeliness
- Comments regarding the need to “strengthen quality assurance and improvement processes for apprenticeships”
- Also several comments about the need to involve employers more in the review of apprentice progress



3. The main Areas to Improve themes

Improvements to the quality of the apprenticeship provision, achievement and/or progression

College

Delivery and the 'Burden of Proof'

**Apprentice / Employer /
Skills England / Ofsted**



3. The main Areas to Improve themes

Improvements to feedback and assessment

- Several references regarding the need to improve the quality, regularity and speed of feedback for learners.
- Comments include the need to “provide all learners with **specific** feedback that identifies what they need to do to improve their work”.
- Additionally, there was emphasis on the importance of staff training on effective assessment methods, to allow staff to “accurately check how learners retain new learning and transfer this to their long-term memory”. Teachers should also be able to adapt their teaching appropriately, based on learner needs.

Learners need 24/7 access to their learning



Date (Day of week) / Sessions							
Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
00	57	82	113	117	80	51	63
01	37	38	50	58	40	27	30
02	25	25	32	30	24	20	12
03	13	22	26	24	20	16	15
04	16	18	18	29	12	12	13
05	21	32	47	33	35	32	19
06	36	80	129	108	74	56	35
07	74	172	225	199	179	135	82
08	139	355	408	441	377	273	112
09	208	603	762	718	605	500	170
10	307	675	845	848	706	672	209
11	368	718	933	944	736	614	259
12	415	660	776	800	668	512	261
13	424	820	827	837	750	527	282
14	447	798	903	879	732	537	333
15	452	756	786	816	699	463	294
16	429	716	772	850	725	439	279
17	465	678	847	752	629	338	256
18	397	747	1,101	930	656	261	240
19	452	731	902	803	616	268	253
20	461	726	888	699	489	277	242
21	426	574	593	566	389	221	237
22	314	427	416	408	267	179	201
23	170	252	221	252	148	116	129

Correct and incorrect feedback for every question



Cardiff and Vale College
Coleg Ceredigion a'r Fro

Mindful Education

HOME ▶ LESSON 2 ▶ VALUING ASSETS

Mindful Teacher Help & Support

Course navigation

UNIT OVERVIEW

LESSON 1

LESSON 2

Valuing Assets

Essential Practice

Optional Practice

LESSON 3

LESSON 4

LESSON 5

LESSON 6

LESSON 7

LESSON 8

LESSON 9

LESSON 10

LESSON 11

LESSON 12

LESSON 13

PREPARE FOR YOUR ASSESSMENT

Administration

COURSE ADMINISTRATION

Valuing Assets

Guide time: 1 hour 15 minutes

Welcome to this lesson about how to value assets. We're going to learn about the following topics:

Calculating the Cost of a Non-current Asset

Valuing Inventory

Inventory and Profit

Period End

Each of these topics have their own video below and there are various exercises for you to complete during this lesson.

You can access the Study Text for the lesson [here](#).

In the last lesson, Gill explained how to classify general ledger accounts and how to extend the trial balance.

We learned that it is important to classify accounts correctly in order to calculate profits or losses and to report on the financial position of a business.

Have a go at the questions below to see what you remember and get your brain engaged ready to complete this lesson.

Question 1

TA-FAPS-L2-0001

For each of the following transactions decide which account should be debited and which account should be credited.

Double Entry

Transactions	Debit	Credit
A business buys goods paying by debit card	Purchases	Bank
A business pays rent by direct debit	Rent	Bank
A business buys stamps paying with cash held in the office	Postage	Petty Cash
A business buys fuel using the company credit card	Motor Expenses	Payables Control
A business receives a cheque from a credit customer	Bank	Receivables Control
A business buys a new computer which is due to be paid for in 60 days	Property, Plant & Equipment	Payables Control

Correct, well done. When a business spends money the bank account balance is credited to reduce it and when money is received it is increased by a debit entry. The payables control and receivables control accounts are used in lieu of the bank account for transactions in which the cash is not paid or received immediately. A credit card company is a kind of payable.

Petty cash is used for small cash expenses. A petty cash float is usually held in the office for these purchases.

Question 1

TA-FAPS-L2-0001

For each of the following transactions decide which account should be debited and which account should be credited.

Double Entry

Transactions	Debit	Credit
A business buys goods paying by debit card	Purchases	Bank
A business pays rent by direct debit	Rent	Bank
A business buys stamps paying with cash held in the office	Postage	Petty Cash
A business buys fuel using the company credit card	Motor Expenses	Payables Control
A business receives a cheque from a credit customer	Bank	Receivables Control
A business buys a new computer which is due to be paid for in 60 days	Property, Plant & Equipment	Payables Control

Correct, well done. When a business spends money the bank account balance is credited to reduce it and when money is received it is increased by a debit entry. The payables control and receivables control accounts are used in lieu of the bank account for transactions in which the cash is not paid or received immediately. A credit card company is a kind of payable.

Petty cash is used for small cash expenses. A petty cash float is usually held in the office for these purchases.

Model answers for written tasks



The Sheffield College

Mindful Education

HomeUnit SettingsMindful TeacherHelp & Support

LEARNAPPLY & REFLECTEXPLORE

[Back to lessons](#)

Lesson 3 - Stages of the Employee Lifecycle

Guide time: 2 hours

This lesson focused on the work that people professionals carry out at different stages of the employee lifecycle.

Below, you will find two practical Apply and Reflect exercises for this lesson.

Remember to keep your own record of your responses for each Apply and Reflect exercise. Copies of file uploads should be stored on your own device, and written responses should be copied into a separate document and saved.

Exercise 1: Employee Lifecycle

People professionals play an important role in the employee lifecycle, undertaking numerous tasks to support the workforce at different stages.

In this activity you will evaluate the relationship between the work that you do and the different stages of the employee lifecycle.

Guide time: 40–50 minutes.

EXERCISE 1WTU-SC001-L3-AR-0001

Exercise 1: Employee Lifecycle

People professionals play an important role in the employee lifecycle, undertaking numerous tasks to support the workforce at different stages. In this activity you will evaluate the relationship between the work that you do and the different stages of the employee lifecycle.

Guide time: 40–50 minutes.

EXERCISE 1WTU-SC001-L3-AR-0001

Click on the link below to access the exercise template and follow the instructions.

[Exercise 1 - Employee Lifecycle](#)

Once you have completed the activity, upload your written response using the link below.

Upload your completed activity below.

Allowed file extensions: doc, rtf, txt, docx, odt, pdf

Max file size: 2MB

Drop your file here

Choose FileNo file chosen

Model Answer:

Your analysis will be individual to you; however, we have identified several examples to illustrate the relationship between HR activities and the employee lifecycle.

Resourcing involves attracting, recruiting and selecting staff, and is a major focus of people professionals. One aspect is likely to be the creation of an employee value proposition, which describes what the company offers its staff (for example, higher salaries or more generous reward packages than competitors). This acts as a powerful marketing tool for the organisation, and provides potential employees with information to decide whether they would like to work for the company. Other activities will include placing job adverts and running recruitment campaigns (for example, on social media). These will enable the organisation to reach a wider pool of talent.

Onboarding is often undertaken by managers; however, the process is generally designed and evaluated by people professionals. This enables the process to be both implemented and improved so that it continuously meets the needs of both the new starter and the organisation. It is likely that HR will also be responsible for delivering certain aspects of the onboarding process – for example, developing a comprehensive onboarding plan outlining timelines, goals and priorities. This approach enables the new starter to quickly settle into their role and become a contributing member of their team.

A key activity undertaken by people professionals is **development**. It is likely that HR will coordinate the organisation's approach to learning and development – for example, by determining an overall strategy. Managing the various learning opportunities available to employees (such as sourcing training providers and implementing coaching and mentoring schemes) enables HR teams to optimise their L&D budgets to support employee development.

Help & Support readily available



Welcome Back, Mindful

Mindful Teacher - Help & Support -

AAT Level 2
Certificate

- Your Course Leaders
- Raise a Support Ticket
- User Guide and FAQs
- Terms of Service
- Accessibility Statement
- What's New

Course Information

Learn about the course and try example lessons introducing you to features you'll find throughout the VLE. Find copies of the induction slides and your course calendar here.

MIND

[Learn More](#)

Introduction to Bookkeeping

Learn about double-entry bookkeeping systems and the associated documents, including processing transactions into the ledger accounts.

ITBK

[Learn More](#)

Principles of Bookkeeping Controls

Discover how to bank payments and complete control accounts. Understand reconciliation processes, journals and, following adjustments, redraft the trial balance.

POBC

[Learn More](#)

Principles of Costing

Be introduced to cost accounting, building a sound foundation in the knowledge and skills you'll need for more complex costing and management accounting.

PCTN

[Learn More](#)

The Business Environment

Learn key business concepts and their practical application, including the legal system, principles of contract law and the impact of wider economic issues on businesses.

BENV

[Learn More](#)

Starting Work in Accountancy

Learn about the skills and behaviours you will need to demonstrate at work and as part of your apprenticeship.

SWIA

[Learn More](#)

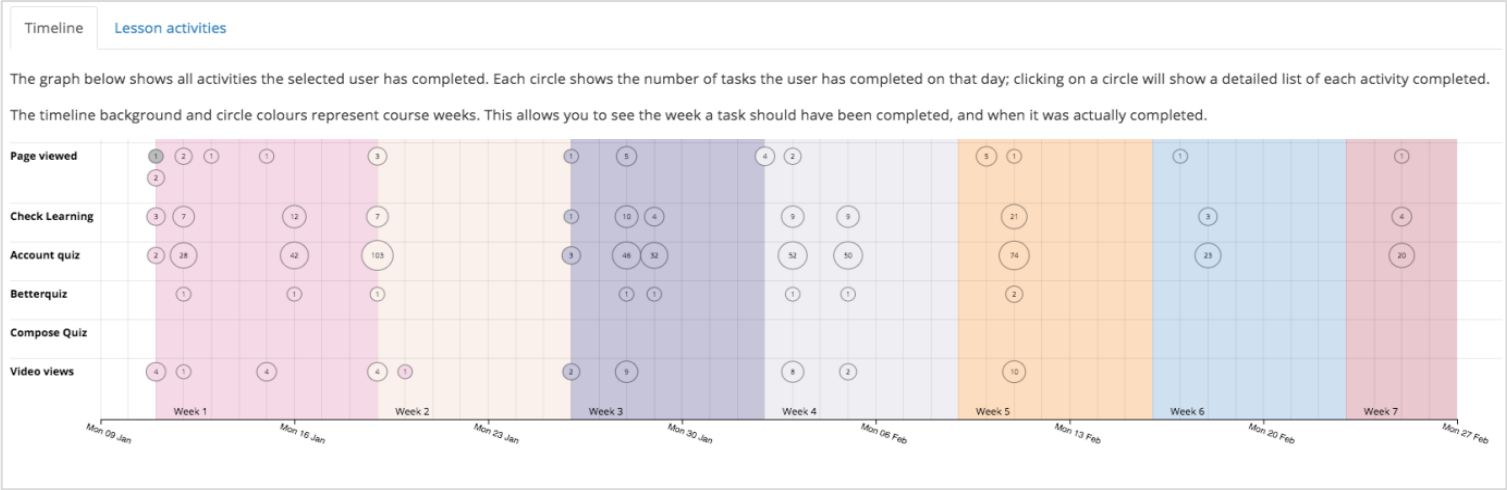
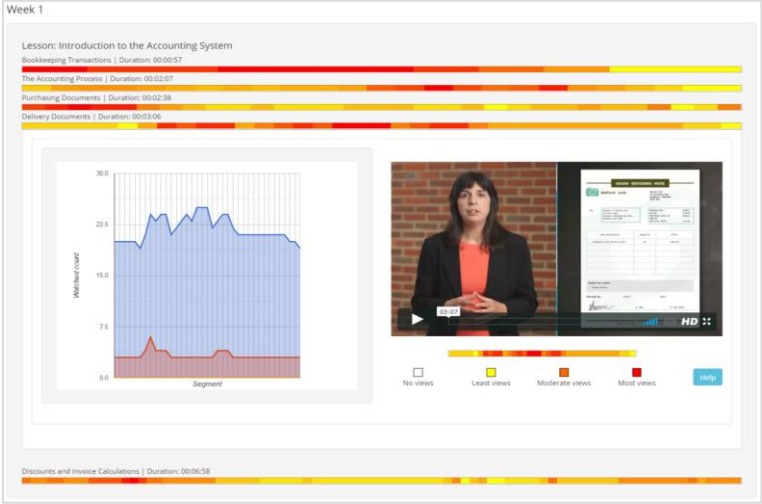
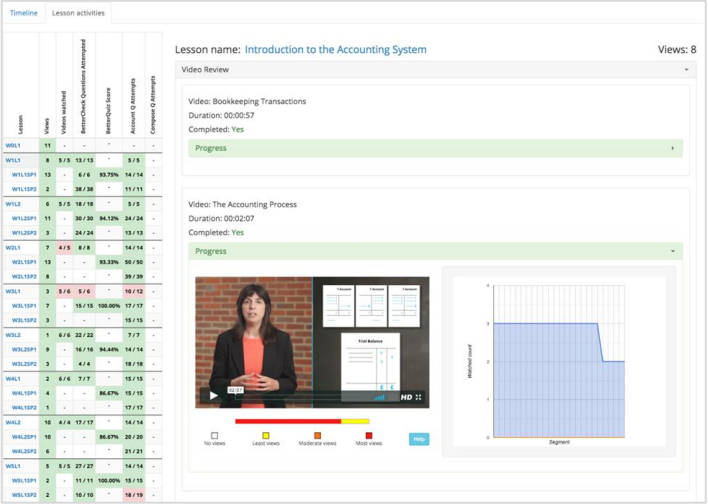
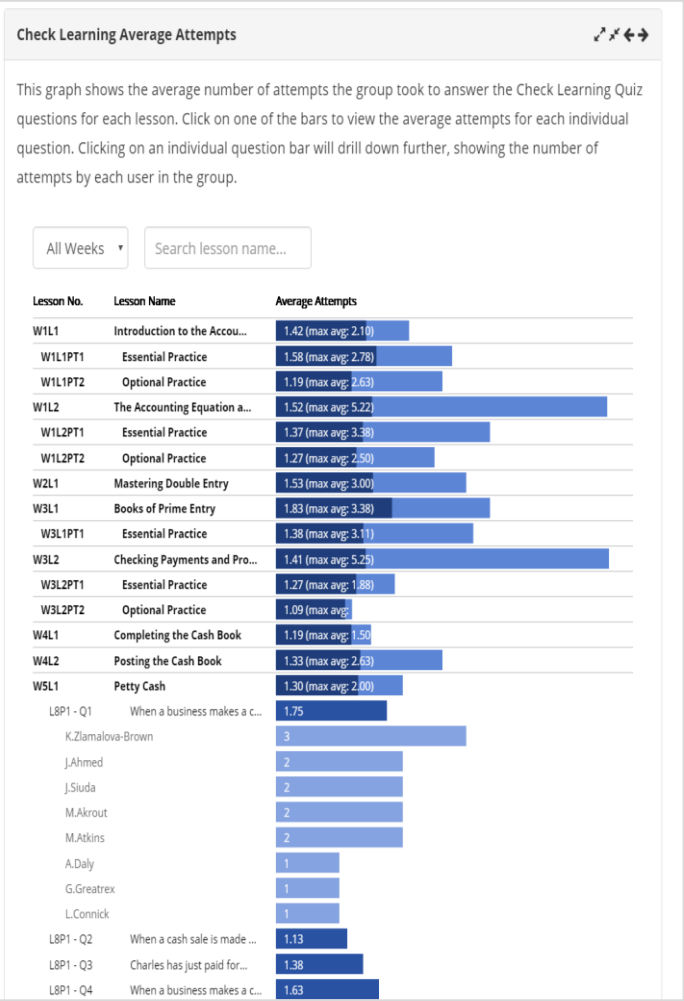
Calculations and Spreadsheets for Accountants

Revise fundamental maths calculations and learn some basic spreadsheet skills, both of which you will need at work and for your apprenticeship.

CASA

[Learn More](#)

Learner analytics and progress-tracking



Tutor training and guidance



BMet
improving careers, making dreams

Mindful Education

Welcome Back, Mindful

Mindful Teacher - Help & Support -

Mindful Education

Partner Hub

Welcome to the Partner Hub
Learn about Mindful Education, the structure of the Partner Hub and find out which sections might be most relevant to you.
WEL
[Learn More](#)

Implementation
This unit is for colleges and training providers to guide them through the implementation process with Mindful Education.
IMP
[Learn More](#)

Curriculum Team
This unit is designed for Curriculum Directors and Managers at colleges and training providers that work with Mindful Education.
CUR
[Learn More](#)

Tutors
This unit is designed for Tutors at colleges and training providers that work with Mindful Education.
TUT
[Learn More](#)

Marketing
This unit is designed for marketing teams at colleges and training providers that work with Mindful Education.
MAR
[Learn More](#)

Admissions Team (2023)
This unit is designed for admissions teams at colleges and training providers that work with Mindful Education. (AAT courses only)
ADM-2023
[Learn More](#)

Employer Engagement Team
This unit is designed for Business Development Teams at colleges and training providers that work with Mindful Education.
EET
[Learn More](#)

VLE access and training for delivery teams

Whether you're new to Mindful Education or have been a partner for some time, tutors and other members of the delivery teams can access live-online training sessions. On this page we will cover the following topics:

- Training sessions available
- Book your session
- Accessing your VLE
- Tutor training VLE
- Registration and familiarisation
- Learner analytics
- Learner (live course) VLE
- Additional training and support

Training sessions available

There are two main training sessions that will help you familiarise yourself with blended learning and our VLEs. The first focuses on planning and delivery and the second on learner analytics.

Blended learning – planning and delivery	This session provides information on blended delivery course structure, planning and delivery of On Campus sessions, expectations for learners, pedagogy and tutor resources. It also includes a demonstration of the VLE and an introduction to learner analytics.
Blended learning – analytics in practice	This session focuses on using learner analytics to monitor learner progress, plan On Campus sessions and identify resources to support learning.

The training sessions each take no longer than an hour and are tailored to subjects, so different members of the curriculum and quality support team will deliver the training depending on the course that the tutor will be delivering.

Book your session

You can book a familiarisation session by choosing from the list of courses and topics below:

Course	Meeting description	Meeting booking
AAT Levels 2, 3 & 4	Blended learning - planning and delivery	Book now



3. The main Areas to Improve themes

Improvements to the learner experience for L1 or L2 learners, high-needs learners, and/or ESOL

- Several Areas to Improve focused on the need to improve the quality of teaching for these learners, including the need to adapt teaching, check understanding regularly, and ensure learners fulfil their full potential
- Comments included “providing students with high needs with enough opportunities to develop their independent thinking and skills”
- Emphasis was placed on the importance of setting clear, realistic - but ambitious - targets for these learners



Our Learner Research Project: Accessibility and Inclusion

We contacted hundreds of past learners to get their feedback on how inclusive their blended learning experience had been with us and their college.

We created two surveys:

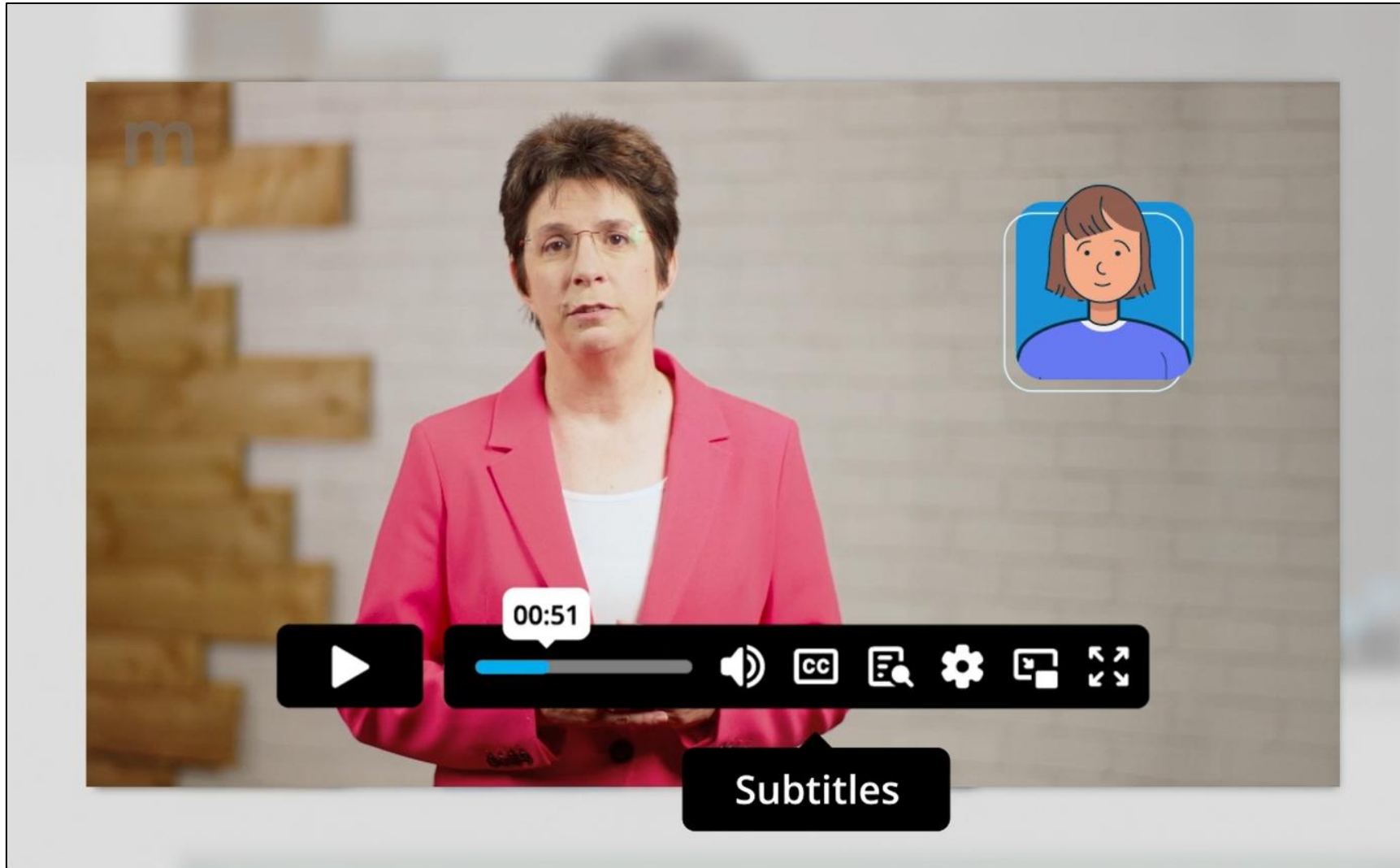
- The first was for **English for Speakers of Other Languages (ESOL)**, to understand the role of technology in their learning
- The second was for learners with **Special Educational Needs and Disabilities (SEND)**, to understand if our blended courses met their different needs

In total, we had:

**160 responses for our
ESOL survey**

**36 responses for our
SEND survey**

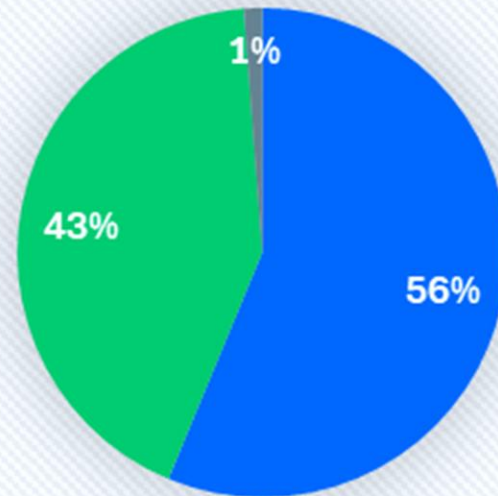
Our Learner Research Project: Accessibility and Inclusion





Our ESOL survey: Starting level of English

What level of English did you have when you were studying a Mindful Education/Online and On Campus course or apprenticeship?



- Intermediate (You can engage in everyday conversations and understand the main ideas of texts – CEFR B1–B2)
- Advanced (You can express ideas fluently and use English effectively in most contexts – CEFR C1–C2)
- ‘Beginner’ (You can use simple phrases and handle basic communication – CEFR A1–A2)



Our ESOL survey: Online and Use of Video

We asked:

“With the Mindful Education course you were able to study online. How much did this help you to understand the content of the course?”

Answers were on a scale of 0 to 10 (with 0 = ‘Not at all’, and 10 = ‘Very much’)

87% strongly agreed or agreed with this statement (score 7-10)

“How much did rewinding and rewatching the video resources help you to understand key concepts?”

Answers were on a scale of 0 to 10 (with 0 = ‘Not at all’, and 10 = ‘Very much’)

81% strongly agreed or agreed with this statement (score 7-10)



Our ESOL survey: Interactive Transcripts

“Did the transcripts (searchable records of everything said in the video) help you understand key concepts?”

Answers were on a scale of 0 to 10 (with 0 = ‘Not at all’, and 10 = ‘Very much’)

90% strongly agreed or agreed with this statement (score 7-10)

Why do video + transcripts matter for ESOL learners?



Our SEND survey: Different needs



Learning Difficulties and/or Disabilities

Do you have learning difficulties and/or disabilities? *

Yes

Please specify your primary learning difficulty and/or disability *

Visual impairment

Hearing impairment

Disability affecting mobility

Profound complex disabilities

Social and emotional difficulties

Mental health difficulty

Moderate learning difficulty

Severe learning difficulty

Dyslexia

Dyscalculia

Autism spectrum disorder

Asperger's syndrome

Temporary disability after illness (for example post-viral) or accident

Speech, Language and Communication Needs

Other physical disability



Our SEND survey: Online and Use of Video

We asked:

“With the Mindful Education course you were able to study online. How much did this help you to understand the content of the course?”

Answers were on a scale of 0 to 10 (with 0 = ‘Not at all’, and 10 = ‘Very much’)

95% strongly agreed or agreed with this statement (score 7-10)

“How much did rewinding and rewatching the video resources help you to understand key concepts?”

Answers were on a scale of 0 to 10 (with 0 = ‘Not at all’, and 10 = ‘Very much’)

92% strongly agreed or agreed with this statement (score 7-10)



Our SEND survey: Interactive Transcripts

“Did the transcripts (searchable records of everything said in the video) help you understand key concepts?”

Answers were on a scale of 0 to 10 (with 0 = ‘Not at all’, and 10 = ‘Very much’)

89% strongly agreed or agreed with this statement (score 7-10)



Our SEND survey: Use of assistive technologies

We asked:

“Did you use any of the following assistive technologies when studying on the Mindful Education VLE?”

33.3% - Visual tools (such as full-page zoom, high contrast)

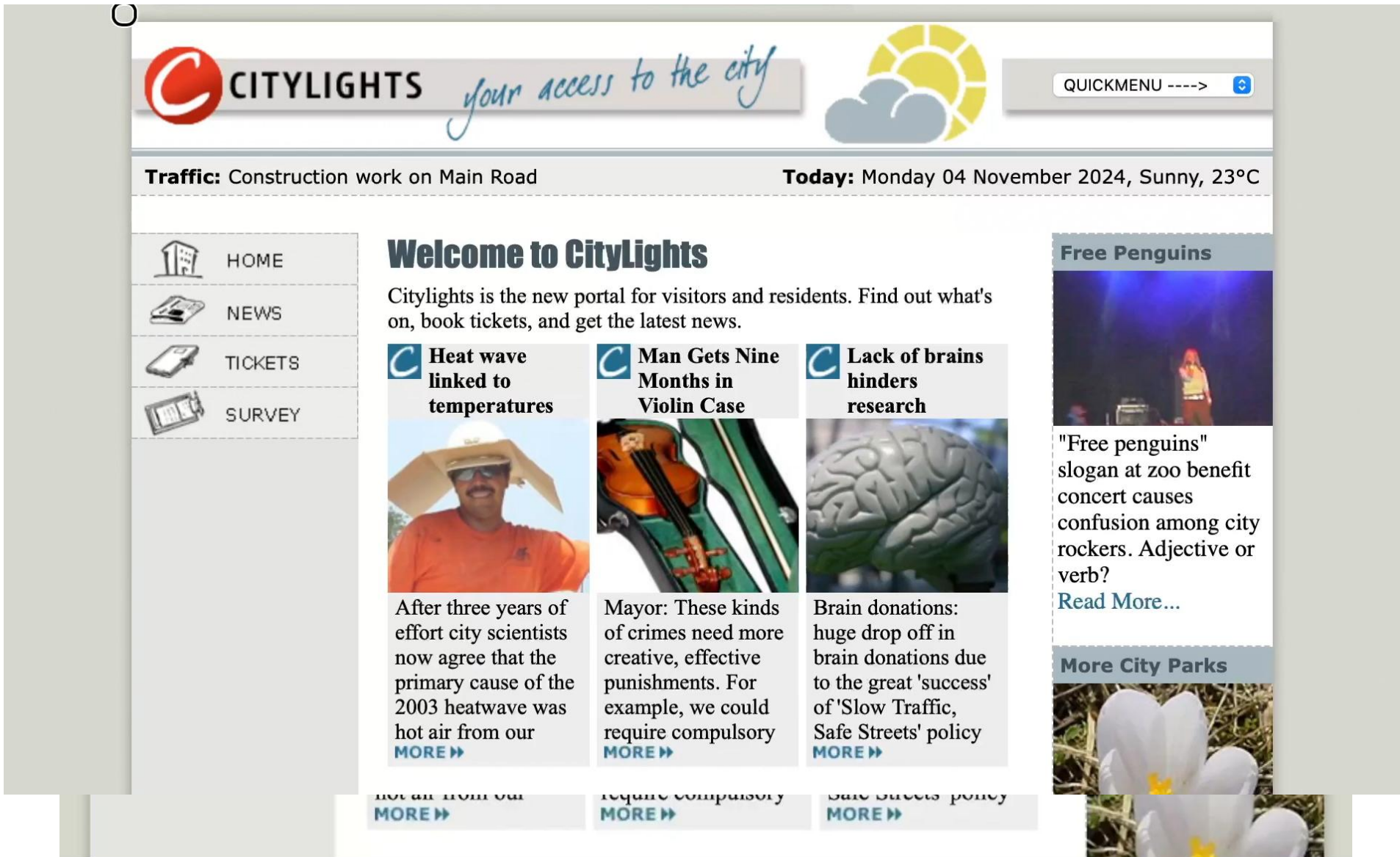
19.4% - Text-to-speech

8.3% - Speech-to-text

2.8% - Screenreader

55.6% - None of the above

Why online doesn't automatically mean inclusive





The increasing role of education technology within Ofsted inspections: Our Panel

- Jenny Craig

Principal and CEO
Buckinghamshire College Group

- Robin Webber-Jones

Deputy CEO - Executive Director of Curriculum
Bedford College Group

- Lindsey Smith

Assistant Principal – Apprenticeships
Nottingham College





The increasing role of education technology within Ofsted inspections: Q & A

- Jenny Craig

Principal and CEO
Buckinghamshire College Group

- Robin Webber-Jones

Deputy CEO - Executive Director of Curriculum
Bedford College Group

- Lindsey Smith

Assistant Principal – Apprenticeships
Nottingham College



Thank you!



Enjoy the rest of conference

Mark McKenna
Managing Director
mark@mindful-education.co.uk





Mindful
Education