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

A Report on the Quality of Further Education in

COLEG CEREDIGION
Re-inspection of Construction, Welsh for Adults and Leadership and Strategic Management

October 2005

by

Estyn, Her Majesty’s Inspectorate for Education and Training in Wales
The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education
- adult and 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

Coleg Ceredigion was re-inspected following the inspection of January 2004 when grades for Construction, Welsh for Adults and Leadership and Management fell below the quality threshold (Grade 3). The 2004 inspection was part of the short inspection cycle (2002-2005) inspections of further education. The purpose of the inspection programme was to identify good features and shortcomings in order to improve the quality of education and raise standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of further education.

All inspections conducted under the new arrangements apply the following principles:

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

The re-inspection took place from **10 October 2005** to **14 October 2005**. 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 peer assessors released from other further education providers in Wales.

Grade descriptions

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

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

Provider's response to the report findings  

Appendix

1 The inspection team
## The nature of the provider

1 Coleg Ceredigion was inspected in January 2004. During this inspection, the programme areas of Computing and Welsh for Adults were awarded grade 4s. Grade 4 was also awarded to key question 5: How effective are leadership and strategic management? The grades awarded in the previous inspection are listed below.

### Outcomes of the inspection in January 2004

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<th>Programme area</th>
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<td>3 How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
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<td>4 How well are learners cared for, guided and supported?</td>
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<td>5 How effective are leadership and strategic management?</td>
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<td>6 How well do leaders and managers evaluate and improve quality and standards?</td>
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2 Since the last inspection, there have been significant changes in the organisation of the college. There has been a reorganisation of teams at senior level and a refocusing of the self-assessment and quality processes. Two new posts, for a quality standards co-ordinator and college statistician, have been created.

3 There have been new teaching appointments in Construction and in Welsh for Adults and more staff development has been made available for staff.
Summary

4 Overall, managers have made good progress in improving the performance of learners and teachers. They have also improved quality assurance. Staff development has focused on improving the standard of teaching, learning and assessment. Learner outcomes have improved on most courses within the learning areas inspected. Team meetings at senior level have been reorganised and include both functional and curriculum managers. This has strengthened the coherence of strategic and operational management through better integration of financial and curriculum planning. Communications throughout the college have improved and there is a greater focus and culture towards continual improvement amongst staff, managers and governors.

Main findings of re-inspection

Construction

5 In Construction, good features outweigh shortcomings. The rate at which learners complete and attain their qualifications has improved since the last inspection. Overall learners’ success rates in 2003-2004 are good or improving on most courses. Unverified data in 2004-2005 confirms that the overall trend is improvement. Learners make good progress towards attaining their goals. Many teachers use a wide range of teaching strategies. However, good teaching practice is not shared effectively with less experienced teachers. Most teachers promote good working practices. In a very few cases, teachers do not effectively challenge the poor practice of a few learners.

Welsh for Adults

6 In Welsh for Adults, good features outweigh shortcomings. Completion rates are very high. However, yearly and term-to-term progression rates are much lower. Attainment rates are very good, although the learner progress observed does not always match this. Only a few learners sit examinations for Welsh for Adults, but learners who take examinations succeed. The tracking of learners’ progress is poor. Most teaching sessions are well planned. Teachers are enthusiastic and they create a lively learning atmosphere in their classes. The communication between the college and the local authority in this third party provision has improved significantly.

How effective are leadership and strategic management?

7 Leadership and strategic management in the college have improved and good features now outweigh shortcomings. The reconfiguration of teams at senior level has significantly improved communication and led to a focus on continuous improvement. The two new positions of quality standards co-ordinator and statistician have provided good support that encourages a positive climate for improvement. This is further supported by the curriculum and standards committee of the governing body. There has been an increase in staff development activities and the developing staff appraisal process now has an improved focus on
The development of the bespoke computerised course-costing system provides an effective planning and operational process for managers at all levels.

**Summary of grades in re-inspected areas**

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<td>Key question 5: How effective are leadership and strategic management?</td>
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The quality of education and training in programme areas re-inspected

PA8 Construction

Summary of provision in PA6 in Construction

8 Learners in Construction undertake courses in carpentry and joinery and trowel occupations (brickwork). These meet the demands of industry. Full-time and part-time courses are available from foundation to level 3.

9 Learners progress well to the next levels of training or achieve the next level of qualification on most courses.

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

Success in attaining agreed learning goals

10 Most learners develop good practical skills to construction industry standards. They develop adequate, and sometimes good, theoretical knowledge and understanding. Most learners can relate theory and practice effectively.

11 Carpentry and joinery learners develop competence when marking out and cutting joints in timber. Brickwork learners demonstrate good practical competence when undertaking the construction of arches, curved structures and basket-weave ornamental brickwork.

12 Overall, the standard of learners’ portfolios is good. They are comprehensive and well organised. One contains materials to support learning while another holds learners’ assessed work.

13 Key skills are delivered and assessed through assignments and projects that are related to construction. Evidence is often generated from learners’ practical tasks. However, not enough use is made of naturally occurring evidence from the workplace and from practical sessions for the assessment of key skills.

14 The rate at which learners complete and attain their qualifications has improved since the last inspection. Overall, learner success rates in 2003-2004 are good or improving on most courses. Unverified data for 2004-2005 confirms the overall trend of improvement.
Progress in learning

15 Most of the current learners demonstrate a good understanding of the course and assessment requirements. Overall, learners in brickwork are making good progress. Learners undertaking carpentry and joinery courses are making adequate progress.

16 Learners also make good progress in key skills. Current learners are achieving key skills at the same time as they work on their NVQ or vocational qualification. Many learners demonstrate good communication skills. Bilingual learners undertake discussion and answer questions though the medium of Welsh. A few complete written assignments in Welsh.

Development of personal, social and learning skills

17 Learners’ motivation and enthusiasm are generally good. There are good working relationships between staff and learners and this encourages the high levels of learners’ punctuality and attendance. Many learners travel long distances daily to attend classes.

18 When working alone and in pairs, learners develop their self-confidence well. In most cases, learners show respect for their peers and the teacher. In one class, however, the behaviour of a few learners had a negative impact on the learning.

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

Grade 3: Good features outweigh shortcomings

Teaching

19 In most cases, the quality of teaching is adequate and in others good. However, in two sessions inspected, the quality of teaching was poor. In these sessions, teachers lacked the experience to set effective aims for learners, give clear instruction or monitor progress. Inappropriate learner behaviour was not challenged and class management was poor.

20 In most classes, the planning of learning is good. All lesson plans clearly identify learning aims and objectives. They set clear teacher and learner activities and a time is set for each activity. Many teachers use an appropriate range of teaching strategies, including demonstrations and visual aids. However, good teaching practice is not shared effectively between brickwork and carpentry and joinery teachers. Although many teachers promote good working practices, some do not effectively challenge poor practice or learners using tools incorrectly. The theory and practical tasks that teachers set are generally challenging.

21 All Construction staff have good subject knowledge and industrial experience. All newly appointed staff undertake initial teacher training courses.

22 The accommodation used for teaching construction is variable in quality. The quality of the brickwork practical area is very good. However, the carpentry and joinery workshop is small and cramped when occupied by large student numbers. Some
classrooms contain poor quality furniture. Whiteboards often have no lighting overhead and some visual aid projectors require maintenance or replacement.

**Assessment**

23 Assessment procedures in Construction meet the requirements of the awarding bodies. Assessment is now effectively planned and monitored. Internal verification procedures are effective. In most sessions, teachers regularly discuss tasks with individual learners and this is especially effective during practical sessions.

24 Most learners are aware of assessment procedures and know what they need to do to complete assessment tasks. Overall, many learners complete practical and theory assessment tasks to a good standard.

25 Written assessments are marked and up-to-date. However, most do not contain enough feedback to enable learners to improve their future performance.

26 A tutorial system has recently been introduced. As a result, learners are set targets that are regularly monitored and reviewed.

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<th>Overall grade 3: Good features outweigh shortcomings</th>
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**The good features are:**

- the generally good practical skills demonstrated by learners;
- the good theory, knowledge and understanding demonstrated by many learners;
- the many well-prepared sessions which engaged learners fully; and
- the enthusiasm of learners and the good relationships between learners, their peers and teachers.

**Recommendations:**

27 In order to improve in the areas inspected, the staff and governing body need to:

R1 share good practice between brickwork and carpentry and joinery teachers;

R2 offer more written feedback on learners’ work which will enable them to improve their performance;

R3 challenge learners when they are using tools or undertaking procedures incorrectly;

R4 make better use of naturally occurring key skills evidence from college practical sessions and the workplace to assess key skills;
R5 strengthen teaching and learning in relation to class and time management where these are poor; and

R6 sustain and further improve the rates at which learners achieve qualifications.

**PA18a Welsh for Adults**

**Summary of provision in Welsh for Adults**

28 The provision is offered through a third party agreement between the college and Ceredigion Local Education Authority. The college is a member of the Dyfed Welsh for Adults consortium for Welsh language learning in South West Wales and complies with its arrangements. The provision includes part-time day and evening classes which are held in a variety of outreach centres across the authority. The provision offers a variety of classes at different levels, including beginners and level 1 to 4 which broadly correspond to the national Entry, Year 1, 2 and 3 levels.

**Key question 1: How well do learners achieve?**

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**Success in attaining agreed learning goals**

29 Most learners at every level make good progress, but there are shortcomings in the standards achieved by a few. Generally, learners have a good understanding of the areas of work they have already covered. Most can use basic language structures and vocabulary well. They can also use new language patterns confidently. On the whole their pronunciation is good. In a few classes at all levels a few learners do not have enough confidence to use the target language and they continue to use English in some aspects of the session.

30 In most beginners courses, learners can ask and answer a range of simple questions. The most confident learners can initiate simple conversations independently. They can read simple texts with developing accuracy and understanding. They can also begin write simple sentences. However, a few learners are unsure of basic patterns; their responses tend to be short and hesitant, and their progress is slow.

31 Most Year 2 and 3 learners can speak confidently and use a good range of vocabulary. Most of them have listening comprehension skills that are developing well. In one class learners regularly make five-minute oral presentations about themselves to other members in the class. These are of a good standard. In the best classes many learners read accurately and with meaning. Their writing skills are also developing well. However learners in a minority of intermediate classes lack confidence in responding to questions.

32 Learners on higher-level courses can use new vocabulary well to extend the conversation. Their pronunciation is generally good. Not all learners in advanced classes use some basic language structures correctly.
Completion rates in Welsh for Adults are very high. However, yearly and term-to-term progression rates are much lower. Learners attain qualifications at a very good rate, although their progress in class does not always reflect this. The learners who sit WJEC examinations for Welsh for Adults are few, but those who sit the examination succeed.

Data collection systems for Welsh for Adults have improved. Systems for tracking learner progression are weak and detailed targets for attainment and progression are not set.

**Progress in learning**

Generally, learners make good progress in class. The best learners are active learners. They communicate confidently and use incidental language well. In most classes learners make very good use of their time and their learning is sustained. However, in a few classes, learners’ progress is slower due to having limited opportunities to practise their new skills thoroughly. Learners in many classes have good individual learning plans which detail the progress to be made.

**Development of personal, social and learning skills**

Learners are mostly attentive, enthusiastic and highly motivated. In many classes, they are keen to try out new language patterns and contribute confidently in group discussion. Learners support each other well. They also support the other members of the classes whose oral skills are not as well developed. In most sessions learners enjoy their work and have fun.

Some learners take advantage of opportunities to practise their Welsh outside the classroom in their local community. A few learners attend additional sessions such as Saturday Welsh day schools and ‘Rust Busters’ revision sessions for learners returning to the programme after a break. Canolfan Iaith Felin-fach offers weekly ‘catch-up’ sessions. However, many learners are not able to attend due to the distance of the language centre from their homes. A few learners are also supported well by CYD (a society which brings Welsh learners and speakers together) and other community links.

Attendance is generally good at the start of the new term, although class numbers are generally small. However, attendance on a majority of courses last year was erratic.

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

| Grade 3: Good features outweigh shortcomings |

**Teaching**

Generally the quality of teaching is good. Most teaching sessions are planned well using a good variety of language activities. Teachers complete the new planning forms in detail for each session. The best lesson plans link speaking and listening
activities with supporting reading and writing exercises. However, not all tutors adhere closely to their lesson plans.

40 Most teachers in beginners’ classes successfully introduce the new ‘Acen’ course booklets. In the best sessions, teachers also prepare high-quality additional resources such as games, flashcards and worksheets to give learners additional opportunities to develop their language skills. Teachers also use the whiteboard purposefully in sessions. Teachers use the target language well in the majority of beginner classes as well as more advanced classes.

41 The majority of teachers explain the aims and objectives of the session clearly. They revise the work introduced in the previous session well before introducing new language patterns. However, in a minority of classes there is too much consolidation of previously learned work. Not all teachers drill new language patterns well, while a few give only a limited introduction of new language patterns and not enough drilling of new vocabulary. This slows the pace of learning and does not provide a suitable challenge for the learners. In the best classes, teachers use pair-work and group-work effectively to ensure that the learners can use the new language patterns confidently. Most teachers are enthusiastic and they create a lively learning atmosphere in their classes. However, a few learners are not challenged enough and the pace of the learning is too slow.

Assessment

42 Formative assessment occurs regularly and learners receive constructive feedback and encouragement to improve their skills. Teachers set homework in most classes. Not all written work is marked and only a few teachers write advice on how learners can improve their written work. In a few sessions, assessment activities are not challenging enough to enable the tutor to make an accurate evaluation of progress.

Overall grade 3: Good features outweigh shortcomings

The good features are:

- the careful planning in most classes to provide learners with a good range of language activities;
- the enthusiasm and commitment of most tutors and learners; and
- the positive attitudes of new learners entering the programme.

Recommendations:

43 In order to improve in the areas inspected, the staff and governing body need to:

R1 encourage more learners to proceed to the next level;

R2 develop teaching methodologies in in-service training activities to encourage and extend oral work;
R3 introduce team teaching approaches as part of the induction and training of new staff;

R4 track individual learner progression from term to term and compare overall progression each year to measure trends;

R5 develop detailed tracking systems to improve standards; and

R6 redefine levels of Welsh for Adults courses in Ceredigion to reflect the national framework and communicate these to teachers and learners.
Leadership and management

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

Grade 3: Good features outweigh shortcomings

44 The college has revised its mission statement to provide more focus on promoting high standards. This mission statement is translated into detailed aims and objectives within strategic and operational plans. The principal provides a clear vision for the college in meeting learners’ needs and addressing national priorities. All college staff engage in the process of sharing values and identifying priorities for development. College policies take full account of the Welsh Assembly Government strategic priorities; particularly in the development of 14-19 Learning Pathways, social inclusion, equal opportunities, sustainable development education and promoting bilingualism.

45 The college has rationalised the allocation of responsibilities at senior management level, which works well to deliver better leadership and management at strategic level. Former curriculum and resources management teams have been combined to form a new senior management team. Its members include the principal, vice principal, heads of faculty and the heads of functional areas. They meet regularly discuss appropriate cross-college issues in detail. A focus for this team is to monitor achievement against the ‘SMART’ (an acronym for specific, measurable, achievable, resourced and timely) targets that have been set in the annual operational plan. Very detailed documents and papers are prepared for the senior team in order to inform their understanding of strategic issues. The new configuration of managers at senior level creates better links between curriculum and functional areas and has improved the coherence of strategic management and decision-making.

46 The protocol for meetings requires heads of faculty to meet their respective teams regularly and programme area and course teams to meet twice a term. These meetings are well structured and provide a good forum for promoting issues for improvement. In addition, site meetings for staff are held each month in order to enhance communication further. Communication between the senior team and middle managers across the college is good overall. Regular meetings are held between senior members of the college and officers of the local education authority to review progress in the Welsh for Adults programme.

47 There has been very good progress in introducing and developing a computerised system of course-costing to inform curriculum decisions at a strategic and operational level. This innovative system enables the college to monitor course numbers regularly and to assess the financial impact of fluctuations in numbers. It also links all curriculum activities to detailed staffing costs. This is a good feature.

48 The staff appraisal model has not been changed since the last inspection, but now focuses more on setting targets for performance in line with college objectives. The process is based on a review of job descriptions together with an evaluation of teaching and learning. Last year, 50% of staff were appraised. The target this year is 70%. It is still early to evaluate the impact of these developments on
improvements in staff performance and college outcomes, but grades for Welsh for Adults and Construction have improved. The principal is appraised by the chair of governors who identifies a range of negotiated targets with the principal. These are based on the college’s strategic objectives but are not exacting enough.

49 The governing body is fully aware of current initiatives to improve standards in Welsh for Adults and Construction. The curriculum and standards sub-committee of the corporation has received presentations from each head of faculty on their respective areas of responsibility. This has been a useful exercise in raising the awareness of governors, but the range and content of presentations have varied. In the one good example, the faculty incorporated an evaluation of key performance indicators. However, other faculties did not provide enough analysis and evaluation of data. Overall there is still more scope for the governing body to challenge and promote further improvement in standards across the college. Since November 2003, training sessions organised by the college for governors have mainly comprised the faculty presentations and have only involved a small proportion of the governing body.

50 Governors are involved in the strategic planning process. They receive draft proposals at an early stage in the process and comment on the draft. This is a useful function, but they are not pro-active enough in determining the college mission and priorities, both in terms of the local and national context. Many of the papers presented to the governing body contain too much undigested detail. This can make it difficult to focus clearly on key issues that affect the college. No summary is provided, nor is there a list of possible options for further action by the college. The clerk to the governors provides generally good support to the corporation and its committees.

51 The principal provides detailed verbal reports to governors on strategic and operational aspects and discusses a range of matters with the chair in formulating the agenda for meetings. Communication between them is relaxed and productive. However, the principal does not present a termly or annual written report to governors that summarises college activities and its overall performance against local and national targets.

52 The college has protocols for dealing with complaints. Complaints from learners are referred in the first instance to the course leader. If unresolved, these are progressed through the college management structure to the principal. The corporation is not provided with a record of how these complaints are recorded and addressed. External complaints against the college are normally referred to the clerk to the governors for consideration by the corporation. No external complaints have been made in recent years.

53 The grade profile of the college has improved well during the current inspection and the two programmes that have been re-inspected have been awarded grades that are above the quality threshold. Leaders and managers have worked well to improve standards in Construction and Welsh for Adults. Improvements in lesson planning, the tutorial system, and opportunities for bilingual learning, though still at an early stage, are taking effect.
54 Improvements in quality assurance have led to a better focus on quality issues. As a result, self-assessment is stronger. For instance, data on learner outcomes is now used to set targets within specified time frames. These targets are used to inform the strategic planning process. Self-assessment also provides a strong focus on monitoring quality through class-room observations. This is a good feature across the college and has also been embedded in the Welsh for Adults programme delivered by the local education authority.

The good features in leadership and management are:

- the reconfiguration of the senior management team;
- improved standards in Construction and Welsh for Adults in achievement of grade 3s (good features outweigh shortcomings);
- the computerised course-costing system;
- more emphasis on formal planning of lessons;
- the initiatives in promoting bilingualism;
- revitalised quality assurance systems and related improvements; and
- the embedding of classroom observations in self-assessment across the college and in the Welsh for Adults provision delivered by the LEA.

Recommendations:

55 In order to improve in the areas inspected, the staff and governing body need to:

R1 improve outcomes further, particularly in grade 3 provision;

R2 make sure that all staff have their performance appraised and that job descriptions are brought up-to-date;

R3 make sure that reports to the governing body are streamlined and provide a summary containing options for further action;

R4 encourage the governing body to take a more pro-active role in strategic planning and set standards of performance;

R5 provide a written annual report from the principal to governors to summarise college performance and progress against national and local initiatives; and

R6 include a standard item on complaints on the governing body agenda.
In accordance with the procedures for re-inspection, generic key questions, other than key question 5, are not subject to re-grading. The following evaluations provide an update of progress by the college in these key questions.

**Progress report on the quality of education and training**

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

**Not re-graded**

**Progress against recommendations**

56 Good progress has been made in addressing the recommendations.

**Improve the balance of provision in the curriculum for level 1 courses:**

57 The college has continued to increase its range of level 1 programmes at both the Cardigan and Aberystwyth campuses and the balance provided meets needs.

**Offer all full-time students work experience:**

58 The college provides full-time learners with work experience where this is essential for their course. In addition, all full-time learners follow a comprehensive programme of work-related education. Activities include workshops, for example on career opportunities for Welsh speakers and a sustainability and enterprise projects. Staff are beginning to use 'master classes' to introduce learners to specialist occupations.

**Offer equal access to school pupils to courses on both campuses:**

59 The college has increased its school-link provision on both campuses. Additional programmes include a foundation programme in child care for year 10 and 11 school pupils, attendance at A level classes, and after-school and Saturday clubs. The college has made good use of ELWa’s common investment fund to increase access to college courses through proactive collaboration with partner schools.

**Improve the capacity of the college to deliver an effective bilingual curriculum:**

60 The college has recruited additional Welsh-speaking teachers and support staff since the last inspection. It has identified teachers who can deliver programmes bilingually. The college’s Welsh language adviser and bilingual champions work effectively with teachers to help them deliver their programmes bilingually and to produce bilingual materials. The college gives learners good support to improve their Welsh language skills.
Identify and share good practice in bilingual teaching and learning across the college:

61 Teachers target Welsh-speaking learners at the start of their courses. They now actively encourage them to follow parts of their course and participate in lessons through the medium of Welsh. Teachers’ lesson plans identify opportunities to deliver lessons bilingually and they discuss bilingualism in all course team meetings. The college has run several relevant awareness-raising events for teachers, learners and administrative staff. The bilingualism committee advises senior managers on future developments for bilingual teaching and learning.

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

Not re-graded

Progress against recommendations:

62 Good progress has been made in addressing the recommendations.

Provide all prospective students with an impartial pre-entry advice and guidance service:

63 The college has restructured the ‘advice and guidance’ section of student and learning services. It now provides more impartial advice and guidance for all prospective learners.

Review the content and delivery of tutorials and make sure that personal, social and health issues are promoted across the college:

64 During 2004-2005 the college carried out a detailed review of the tutorial programme. This included full and detailed consultation with staff. The new framework, introduced in September 2005, offers all full-time learners the same programme. It focuses on individual target-setting; careers and personal advice; and social and health education.

Evaluate the impact of learning support on student attainment in programme areas:

65 Learning services staff now review the impact of learning support on learner attainment annually. There is a comprehensive system that tracks learners’ overall progress and achievement resulting from learning support.

Make better use of data to set students realistic but challenging ‘SMART’ targets for improvement:

66 Target-setting is now an essential part of the tutorial system. Learning services staff and course tutors work closely with learners to set targets for individual performance and achievement. The system is now comprehensive and coherent.
Progress report on the quality of leadership and management

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

Grade 3: Good features outweigh shortcomings

Progress against recommendations:

67 Good progress has been made in addressing the recommendations.

Identify a clearer direction and strategy for the college so that it focuses more effectively on continuous quality improvement across its provision:

68 The college has set a clearer direction and strategy for managing quality and grades for Construction and Welsh for Adults have improved.

Strengthen the coherence of strategic, financial and curriculum planning at senior management level and secure an appropriate balance in discussion of operational and strategic concerns:

69 The new structure at senior level has strengthened the coherence of strategic management through better integration of financial and curriculum planning. This has also secured a better balance between operational and strategic concerns.

Review the terms of reference and frequency of meetings of the Senior Management Team so that it focuses more on strategic decision-making:

70 The terms of reference and frequency of meetings of team meetings at senior level have been reviewed and the focus on strategic decision-making is more effective as a result.

Make sure that that curriculum and functional area managers formally plan together at a strategic level:

71 The new meeting structure at senior level brings together curriculum and functional area managers and ensures that planning at a strategic and operational level is more transparent and systematic.

Embed the use of specific and measurable targets and performance indicators across all areas of the college:

72 All course reviews incorporate target-setting as a requirement and data on outcomes is used to benchmark performance. The revised tutorial system provides a strong focus on target-setting for learners.
Implement and embed a shared system of course-costing across the curriculum as an integral part of the planning process:

73 The bespoke computerised course-costing system now provides a more effective planning and operational process for managers at all levels.

Extend the staff appraisal system across the college and set clear and specific targets in appraisals which link to operational and strategic objectives:

74 The staff appraisal system has an improved focus on targets that link to college objectives.

Involve governors more closely in quality improvement:

75 The establishment of the curriculum and standards committee has provided a forum for governors to monitor quality improvement more closely. There is scope to involve them further.

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

Not re-graded

Progress against recommendations:

76 Good progress has been made in addressing recommendations.

Embed the use of specific and measurable targets and performance indicators across all areas of the college:

77 There is now increasing use of specific and measurable targets and performance indicators across the college.

Involve governors more closely in quality improvement:

78 The curriculum and standards committee of the board of governors meets regularly and focuses on quality issues. Heads of faculty have provided reports to the committee, but the range and content of the reports varies too much. The information provided to the governors needs to be more streamlined, evaluative and specific.

Improve the management of quality so that it focuses more robustly on raising quality standards in all programme areas, especially those which are at or below the quality threshold:

79 A quality and standards co-ordinator has been appointed and the quality processes have been reviewed and improved. Standards have continued to improve in existing areas of good quality such the curriculum and the support provided for learners. Overall standards in Construction and Welsh for Adults that were below the quality threshold have improved and are now above the quality threshold. There has been
significant improvement in the understanding of quality issues throughout the college and this has helped to develop a culture of continuous improvement.

**Improve the overall quality of course reviews by ensuring that all reviews are evaluative, that they include analysis of student outcomes and their views and that they lead to action plans which contain measurable objectives:**

80 The college has introduced better processes for course reviews by ensuring that they are more evaluative and lead to realistic action plans. Action plans have a greater focus on evaluating learners’ outcomes with the use of improved data provided by the college’s statistician. Learners’ views are obtained via their representation on course teams and questionnaires in initial course reviews and action taken.

**Make sure that the provision in Welsh for Adults is securely embedded within the college’s quality systems and take more direct responsibility for all aspects of its quality:**

81 The college processes for peer observations have been extended to include Welsh for Adults teachers and this has improved teaching. Welsh for Adults teachers have attended staff-development events provided by the college. Processes for collecting and analysing data on student outcomes have improved in order to inform self-assessment. Communication between the college and the local authority has improved significantly.

**Streamline the number of action plans at programme area level and above so that they focus more clearly on developing quality in key strategic areas and allow better tracking and monitoring of action points:**

82 The number of actions, within individual action plans has been rationalised and there is better tracking and monitoring of progress against actions. All action plans now link to analysis in key strategic areas at all levels. Plans are in place to continue to review and improve this.

**Further develop functional area self-assessment to include the views of users and to increase the quality of evaluation overall:**

83 Further development of functional area self-assessment has been completed and integrated into the overall college’s self-assessment processes. Further improvements are planned to increase the quality of evaluation.

**Improve the verification of assessment of Open College Network units:**

84 Overall, internal verification of Open College Networks has improved. Internal verification of Open College Network units has been absorbed into the main college internal verification process. The awarding body co-ordinators on each campus oversee the verification.
Secure part-time staff inputs of consistent quality by identifying and meeting their training needs:

85 All part-time teachers are encouraged and supported to undertake teaching qualifications in accordance with statutory requirements. Other, more specific training needs of part-time staff are identified through a training needs questionnaire which has been completed to inform the 2005-2006 staff development plan.

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

Not re-graded

Progress against recommendations:

86 Good progress has been made in addressing the recommendations.

Provide training for teachers to improve their capacity to teach bilingually:

87 Teachers receive support to improve their Welsh language skills. Teaching staff are encouraged to attend Welsh for Adults classes. There has been a slight increase in the number of Welsh speaking teaching staff and there has been an increase in the amount of bilingual teaching.

Provide independent living skills staff with specialist training:

88 Specialist training has been provided for independent learning skills staff and it has been completed.

Establish formal links between curriculum areas and the library to inform library budget purchases:

89 Useful meetings are held each term between heads of faculty and library staff on both campuses to discuss purchases. At these meetings, detailed arrangements are made to ensure that library purchases relate closely to the needs of current and future learners.

Explore funding opportunities from non-National Council ELWa sources:

90 There has been an increase in the amount of income the college receives from non-ELWa funding streams. Activities in the enterprise faculty via the entrepreneurship champion and the industrial liaison officer have also expanded.

Review the appropriateness of the social and refectory accommodation for students at Cardigan:

91 The social area provided for students has been improved. The interior of the refectory has been redesigned to increase the amount of useable space. There is now better provision for wheelchair access.
Provider’s response to the report findings

Coleg Ceredigion is very pleased with the successful outcome to the re-inspection. The re-grading of the Construction and Welsh for Adults programme areas has resulted in the college returning to a position in which all fifteen of the programme areas which have been assessed by Estyn in recent years are above the quality threshold.

The college has also benefited from the opportunity for Key Question 5 (Leadership and Strategic Management) to be re-graded above the quality threshold. It is unfortunate, however, that the rules of re-inspection did not allow for the opportunity for Key Questions 6 and 7 to be re-graded.

It is particularly encouraging that the re-inspection report acknowledges the positive way in which the college responded to all the recommendations in the January 2004 inspection with regard to Key Questions 3 to 7. Estyn has concluded in relation to each of these key questions that “Good progress has been made in addressing the recommendations”. This acknowledgement of the improvements made to quality and standards across all five of the generic key questions endorses the college’s own views, as set out in its progress report submitted to Estyn prior to the re-inspection.

The college will address all the recommendations made by Estyn in this re-inspection report through the preparation and implementation of an appropriate action plan.

The college is committed to the ongoing improvement of quality and standards and will also, through its annual quality assurance cycle, build upon and embed the areas of good practice and positive new developments identified in the report.
Appendix 1

The inspection team

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<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Bernard Hayward HMI</td>
<td>Lead Inspector</td>
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<td>Mark Evans HMI</td>
<td>Team Inspector</td>
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<td>Ann Jones HMI</td>
<td>Team Inspector</td>
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<td>Mererid Wyn Williams HMI</td>
<td>Team Inspector</td>
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<td>Christine Hooper HMI</td>
<td>Team Inspector</td>
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<td>Gareth Wyn Jones HMI</td>
<td>Team Inspector</td>
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<tr>
<td>Liam Kealy HMI</td>
<td>Team Inspector</td>
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<tr>
<td>Noreen Williamson</td>
<td>Peer Assessor</td>
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<td>Robert Davies</td>
<td>Peer Assessor</td>
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<td>John Ennis</td>
<td>Peer Assessor</td>
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<td>Steven Llewellyn</td>
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<td>Gina Gwyrfa</td>
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