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

Pembrokeshire College

May 2006

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:

- nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- primary schools;
- 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.

Estyn also:

- 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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Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Introduction

The inspection of Pembrokeshire College was part of a six-year (2004-2010) national programme of inspections of all post-16 providers of work-based learning in Wales. The purpose of the programme is to identify good features and shortcomings in order that the provider may improve the quality of the education and training offered and to raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of work-based learning and Jobcentre Plus Programmes, and the learning options available.

All inspections conducted under Estyn’s 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 8 May to 12 May 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 colleges in Wales.

The team was required to report on the standards achieved by learners, the quality of education and training provided, the quality of leadership and management and to judge if the college provides value for money for its work-based learners.

Grade descriptors

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 they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.
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Context

1 The Pembrokeshire economy is dominated by small and micro businesses with 82% of businesses having fewer than five employees. There are, however, two large refineries and other petrochemical organisations operating within the county. The economic climate is beginning to change with the Liquefied Natural Gas (LNG) developments in the south of the county and two possible new power station constructions. These developments when coupled with planned marina improvements and the approval for a holiday village complex represent significant demands for upskilling in a wide range of learning areas.

2 Pembrokeshire College is a modern purpose built further education college. It provides a comprehensive range of programmes for further and higher education full and part time learners, work-based and international learners. The college also franchises out adult community learning programmes. Programmes in the college range from foundation level to degree level courses. For work-based learning the college offers Preparatory Learning, Foundation Modern Apprenticeships, Modern Apprenticeships and the Modern Skills Diploma in nine occupational sectors:

- Health, Public Services and Care;
- Agriculture, Horticulture and Animal Care;
- Engineering and Manufacturing Technology;
- Construction, Planning and the Built Environment;
- Retailing and Customer Services;
- Hair and Beauty;
- Hospitality and Catering;
- Foundation for Work; and
- Business, Administration and Law.

3 The college has well established strategic partnerships with a range of organisations. These include the local Community Consortium for Education and Training (CCET), Jobcentre Plus and Careers Wales. The college is involved in the Learning Pathways Initiative for Pembrokeshire. It has also formed partnerships with the British Army and the Prince’s Trust for delivering work-based training programmes. The college is working with partners in the county including a major international petrochemical company for the delivery of modern apprenticeships in Engineering and Manufacturing Technology.

4 The college has achieved the Investors in People (IiP) as well as the European Foundation for Quality Management (EFQM) Silver Award. In addition the college
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has been successful in attaining six successive UK Beacon Awards from 2001-2005, four successive Charter Mark Awards, the Basic Skills Agency Quality Award and the RoSPA Gold award.

Types of inspection

5 Under Estyn’s inspection arrangements, there are three types of inspection for the inspection of work-based learning. These are denoted as full, standard and short inspections.

6 The designation of a particular kind of inspection is based on clear criteria that determine the level of risk presented by the provider. The criteria for risk-based inspection are fully described on Estyn’s website at www.estyn.gov.uk/publications. As a result of the application of these criteria, Pembrokeshire College was identified as requiring a standard inspection. During a standard inspection, inspectors are required to evaluate and report on:

- all seven key questions across the organisation; and
- a sample of about 50% of the learning areas in which training is provided. The areas inspected include a representative spread of grades awarded to the organisation in previous inspections. Over the year, this will also enable Estyn to develop a view of the work-based learning sector as a whole.

7 The learning areas inspected in the college’s work-based learning provision are:

- Health, Public Services and Care;
- Agriculture, Horticulture and Animal Care;
- Engineering and Manufacturing Technology; and
- Foundation for Work.

8 At the time of the inspection, the numbers of learners in each area inspected were as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Public Services and Care</td>
<td>19</td>
</tr>
<tr>
<td>Agriculture, Horticulture and Animal Care</td>
<td>21</td>
</tr>
<tr>
<td>Engineering and Manufacturing Technology</td>
<td>73</td>
</tr>
<tr>
<td>Foundation for Work</td>
<td>8</td>
</tr>
</tbody>
</table>

The college’s priorities and targets

9 Pembrokeshire College’s mission is to provide the highest quality education, training and support services to all its learners. The college views work-based learning as a core aspect of its provision. In its Strategic Plan (2005-2008), the college states that it aims to expand the college’s work-based learning provision, including improving the quality and number of full framework completions by learners.
The college’s strategic aims are further developed in its Operational Plan and business objectives (2005-2006). The objectives focus on targeting growth in all of the college’s learning areas including the active promotion of work-based learning opportunities to all potential learners as routes to employment. There is a specific reference in the objectives to increase the work-based learners’ attainment of modern apprenticeship frameworks.
Summary

11 The profile of grades awarded to Pembrokeshire College for its work-based learning provision is very good overall. No learning area inspected is below grade 2. Standards in two of the learning areas are good with outstanding features. The other two learning areas have good features with no important shortcomings.

Table of grades awarded

12 The inspection team judged the college's work as follows:

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

Standards

13 Learners' standards of achievement in the sessions observed are as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>56%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

14 The standards of achievement in each of the learning areas inspected are as follows:

<table>
<thead>
<tr>
<th>Learning areas inspected</th>
<th>Inspection Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Public Services and Care</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture, Horticulture and Animal Care</td>
<td>2</td>
</tr>
<tr>
<td>Engineering and Manufacturing Technology</td>
<td>2</td>
</tr>
<tr>
<td>Foundation for Work</td>
<td>1</td>
</tr>
</tbody>
</table>

15 Most learners develop good occupational skills. In many areas, learners gain more qualifications than those required for the completion of their qualification framework. Most learners maintain high levels of attendance and punctuality.
The quality of education and training

16 Overall, the standard of teaching, training and assessment is good and sometimes very good. Training staff make good use of information and communications technology to assist in teaching and learning. Training staff and employers work well together to provide well planned and good training in on-the-job and off-the-job settings. Relationships between training staff and learners are consistently good in all learning areas. A minority of training and employer’s staff are able to deliver training in English and Welsh, depending on the learner’s preference. Key skills are generally well planned. However, in one learning area, training staff in occupational skills miss opportunities to further develop learners’ key skills within the practical context.

17 The college offers work-based learners access to a comprehensive range of training programmes. These programmes are effective in meeting the needs of learners and employers. The college offers good opportunities for progression and effectively promotes social inclusion. It is particularly effective in meeting the needs of young people who have not previously responded well to education and training. The college has a comprehensive Welsh language policy. Managers and training staff are pro-active in establishing a bilingual ethos for all work-based learners.

18 The quality of care, support and guidance for learners is outstanding. The college plans and manages its learners’ support services to a very high standard. All work-based learners have a clear entitlement and are encouraged to use all of the support services that are available across the college. The college ensures that the support for work-based learners is flexible and responsive to their needs. It is continually working to further develop and customise its support services for work-based learners. The college is committed to equality of opportunity for its staff and learners and for promoting inclusion.

The quality of leadership and management

19 The college has comprehensive strategic and operational plans which contain clear objectives for training staff involved in its work-based learning programmes. College managers rigorously monitor training staff and learners’ performance as well as the financial targets for work-based learning. However, in a very few cases, there is inaccuracy in statistical information for a few learners. Communication across the college is good. The college’s executive team has an open and transparent approach to their work. This not only fosters very positive working relationships across the college, but also encourages staff at all levels to share their views and to challenge others. This strategy is also very effective in encouraging innovation and in helping staff to focus on continuous improvement.

20 The college has a strong commitment to raising quality in all aspects of its provision, including work-based learning. The Faculty for Lifelong Learning which is responsible for the college’s work-based learning follows the same good and well established quality assurance procedures as the rest of the college. Some aspects of the college’s quality assurance procedures have been successfully adapted to take account of the specific needs of work-based learning. Managers prepare good quality development plans to address the issues identified in the self-assessment
report. These include setting target dates for all individual learning plans to be completed to a good standard. The development plans contain measurable targets and actions to bring about improvements. The targets are specific, measurable, achievable, resourced and time bound (SMART). The college has an effective peer observation system which identifies good practice and areas for improvement across the college.

21 All work-based learning areas within the college have good and sometimes outstanding resources. The accommodation is modern, high quality and well maintained. Overall, the standard of accommodation and equipment at employers’ premises is good or satisfactory. College managers focus strongly on health and safety issues at all locations, including employers’ premises, where work-based learners receive education and training. There are good systems in place for regular risk assessments of these locations with good records kept of the outcomes. The college has a comprehensive and professionally developed estates strategy that is very well managed.
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Recommendations

22 In order to improve, the college needs to:

R1 improve the planning of the learner’s assessment programme so that all learners are able to complete the full qualification framework within the planned timescale;

R2 ensure that statistical information on learners is consistently and accurately collected, recorded, analysed and used to inform continuous improvement in all work-based learning areas;

R3 extend and further develop peer observations to improve standards in teaching and learning in all learning areas;

R4 ensure that all learning areas fully integrate and contextualise key skills within the vocational programmes; and

R5 ensure that the quality assurance processes deliver continuous improvement in all work-based learning and support areas.
Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

23 The standards of learners’ achievement and attainment observed during the inspection are as follows:

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>56%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

24 The standards achieved in each of the learning areas inspected are as follows:

<table>
<thead>
<tr>
<th>Learning areas inspected</th>
<th>Inspection grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health, Public Services and Care</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture, Horticulture and Animal Care</td>
<td>2</td>
</tr>
<tr>
<td>Engineering and Manufacturing Technologies</td>
<td>2</td>
</tr>
<tr>
<td>Foundation for Work</td>
<td>1</td>
</tr>
</tbody>
</table>

25 In Health, Public Services and Care, most learners are on an Army Preparation programme and they achieve their individual learning plan (ILP) to very good standards. All learners are highly motivated. Nearly all learners attain and many exceed their ILPs. All Learners gain a wide range of skills and abilities, including key skills and improving their individual fitness to prepare them for service in the army. Over half of the learners leaving the programme join the army. The few learners on the Health and Social Care programme are making satisfactory progress.

26 In Agriculture, Horticulture and Animal Care, all learners on livestock production and agricultural engineering routes achieve high standards in most aspects of their practical work. They learn well in both on-the-job and off-the-job learning settings. The majority of learners who left the scheme in the last 12 months achieved the full qualification framework. All learners gain a good knowledge of different farming practices through visits to a range of local farms, where innovative schemes of managing livestock are being developed.

27 In Engineering and Manufacturing Technologies, most learners make good progress towards completing their qualifications. Many achieve the Modern Apprenticeship full framework qualification. In the Foundation Modern Apprenticeship programme, around half of the learners gain the full framework. Nearly all learners achieve good practical vocational skills. All learners are well motivated and make good progress. However, in a few cases learners attain their full framework qualification outside the planned time scale. All learners maintain high levels of attendance and punctuality.

28 In Foundation for Work, delivered in partnership with the Prince’s Trust, all learners achieve very good standards. All learners have individually negotiated learning plans. These closely reflect the results of their initial diagnostic assessment and
objectives identified and agreed at their first interview. Nearly all learners gain a key skill and an Open College Network (OCN) qualification early in their training. Most learners achieve more than the qualification goals set out in their ILP. All learners gain good knowledge of job related skills in practical community regeneration projects. Many learners gain skills in using information and communications technology. All learners gain practical life skills such as budgeting, food hygiene and working with others in a residential activity. Most learners maintain high levels of attendance and punctuality. Many learners gain the confidence and motivation to continue studying after completing their programme.
The quality of education and training

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

Grade 2: Good features and no important shortcomings

The quality of teaching, training and assessment in the sessions observed is as follows:

<table>
<thead>
<tr>
<th>The quality of teaching, training and assessment</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25%</td>
<td>69%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Teaching and Training

30 Overall, the quality of teaching, training and assessment is good and sometimes very good. All trainers and assessors have very good occupational knowledge, gained through many years of working in their industry. Training and teaching staff benefit from the observations of their sessions made by the college’s quality group. This is part of the college’s process of maintaining and improving standards in teaching and learning.

31 In Health, Public Services and Care, training staff on the Army Preparation programme plan learners’ sessions well. They present learners with clear objectives and provide very good explanations of tasks, particularly in practical fitness sessions when personal safety is important. Teachers and training staff make sure that learners are constantly aware of how the completion of their practical activities leads to unit achievement. This motivates learners as they work towards their National Vocational Qualification (NVQ), key skills and final qualifications.

32 In Agriculture, Horticulture and Animal Care, training staff plan learners’ off-the-job training carefully. This includes organising useful visits to local working farms which supplement classroom and workshop activities at the college. Training staff encourage learners to use good workbooks to record their work. Key skills are contextualised but taught in separate sessions. However, training staff in practical skills miss opportunities to further develop learners’ key skills.

33 In Engineering and Manufacturing Technology, training staff work very well with employers in the delivery of learners’ on-the-job training linking this well with the learners’ off-the-job learning. This integrated delivery of training encourages learners to complete their frameworks on time. This type of delivery includes practical and theory work is to a good standard.

34 In Foundation for Work, training staff plan and provide learners with very good flexible learning programmes. Training staff help learners to take part in a range of practical projects that provide good opportunities for learners to gain key skills and OCN units from early in their programme. Training staff set initial targets for learners’ individual needs which help to maintain their interests. Training staff encourage
learners later in the programme to develop more ambitious learning plans to further maintain their motivation.

**Assessment**

35 Overall, the college’s assessment and verification practices are effective. They meet all of the requirements of the awarding bodies. Training staff assess learners’ achievement and attainment regularly.

36 In Health, Public Services and Care, and Foundation for Work training staff use good assessment strategies to enable them to record and monitor learners’ progress. Training staff closely monitor the personal fitness programme for learners on the Army Preparation programme to identify individual learners’ achievement and progress.

37 In Agriculture, Horticulture and Animal Care and Foundation for Work, all assessors use a wide range of methods to assess learners’ competence. Most learners make good use of witness testimony and photographic evidence to support oral questioning and written tests. However, there are not enough planned assessment activities early in the course. As a result, some learners make slow progress and do not finish their training within the planned timescale.

38 In Engineering and Manufacturing Technology, all assessors carry out reviews and assessments of learners to a well-planned timetable. Learners’ employers are directly involved in these reviews and fully contribute to setting realistic yet demanding targets for their learners.

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

| Grade 1: Good with outstanding features |

**The extent to which learning experiences meet learners’ needs and interests**

39 The college provides all work-based learners access to a comprehensive range of training programmes at all levels. These include Foundation for Work (Prince’s Trust), the Army Preparation programme (Skillbuild) and a wide range of Modern and Foundation Modern Apprenticeships. These programmes meet the needs of learners and employers. The college offers learners very good opportunities for progression including higher education and effectively promotes social inclusion.

40 The college is very effective in meeting the needs of young people who have not previously responded well to education and training. Training staff provide very good support for learners for them to gain formal qualifications. For example, Foundation for Work learners progress onto mainstream further education courses or work-based training programmes. In the last year (2005-2006) over 50% of learners leaving the Army Preparation course progressed into the army. The learners who do not enter the army, progress to full-time learning or employment. A few learners decide to repeat the course to improve their fitness and to enter the army at a later date.

41 All learners are able to access employment in good and sometimes very good quality
work placements, such as major industrial in the petrochemical industry and local farms. They develop good occupational skills in busy commercial environments. Most learners develop very good transferable skills which help them to get and keep a job at their work placements.

42 All learners have very good opportunities to progress in their learning. These include very good access to higher education programmes and other courses that help learners to get a job. For example, learners undertaking NVQ level three courses in Engineering and Manufacturing Technology have access to higher education programmes in addition to the NVQ award. Many learners are able to undertake additional training or qualifications to meet their needs and those of their employers. For example, accredited courses in first aid or developing wider key skills opportunities. All Foundation for Work learners complete good additional training in safe working practices and risk assessment.

43 Training and teaching staff deliver off-the-job work-based learning mostly through existing college provision. Learners benefit by accessing the wide range of shared learner experiences with teachers and the learners on these programmes. The college’s Faculty Assessment Co-ordinators maintain good links between the individual faculty and learning areas in the college.

44 The college is making very good progress in integrating sustainability issues into training programmes. Learners undertaking work-based learning programmes have a good and sometimes very good understanding of environmental and economic sustainability issues, particularly when linked to their assignment work.

45 The college has a comprehensive key skills policy. Overall key skills attainment is good. At the time of the inspection, 72% of all learners gain their key skills. Specialist staff effectively support the college’s key skills provision. These staff include a co-ordinator, who is a Welsh speaker, six key skills champions and specialist key skills and vocational teachers. The champions act as facilitators. They help training and teaching staff to develop assignment and practical work that contextualises and embeds key skills. They also offer good specialist advice and encourage training and teaching staff to integrate key skills opportunities into their assignments for learners.

**Learners benefit from the contextualised and embedded key skills**

Many learners on most courses benefit from key skills being fully contextualised and integrated into their training programme. As a result there has been a significant overall increase in the number of learners attaining key skills and completing their full qualification framework in recent years.

46 Most learners on the Agriculture, Horticulture and Animal Care programmes attain key skills well. However, there are too many missed opportunities for these learners to collect naturally occurring key skills evidence from their workplaces such as in practical work on farms.

47 The college has a comprehensive Welsh language policy. Managers and training
The college has well established and effective strategic partnerships with a wide range of organisations. The Faculty of Lifelong Learning has responsibility for the business links of the college. These links include the local Community Consortium for Education and Training (CCET), Jobcentre Plus and Careers Wales. The college is actively involved in the Learning Pathways Initiative for Pembrokeshire. This initiative is designed to establish partnerships with all providers of education and training within the county to deliver more choice for learners. They have also formed very good partnerships with the British Army and the Prince’s Trust in delivering very good work-based training programmes. The college works hard to develop partnerships with local schools, particularly in work-based learning. Working together, the college and its partners make a significant contribution to the Welsh Assembly Government’s key objectives of widening participation and extending learner entitlement.

### College’s comprehensive support for employers

In 2004 the college won the ELWa sponsored Beacon award for its work with local employers. The college received the award because of the comprehensive nature of its support to employers. This included the range of seminars and workshops offered and its involvement in specialist projects. For example, a Knowledge Exploitation Fund (KEF) supported mechanical engineering electronic research project. This benefited local electronics companies and the college’s mechanical and electronics work-based learners.

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

#### Grade 1: Good with outstanding features

49 The quality of care, support and guidance for all work-based learners is outstanding. They receive a very high quality personal, specialist and learning support. The college plans and manages its learners’ support services to a very high standard.

50 All work-based learners have a clear entitlement to, and are encouraged to use all of the support services that are available across the college. The college ensures that the support for work-based learners is flexible and responsive, such as in the use of the college’s online support services. The college is continually working to further develop and customise its support services for work-based learners. For example, staff training to increase the number of staff able to support learners on-line.

### The online support and electronic communications for work-based learners

...
The college is taking support services out to those work-based learners who are unable, or do not want, to come in to college. College counselling staff have completed professional training so that they can provide support for all learners through the online counselling service. The college continues to make good use of electronic communication such as email and text messages on mobile telephones to make contact with learners, to gather their views and to advise them on ways in which they can get the support that they need.

51 The college has extensive and very strong links with other agencies that offer a wide range of individual support for learners. It makes very effective use of these services, particularly where learners require support that the college cannot offer, or if the learner finds it difficult to take up the support available in the college. For example, the college will refer work-based learners to specialist financial advice services.

52 The college has an effective admissions system. Learners receive very good advice about the range of programmes that the college offers. Learners who are not sure of which training programme they want, have an interview with a college central admissions adviser to determine the most suitable training route and programme for them. College staff refer learners to other education and training providers, if college courses do not meet their needs. All learners receive sound advice from learning area trainers and teachers about the work-based programme that best suits their needs. All learners have a clear outline of, and understand the requirements of their framework qualification before they start their programme.

53 Staff ask learners if they prefer to communicate in Welsh or English when they first contact the college. The college supports them well in the language of their choice. They can undertake assessments, tutorials and key skills through the medium of Welsh. Teachers remind learners of bilingual opportunities throughout their programme and encourage them to take them up.

54 All learners have a very effective induction. Trainers and teachers provide them with clear information about their programme, the college, and issues such as equal opportunities and health and safety. Learners are given detailed information about the range of college support services and how they can make use of them. This includes counselling and specialist educational support services such as help with dyslexia. All learners are reminded of these services regularly during their programme. Close monitoring by senior tutors makes sure that all learners receive clear information about support services. They also ensure that all work-based learners who require support get it.

55 All learners have regular reviews or tutorials with their training staff. They have good opportunities to discuss personal, training and work issues with their teachers. If they need to talk to staff who do not teach them, they can discuss issues with the work-based assessment co-ordinator for their area and the college’s central support staff.

| Close monitoring identifies and supports work-based learners at risk of leaving |
The college has clear and effective monitoring systems in place to support work-based learners who may be at risk of missing lessons or work, or leaving their training programme early. This includes the college’s checking records of attendance and punctuality and offering early support to those learners who may need it.

56 The college has clear policies, procedures and guidelines in place for the protection of children and vulnerable adults. Senior staff have responsibility for these areas. All college staff attend annual training events related to these issues.

57 All learners have an initial assessment during their induction to their programme to identify their levels of competence in basic or key skills. Where appropriate, learners have a further diagnostic assessment to identify any specific areas where they have difficulties including screening for dyslexia. At the time of the inspection all work-based learners judged to need support were receiving a wide range of support suited to their individual needs.

58 The college has clear and comprehensive policies relating to issues of equality of opportunity. It has clear systems to prevent discrimination of any kind. It is committed to equality of opportunity for its staff and learners and promoting inclusion.
Leadership and management

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

Grade 2: Good features and no important shortcomings

59 The college established its Faculty of Lifelong Learning in summer 2003. This fully integrated work-based learning within the college and gave it the same status as the rest of the college’s provision. It also improved communications between faculties. The faculty also supports the development of the college’s wider range of business related provision.

60 College governors, staff, learners and other stakeholders are closely involved in the college’s strategic planning process including work-based learning. The college has comprehensive strategic and operational plans which contain clear objectives and targets for learners and training staff involved in its work-based learning programmes. College managers rigorously monitor the performance of learners and training staff as well as the financial targets set for work-based learning. They evaluate the college’s progress towards meeting these targets and report their findings to the Governing Body.

61 An annual staff perception survey usefully reflects the views of staff on a wide range of topics. The most recent survey shows that staff in the Faculty of Lifelong Learning view leadership and management within the college as effective.

62 Communication across the college is good. The college’s executive team, which comprises the Principal and two Assistant Principals, operate an open and transparent approach to their work. This fosters very positive working relationships across the college. It also encourages staff at all levels to share their views and to challenge others. This strategy is very effective in encouraging innovation from training and teaching staff and provides a focus for continuous improvement.

63 The college has an extensive range of detailed policies and procedures which they use to effectively manage operations. Managers regularly review and update these before communicating any changes to staff.

64 The Faculty of Lifelong Learning together with the other college faculties has drawn up a comprehensive ‘Terms of Reference’ document which usefully clarifies the roles and responsibilities of each faculty in relation to work-based learners. The Faculty Manager reports monthly to the senior management team on the performance of the work-based learning contract including learners’ progress. He also provides staff with useful summaries of information from the Welsh Assembly Government and Department of Education and Lifelong Learning. This helps training and teaching staff keep up-to-date on current strategic issues, particularly as they apply to their learners.

65 The college’s learning at work co-ordinator, who is a middle manager within the Faculty of Lifelong Learning, effectively manages the day-to-day operation of its
work-based learning contract. The learning at work co-ordinator collates and analyses information on work-based learners. She also audits learners' files on a regular basis to make sure that information on learners' achievements is accurate and up-to-date.

66 The Faculty of Lifelong Learning has very good links with the other college faculties involved with work-based learners. Faculty assessment co-ordinators work closely with staff in each faculty to effectively plan and monitor learners' training and assessment. This strategy has contributed to an improvement in the outcomes and the quality of training. However, in a very few cases, there is inaccuracy in statistical information such as in Agriculture, Horticultural and Animal Care and Engineering and Manufacturing Technology. In a few cases, where training and assessment are not planned or monitored effectively enough, learners do not complete their qualification framework within agreed timescales.

67 The college has a well established and good annual staff appraisal system. This provides staff with a useful opportunity to discuss with their line manager their performance against objectives from the previous year. It also sets new, demanding but realistic targets for the individual member of staff which contributes to the overall direction of the college. The appraisal process also helps staff to identify well their training and personal development needs. Procedures used to address issues of poor performance of staff, if they occur, are clearly set out in the college's comprehensive capability policy.

68 The college’s Governing Body uses its wide range of expertise including higher education and business contacts well. Governors effectively set the strategic direction of the college through their involvement in the college’s strategic planning process. Managers report regularly to governors on the progress towards achieving the targets set out in the college’s strategic and operational plans. Governors give high priority to issues that affect learners and challenge senior managers appropriately.

69 Individual governors are linked with individual faculties. This provides them with useful opportunities to liaise directly with faculty managers and other staff. These link governors sometimes attend meetings and staff training days. On a few occasions, they accompany staff on workplace visits where they meet with learners and employers. This involvement very effectively provides governors with direct experience of many of the issues relating to work-based learning and the good links which the college has with local businesses and other organisations. This has resulted on occasions in extra business for the college and work-based learning.

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

Grade 2: Good features with no important shortcomings

70 The college has a strong commitment to raising quality in its work-based learning provision.

71 The Faculty for Lifelong Learning follows the same good and well established quality assurance procedures as the rest of the college. Since 2003, the college’s quality
assurance procedures have been successfully extended to take account of the specific needs of work-based learning. The Faculty Manager works closely with the college’s Quality Manager and the Quality Assurance Team to make sure that quality assurance also meets the Department for Education and Lifelong Learning and Skills contractual requirements.

72 There are well embedded monitoring and evaluation systems in place. These have enabled the college to significantly improve work-based learning outcomes in most learning areas. The Faculty Manager is a member of the Senior Management Team and Curriculum Cluster Group. These groups meet to discuss operational and strategic cross-college issues. The Faculty Manager regularly reports to these groups on contract compliance and the progression of learners. Participation in these meetings also provides him with useful opportunities to discuss important issues relating to quality, finance and learner outcomes.

73 The college’s self-assessment process is systematic, transparent and based on reliable first hand evidence. Staff at all levels are involved and well informed about the performance of the areas for which they are responsible. The Quality Manager works with managers and staff to agree the grades awarded for each learning area or generic aspect as part of the end of year review and self-assessment process. The college has an effective peer observation system which identifies good practice and areas for improvement across the college. Peer staff carry out a small number of observations of trainers and assessors in learners’ workplaces. The college has recently started to give staff their grades for their performance during these observations. The Quality Manager together with the Quality Team, moderates observation reports to ensure that grades awarded across the college are consistent with agreed criteria. The results of observations inform staff’s self-assessment process.

74 The college gathers information in surveys specifically related to work-based learning from all of the faculties that deliver work-based learning. Senior managers analyse and report on survey results from learners, partners and employers. They inform managers of issues identified and draw up action plans to improve services and address issues such as improving further the services for work-based learners. The college also encourages learners to give feedback through the Student Parliament, an elected learner group, and focus groups.

75 The college has developed a ‘critical friend’ approach with other colleges offering a similar profile of provision. Managers carry out benchmark activities within the college and with the ‘critical friend’ colleges to improve the quality of provision and standards. However, they do not yet benchmark their provision against other work-based learning colleges or providers in Wales who have demonstrated best practice in specific areas.

76 The college carried out its own internal inspection in preparation for the Estyn inspection. Staff from another college supplied an external view. This enabled the two colleges to identify strengths and weaknesses and to share good practice. The Quality Manager reported the internal inspection findings to the Senior Management Team and the Curriculum and Standards Committee of the Governing Body. The findings also informed the self-assessment process and quality development plan for improvement.
77 The college has introduced a very useful Quality Action Database. It logs all recommendations for improvement from internal and external assessments. The database is available on the college's intranet which enables all managers and staff to check progress made against their planned actions for improvement. It also shows the progress made against action plans for other areas. This encourages a healthy element of competition between areas of the college, including work-based learning. The Quality Action Database provides a very effective tool for continuous improvement.

78 Internal verification is good. Internal verifiers meet regularly and have developed suitable and effective systems to verify learners' work. The college principal examines all external verifiers' reports before he forwards any comments to the Quality Manager. The recently introduced External Verifier Action Database records external verifier visits and any actions identified as a result. This information is held on the college's intranet similar to the Quality Action Database and provides a very effective tool for continuous improvement.

79 The Quality Assurance Unit has developed an innovative ‘Scorecard’ system which links directly into the college's Management Information System data. This informs end of year course reviews and provides staff with information on a range of performance indicators for each course, including learner completions and attainment. This provides a very effective focus as programme area teams prepare their area self-assessment reports.

80 The college has appointed Learning and Teaching Mentors to support training and teaching staff in the drive for improving the quality of provision in learning sessions and the standards achieved by learners. Training and teaching staff who do not reach the minimum standard of grade 2 in observations, receive support to help improve their performance.

81 Training in improving the quality of provision and raising standards in work-based learning is included in the college's staff development programme. The quality of self-assessment reports from learning areas has improved as a result. If the Quality Assurance Team considers a self-assessment report to be inadequate, they have the authority to reject it. This means that the programme area concerned has to improve the report and resubmit it, in a short period of time.

82 The self-assessment report provided for the external inspection team is an accurate evaluation of quality and standards. It also makes good use of performance indicators and other quality measures in making judgments.

83 Managers prepared quality development plans to address the issues identified in the self-assessment report. The plans contain measurable targets and actions to bring about improvements. Most of the actions centre on improving the quality of the service for all learners.

84 The match between the college's self-assessment report and the findings of the external inspection team is very good. In one case, the grade for key question 4 awarded by the college was below that awarded by the external inspection team.
Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

85 The college’s work-based learning provision has enough training staff to deliver its training programmes. Training staff are well qualified and have a wide range of occupational and professional experience relevant to their areas of work. They are enthusiastic about their work in helping learners and this aids credibility with employers and learners. A minority of training staff can work bilingually. The majority of work-based training staff have teaching qualifications.

86 The induction programme for new training staff is good. The induction pack is comprehensive, informative and supportive. All new training staff are encouraged and well supported to gain assessor or verifier qualifications when they join the college. Training staff also have good work shadowing opportunities and work closely with a mentor. This process includes peer observation in learning and assessment work-based sessions. This helps them in their roles as trainers or assessors. All job roles have detailed and clear job descriptions and terms of reference. Line managers systematically review the job descriptions.

87 Staff development and continuous professional development opportunities for all staff at the college is outstanding. The college has put in place a comprehensive award winning programme of staff development events. This programme categorises staff development into internal training and updating programmes, external seminars and conferences, and the attainment of individual professional and academic qualifications.

Staff development processes impacts on staff attendance and turnover and offers more stable delivery for learners.

The staff development policy of the college enables close relatives of all college employees to enrol free of charge, on any programme within the college. This equates to a considerable investment of time and funding by the college in terms of the relief of enrolment fee. The college gained the Fforwm award in 2005 for the quality of its continuous professional development system. Since its introduction staff attendance and turnover has improved.

88 All staff have detailed individual staff development plans. Training staff are well supported to attend the programmes and other activities that they request. The number of staff who can support learners bilingually is adequate. The college actively promotes the benefits to learners to work bilingually. The college has plans in place to increase the number of training staff who can support learners bilingually to match the anticipated increase in take up.

89 The college has a very good system for planning and recording staff development activity which they use well. All senior and middle managers prioritise staff development activity, measure well the impact on learners’ outcomes and ensure they match the strategic priorities of the college. The college has held the Investors in People Award (iiP) since 2001.
Healthier lifestyles for all learners and staff.

Closely linked to its staff development activities is the college’s promotion of healthier lifestyles for all staff and learners. All college staff are able to use the fitness facilities of the college free of charge. Most staff have used this facility. The college’s occupational nurse promotes healthy living for staff and learners by organising a series of health awareness campaigns and providing individual health checks. The occupational nurse also advises management on strategies for staff returning to work after lengthy illness.

All work-based learning areas within the college have good and sometimes outstanding resources. The accommodation is modern, high quality and well maintained.

Investment in information and communications technology in all teaching areas.

Almost all teaching areas have interactive whiteboards and the information and communications technology equipment to support its use. All teaching staff are developing their skills well in their use of this equipment particularly for teaching and learning. The level of investment in information and communications technology and the specialist staff to support its development, is very good. Senior managers at the college take a lead in these developments and show good use of the technology in their leadership of the college. For example, senior managers use handheld computer-based equipment for diary and communication activities.

The overall pace of the college’s information and communications technology development and implementation is very good. The latest stage of development in information and communications technology is the implementation of the Managed Learning Environment (MLE) to support learners’ access to programme resources and information. These developments provide very good integration of technical and information support for learners. Many of the learning materials are provided bilingually particularly in agriculture.

The college has a comprehensive and professionally developed estates strategy that is very well managed. The estates ‘Master Plan’ provides a very good focus for further estates development that includes facilities to be used by work-based learners such as in agricultural engineering. Overall, the standard of accommodation and equipment at the employers’ premises is good or satisfactory. In Foundation for Work, learners have access to good flexible learning space including a climbing wall and basketball court. This encourages the learner to learn in groups which develops their confidence. In health, public services and care, the army preparation programme has very good facilities. In particular, the programme makes good use of modern fitness equipment at the college and army training facilities at a local military base.

Managers place a strong focus on health and safety issues in all locations including employers’ premises. The college has good systems in place to regularly undertake risk assessments on all sites. The results of the assessments are well recorded with appropriate action clearly identified and carried out.
Standards achieved by learners are very good in Health, Public Services and Care and in Foundation for Work learning areas. Standards are good in Agriculture, Horticulture and Animal Care and in Engineering and Manufacturing Technology learning areas. The college’s work-based learning activity provides a good and sometimes very good service to learners throughout Pembrokeshire. The college gives very good value for money to its work-based learners.
Standards achieved by learners in the areas inspected

Health, Public Services and Care

Grade 1: Good with outstanding features

Summary of provision in Health, Public Services and Care

The majority of learners are on the Army Preparation programme. This is a comprehensive programme of personal physical fitness plus the Skillbuild training programme route. There are a small number of learners on the Care programme.

<table>
<thead>
<tr>
<th>Number of learners in training</th>
<th>Skillbuild +</th>
<th>Foundation Modern Apprenticeship</th>
<th>Modern Apprenticeship</th>
<th>Modern Skills Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

The qualification frameworks for learners on Foundation Modern Apprenticeships and Modern Apprenticeships include key skills at the levels indicated in the table below.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Application of Number</th>
<th>Communication</th>
<th>Information Technology</th>
<th>Working with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Modern Apprenticeship</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Modern Apprenticeship</td>
<td>2</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Skillbuild</td>
<td>1</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

These frameworks also require the completion of a NVQ at level 2 for Foundation Modern Apprenticeships and a NVQ at level 3 for Modern Apprenticeships together with the specified technical certificate.

Standards of achievement in the sessions observed are as follows:

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Success in attaining agreed learning goals

Most learners achieve their full framework or individual learning plan. Nearly all learners achieve a very high level of knowledge and skills in relation to their learning area. All learners on the army preparation course achieve outstanding skills and abilities in preparation for army recruitment and basic training. Those learners who
do not want to join the army or are not successful in recruitment, in most cases due to the level of their personal fitness, gain both life and employability skills. The attainment of previous learners on the health and social care programme is judged to be adequate.

100 With the low numbers of learners in health and social care at the time of the inspection, it is not possible to form judgements on their success in attaining their learning goals.

101 All learners' portfolios are creative, neatly presented and contain a range of suitable evidence which demonstrates their skills in the workplace. Nearly all learners achieve very good key skills attainment. This includes those learners who need extra support with their basic skills or NVQ attainments. All learners benefit from the good quality of delivery and the integration of key skills into the whole programme.

Key skills integration using the ‘best book’ similar to the Army.

Army recruits are required to develop a ‘best book’ of their experiences and achievements during basic training in the British Army. Army Preparation learners, with the support of the course tutor, adapted this method of recording their work. This enables the learners to capture their own experiences, learning and development throughout the course and provides another mechanism and opportunity for key skills integration.

<table>
<thead>
<tr>
<th>Leavers/completers 01/04/05-31/03/06</th>
<th>New Starters</th>
<th>Total Leavers</th>
<th>Leavers gaining full NVQ and no key skills</th>
<th>Leavers gaining full ILP</th>
<th>Leavers gaining part NVQ</th>
<th>Destination of leavers who did not gain an NVQ, part NVQ or any key skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MA</td>
<td>FMA</td>
<td>MSDA</td>
<td>Skillbuild Youth</td>
<td></td>
<td>Related Employment</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>66</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>67</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Key: MA – Modern Apprenticeship, FMA – Foundation Modern Apprenticeship; MSDA – Modern Skills Diploma for Adults

Progress in learning

102 The majority of learners make very good progress. Over 50% of learners progress to the British Army. All learners have very clear short and long term targets. These are specific, measurable, achievable, resourced and time bound (SMART). They are agreed between learners and training staff. This ensures that learners are fully involved in their learning progress. All learners benefit from the integration of OCN units from the start of the programme. This also enables learners to make good progress.

103 Training staff undertake reviews monthly. This reflects the progress the learner has made. All learners participate fully in this process including the setting of new
targets. All learners have a very clear understanding of their own progress towards attainment and, where applicable, their level of fitness. They all demonstrate a high level of motivation with regards to their own improvement and achievement of targets set by themselves and their training staff.

Development of personal, social and learning skills

104 Most learners achieve very high levels of personal, social and learning skills. Learners demonstrate very good team building skills and relationships with each other early in their programme. A few learners repeat the course in order to develop higher levels of fitness and ability. This shows their enthusiasm and motivation in preparation for the next army recruitment round. All learners quickly develop good social skills. They also develop good learning skills, for example when they set their own lesson plans. This provides them with a very good opportunity to develop leadership skills.

Improving team working and leadership experiences for work-based learners.

Learners have led team building events for the Post Graduate Certificate in Education. This involved learners in team building tasks such as building a shelter for survival and a 3D model. Learners also acted as casualties for National Diploma students in Health Studies during first aid courses at the college.

105 All learners show sensitivity towards those who are less able and confident, particularly in fitness activities. In the best example, a more experienced learner acted as a mentor to a learner with no experience of free weights in the fitness suite. The learner/mentor showed a good responsible attitude, gaining the approval of the learner and the training staff in charge of the session at the time. The learner/mentor made sure that the learner understood how to use the equipment safely, and tested her knowledge by asking questions and providing accurate information about the equipment.

Agriculture, Horticultural and Animal Care

Grade 2: Good features with no important shortcomings

Summary of provision in Agriculture, Horticulture and Animal Care

106 All learners in agriculture are working towards NVQs in agricultural engineering at level 2 or livestock production at level 2 or 3. About half the learners who have completed level 2 courses progress to level 3.

107 Most learners in agriculture do their on-the-job training on family farms. The farms are mainly engaged in livestock farming with a high percentage of farms based on milk production.

<table>
<thead>
<tr>
<th>Number of learners and learning areas</th>
<th>Modern Apprenticeship</th>
<th>Foundation Modern Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Engineering</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
Agriculture

The training frameworks for learners on Foundation Modern Apprenticeships and Modern Apprenticeships programmes include key skills at the levels indicated in the table below:

<table>
<thead>
<tr>
<th>Framework</th>
<th>Application of Number</th>
<th>Communications</th>
<th>Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Modern Apprenticeship</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Modern Apprenticeship</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

These frameworks also require the completion of a NVQ at level 2 for Foundation Modern Apprenticeships and a NVQ at level 3 for Modern Apprenticeships together with the specified technical certificate.

Standards of achievement in the sessions observed are as follows:

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Success in attaining agreed learning goals

On the agriculture route, all learners achieve high standards in most aspects of their practical work through the day-to-day experience that they gain through working on farms. On larger farms, a few learners also have the opportunity to take on supervisory duties, for example in relation to less experienced employees doing the milking.

Generally most learners take pride in their NVQ portfolios which are very well organised and presented to a high standard. In a few cases, where learners have poor organisational skills, the standard of organisation and presentation of their portfolios is not good enough.

A few learners take the opportunities presented by the options in the relevant technical certificate to research different aspects of farming and applying the findings to their own farm. For example, one learner undertook research into the costs and benefits of different feeding regimes. This resulted in the learner reducing the costs of feedstuff concentrates, without reducing the quantity or quality of milk output, on his family’s farm. All learners gain useful qualifications in allied skills, which will assist them gain employment in agriculture and related occupations such as tractor driving and first aid certificates.

The rate at which learners on foundation modern apprenticeships gained the full qualification framework and NVQs in 2005/2006 was good and was a marked improvement from the relatively poor rates of attainment in 2004/2005 when less than 30% gained the full framework. The outcomes for modern apprenticeships were

<table>
<thead>
<tr>
<th>New Starter s during this period</th>
<th>Total Leavers this period</th>
<th>Leavers gaining full NVQ and no key skills</th>
<th>Leavers gaining full ILP</th>
<th>Leavers gaining part NVQ</th>
<th>Destination of leavers who did not gain an NVQ, part NVQ or any key skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FMA</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Progress in learning

115 Most learners make steady progress over the period of their apprenticeship. They gain good knowledge of skills in animal, grassland and feeding management in off-the-job training sessions on local farms. These farms also provide learners with experience of more specialist farm practices such as the production of organic foodstuffs.

116 All learners on the livestock production courses also gain useful skills in maintaining and routine servicing of farm machinery. They find this particularly useful in their on-the-job training. All learners have good opportunities to undertake their oral assessments in the language of their choice.

117 All learners undertake key skills in separately timetabled classes. While teachers work well to relate key skills to practical examples in agriculture, there are not enough opportunities for learners to use naturally occurring evidence from their NVQ training to collect evidence for key skill achievements. Most learners see the evidence required for their key skills as different from the evidence that they collect for their NVQ.

118 Learners and their employers understand what they have to do to complete the full qualification framework. Most learners complete their full qualification framework within the planned time schedule. However, in a few cases, the progress of learners is too slow, particularly in the early stages of the course. This places too much pressure on learners to complete outstanding units towards the end of the course, often when there is heavy activity on the farm or in the workshop.

The development of their personal, social and learning skills

119 Most learners attend classes regularly and are enthusiastic and motivated to learn. They appreciate the opportunities to understand the theory underlying the practice. When visiting farms in the area, they have the confidence to ask searching and relevant questions of the host farmer.

120 Learners also have very good relationships with their teachers and assessors. They have a high respect for their technical knowledge and expertise and are eager to learn from them.
Engineering and Manufacturing Technology

Grade 2: Good features and no important shortcomings

Summary of provision in Engineering and Manufacturing Technologies

121 The college offers learners access to a good range of training courses in engineering including motor vehicle, mechanical, welding, electrical and marine engineering disciplines.

<table>
<thead>
<tr>
<th>Number of learners in training</th>
<th>Modern apprenticeship</th>
<th>Foundation Modern Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>33</td>
<td>40</td>
</tr>
</tbody>
</table>

122 The training frameworks for Foundation and Modern Apprenticeships include key skills at the levels indicated in the table below.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Application of Number</th>
<th>Communications</th>
<th>Information Technology</th>
<th>Improving Own Learning and Progress</th>
<th>Working With Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Modern Apprenticeship</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Modern Apprenticeship</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

123 These frameworks also require the completion of a NVQ at level 2 for Foundation Modern Apprenticeships and a NVQ at level 3 for Modern Apprenticeships together with the specified technical certificate.

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

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44%</td>
<td>50%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Success in attaining agreed learning goals

125 Attainment rates overall have improved over the last three years. In the period from April 2005 to March 2006, the rate at which learners attained their full qualifications framework has improved significantly.

126 In engineering, most learners on Modern Apprenticeship and Foundation Modern Apprenticeship programmes develop good occupational skills and theory knowledge. All learners develop their practical skills to industry standards and relate theory and practice well. Many learners demonstrate good practical skills in a wide variety of
engineering activities. For example, in marine engineering, all learners demonstrate good skills in fitting and servicing small motor boat engines.

<table>
<thead>
<tr>
<th>New Starter s</th>
<th>Total Leavers</th>
<th>Leavers gaining full NVQ and no key skills</th>
<th>Leavers gaining full ILP</th>
<th>Leavers gaining part NVQ</th>
<th>Destination of leavers who did not gain an NVQ, part NVQ or any key skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>33</td>
<td>14</td>
<td>2</td>
<td>12</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>FMA</td>
<td>40</td>
<td>17</td>
<td>0</td>
<td>9</td>
<td>1 1 2 4</td>
</tr>
</tbody>
</table>

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

Progress in learning

127 Most learners have a good understanding of their training programme. They are aware of how well they are doing and what they need to do before their next review. Many learners are making good progress towards achieving their full qualification framework. However, in a few cases learners attain their full framework qualification after the planned time scale. All assessors ensure that employers are aware of the progress learners are making. Generally, learners’ reviews are satisfactory. However, they do not always include challenging targets to help learners progress quicker. Employers are generally involved in the learner review process.

128 Most learners organise their portfolios well. These are detailed and contain a diverse range of workplace evidence, including photographic evidence. Many learners effectively use information and communications technology when developing their portfolios.

129 All learners benefit from key skills assessments that are well contextualised and integrated into training programmes. Learners develop their key skills from the start of the training programme. They collect a good range of naturally occurring evidence from their workplaces such as when making calculations.

130 Some learners benefit from good access to additional courses. For example, a level 3 modern apprentice learner is also undertaking the Higher National Certificate programme. However, a few learners spend too much time on level 1 when they have the skills and ability to progress directly onto level 2 qualifications.

Development of personal, social and learning skills

131 Relationships between learners, employers and training staff are good. Learners work well with their peers, trainers and workplace supervisors. Most learners are well motivated.

132 Most learners are keen to make the most of the opportunities offered by the training. The majority of learners are able to show a good understanding of health and safety issues and make a valuable contribution to their employer’s business. The attendance and punctuality of learners is good.
Foundation for Work

Grade 1: Good with outstanding features

Summary of provision in Foundation for Work

133 Around 50 learners follow the Foundation for Work programme in partnership with the Prince’s Trust each year. This represents a significant part of the work-based provision of the college and important to their developing partnership with the Prince’s Trust. At the time of the inspection there were only eight learners on the programme due mostly to some transfers to other programmes.

<table>
<thead>
<tr>
<th>Learning routes</th>
<th>Number of learners in training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillbuild Youth (Prince’s Trust)</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Success in attaining agreed learning goals

135 Most learners achieve the qualification goals set out in their individual learning plans. All learners use the advice given to them well by trainers at their initial skills assessment to identify what they need to learn. All learners agree targets with trainers and select from a wide range of appropriate qualifications. All learners take part in the initial day taster sessions to enable them to judge their readiness for their learning programme. Almost all learners improve their basic skills well.

136 Nearly all learners adapt their learning plans as they gain qualifications and develop confidence. Most learners’ plans are simple at first. As the learners improve, they are encouraged by training staff to achieve more. Nearly all extend their plans to achieve more demanding work.

137 Most learners have individual training plans that target gaining the key skill of problem solving and OCN units early in their programme. They also gain a number of work related OCN units in team project work. This, for several learners, is the first time they have gained a qualification. This encourages them to go on to gain further qualifications such as first aid.

138 Nearly all learners gain skills in information and communications technology. Many gain the key skill in information technology. Most learners gain the wider key skills of Improving Own Learning and Progress, Working with Others and Problem Solving. All learners gain job related skills and experiences in practical activities which fully integrate assessment tasks leading to OCN units such as Food Hygiene in the residential activity. All learners enjoy having their achievements recorded by video
A Report on the Quality of Work-Based Learning and Jobcentre Plus Programmes in Pembrokeshire College, May 2006

and photograph. They include this visual material in their record files, which encourages them to write fuller accounts of the activity and to evaluate their knowledge.

<table>
<thead>
<tr>
<th>Leavers/completers 01/04/05- 31/03/06</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Starters</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Skillbuild Youth (Prince’s Trust)</td>
</tr>
</tbody>
</table>

**Progress in learning**

139 Most learners make good progress against the targets in their individual learning plans. Nearly all gain in confidence and recognise and value their achievements early in the programme. All learners working with trainers regularly monitor their progress against the detailed targets in their individual learning plans. This helps them to identify both their personal and job related skills development. This motivated them to tackle more demanding work. Most learners often extend their initial learning plan to 10 or more OCN units. All learners take part in useful regular monthly reviews to identify their progress. At these reviews they are able to set new targets with trainers. All learners are encouraged to be more ambitious in what they plan to achieve. For example, many learners gain the wider range of key skills including improving own learning and problem solving.

**Learners take responsibility in residential activity.**

Learners enjoy and are well motivated by their community project work. They take a responsible role when they are planning their residential activities. In planning the residential activities, the learners ensure that all learners have a responsible role at some time in the project. At the end of the project, all learners meet and evaluate the benefits of the residential experience identifying individual and team achievements.

140 Learners develop further work-related skills such as safe working practices and practical risk assessment. All learners regularly complete work books well. These identify their learning and provide evidence for their qualifications.

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

141 All learners are enthusiastic and motivated to learn. Those learners who achieve their full learning plan are proud of their work. All learners effectively evaluate what they have gained during the programme. Learners take responsibility for their behaviour. They address any bullying or unacceptable behaviour, working with their tutors to ensure mutual respect and tolerance. They work well in teams organising individual and group tasks. Learners take increasing responsibility for their learning as the training progresses. Most learners attend regularly and punctually.
Learners work safely in regeneration projects.

Learners gain important skills such as self-confidence. They learn to plan, co-operate with others and take responsibility. During regeneration projects, they work with primary school children on creating a school garden. All learners take account of child protection and safe working practices. They show very good leadership qualities, in many cases, for the first time in their lives.

142 Learners understand the need to be punctual, attend regularly and give early notice of absence. All learners, as part of their practical work, risk assess all of the activities they undertake including their base at Cleddau Reach. They are aware of how they can use their skills in planning future employment or training. Many learners progress to further training or employment.
The college’s response to the report findings

Pembrokeshire College is very pleased with the outcomes of this Work Based Learning Inspection. We have invested significant management time and emphasis in addressing Work Based Learning as an important feature in our overall employer engagement strategy. As a consequence, the provision is now a real strength in the College and in particular, we are very pleased with the attainment and framework completions at Modern Apprenticeship. We intend to maintain and build on our successful partnership arrangements with the Prince’s Trust and Army Careers Service. In addition, we are delighted to have received endorsement from Estyn that the support we provide to our work based learners contains some outstanding features and this recognises the multi-agency approach which the College has successfully adopted.

The College acknowledges and accepts the recommendations made by Estyn and will endeavour in particular to improve ILP completion with foundation apprentices and our MSDA’s. We will conduct a review of our practices in respect of key skills evidence in Agriculture in particular.

Finally, we are particularly pleased with the compatibility of our own SAR with the Estyn findings and enjoyed the opportunity to test our own judgement against the professional expertise of Estyn colleagues.
The evidence base of the inspection

Inspectors, additional inspectors and peer assessors carried out a wide range of activities during the week of the inspection.

These included visits to:

- teaching sessions;
- work-based assessing and review sessions; and
- governing body sub-committee meetings.

Members of the team had meetings with:

- learners;
- work-based assessors, college teachers and managers;
- senior managers and governors;
- learner support staff; and
- employers.

The team also considered evidence from:

- a good selection of examples of learners’ work;
- data contained within the college’s management information system on work-based learners’ performance;
- the college’s intranet facility; and
- documentation made available by the college, both before and during the inspection.
## Appendix 2

### The inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bernard Hayward HMI</td>
<td>Reporting Inspector</td>
</tr>
<tr>
<td>Mark Evans HMI</td>
<td>Deputy Reporting Inspector</td>
</tr>
<tr>
<td>Una Connolly HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Chris Hooper HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Eleanor Davies HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Kathy Needs</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Michael Cullen</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Patricia Land</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Sue Scott</td>
<td>Peer Assessor</td>
</tr>
<tr>
<td>Stephen Webb</td>
<td>Peer Assessor</td>
</tr>
<tr>
<td>Stephanie Denning</td>
<td>Peer Assessor</td>
</tr>
</tbody>
</table>