

Quality and Standards in Post-16 Education and Training in Wales

A Report on the Quality of Work-Based Learning and Jobcentre Plus Programmes

in

University of Wales, Bangor

18-22 September 2006

by

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



Rhagoriaeth i bawb....Excellence for all

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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



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- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ LEAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies; and
- ▲ the education, guidance and training elements of Jobcentre plus.

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- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Introduction

University of Wales, Bangor work-based learning provision was inspected as part of a six-year (2004-2006) national programme of inspections of all post-16 providers in Wales. The purpose of the programme is to identify good features and shortcomings in order that the provider may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of work-based learning and Job Centre Plus Programmes, and the learning options available.

All inspections conducted under the arrangements apply the following principles:

- the use of a common inspection framework which is common to all sectors of education and training in Wales;
- an emphasis on the provider's evaluation of its work;
- the involvement of a provider nominee who worked with the inspection team; and
- the inspection of a sample of provision.

The inspection took place from 18 to 22 September 2006. A team of Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by the Welsh Assembly Government, undertook the inspection. The team included additional inspectors and peer assessors released from other work-based learning providers in Wales.

Grade descriptons.

The five-point scale used to represent all inspection judgements in this report is as follows:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

The Learning and Skills Act 2000, requires the provider to prepare a written statement of the action that it proposes to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.

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Context

The nature of the provider

- 1 The University incorporated work-based learning into its Department of Lifelong Learning in 2002. Since August 2006 the University of Wales, Bangor's delivery of work based learning provision has been through the School of Lifelong Learning within the College of Education and Lifelong Learning. It operates from premises in Bangor, St Asaph and Wrexham to serve learners across North Wales.
- 2 The department provides work-based learning programmes funded by the Department for Education, Lifelong Learning and Skills (DELLS) of the Welsh Assembly Government. These include Skillbuild Plus (adult), Foundation Modern Apprenticeships, Modern Apprenticeships and Modern Skills Diploma. The university has held a contract to deliver work-based learning for over 10 years.
- 3 The provider offers programmes in Health and Social Care, Early Years Care and Education, Business Administration including Management, Information and Communications Technology, and Retail and Customer Service. The majority of learners are in the Health and Social Care learning area. They enjoy employment status in mainly small, privately owned care homes. The bulk of the training takes place mainly on the premises of employers.
- 4 The provider employs 20 Education and Training Advisers (ETAs) and six Team Leaders. In addition, the department's senior management team (SMT) has four members. At the time of the inspection, the provider had 731 learners undertaking DELLS funded learning. Most trainees are part-time learners in the 16 to 24 age group and in employment. Many are bilingual, though delivery of the training programmes is in English only.

	Health, Public Services and Care	Information and Communications Technology	Retail and Customer Service	Business Administration and Law including Management
Number of learners	601	14	50	66

Types of inspection

- 5 There are three types of inspection available to Estyn for the inspection of providers of work-based learning. These are called full, standard and short inspections. The designation of a particular type of inspection is based on clear criteria that determines the level of risk presented by the provider. The criteria are set out in the Work-Based Learning Guidance Handbook on the Estyn Website (www.estyn.gov.uk). As a result of the application of these criteria, Estyn identified that the University of Bangor Work-Based Learning required a full inspection.
- 6 During a full inspection, inspectors are required to evaluate and report on:

- all seven key questions across the provider; and
- all the areas of learning which have significant learner numbers.

7 The areas for inspection in the University of Bangor Work-Based Learning are:

- Health Public Services and Care;
- Information and Communications Technology;
- Retail and Customer Service; and
- Business Administration and Law including Management.

The provider's priorities and targets

8 The mission statement for the College of Education and Lifelong Learning includes the following aims:

- to increase participation in higher education, particularly by under-represented groups;
- to provide a service that reflects and respects cultural and linguistic diversity within communities in North Wales and promotes social cohesion;
- to provide teaching which augments the use of Welsh; and
- to assist in the intellectual, social and economic development of individuals and communities.

9 Within this context the provider seeks to:

‘develop a centre of excellence to promote development opportunities for individuals, business and the wider community, and giving individuals the opportunity to achieve qualifications in their chosen vocational area.’

Summary

Table of grades awarded

10 The inspection team judged the provider's work as follows:

Key Question	Inspection Grade
1 How well do learners achieve?	4
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	4
4 How well are learners cared for, guided and supported?	4
5 How effective are leadership and strategic management?	4
6 How well do leaders and managers evaluate and improve quality and standards?	4
7 How efficient are leaders and managers in using resources?	4

Standards

11 Standards of achievement in the sessions observed are as follows:

Learners' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	2%	9%	65%	24%	0%

12 Overall standards achieved in each of the learning areas inspected are as follows:

Inspection areas	Inspection grade
Health, Public Services and Care	4
Information and Communications Technology	4
Retail and Customer Service	3
Business, Administration and Law	3

13 Most learners complete all or part of their National Vocational Qualifications (NVQ), but the number gaining the full qualifications framework is unsatisfactory. Overall, too few learners achieve all the requirements of their training frameworks. In Health, Public Services and Care and in Information and Communications Technology standards are poor. Standards in Retail and Customer Services and in Business Administration and Law are satisfactory. The majority of learners standards of achievement in the workplace in all the areas inspected are satisfactory. Most of the current learners are making reasonable or good progress and are on target to achieve their qualifications within the appropriate timescale.

The quality of education and training

How effective are teaching training and assessment?

- 14 The quality of teaching, training and assessment in the sessions inspected is as follows:

The quality of teaching training and assessment	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	23%	67%	7%	0%

- 15 Overall, the quality of teaching, training and assessment is satisfactory. Generally, learners benefit from sound on-the-job training, in good quality workplaces. Many Education and Training Advisers (ETAs) use an appropriate range of training strategies to promote effective learning. However, ETAs do not always use a wide enough variety of teaching and training methods to promote learning. They do not often ask questions that challenge learners thinking to further extend their knowledge and understanding. Overall, assessment and verification practices are satisfactory. They meet the requirements of awarding bodies. ETAs and work-based assessors assess learners' achievement and attainment regularly.
- 16 The provider makes good use of links with partners. All learners take part in a good range of activities in the workplace. However, learners have few opportunities to take part in activities that would extend their interests, knowledge and skills. The number of learners gaining key skills qualifications has improved over recent years, but the rate of progress in this area since the last inspection is poor. Too often, ETA reviews and targets lack detail. Provision for Welsh and Basic Skills is not good enough.
- 17 There are weaknesses in the quality of support and guidance provided for learners. Education and training advisers give many learners appropriate support and help them understand exactly what they have to do to achieve their qualifications. However, there is no effective coherent strategy for making sure that all learners get the support that they need at the appropriate time. Overall, learners with basic skills needs do not get enough support.

The quality of leadership and management

- 18 Leadership and management are unsatisfactory. There is a lack of clear strategic planning and no operational plans that guide staff at all levels to deliver an effective work-based learning provision. Staff and managers at all levels are not sure of their roles in delivering the mission of the College of Education and Lifelong Learning. Senior managers within the college and University do not monitor the work of the work-based learning section closely enough. They have not taken decisive action to address the poor attainment rates and lack of strategic planning within the work-based learning provision. Team leaders have enough experience and the appropriate qualifications to provide good leadership to training staff.
- 19 The provider's self assessment report (SAR) emphasises relevant issues in the learning areas and often focuses well on key performance indicators. However,

many of the target outcomes are not clear and these are not sufficiently linked to data. Training staff are involved in developing the SAR through briefing meetings. However, too few are involved in preparing the Quality Development Plan. This limits their involvement in target setting for improvement. The provider has developed better systems for the collection of data. However, there are still problems in gaining accurate data in many learning areas.

- 20 There are enough staff to deliver specialist training in most learning areas. They all have appropriate job descriptions. All staff are qualified to deliver their training and assessment programme; though very few are confident to work bilingually. The provider has good quality accommodation for work-based learning (WBL) in locations across North Wales. There is no detailed business plan to link issues such as resources to planned improved framework attainment. Overall, work based learning provision in the University College of Wales, Bangor provides poor value for money.

Recommendations

- 21 In order to improve, the provider needs to:
- R1 improve the rates at which all learners complete their learning programmes and gain the full qualification framework;
 - R2 improve training and assessment to promote and develop independent learning, particularly at level 3 and level 4;
 - R3 plan the curriculum to more effectively address the basic and key skills needs of learners and develop their bilingualism;
 - R4 develop a policy and effective procedures to support learners;
 - R5 improve the strategic planning of all aspects of training and make sure these are communicated clearly in business and operational plans;
 - R6 improve systems to make sure that senior managers in the college and university have timely and relevant information on the performance of WBL;
 - R7 improve the collection of data on learner performance in order to provide managers with accurate information on performance and quality issues; and
 - R8 make self-assessment an inclusive, continuous and evaluative process, which informs both strategic planning and the production of detailed quality development plans to improve standards.

Standards

Key question 1: How well do learners achieve?

Grade 4: Some good features but shortcomings in important areas

22 Standards of achievement in the sessions inspected are as follows:

Learners' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	2%	9%	65%	24%	0%

23 Overall, standards achieved in each of the learning areas inspected are as follows:

Inspection areas	Inspection grade
Health, Public Services and Care	4
Information and Communications Technology	4
Retail and Customer Service	3
Business, Administration and Law	3

Success in attaining agreed learning goals

- 24 Standards achieved by learners are satisfactory in Business Administration and Law and in Retail and Customer Service. They are unsatisfactory in Information and Communications Technology and in Health, Public Services and Care which has over 80% of the learners. Overall, too few learners achieve all the requirements of their training frameworks. Most learners complete all or part of their NVQ, but the number gaining the full qualifications framework is unsatisfactory.
- 25 In Retail and Customer Service learners achieve good standards of work. They, develop effective practical skills and knowledge of customer service. Overall attainment is satisfactory with 50% of leavers gaining their full framework, from August 2005 to July 2006. Most learners are well motivated and enthusiastic.
- 26 There is satisfactory completion of frameworks in Business Administration, and the Modern Skills Diploma (MSD). Completion of frameworks for Advanced Modern Apprenticeships in Management is very poor. There are no framework completions.
- 27 Overall, in Health, Public Services and Care standards are unsatisfactory. Whilst many learners achieve the NVQ required within their training framework, too few learners achieve their full Individual Learning Plan. Many learners show sound occupational skills within the workplace. However, until recently, too many learners make slow progress in their achievement of the relevant key skills and technical certificate.
- 28 In Information and Communications Technology, overall attainment rates for learners throughout the learning area are unsatisfactory.

Progress in learning

- 29 Most of the current learners make reasonable or good progress and are on target to achieve their qualifications within a suitable timescale. Most learners are well motivated and enthusiastic about their work. They get on well with their colleagues and participate fully in the day-to-day operation of their workplace, often taking on responsible roles. Most learners develop the work-related skills that help them to be more effective in the workplace. However, too many learners are not taking enough responsibility for their own learning, especially at level 3. They rely too much on their education and training advisors for support. Too few learners have ownership of their portfolios.

Development of personal, social and learning skills

- 30 Learners' attendance and punctuality are good. Learners have good relationships with their peers, training staff, line managers and employers. Most learners are able to demonstrate an awareness of equal opportunities and how this relates to their own workplace.

The quality of education and training

Key question 2: How effective are teaching, training and assessment?

Grade 3: Good features outweigh shortcomings

- 31 The quality of teaching, training and assessment in the sessions inspected is as follows:

The quality of teaching, training and assessment	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	3%	23%	67%	7%	0%

- 32 Overall, the quality of teaching, training and assessment is satisfactory. All training staff have sound occupational knowledge and hold appropriate qualifications in training and assessing. They work hard to encourage and motivate learners.
- 33 Many Education and Training Advisers (ETAs) use an appropriate range of training strategies to promote effective learning. They arrange small groups for less secure learners to make sure that they understand the work. They use this small group arrangement to provide mutual support for learners when they are completing tasks. Most ETAs regularly question learners to check their knowledge and understanding of their training. However, they do not often ask questions that challenge learners' thinking and extend their knowledge and understanding further.
- 34 Most ETAs know their learners well. They quickly establish good working relationships and learners feel confident that they are working in their best interests. Relationships are generally good in all learning areas.
- 35 In Health, Care and Public Services most trainers use their knowledge and experience of working in the sector well to make sure that learners gain the necessary skills they need to do their jobs effectively. In the best practice, ETAs make good use of the review process to actively involve learners in planning their learning; to check learners' understanding; and to identify and address any areas of weakness. Most ETAs provide good support for learners through carefully managing learners' work and experiences. This ensures that current learners progress at an appropriate rate towards completion of their individual learning plans. However, many learners are not encouraged sufficiently to undertake independent research or plan and organise their work. This means that many do not develop as independent learners.
- 36 In Information and Communications Technology the good working relationships between trainers and learners promotes learners' progress. Trainers make good use of action plans to document and plan learning activities and evidence requirements. All learners are involved in this process. Many trainers make good use of handouts to support learning. However, there is not enough use made of Information and Communications Technology to support learning.

- 37 In Business Administration and Law, training staff work well with employers. On-the-job training is good and employers offer a wide range of challenging activities that promote effective learning. Assessors work effectively with Management learners to make sure that good use is made of learners' current and previous experiences and to build a strong evidence base of achievement. However, assessors do not always successfully encourage learners at level 3 and level 4 to think enough for themselves and to develop independent learning skills.
- 38 In Retail and Customer Care, learners are well motivated and enthusiastic. They show good levels of interest and knowledge overall. Trainers work hard to develop learners' knowledge of theories and practices in Customer Service. ETAs provide good additional support where required. Good use is made of work-place experience to develop learners' customer service skills. However, many Modern Apprentices are not encouraged to take responsibility for their own learning and they rely too much on their training adviser for support.
- 39 Overall, assessment and verification practices are satisfactory. They meet the requirements of awarding bodies. ETAs assess learners' achievement and attainment regularly.
- 40 In Health, Care and Public Services and Business Administration and Law, ETAs make good use of short-term targets to encourage all learners to make progress. In both these areas, assessments are generally detailed and supportive. However, occasionally, assessment is too assessor led and learners do not have the opportunity to actively participate in their assessment.
- 41 In Information and Communications Technology, whilst learners' progress is regularly reviewed, this information is not used enough to challenge learners to do even better. Some learners in this area do not always meet their agreed deadlines for completion of work and tutors do not often hold learners to account for this.
- 42 In Retail and Customer Care, ETAs use well planned assessments and reviews. These help learners to make good progress. Assessors in this area provide clear feedback to learners and learners know what they have to do to improve. However, long term target setting by ETAs for Foundation Modern Apprentices is inadequate. ETAs do not always set completion date targets with learners. Where these completion date targets are set not enough account is taken of the ability and rate of progress of individual learners. In many cases the same completion date is set for all learners.
- 43 Good use is made of praise to motivate and encourage learners, although this is sometimes over-generous.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 4: Some good features but shortcomings in important areas

- 44 Overall, though aspects of the planned training programme are satisfactory, the training provision does not fully meet the needs of all learners. Even though outcomes have improved in recent months, many learners leave without gaining their full qualification. Most of the training is in the workplace, and the quality of work placements is good overall. All learners have good opportunities to undertake on-the-job training with employers.
- 45 Most learners are following programmes at appropriate levels. ETAs carry out training reviews of learning plans each month. They visit learners at their place of work to give one-to-one support for assessment and key skills development, but there is limited use of target setting for improvement. Key skills specialist advisors support the ETAs and provide useful day release sessions for key skills attainment. Learners who are unable to attend key skills sessions use well presented workbooks to support their learning. The workbooks also provide a useful focus for all key skills learners. Too many of the reviews are not detailed enough to provide useful information and targets for learners. The majority of learners do not obtain their full framework qualification.
- 46 The provider identifies the basic skills requirements of all learners well. There is some informal basic skills support for learners who are working towards key skills. However, this does not form part of a coherent programme of basic skills support involving other partners such as employers. Overall the provider does not organise a programme to improve the basic skills of learners well enough.
- 47 The provider has put in place good plans to improve key skills attainment. The number of learners gaining key skills qualifications has improved over recent years, but the rate of progress in this area since the last inspection is still poor.
- 48 The progression of learners is good on some programmes. The provider encourages progression from Skillbuild to Level 4 qualifications via Foundation Modern Apprenticeship, Modern Apprenticeship and Modern Skills Diploma. A few learners in recent years have progressed to foundation degree and other HE programmes. However, overall, the progression of learners to higher education programmes is poor.
- 49 All learners in their workplaces have good opportunities to experience a wide range of activities. However, these have not always been planned strategically by the provider. The provider has not planned and developed any activities to broaden and enrich learners' experiences.
- 50 The provider has good links with a wide range of local, regional and national enterprises and organisations. This includes Careers Wales, Sector Skills Bodies and other training provider networks. The provider is a member of the local Community Consortium for Education and Training (CCET) and senior staff are closely involved through membership of various sub-committees of the CCET. The

provider has made a valuable contribution to developing the Welsh Assembly Government's Regional Statement of Needs and Priorities for North Wales. Also it has been active in reviewing Care industry qualifications. The provider works solely in the private sector and works well with over 250 small to medium enterprises.

- 51 A few learners are aware of entrepreneurial opportunities relating to their own vocational area. However, in general, programmes do not do enough to raise learners' awareness of entrepreneurship outside the training aspects of their programme.
- 52 The provider follows the recycling policies of the University. In Health, Public Services and Care learners gain skills and qualifications that help to promote economic and social sustainability. These experiences increase their occupational and life skills and help their families and the local communities. However, there are no processes for developing learning on issues of sustainable development additional to learners' qualification requirements.
- 53 The provider follows the Welsh Language Policy of the University which is comprehensive and publishes marketing and publicity materials for learners bilingually. However, the provider does not do enough to make learners aware of the advantages of working bilingually. Learners' induction documentation makes only a brief statement relating to the provider's ability to assess in the Welsh language. The department meets legal and course requirements in relation to work-based learning provision.

Key Question 4: How well are learners cared for, guided and supported?

Grade 4: Some good features but shortcomings in important areas
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- 54 ETAs visit most learners regularly in their work places. These advisers often know their learners well and understand how they learn best. In general, they understand course criteria well. They make sure that learners receive credit for all aspects of their work. ETAs make good use of workbooks to guide learners through their courses. All learners use these workbooks but some find the language in them difficult to understand.
- 55 ETAs are careful to fit in with learners' working hours and home commitments such as meeting a learner in her workplace early on a Sunday morning. Advisers often help learners get the resources and support they need to achieve their qualifications. This includes the loan of lap tops, using coloured overlays and advice from the dyslexia centre. Education and training advisers have good relationships with employers and often give them helpful advice about health and safety issues. However, not all employers are always as involved in supporting learners through their training programmes as they should be.
- 56 During their induction, advisers help learners to understand what they have to do to achieve their qualifications. All learners receive a detailed handbook and conditions of learning agreement which set out their rights and what staff expects of them. However, many learners do not have the high level reading skills needed to read and understand this information without help. This makes it difficult for them to re-read

the information in their own time. Generally, learners understand equality of opportunity issues, the complaints procedure, and health and safety issues and how to deal with bullying. However, staff do not always check for equal opportunities in the workplace. The provider pays good attention to health and safety and makes thorough checks of premises before taking on learners in the workplace.

- 57 On entry to the provider all learners have a basic skills initial assessment. About a fifth of all the learners are in need of support to improve their basic skills. If a learner is working at entry level 1, he or she has to attend classes at local colleges. However, the provider does not check that he or she has taken up and benefited from this support. Overall, learners do not get enough help to improve their basic skills.
- 58 If assessed at entry levels 2 and 3, most learners are placed on Skillbuild Plus programmes and have to achieve a wider key skill before starting their NVQs. Where learners receive this one-to-one support, most achieve one or two core key skills. However, only a third of these learners have received this support during the last year. There are a few examples of learners who have achieved the core key skill in communication or application of number and have moved onto their NVQ programme but are still in need of support with basic skills.
- 59 The provider has a wide range of comprehensive policies for the welfare of all learners such as safeguarding children and vulnerable adults, health and safety and Criminal Records Bureau checking. However, there is no policy which sets out plans and arrangements for support, staff responsibilities and training and the resources available.
- 60 There is no overarching strategy or designated senior member of staff to make sure that all learners get the support they need. Most managers do not regularly check that all learners are getting the support that they need. They rely on the ETA's to identify the additional learning needs of individual learners as and when they arise and ask for the training, support and resources they need to meet these needs.
- 61 There is an appropriate disability statement to guide the provider's work. However, managers do not draw together or analyse information on the additional learning needs of particular groups of learners, such as those with hearing impairments, so that they can plan to meet their needs.
- 62 The provider's careers and employment liaison officer works very closely with Careers Wales and gives good support to school leavers who are keen to enter work based learning. This officer makes sure that these young people receive careers advice and good quality work placements. However, adult trainees do not all receive careers guidance other than information on how to progress within NVQ frameworks.
- 63 The provider does not have enough Welsh speakers to support learners in the language of their choice.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 4: Some good features but shortcomings in important areas

- 64 The provider has a mission statement that is appropriate to the College of Education and Lifelong Learning in the University. However, the statement is not specific enough to show how work-based learning contributes to this mission and to the overall work of the College of Education and Lifelong Learning. Managers have not used the vision statement and its values and business objectives to develop a clear business plan and operational aims.
- 65 The lack of clear strategic planning by the provider makes it difficult for managers and staff to deliver an effective work-based learning provision. As a result, managers and staff within work-based learning provision are not always sure of their roles in contributing to the long-term mission of the College of Education and Lifelong Learning.
- 66 Work-based learning was incorporated into the Department of Lifelong Learning in 2002 and subsequently into the College of Education and Lifelong Learning in 2006. It is too early to say whether these more recent organisational changes have resulted in senior managers within the University improving the effectiveness of monitoring and evaluation of work-based learning provision and learner outcomes. However, apart from making sure that the section was financially secure, senior managers within the college have not taken decisive action to address the poor attainment rates over a number of years. Overall at both the University and College level there has been a lack of effective strategic planning and action to address the issues of learner underperformance over recent years in work-based learning provision.
- 67 The University formed the present management team for work-based learning in 2004. The four managers have clear job descriptions and have wide experience of work-based learning. The managers spend too much time on operational issues and not enough time on developing clear strategies for improving the quality of their work. Channels of communication and line management responsibilities are not always clear to training staff. As a result, staff do not always link contract compliance and quality improvement closely enough. Team leaders have enough experience and the appropriate qualifications to provide good leadership to training staff. They have identified areas for improvement and have devised and implemented new systems to bring about improvement. However, their caseloads are often too heavy and they do not have enough time to manage and support their training teams.
- 68 All staff have an annual appraisal interview with their line managers. Before their interviews, staff complete a self-review of their performance. These give an honest and useful indication of their progress and development needs. However, the interviews do not result in clear and challenging targets for staff and managers to contribute to the effective delivery of mission and business objectives, nor are they effective enough in identifying staff development priorities.

- 69 The use of targets varies widely at all levels. Managers do not set overall specific and easily measured targets in a business plan or quality development plans for work-based learning. Targets for contract compliance relating to starts, completions and qualifications are more widely used. However, managers do not combine these into team leader, manager or provider targets nor do they relate them to their business objectives.
- 70 Managers have developed good relationships with outside organisations. Managers have used DELL's Quality Improvement Fund well to work with a wide range of care training providers in North Wales to address difficulties experienced with the delivery of technical certificates. Together, they produced a range of teaching and training materials for Health, Public Services and Care training.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 4: Some good features but shortcomings in important areas

- 71 Since the last inspection, managers have introduced measures designed to improve framework completion and these have had some impact on attainment. However, managers have not developed these practices cohesively across the provision. This has limited their impact.
- 72 The provider's self assessment report (SAR) accurately emphasises issues in the learning areas and often focuses well on key performance indicators. However, many of the target outcomes are not clear and these are not sufficiently linked to data. The report identifies improvement issues, but in many cases these are not linked sufficiently to a specific person or role. This does not always support effective accountability. The self-assessment report is not part of an on-going and regular process of self evaluation and is not fully effective as a tool to improve quality. Employers are insufficiently involved in self-evaluation arrangements.
- 73 Training staff are involved in the self assessment report through briefing meetings. However, they are not sufficiently involved in drawing up the Quality Development Plan (QDP). This limits their involvement in target setting for improvement.
- 74 The provider uses questionnaires to get the views of learners and employers. Responses in both cases are mostly positive but returns from employers are relatively few in number. Neither set of evaluations are analysed systematically to inform future planning.
- 75 The provider has developed QDPs annually since the last inspection. However, the QDP is not a robust tool in the improvement of quality. It does not always allocate responsibility specifically and does not indicate progress made against targets.
- 76 All managers collect information about framework, NVQ and Key Skills attainment. They benchmark this data usefully against previous year's attainment but do not analyse it systematically enough to effectively set targets for improvement. The provider has developed better systems for the collection of data. However, there are still difficulties with inaccurate data in some learning areas. Most managers do not use management information systems effectively enough.

- 77 Records of internal verification are detailed. However, internal verification focuses too heavily on summative assessment. This means that the process is not used effectively to identify common issues or to raise standards across the organisation.
- 78 All managers organise useful meetings for different purposes, such as with teams to discuss performance issues. These meetings provide opportunities for communication between trainers and managers, and for the dissemination of information (including reports on health and safety, finance, contractual compliance and quality issues). Standardisation meetings effectively ensure that trainers are clear about assessment targets. However, meetings deal mainly with functional issues and do not sufficiently address aspects of quality. Managers do not use strategic meetings to promote and plan for improvement.
- 79 Managers do not provide a clear overall structure for the use of meetings. This means that there is little overall coherence in the way that different groups discuss, interpret and analyse issues of quality. These procedures do not yet encourage strategic thinking, the discussion of ideas or the sharing of good practice. There are regular team meetings but there is no effective mechanism to review quality, inform benchmarking or to set targets for improvement.
- 80 Managers have recently introduced a system of quarterly staff reviews. These meetings focus on learner attainment and ensure that managers and trainers record details of learners at risk of not completing frameworks. The reviews make trainers more accountable for successful attainment. This measure has had an impact in improving attainment in the learning areas. However, managers do not evaluate this information sufficiently to identify general aspects for improvement or set strategic targets.
- 81 Issues, particularly those of learner underachievement identified in the internal quality audit undertaken by the University in 2003 and by the provider in previous Quality Development Plans have not yet been fully addressed.
- 82 All managers are aware that poor attainment in some learning areas is the main challenge for the organisation. Short term measures to improve quality are beginning to have an impact on outcomes, but as yet there is no coherent system in place to promote high quality and make effective improvement in learner outcomes.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 4: Some good features but shortcomings in important areas

- 83 There are enough staff to deliver specialist training in most learning areas. They all have appropriate job descriptions. All staff are qualified to deliver their training and assessment programme; though very few are confident to work bilingually. The case load of ETAs varies greatly. Staff absence has proved problematic for the provider. There are examples of trainers with very heavy case loads and many travel extensively across North Wales to cover the work of colleagues who are absent through illness.

- 84 The provider takes good account of national and training standards when promoting the professional development of staff. Staff have good access to readily available expertise within the University when planning and delivering in-service training courses. The professional development record of staff shows that, for the most part, what they have done is useful.
- 85 Most learners have access to generally good quality learning resources on all college sites. The provider has accommodation for WBL in locations across North Wales. These are accessible for disabled learners and are of a generally very good quality with a good range of well-maintained training rooms including video conferencing. These provide suitable, safe and stimulating learning environments. In one case, however the accommodation, though spacious and well resourced, is relatively inaccessible by public transport.
- 86 Employers make sure that trainees access good quality accommodation and resources in the workplace. In Customer Services and Health, Public Services and Care learners use very helpful text and workbooks to support their work. However, on occasion, these workbooks prevent learners organising their own learning through individual research.
- 87 Most learners have access to appropriate IT resources. In learning areas such as Health Public Services and Care, where there are large numbers of learners, there is not enough use of IT. Few learning areas use e-learning programmes enough and few learners and ETAs make use of the University's Virtual Learning Environment. All learners have access to the University of Wales Bangor facilities such as libraries but they do not receive sufficient guidance on how to access these facilities.
- 88 Staff at all levels review their use of resources and identify resource needs on an ongoing basis. There is good use of resources in learning areas such as Business, Administration and Law including Management. The provider's strategic plan includes a mission statement, an outline of a vision and values and brief business objectives. However, there is no match between priorities for development and resources, and there is no evaluation, at a strategic level, of the use of resources to ensure value for money. There is no detailed business plan to link issues such as resources to planned improved framework attainment.
- 89 The provider has addressed issues of underperformance in learning areas through initiatives such as review meetings between ETAs and team leaders. This process is helpful in promoting the accountability of staff and in promoting an awareness of value for money issues. However, managers do not carry out enough analysis of the costs, income and learner outcomes of each learning area in order to find out their cost effectiveness. They do not plan well enough to match resources to their priorities for development.
- 90 There is a regular audit of the budget in accordance with guidance from DELLS. Standards are adequate in Business, Administration and Law including Management, Information and Communications Technology and Retail and Customer Service. In Health Public Services and Care, the largest learning area in terms of learner enrolments, standards are poor. Overall, the University of Wales Bangor work-based learning provision provides poor value for money.

Standards achieved by learners in the areas inspected

Health, Public Services and Care

Grade 4: Good features but shortcomings in important areas

Summary of provision in Health, Public Services and Care

- 91 All learners are employed and work in a variety of settings including day nurseries, schools, family centres, residential and nursing homes for older people, small group homes for adults with learning difficulties or disabilities and in home care services. All workplaces provide most learners with good opportunities to develop practical and professional skills.
- 92 At the time of the inspection there were 601 learners on care and child care programmes.

Number of learners in training	Foundation Modern Apprenticeship	Modern Apprenticeship	Skill Build plus	Modern Skills Diploma
601	198	270	26	107

- 93 The training frameworks for Foundation Modern Apprenticeships and Modern Apprenticeships include key skills at the levels indicated in the table below. These frameworks require the completion of a NVQ level 2 for Foundation Modern Apprenticeships and a NVQ level 3 for Modern Apprenticeships. The framework also requires the completion of an appropriate technical certificate. There are no such frameworks for the Modern Skills Diploma or Skillbuild programmes.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship	1	1
Modern Apprenticeship	2	2

Success in attaining agreed learning goals

- 94 Overall, the standards achieved by learners are unsatisfactory. Too few learners on the Modern Apprenticeship programme achieve all the requirements of their training framework. Only 11% of Modern Apprentices gain all the components set out in their individual learning plan (ILP). However, 63% of Modern Apprentices achieve all or part of their NVQ.
- 95 Twenty four per cent of Foundation Modern Apprentices achieve their full framework and 70% of leavers from this programme achieve full or part of their NVQ.
- 96 Standards achieved by learners on the Modern Skills Diploma programme are better. Seventy one per cent of these learners achieve their full Individual Learning Plan and

many also achieve additional qualifications, for example wider key skills. Few leavers leave without any qualification; however a significant minority leave with only one or two key skills.

- 97 The provider has recently revised its recruitment arrangements in order to try to improve the commitment of learners and employers to the training programme. These new arrangements include opportunities for learners to achieve key skills qualifications as part of a Skillbuild programme. Whilst almost all of the learners on this programme achieve their full ILP, the targets set are not always challenging enough.

Leavers/completers August 2005-July 2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ	Destination of leavers who did not gain a NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
SB	11	11	0	10	0	0	0	0
FMA	44	112	72	23	9	0	0	0
MA	76	95	47	7	4	0	0	0
MSD	19	27	20	0	1	0	0	0

Key: MA – Modern Apprenticeship, FMA – Foundation Modern Apprenticeship, MSD - Modern Skills Diploma, SB - Skillbuild

Progress in learning

- 98 Most learners make reasonable progress towards achieving the goals set out in their individual learning plans. They collect appropriate evidence to support their occupational and key skills competence. Most learners' portfolios reflect their growing understanding of care, childcare principles and values, and occupational competence. Many weaker learners make good progress in developing important work-related skills that help them to be effective practitioners. For example, child care learners develop effective communication skills to support story-telling activities with children and which promote work with parents or carers.
- 99 Most of the learners who have started their training in the last six months meet the targets agreed at review meetings. However, too few learners have real ownership of their portfolios. Learners do not consistently gain transferable planning and organisational skills as part of the assessment and review process. Too often learners are not aware of the progress they are making or what they need to do to complete their qualifications. Many learners make valuable contributions to the delivery of care and childcare within their work settings. They develop skills appropriate to the level of work they do. A significant number of learners make slow progress. Eight per cent of the learners have not met their target completion date.

Development of personal, social and learning skills

- 100 The majority of learners benefit from the good quality work places which provide them with good opportunities to develop their vocational skills. Many learners work in workplaces where employers promote a culture of continuous professional development. In these workplaces learners attend a range of courses and workshops to develop important occupational and personal skills. For example, one

learner is following an aromatherapy course to enrich her practical skills and improve the quality of life of service users. Many learners gain in confidence and self esteem. They contribute more effectively in the workplace and apply their newly acquired knowledge and skills confidently.

- 101 Most learners make good use of resource packs and workbooks. These support their understanding of equal opportunities and diversity. Whilst these provide a useful starting point, they do not offer enough opportunity for learners to extend their learning. Generally, the resource packs do not challenge able learners enough. Many learners do not gain the ability to think for themselves or develop independent learning skills.
- 102 Most learners' attendance and punctuality is generally good. This is particularly important for those preparing for work with the most vulnerable individuals and groups in society.

Information and Communications Technology
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Grade 4: Good features but shortcomings in important areas

Summary of provision in Information and Communications Technology

- 103 At the time of the inspection there were 14 learners on the Information and Communications Technology programme.

	Foundation Modern Apprenticeship	Modern Apprenticeship
Information and Communications Technology	7	7

- 104 The training frameworks for learners on Foundation Modern Apprenticeship and Modern Apprenticeship programmes include key skills at the levels indicated in the table below.
- 105 These frameworks also require the completion of a NVQ level 2 for Foundation Modern Apprenticeships and an induction that covers employment rights and responsibilities. The NVQ level 3 for Modern Apprenticeships includes an appropriate Technical Certificate and an induction that covers employment rights and responsibilities.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship	1	1
Modern Apprenticeship	2	2

Success in attaining agreed learning goals

- 106 Overall, attainment rates for learners in this learning area are unsatisfactory. Of the three Foundation Modern Apprenticeship leavers, one achieved the full NVQ

qualification and one achieved the full Individual Learning Plan. One learner has left the programme and progressed onto the Modern Apprenticeship programme and is currently awaiting External Verification for the full Foundation Modern Apprenticeship Framework.

- 107 Of the five Modern Apprenticeship leavers, four transferred to the less demanding Foundation Modern Apprenticeship programme. The other learner left the programme but had previously achieved an NVQ Level 2 qualification as part of this training.
- 108 All learners throughout the learning area make satisfactory progress towards achieving the key skills associated with their framework. Most learners achieve additional key skills above the framework requirements. The provider encourages learners to achieve additional qualifications such as the European Computer Driving License and Assessor Awards with other local learning providers.

Leavers/completers August 2005-July 2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
FM A	0	3	1	1	0	0	0	0
MA	0	5	0	0	0	0	0	0

Key: MA – Modern Apprenticeship, FMA – Foundation Modern Apprenticeship.

Progress in learning

- 109 Most learners acquire new skills and knowledge that are appropriate and relevant to their work placements. Learners work in a number of Information and Communications Technology settings. These include the offices of local hospitals and small medium enterprises. They carry out a wide range of Information and Communications Technology tasks that include managing data, accessing information via the internet, word processing and e-mails. However, learners make relatively slow progress towards fulfilling their potential.
- 110 All learners are able to confirm their understanding of the NVQ process and what activities they are currently undertaking. The review process is unsatisfactory: employers are not actively engaged in this process and therefore find it difficult to provide continued support to learners.
- 111 Most learners discuss their progress in a very open and honest manner with ETAs. They make comments and discuss issues that may be affecting performance. In most cases, forward plans provide specific and measurable targets for agreed actions. But too often learners do not make progress quickly enough to fulfil their potential.

The development of their personal, social and learning skills

- 112 Some learners produce good quality work which relates to issues and activities associated with the workplace. Portfolios of evidence reflect this as well as the diverse nature of work placements. However, learners do not take responsibility for

structuring and organising evidence portfolios and therefore do not take individual ownership for the learning process. Learners' attendance and punctuality are generally satisfactory.

- 113 All learners are able to work independently or as part of multi-disciplinary teams. They are able to participate effectively in the work place. All the learners are in employment. Employers see learners as valued team members. Learners are able to demonstrate an awareness of equal opportunities and how this relates to issues in the workplace.

Retail and Customer Service

Grade 3: Good features outweigh shortcomings

Summary of provision in Retail and Customer Service.

- 114 At the time of the inspection there were 50 learners on retail and customer service programmes.

Number of learners in training	Foundation Modern Apprenticeship	Modern Apprenticeship
Customer Service	27	22
Retailing	0	1

- 115 All learners have employed status in local organisations. They are typically located in public and private sector offices, including media, retail and child care. Forty-nine learners are following apprenticeships in customer service, of which 22 are foundation apprentices, 27 advanced apprentices and one advanced apprentice is studying retailing. Most training takes place in the workplace, although assessors offer individual training and coaching as required. Customer service learners attend off-the-job training in key skills. The training frameworks for Foundation Modern Apprenticeships and Modern Apprenticeships include key skills at the levels indicated in the table below.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship Customer Service	1	1
Modern Apprenticeship Customer Service	1	2
Modern Apprenticeship Retailing	1	2

Success in attaining agreed learning goals

- 116 Most learners achieve good standards of work and develop practical skills and knowledge of customer service delivery applied to work roles. In particular, advanced learners are able to plan and implement improvements in customer service based on customer feedback. The quality of learners' work is appropriate to awarding body requirements. Portfolios are well organised and learners' written work

is well presented. Learners are able to organise, deliver and maintain reliable customer service. They show a good understanding of both the framework and their service based employment in relation to their Foundation Modern Apprenticeship and Modern Apprenticeship qualifications. For example a learner working in media demonstrated good problem solving skills in tracking and locating a lost customer order, dispatching it to arrive on time.

- 117 Attainment on customer service programmes is improving. Overall attainment is satisfactory, with 50% of leavers gaining their full framework from August 2005 to July 2006. This shows an increasing trend over the previous year when just 9% of leavers attained frameworks. Framework attainment of Modern Apprenticeships is very good at 77%. However, the Foundation Modern Apprenticeship figure is low with 30% of learners attaining the full framework. A high proportion of learners successfully completed their NVQs. Retention of learners is consistently high.

Leavers/completers August 2005-July 2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
SB	1	1	0	1	0	0	0	0
FMA	15	20	16	6	0	0	0	0
MA	4	13	10	10	1	0	0	0

Key: MA – Modern Apprenticeship, FMA – Foundation Modern Apprenticeship, SB - Skillbuild

Progress in learning

- 118 Most Modern Apprenticeship learners make good progress and most Foundation Modern Apprenticeship learners make satisfactory progress towards achieving their learning aims. A few Modern Apprentices are making very good progress in completing half their NVQs in a relatively short time. They have good skills and knowledge of work in customer service. Learners use additional support such as work books and individual coaching by education and training advisors.
- 119 Key skills are introduced at the start of most learners' programmes. Many learners achieve additional key skills, including improving own performance and working with others. Too few Modern Apprenticeship learners are encouraged to take responsibility for their own learning. The learners rely too much on their ETA for support. Long term target setting is inadequate for Foundation Modern Apprenticeship learners.

Development of personal, social and learning skills

- 120 Customer service learners are able to organise and complete agreed action plan targets and tasks, in time and to a reasonable standard. The good standard of personal care offered by employment training advisors helps learners develop self confidence and operational service skills. Most learners are well motivated and enthusiastic and enjoy their learning. They benefit from good work opportunities to improve their communications and exceed customer expectations, leading to increased responsibility in their job roles. They attend regularly and punctually.

Business, Administration and Law including Management

Grade 3: Good features outweigh shortcomings

Summary of provision in Business, Administration and Law including Management

- 121 At the time of inspection there were 66 learners on business administration and management programmes. There were no learners in the law programme. All learners are employed status and work in a variety of settings in the public and private sector. The workplaces are in small, medium and large enterprises. Twenty nine of these learners are in Business Administration the further 41 are on Management programmes. There are 13 Foundation Modern apprentices on Business Administration. The remaining 12 are working towards an Advanced Modern Apprenticeship. In Management, 22 learners are working towards an advanced level 3 management framework; a further 19 are on the Management Skills Diploma programme.

Number of learners in training	Foundation Modern Apprenticeship	Advanced Modern Apprenticeship	Modern Skills Diploma
Management		22	19
Business Administration	13	12	

- 122 The training frameworks for the Foundation Modern Apprenticeships and the Advanced Modern Apprenticeships for Business Administration and Management include key skills at the levels indicated in the table below. These frameworks also include the completion of the appropriate technical certificate.

Management Framework	Application of number	Communications
Advanced Modern Apprenticeship	2	2
Business Administration	N/A	N/A
Foundation Modern Apprenticeship	1	2
Advanced Modern Apprenticeship	2	2

Success in achieving agreed learning goals

- 123 Overall, the standards achieved by learners are satisfactory. In Business Administration learners' completion of frameworks is satisfactory with 60% of foundation Modern Apprenticeships and 47% of Advanced Modern Apprenticeships completing a full framework in 2005-2006. There is satisfactory achievement of the Management Skills Diploma (MSD) with 69% gaining a qualification. However, completion of frameworks for the 22 Advanced Modern Apprenticeships in Management is poor. None achieved a full framework. Of the 22 who are currently taking the Management Advanced Modern Apprenticeship, 10 have achieved all their

NVQs and key skills. Attainment for two thirds of learners on Business Administration and Modern Skills Diploma programmes is satisfactory.

Management								
Leavers/completers August 2005-July 2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full National Vocational Qualification and no key skills	Leavers gaining full Individual Learning Plan	Leavers gaining part National Vocational Qualification	Destination of leavers who did not gain a NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Modern Apprenticeship	8	5	0	0	0	0	0	0
Modern Skills Diploma	16	13	9	NA	0	0	0	0

Business Administration								
Leavers/completers August 2005-July 2006								
	New Starters during this period	Total Leavers this period	Leavers gaining full National Vocational Qualification and no key skills	Leavers gaining full Individual Learning Plan	Leavers gaining part National Vocational Qualification	Destination of leavers who did not gain a NVQ, part NVQ or any key skills		
						Related Employment	Other Employment	Unemployed or other
Foundation Modern Apprenticeship	10	22	15	18	0	0	0	0
Advanced Modern Apprenticeship	10	8	5	9	0	0	0	0

Progress in learning

- 124 Most learners make satisfactory progress through their NVQ. Many progress to a higher qualification. For the 2005-06 period, 10% of learners have moved from a level two apprenticeship to level three. Over the last three years, 29% have moved from a level two to a level three qualification. A further 10% of Business Administration apprentices are working towards a level two apprenticeship in Customer Care. Learners on advanced Modern Apprenticeship in Management have well developed research skills as a direct result of working towards their NVQ. This has helped them to gain an understanding of strategies they use in their own work for example when developing questionnaires for staff. Many use the assessment sessions to talk through their work issues and describe complicated and often difficult issues. This helps them progress towards their qualification.
- 125 Many learners are in highly responsible positions and display good standards of work. Many learners have a good awareness of their short term targets and are motivated to progress quickly through their programme. However, targets for the completion of units are all set at the same time and there are no milestone dates identified for learners to complete aspects of their work. Few learners work independently or develop independent learning skills. Most learner portfolios are of good quality and contain good assessment observations and witness testimonies.

Development of personal, learning and social skills

126 Most learners quickly develop appropriate personal and communication skills. Many learners communicate information effectively across large organisations. They plan and organise their work appropriately. They work well in teams to solve problems appropriately. They have a good record of attendance and punctuality overall. Most learners work in organisations where there is a culture of diversity and a full understanding of equal opportunities. They show a good understanding of these issues.

The provider's response to the report findings

In response to the findings and the recommendations made by the inspection team the Vice-Chancellor has established a high-level review group to determine the reasons for the current performance of the unit and to develop a strategic view of its place and role within the UWB.

In response to the eight main recommendations a number of strategies have been or are being put in place to address these. These include increasing learner achievement in the area of overall frameworks which has been successful in that we have seen a rise in achievement in the first quarter of this year from the same period last year. Targets have been set and performance is being monitored by the Work Based Learning management team on a regular basis against these to ensure continued improvement.

The WBL management team is in the process of developing an e-learning strategy to further support learners' independent learning which will be implemented in the New Year. A staff briefing day will incorporate a training session to all staff on the University's Virtual Learning Environment by a specialist forum within UWB. This will be extended to include additional sessions on learning styles and the development of independent learning.

The basic skills curriculum is currently being revised to take account of learners' identified needs and to ensure a coherent programme of support at the skill build plus stage of their learning and when they progress to mainstream learning programmes. Basic Skills and Key Skills are now both available through the medium of Welsh following an internal re-structure of the staff team. We are also exploring the possibilities of working in partnership with other WBL providers in the region on specific Welsh language initiatives.

A newly established quality group will meet on a monthly basis. The specific terms of reference of this group will include formalising policies for meeting learner support needs, identifying the learners with particular support needs through quarterly data reports, and ensuring the availability of resources to meet these needs and the provision of any staff training required. A further remit for this group is to undertake the drafting of the SAR and Quality Development Plan (QDP) in relation to Key Questions 1–4 which will be submitted to the Strategy meeting. The aim of this is to include staff working directly with learners in the quality process to ensure that the SAR/QDP is continuously developed, monitored and evaluated.

A new meeting structure within the School of Lifelong Learning is now in place. To improve the strategic planning and management within Work Based Learning the management team now meets on a weekly basis to formalise and improve the business and operational plans. This will be communicated via regular reports and monthly or more frequent meetings to the Head of School of Lifelong Learning. Work Based Learning staff will be updated on these at the quarterly staff briefings. The newly established college of Education of lifelong Learning now has a management board in place; the head of school of Lifelong Learning is a member of this board and will be responsible for keeping the head of college informed on WBL performance and quality issues.

Individually named persons have been given responsibility for addressing issues raised in specific data reports, which are then monitored and evaluated by the management team. All data reports are placed on an internal system on a monthly basis to ensure access by all staff.

Appendix 1

The evidence base of the inspection

Inspectors visited:

- a sample of learners in the workplace and during off-the job training at the provider's training centres; and
- a variety of other activities delivered by UCB WBL.

Members of the team held meetings with:

- senior and middle managers, training advisers and a wide range of staff;
- learners in on-the-job and off-the-job locations; and
- employers.

The team also considered:

- a selection of learners' work and photographic records of achievement; and
- comprehensive documentation provided both before and during the inspection.

Appendix 2

The inspection team

Gareth Wyn Jones HMI	Reporting Inspector
Bernard Hayward HMI	Deputy Reporting Inspector
Huw Collins HMI	Team Inspector
Janice Thomas HMI	Team Inspector
Claire Yardley HMI	Team Inspector
Sarah Lewis	Additional Inspector
Ian Jones	Additional Inspector
Sally Stringer	Additional Inspector
Pat Land	Additional Inspector
Pat Burns	Additional Inspector
Steve Nelson	Additional Inspector
Marianne Jones	Nominee
Mark Isherwood	Peer assessor
Stuart Davies	Peer Assessor