



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Construction Industry Training Board (CITB)
Unit 4 & 5 Bridgend Business Centre
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CF31 3SH**

Date of inspection: May 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the provider's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with section 77 of the Learning and Skills Act 2000.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

The Construction Industry Training Board (CITB) acts as a managing agency for the delivery of learning programmes funded by the Welsh Government. The provider manages the delivery of training frameworks in construction, planning and the built environment.

The provider contracts with the following further education institutions and other delivery partners for the delivery and assessment of training programmes, including foundation apprenticeships, apprenticeships and higher apprenticeships.

- Bridgend College
- Cardiff and Vale College
- Coleg Cambria
- Coleg Y Cymoedd
- Coleg Ceredigion
- Coleg Sir Gar
- Hyfforddiant Ceredigion Training
- Coleg Gwent
- Grŵp Llandrillo Menai
- Jones Brothers, Ruthin, (Civil Engineering) Co Ltd
- Grŵp NPTC Group
- Pembrokeshire College
- Smarter Training Group
- The College Merthyr Tydfil

Summary

The provider's current performance	Good
The provider's prospects for improvement	Excellent

Current performance

The rates at which learners achieve their training frameworks and other qualifications are good. Nearly all current learners are making strong progress towards completing their training frameworks. Learners develop high levels of practical skills in the workplace. This results in learners gaining and sustaining employment in the construction industry. Learners are well motivated and engage fully in their training programmes. They enjoy their training and work well with their employers, tutors, assessors and employers.

The quality of teaching, training and assessment is good. Most apprenticeship officers, tutors and assessors have high expectations of their learners and give them beneficial levels of personal support. The provider has comprehensive procedures in place to ensure that learners receive good care, support and guidance. There are detailed safeguarding arrangements in place.

The provider's senior management team have been very effective in setting a clear strategic direction for the delivery of their work-based learning contract. The provider manages its work-based learning contract effectively.

Prospects for improvement

The provider's prospects for improvement are excellent because:

- The rates that learners achieve their training frameworks and other qualifications are good and improving
- Learners achieve practical skills and theory knowledge that helps them gain and sustain employment
- Partnership arrangements with employers are particularly effective and give learners outstanding opportunities to develop high level practical skills
- The provider's senior management team are highly effective at supporting further education and delivery partners to improve and strive for excellence
- The provider's ethos and key strategic direction has a clear focus on improving learner outcomes and the quality of construction training
- The provider has developed a high quality system to track learners' progress and monitor the performance of further education institutions and delivery partner sub-contractors
- The provider has outstanding working relationships with its further education institutions, delivery partners and employers which are highly effective in improving outcomes for learners
- This highly effective partnership approach has generated a strong ethos of collaboration between further education institution construction heads, has

reduced competition between partners across Wales and has encouraged the sharing of best practice

- The provider has developed highly influential partnerships at the highest strategic level that raise the profile of the industry and enable managers to take good account of key priorities when planning

Recommendations

- R1 Improve framework completion rates in the lowest performing sub-contractors to the level of the best performing
- R2 Make sure that all staff correct learners' written work for spelling and grammar errors
- R3 Make sure target setting and support for literacy and numeracy fully develop learners' understanding and ability
- R4 Improve the promotion and use of the Welsh language

What happens next?

Estyn will invite the provider to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last three years, the rates at which learners achieve their frameworks are around the national comparator for work-based learning. The most recent unpublished data shows a continued upward trend in success rates. Apprentices and foundation apprentices achieve their frameworks at similar rates. However, the provider only delivers construction programmes and, compared to other work-based learning providers in Wales, trains the greater share of construction learners across the sector. Therefore, the provider is a major contributor to the calculation of the national comparators.

Across foundation apprenticeship and apprenticeship programmes, the number of learners who complete their training and achieve their full qualification framework in a timely manner is very high. Many learners gain useful additional qualifications whilst working towards their framework, such as first aid and licences to work in high-risk activities. These valuable qualifications help learners to gain and sustain employment in the construction industry.

Most learners are enthusiastic and motivated by their training and welcome the support they receive from their employers and the provider. As a result, learner retention rates in the construction industry and progression to higher levels of training are high. In 2014-2015, 62% of foundation apprenticeship learners progressed to apprenticeship programmes. In the same year, 93% of all learners who completed their training programme stayed in employment or progressed to higher training levels.

Nearly all current learners are making good progress in developing their practical and theory skills. Most learners work well independently and in groups. They are able to articulate what they have learnt and confidently use the appropriate level of technical language. They produce high quality practical work on site and make a valuable contribution to their employer's business. During off-the-job sessions they produce good quality practical work and follow instruction well. In both on and off-the-job activities they demonstrate good levels of competence when using a wide range of hand and power tools.

Most learners are aware of the results of their initial assessments of literacy and numeracy and are keen to improve these skills. They clearly understand how this improvement will help them progress in their chosen career. Many learners apply mathematical skills well in a wide variety of workplace contexts, for example when calculating timber dimensions, marking-out materials and when cutting angles.

Most learners understand the content of their individual learning plans (ILPs) and are keen to take responsibility for their own learning. Learners benefit from regular comprehensive reviews of their progress with their assessors and employers.

Learners achieve their Essential Skills Wales (ESW) qualifications at levels appropriate to their programme. A few learners complete their ESW qualifications at a higher level than required for their framework.

Most learner portfolios show clear evidence of learners' progress. They contain a wide range of evidence, including witness testimony and photographic evidence. However, in a few cases, learners do not benefit from having their written work marked effectively. In these cases learners are unable to improve their accuracy and written expression.

Although learners have attended Welsh medium schools or learnt Welsh as a second language, too few learners maintain or developing their Welsh skills.

Wellbeing: Good

Learners feel safe in their workplace and learning environments. They are aware of their rights and responsibilities, and have a good understanding of health and safety regulations and requirements in the workplace. Learners know how to work safely on site, how to report unsafe practices, accidents and who to turn to if they need additional support.

Learners are highly motivated, enjoy their learning and are keen to progress to the next level of training. In theory sessions, many learners support each other well to ensure that they all make good progress. In the workplace, learners develop good communication and team working skills. Most learners develop the skills that they need to continue to improve their own learning. They gain confidence in the workplace and develop their ability to work independently. As a result, most learners quickly become valued members of their employer's team.

Learners participate successfully in regional and national competitions, where they are able to demonstrate their high level of practical skills competence. Learners take part in international, national and local community projects. For example, apprenticeship learners are involved in a construction projects in Uganda. They take part in projects across Wales, where they have made valuable contributions to their local communities by assisting in renovation and construction projects.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The provider delivers a wide range of construction programmes across Wales, with specialist provision available in other parts of the UK. These programmes reflect industry needs, regional demand and the specialisations of the further education sub-contractor and other delivery partners well.

The provider offers clear progression routes and opportunities to the next level of training. These opportunities allow learners to improve their skills, levels, and employment and promotion prospects further. Learners are able to move well from introductory level 1 programmes to foundation apprenticeship and apprenticeship

programmes in their trade specialism. The recently-introduced higher apprenticeship programme provides a clear progression route for learners wanting to gain a qualification in site supervision.

The provider works particularly closely with employers to ensure that apprentices practise and develop their trade skills in challenging and supportive work environments. In nearly all cases, employers take an active and valuable role in developing their apprentices' practical skills and theory knowledge. The provider supports employers in this role effectively through good communications between the CITB's apprenticeship officers and employers, and through helpful training, such as workplace recorder sessions, which help employers to record and document evidence for learners' portfolios.

The shared apprenticeship scheme is particularly effective in giving apprentices opportunities to take short term work placements with employers other than their own. This results in apprentices gaining training and assessment opportunities to cover the requirements of the National Vocational Qualification that they would not normally have had.

The provider, through its network of further education institutions and training partners, provides comprehensive opportunities for learners to complete their essential skills qualifications. Most further education institutions and training partner tutors provide valuable opportunities for learners to develop their work related numeracy skills through their off-the-job training. For example, learners use the '3-4-5 rule' to check corners are square. However, learners have fewer opportunities to develop their literacy skills, and, in a few cases, tutors and assessors do not mark spelling, punctuation or grammar errors in learners' work. In workplace reviews, too few apprenticeship officers set short term targets for learners to improve their literacy or numeracy skills.

The provider offers apprenticeships across Wales and therefore has learners with the full range of Welsh speaking abilities. In workplace reviews, apprenticeship officers do not always do enough to develop learners' understanding of the Welsh language and culture.

The provider has recently reviewed how it promotes learners' development of Welsh language skills and their understanding of Welsh culture. As a result, it has provided training and produced a useful pack of resources for apprenticeship officers to use during reviews. However, it is too early to see the impact of these developments. In reviews, apprenticeship officers use many opportunities in the workplace to develop learners' understanding of sustainable development, use of resources and recycling. However, they develop learners' understanding of global citizenship less effectively.

Teaching: Good

Apprenticeship officers, further education college and delivery partner tutors and assessors have up-to-date industry knowledge and occupational skills. They use these skills well to liaise with employers and guide learners through the different skilled trades in the construction industry. Almost all apprenticeship officers and assessors have high expectations of their learners and challenge them well.

Most taught sessions are planned effectively with clear aims and objectives. In taught sessions, college tutors use a wide range of teaching methods and encourage learners to work individually, in pairs and small groups. Teaching and learning resources are of a good quality and utilised well. Learners attending practical workshop sessions at college gain a wide range of skills relevant to their workplace. College and partner tutors and apprenticeship officers work well together to ensure that there is a good match between the practical tasks in the workplace and the theory input. Assessors and apprenticeship officers use effective questioning techniques to support learning and check learners' understanding. However, in a very few cases, assessors and apprenticeship officers use closed questions or ask too many questions at once, making it difficult for the learner to develop their responses.

Apprenticeship officers and assessors have very good working relationships with employers and their learners. Almost all employers provide opportunities for learners to achieve high standards of practical skills relevant to the construction industry. Site managers and staff support, mentor and coach their apprentices well. They encourage them to succeed and progress onto more complex tasks that match higher level skills and qualifications.

Apprenticeship officers carry out regular progress reviews with their learners. They liaise well with further education institutions and delivery partner tutors, assessors and employers to review targets previously set. In most cases, they set learners realistic, but challenging targets to achieve.

Assessors plan assessment activities well. As a result, learners understand how they will be assessed and what is expected of them. Almost all learners know the progress they are making and what they need to do to complete their training framework. Most training staff give effective and constructive feedback to learners at the end of assessed tasks.

Apprenticeship officers use an apprentice training schedule that records comprehensively the links between learners' off-the-job training activities to tasks in the workplace. This system is used effectively to help learners to know what needs to be learnt and practised in order to achieve their training framework. Apprenticeship officers use a colour coded rating system well to track learners' development and progress during regular progress reviews. This tracking system is monitored centrally on a monthly basis by the provider. Where learners are not on target to achieve, robust interventions are put in place quickly.

Care, support and guidance: Good

The provider promotes the health and wellbeing of learners well. It gives learners useful and detailed information at the start of their programmes about the support and guidance available to them. This guidance is available bilingually. Those learners who wish to progress onto higher level courses, including degree level qualifications, once their frameworks have been completed, are supported well.

The provider's approach to health, safety and wellbeing is robust. Checks on prospective and current employers and how they manage health, safety and

wellbeing is comprehensive and in depth. Learners' health, safety and wellbeing are the subject of regular progress reviews. Learners know how to work safely on site, how to report unsafe practices, accidents and near misses, and whom to turn to if they need additional support.

The provider has recently carried out a full internal review of how it promotes and provides learning support. Consequently the provider has updated its learning support strategy and apprenticeship officers now have good access to appropriate advice and guidance through the 'At-Risk Guide'. This guidance is comprehensive and covers well both those general risks which have the potential to become barriers to learning, as well as more specific issues that may arise for more vulnerable learners. In particular, the provider focuses support during the first six weeks of a learner's programme when they are most at risk of dropping out. This guidance also covers matters such as equality, bullying and harassment, and the detail is used by most apprenticeship officers well as a basis for discussion with learners during progress reviews. However, in a few progress reviews apprenticeship officers' coverage of these issues is at a too superficial level.

The provider uses the tracking information it has available from learners, employers, further education institutions and training partners effectively, including data about learners' attendance at both on-the-job and off-the-job learning, their progress in their technical skills development and collection of evidence for their portfolio. This helps the provider to maintain effective ongoing monitoring of learners' progress and for apprenticeship officers to make timely interventions to address any slippage and put in place appropriate recovery plans.

The provider manages safeguarding matters well. It has comprehensive safe recruitment practices, basic safeguarding training for all staff, and differentiated training for staff with direct safeguarding responsibilities. The provider monitors safeguarding matters well through a company-wide wellbeing group, which takes responsibility for the oversight of its policies and procedures, and the reporting to management of all safeguarding matters.

The provider works well with further education institutions and delivery partners to identify learners' additional learning needs at induction and throughout the period of training. Learners with additional learning needs are supported well by the further education institutions' student support services.

Learning environment: Good

The provider promotes and reinforces an ethos of inclusivity, equality and diversity in the construction industry well. Around half of the current learners and employers who are ambassadors for the provider are female. They have developed and use a comprehensive range of policies and procedures to support their aim to prevent all forms of harassment and discrimination. All learners are provided with comprehensive information on equality and diversity during their induction at the start of their training programme. The provider's staff undertake thorough initial and update training on a wide range of key topics and issues, including equality and diversity. Information from learner satisfaction questionnaires confirms that learners feel safe and free from harassment.

The provider promotes access to programmes for learners from all backgrounds effectively. The website provides potential learners with a comprehensive range of information on the construction industry. The provider collects analyses and evaluates data effectively to review how different groups of learners progress and gain frameworks when compared to each other and national comparators.

The provider's complaints procedure is clear and robust. Any issues or complaints relating to equality and diversity are highlighted and addressed quickly and effectively. Learners understand the complaints and appeals procedures well and demonstrate a clear understanding of how to report issues.

On-the-job training provides learners with good access to a wide range of work environments where they can develop their skills, and discuss their progress with apprenticeship officers and their employers. Site offices and staff facilities are of a high standard.

Off-the-job training facilities are well maintained and of a high standard, and meet learners' needs well. Tools and equipment are in good condition and learners access a wide range of learning resources. Notice boards promote equality and diversity, Welsh Language and literacy and numeracy well. In the majority of cases, displays and signage are bilingual.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Good

The provider's senior managers are highly effective in setting a clear strategic direction and vision for the delivery of their work-based learning contract. They have developed and established a strong focus on the learner experience and improvement in learner outcomes. Senior managers link target setting effectively to strategic objectives. The provider's priorities and core values are well defined and shared with all staff through well-presented strategic and operational plans.

Managers and staff at all levels have well defined roles and responsibilities. They have a strong focus on partnership working with further education institutions and delivery partners. This has resulted in the improvement of learner standards.

Communication across the provider and its further education institution sub-contractors and delivery partners is clear and comprehensive. The provider undertakes a wide range of scheduled meetings to share learner performance information and identify and share good practice. Managers and apprenticeship officers have a strong commitment and focus on learners' skills development, outcomes and wellbeing.

Managers and apprenticeship officers review performance data routinely and regularly. They demonstrate a clear understanding how well each further education institution and delivery partner is performing against targets. The provider challenges underperformance effectively and supports further education institution and delivery partners to improve their performance.

The performance management of staff is robust and effective. The provider links challenging performance targets to staff job roles. Managers give apprenticeship officers high levels of support to assist them to improve their performance.

The provider has well-established procedures for the management of its further education institution and delivery partner sub-contractors. Detailed contracts define clearly the roles and responsibilities of CITB, further education institutions and delivery partners.

The provider has responded very well to local and national priorities for education and training in Wales. It contributes highly effectively to the development of construction training across Wales by identifying and meeting the needs of the construction industry and developing strategies to meet future skills requirements. The provider plays a leading role in advising the Welsh Government, further education institutions and training providers on key issues relating to training in the construction industry. The provider has developed a key strategic group to support construction training in Wales. This group, the Built Environment Strategic Advisory Group, has been particularly effective in bringing all further education institutions and delivery partners together to work in partnership. The group focuses well on improving the learner experience and framework outcomes. It also has a key role in addressing the recommendations set out in the Estyn thematic review on construction and the built environment. The provider has been particularly effective in developing the 'All In It Together' project in association with the British Association of Construction Heads. This project identifies and promotes best practice across the construction training provider network.

The provider's eight member board includes representatives from across the construction industry and brings together members from England, Wales and Scotland, who make decisions based on the industry's needs. They are supported by a CITB Council with members drawn from across the industry. The board receives a wide range of information regarding the performance of the Welsh work-based learning contract. It provides robust challenge and effective support to senior managers.

The provider is actively engaged in networks of professional practice that include the National Training Federation for Wales and the British Association of Construction Heads.

Improving quality: Excellent

The provider's self-assessment process evaluates evidence from a wide range of sources. It is developed in a systematic way and includes input from CITB staff and partners. The report is comprehensive, accurately describes and judges key aspects of the provider's work, and identifies the provider's strengths and areas for improvement clearly. Further education institutions, delivery partners, employers, learners and CITB staff have valuable opportunities to contribute to the self-assessment process. All staff attend a two day workshop and work closely with managers to develop and review the interim self-assessment report. Area managers and teams produce detailed area improvement plans that support the self-assessment and quality improvement process well.

Managers use these areas for improvement particularly well to develop specific and prioritised action plans within the provider's detailed quality development plan. The provider uses the quality development plan effectively to monitor the progress of action plans in addressing the weaknesses identified.

The provider has developed a comprehensive quality strategy called 'Quality First'. This provides a strong focus on continual improvement in the quality of provision and learner outcomes. The provider makes highly effective use of this framework for the quality assurance and improvement of all its training programmes. The provider links all aspects of this strategy very well to the business planning and self-assessment process.

Managers and staff at all levels monitor rates of learner achievement across the provider well. Apprenticeship officers make particularly good use of detailed weekly reports on learners' performance, provided by training partners and employers, for planning and carrying out learners' reviews.

The provider has developed a bespoke and high quality performance management system to track learners' progress and monitor the performance of further education institution and delivery partner sub-contractors and employers. This system forms a fundamental component of the 'quality first' strategy that supports the provider's core principle of striving for excellence. It has been used in a highly effective way to develop the 'learners at risk' strategy, which identifies and addresses the issues of those learners at risk of disengagement or under achievement. As a result, learner retention and success rates have continued to improve and the number of learners who completed their training in a timely manner is very high.

The system allows managers and staff to analyse a comprehensive range of information across all training programmes. Managers and staff analyse this information closely and use the results to plan visits, schedule operational meetings and carry out interventions. By using the system effectively, apprenticeship officers increase their opportunities to address concerns and plan effectively for learners' development.

The provider evaluates key processes in the learning journey well. Area quality improvement plans link well to the national quality development plan, which informs actions and activities to improve overall success rates and the experience of learners.

The provider carries out regular performance reviews of their further education institutions and delivery partners. These reviews address key areas of delivery and provide clear feedback to partners, together with areas for development, targets and actions.

The provider uses learner and employer satisfaction surveys and focus groups well to take into account the views of all stakeholders. The information collected is analysed and used extremely well to inform improvements to training programmes. Results are summarised well and shared well with all relevant staff.

Partnership working: Excellent

The provider has developed outstanding partnerships at operational and strategic levels. It uses these highly effectively to represent the interests of learners and the needs of the construction industry. Managers and staff work proactively to support further education institutions, delivery partners and employers in improving standards and skills development within the industry.

Strong partnerships with schools and local authorities enable the provider to help many school pupils to gain insight into opportunities in the construction industry and to make more informed decisions about their career progression.

Close partnerships with employers enable apprenticeship officers to quickly find opportunities for all learners to gain the full range of experience they need to complete qualification. Employer partnerships enable the provider to take best account of labour market information in its planning to meet the demands for emerging skills in the construction industry.

The provider uses community partnerships well to enable learners to extend their experience by contributing skills to community projects, such as renovating church buildings. A few have helped to build a school and hospital in Uganda.

The provider has outstanding working relationships with its further education institution, delivery partners and employers which are highly effective in improving outcomes for learners. Apprenticeship officers maintain regular contact and routinely exchange a wide range of information with further education institutions, training partners and employers. These close working relationships contribute well to the highly effective co-ordination of on and off-the-job training and the monitoring of learners' performance and progress. These partnerships are effective in influencing further education institutions' curriculum planning. For example, the CITB has supported a few to develop work-based learning progression options to level 4 and level 5. The provider meets further education institutions and delivery partners regularly to monitor its work-based learning contract performance and to review individual learners' progress towards the completion of their training framework.

The provider, working with over 300 companies, has helped employers to identify in their work planning, a wide range of assessment opportunities for learners. These outstanding partnerships have significantly improved learners' ability to gather portfolio evidence of their practical competence.

The provider has shown particularly strong leadership to the sector and brought partners together to form a Built Environment Strategic Advisory Group. All key partners within the group agreed to an action plan for improvement of construction training in Wales and are sharing their progress towards objectives in a collaborative manner. The partnership has encouraged partners to support each other to ensure they make good progress towards meeting Estyn's recommendations from the thematic review of training in the construction industry.

This highly effective partnership approach has generated a strong ethos of collaboration between further education institution construction heads, has reduced competition between partners across Wales, and has encouraged them to share information and best practice.

The provider's sector qualification advisory panel works closely with employer partners and the Welsh Government to ensure that qualifications being delivered and developed are the right ones for the construction industry.

The provider has developed highly influential partnerships at the highest strategic level that raise the profile of the industry and enable leaders to take good account of government priorities when planning. At least twice yearly, the provider meets with Assembly Members to discuss and offer advice on the needs of and challenges within the industry. By using its employer partners within these meetings, the provider acts as an important direct bridge between the industry it represents and the Welsh Government.

Resource management: Good

Overall, the provider manages its staff and resources efficiently. Managers and staff at all levels understand their roles and responsibilities well. These are laid out in clear job descriptions with associated key performance indicators. Managers and apprenticeship officers are suitably qualified and many have additional qualifications which they use well to add value to the learner experience.

The provider has robust financial controls in place and contracts with further education institutions and delivery partners through an open tendering process, which judges potential contractors on the basis of their quality profile. A performance working group risk rates further education institutions and delivery partners and monitors contract delivery against target through regular meetings.

The provider has an effective recruitment strategy. Newly appointed staff have a comprehensive induction with their line manager that includes the completion of e-learning modules on key themes. A probationary review period tracks progress through an initial six month period, and a robust annual appraisal process reviews staff performance against individual performance targets and plans. The provider's Learning and Teaching Charter gives staff clear strategic direction on staff training. Monthly staff development days are held to update staff on key and current themes. The provider plays a leading role in organising training for further education institutions, training partners and employers. For example, in the provider's 'All In It Together' conference, it enabled partners to share good practice to strengthen the quality of training that learners receive.

Employer engagement is very good and the provider monitors the standard of workplaces, placements and resources effectively. The provider uses national forecasts well to identify the current and future skills needs of the industry and has recently invested in a strategic partnership to establish the Construction Wales Innovation Centre to showcase skills and share best practice from 2018. Investment in the shared apprenticeship scheme (Cyfle) in West Wales has had a very positive impact on the training opportunities available to learners.

Most learners have access to a wide range of high quality resources when attending off-the-job training. These resources enable learners to make very good progress and a few learners practise specialist construction skills in addition to their training framework. Information and communication technology resources are good, with a

majority of learners attending with their own devices and engaging with well-designed on-line learning resources.

Overall, the standards and rates at which learners attain qualifications are good and the provider gives good value for money.

Appendix 1

Learner satisfaction

We use the outcomes of the Welsh Government Learner Voice survey to inform all of our inspections of post 16 education and training. Learner Voice is a learner satisfaction survey conducted by the Welsh Government between January and February 2015.

The survey asks learners a range of questions about the following key themes:

- the information, advice and support provided to them
- provider responsiveness, learning environment and student wellbeing
- the quality of teaching and training
- overall satisfaction

Each theme contains a range of questions requiring learners to rate their provider's performance. There are 28 questions overall.

Four hundred and fifty six learners completed the survey.

Forty-seven per cent of respondents rated the provider as very good overall. This is seventeen percentage points below the sector average of 64%. A further 42% rated the provider as good overall. Thirty-three per cent of respondents thought that their course was better than they expected..

The provider achieved lower scores than the sector average for very good ratings in all five themes of the survey.

The provider achieves scores for 'very good' that are below the sector average across most of the 28 questions in the survey. Overall, 44% of respondents considered teaching and training to be 'very good'.

The survey also analyses learners' responses by demographic information, gender, age, ethnicity and disability. In general the provider achieves lower 'very good' scores than the sector average across many key demographics for each question.

Appendix 2

The inspection team

Mark Evans	Reporting Inspector
Steve Bell	Team Inspector
Gerard Kerslake	Team Inspector
Vanessa Morgan	Team Inspector
Stephen Davies	Team Inspector
Sandra Barnard	Team Inspector
Alun Connick	Team Inspector
Jennie Hire	Peer Inspector
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