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

A Report on the Quality of Further Education

in

Pembrokeshire College

May 2007

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;
- youth and community work training;
- LEAs;
- teacher education and training;
- work-based learning;
- careers companies;
- offender learning; 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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Pembrokeshire College was inspected as part of a six-year (2004-2010) national programme of inspections of all post-16 providers in Wales. The purpose of the programme is to identify good features and shortcomings in order that the college may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of further education.

All inspections conducted under the 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 worked with the inspection team; and
- the inspection of a sample of provision.

The inspection took place from 23 April 2007 to 3 May 2007. A team led by 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.

The team was required to report on 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.

**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 they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.
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A Report on the Quality of Further Education in Pembrokeshire College, May 2007

Context

The nature of the provider

1 Pembrokeshire College is a general college of further education (FE) offering a range of further, higher, adult community-based learning and work-based education and training programmes. Most mainstream provision is delivered on the main campus in Haverfordwest. The college also has around 40 outreach locations across the county. It runs marine engineering as well as some carpentry and computing courses from the Marine and Information Technology Centre (MITEC) at Milford Haven. The college offers franchised higher education courses from the University of Glamorgan.

2 In 2006-2007, the college enrolled 1,791 full-time FE learners and 7,228 part-time FE learners. The college draws learners from across a wide geographical area, including Carmarthenshire and Cardiganshire. About 9% of learners are fluent Welsh speakers while about half the learners have no Welsh language skills.

3 The college offers further education provision in all learning areas. The provision includes courses from entry level to post-graduate studies. Courses at entry level and level 1 make up about 9% of college enrolments. Learners on level 2 programmes represent 36% of college enrolments. At level 3, there are about 26 AS and 22 A2 courses on offer as well as about 18 National Diploma courses. The college delivers a range of vocational provision for 14-16 year old learners from local schools as part of the local 14-19 partnership. It has recently established arrangements with two local secondary schools to provide a joint A level curriculum from September 2007 as part of the post-16 Haverfordwest Federation.

4 The college’s mission is ‘to provide the highest quality of education, training and support services to all its learners’. It has identified five strategic goals to support the vision, values and ethos of the college. These relate to the promotion of effective collaborative partnerships, responsiveness to stakeholders, offering sustainability and value for money, outstanding quality of learning programmes and support services and a management culture that values and invests in staff to achieve quality and efficiency.
Summary

5 The college has a strong grade profile across the areas inspected. Almost all of the grades awarded for key questions 1 to 7 either have improved or have been maintained since the college was last inspected in 2003. The standards achieved by learners are good with outstanding features in four of the seven learning areas inspected. These four learning areas represent 83% of learners in the learning areas inspected. The quality of education and training is either good or good with outstanding features and leadership and management are outstanding overall. The college provides good value for money.

Table of grades awarded

6 The inspection team judged the college’s work as follows:

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

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

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Inspection grade</th>
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</thead>
<tbody>
<tr>
<td>01 Health, Public Services and Care</td>
<td>1</td>
</tr>
<tr>
<td>04 Engineering and Manufacturing technologies</td>
<td>1</td>
</tr>
<tr>
<td>05 Construction, Planning and the Built Environment</td>
<td>1</td>
</tr>
<tr>
<td>07b Hair and Beauty</td>
<td>2</td>
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<td>09b Performing Arts</td>
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<tr>
<td>10/11 History, Philosophy and Theology/Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>12 Languages, Literature and Culture</td>
<td>1</td>
</tr>
</tbody>
</table>
Standards

8 The majority of learners achieve high standards. They generally complete their courses and many attain appropriate qualifications. Attainment for full-time learners in 2005-2006 is 85% and for part-time learners 80%. Overall completion rates for the same period are 86% for full-time learners and 80% for part-time learners. Learners’ attainment of key skills is good. Key skills attainment has improved significantly over the past three years.

9 Most learners make good progress and achieve the targets they set for themselves and the targets set by their teachers. The majority of learners apply themselves well to their work. Those on vocational programmes develop good and often very good practical skills. Many learners progress from one level to the next.

10 Most learners are well motivated and the majority participate fully in learning activities. Most learners make good use of information learning technology (ILT) to support their learning.

The quality of education and training

11 The quality of teaching, training and assessment is good overall. The majority of teachers plan and structure their lessons well. Most teachers provide learners with a good range of learning experiences that engage them effectively in their work. Most teachers help learners develop their vocational and subject-specific knowledge, skills and understanding. Most teachers plan assessments well and provide learners with regular, helpful written and oral feedback to help them to improve. However, in a very small number of classes, teaching methods lack variety and teachers rely too much on open-ended questioning during whole class discussions.

12 Overall, the college offers a good range of courses to meet the needs of its learners and there are good opportunities for learners to progress from one level to the next. The main areas of growth in the number of enrolments within the college in 2004-2005 and 2005-2006 have been in engineering and manufacturing technologies, construction, planning and the built environment, and arts, media and publishing. During the same period there has been a decline in the number of enrolments in health, public services and care courses.

13 The college is a member of the local 14-19 partnership and delivers a range of vocational provision for about 50 learners aged 14-16 from local schools. The college has recently established arrangements with two local secondary schools to provide a joint A level curriculum from September 2007 (the Haverfordwest Federation). The college offers the Welsh Baccalaureate Qualification to 186 learners (about 12% of full-time learners). Most learners study the Welsh Baccalaureate alongside vocational courses in business, travel and tourism, engineering, catering, childcare and public services. Nineteen learners are studying the advanced diploma while undertaking A level courses.

14 The college offers outstanding quality of care, guidance and support for learners. Managers plan support services well and make sure that learners receive high quality care, guidance and support. The college has good policies that cover all aspects of
learners’ support and guidance needs. College staff implement these policies through well thought out management practices, effective partnership arrangements with other agencies, and good support strategies from teachers. Most learners benefit from the wide range of specialist support and guidance available to them at some stage in their college career.

The quality of leadership and management

15 The principal and the senior management team offer very good leadership. The college has a culture that is inclusive, open and collaborative. Managers promote this ethos well. Managers communicate the college’s core values effectively both to staff and learners. All staff clearly understand their roles in delivering college objectives. The college’s management structure promotes effective communication and team working. The college’s online management information system integrates all aspects of its work. Managers and staff make very good use of the system to monitor, review and report on performance and improve quality. Managers consult widely with staff during the preparation of the institutional plan. The outcomes of these consultations inform the operational plan well. The college has a well-embedded performance management system that is used effectively to identify and monitor achievement of staff targets. These targets support the college aims and objectives. Members of the governing body regularly review the college’s performance.

16 Overall, the college has a good range of systems and procedures for improving quality and standards. Most of these systems have a positive effect on raising standards in most areas. In most cases, the recommendations of the last inspection have been implemented fully. Rates of learner attainment have improved significantly in the last few years. In most learning areas, standards have improved or have been maintained since the previous inspection. However, in one learning area, standards have declined.

17 College managers are generally well informed about the quality of provision in the areas for which they are responsible. They are helped to do this by the integrated, online systems for monitoring the quality of provision at all levels in the college. The mid-year and end-of-year course reviews are also informed by good data, which focuses appropriately on learners’ experiences. Overall, managers at all levels monitor these course reviews well. The reviews also scrutinise themes within courses such as key skills and bilingualism. In most cases, these reviews are evaluative.

18 Overall, Pembrokeshire College employs enough teaching staff to support the effective delivery of its provision. The induction programme for new staff is good. Managers provide all staff with outstanding support to improve their professional knowledge and qualifications. The college also provides an outstanding range of staff development opportunities for all staff. Overall, learning resources are excellent. These resources help many learners to make excellent progress in attaining their qualifications. Learners at the college make good use of the outstanding Learning Resource Centre (LRC). Senior managers monitor and review financial budgets effectively. The college has an outstanding energy conservation and recycling system, which provides a significant saving in energy use. Overall, Pembrokeshire College gives good value for money.
In order to improve, the staff and governing body need to:

R1 improve learner completion rates;

R2 make sure that managers use value-added data to challenge poor outcomes rigorously in order to improve standards;

R3 make sure that all graded lesson observations consistently identify strengths and areas for improvement to inform realistic self-assessment;

R4 address issues associated with poor attendance; and

R5 increase Welsh-speaking learners’ take-up of assessment through the medium of Welsh.
Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

20 The findings of the inspection team match the judgements made by the college in its self-assessment report for four of the seven learning areas inspected and the majority of the generic key questions.

21 Overall, the majority of learners’ achievement is good or very good. Eighty per cent of learners achieve good or better standards. In one learning area, with a very small number of learners, the standards of achievement are unsatisfactory.

<table>
<thead>
<tr>
<th>Learners’ standards of achievement</th>
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<tbody>
<tr>
<td>Grade 1</td>
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<td>29%</td>
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22 The standards achieved in each of the learning areas inspected are as follows:

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<tr>
<td>12 Languages, Literature and Culture</td>
<td>1</td>
</tr>
</tbody>
</table>

23 Learners achieve outstanding standards overall in Health, Public Services and Care, Engineering and Manufacturing technologies, Construction, Planning and the Built Environment and Languages, Literature and Culture. They achieve good standards overall in Hair and Beauty and Performing Arts. However, the standards achieved by the small number of learners in History, Philosophy and Theology and Social Sciences are unsatisfactory.

24 The development of learners’ key skills is good and sometimes very good. Many learners link their key skills to their vocational programme and apply them to their workplace activities. The attainment of key skills awards has improved significantly with 76% of full-time and part-time learners achieving key skills in 2005-2006.

25 In the learning areas inspected, most learners are well motivated and apply themselves well to their studies. Most learners are making good progress and enjoy what they are doing. They make good use of ILT and develop a good knowledge and understanding of the areas of work they study. Those learners on vocational
programmes reach good standards of competence in their practical work. However, full-time learners on level 3 courses in hair and beauty do not have enough planned opportunities to do regular work experience and to develop their skills outside formal timetabled classes.

26 Most learners attend regularly and punctually. Most learners engage very well with their teachers and with each other.

27 In September 2004, 75 learners began studying the intermediate or advanced diploma of the Welsh Baccalaureate Qualification. About 86% of learners completed the intermediate diploma, while only 45% completed the advanced diploma. The proportion of learners who completed and passed the qualification was similar to the national benchmark at both levels. Overall, three-quarters of learners who achieved the advanced diploma used the UCAS points they received to gain offers of places to study at institutions of higher education.
The quality of education and training

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

Grade 2: Good features and no important shortcomings

28 In three-quarters of classes teaching, training and assessment are good or better. In the remainder, teaching and assessment are satisfactory.

<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>23%</td>
<td>51%</td>
<td>25%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

29 All teachers plan their lessons very well and set clear objectives, which they share with learners. Almost all teachers use information and learning technology (ILT) well to enrich and extend learners’ progress. The majority of teachers use an appropriate range of techniques to develop learners’ skills, knowledge and understanding. In most lessons, there is a good level of pace and variety. However, the quality of teaching, training and assessment in Social Sciences and History, Philosophy and Theology is too variable. Where teaching is of good or very good quality lesson plans are detailed and teachers engage learners in effective tasks to extend their knowledge and understanding. However, in a few classes teachers rely too much on open-ended questioning of the whole class and do not challenge learners enough.

30 Most teachers plan practical tasks particularly well to develop learners’ skills. Generally, teachers highlight opportunities in their planning to enable learners to use the outcomes of learning activities as evidence for key skills development and assessment.

31 Most teachers set and mark learners’ work regularly and effectively. They use a good range of assessment strategies to help learners understand their progress. Almost all teachers support individual learners well, set them realistic personal targets, and give them regular and informative feedback on their progress, especially through the tutorial and target-setting processes. Occasionally, the quality of marking is not sufficiently precise or linked to examination criteria to show learners how to improve their work.

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 learners

32 Overall, the college offers a good range of courses to meet the needs of its learners and there are good opportunities for learners to progress from one level to the next. Courses at entry level and level 1 make up about 8% of college enrolments and the number of enrolments at level 1 has increased by about 50% since the last inspection in 2003. Learners on level 2 programmes represent 36% of college enrolments. At level 3, there are 26 AS and 22 A2 courses on offer as well as about
18 National Diploma courses. The main areas of growth in the number of enrolments within the college in 2004-2005 and 2005-2006 have been in engineering and manufacturing technologies, construction, planning and the built environment, and arts, media and publishing. During the same period there has been a decline in the number of enrolments in health, public services and care courses.

33 Overall, the systems for planning and managing the curriculum are very good. All faculties identify priorities annually for the development of the curriculum and this forms the basis for the college’s development plan. Learning area staff put forward business plans for new courses and submit detailed proposals to a college validation panel. This panel considers issues such as viability and ensures alignment with strategic regional and national priorities. The faculty business plans and the college’s development plan relate very well to local strategic plans.

### Outstanding practice

The college has very good links with a wide range of employers and plays an important role in supporting the local economy. It has responded particularly well to the needs of large employers in the area. It also helps smaller businesses effectively, for example through the provision of appropriate training courses, business start-up support, and incubation units within the Technology Innovation Centre.

The college established an Energy Workforce Development Group which meets the needs of the local oil and gas industry very well, for example through the establishment of relevant apprenticeships. It has established a Bluestone Academy to support the training and employment needs of a major leisure and tourism development in the area. The college plays a key role in meeting the training needs of the care sector locally through its role in the Care Consortium. The college has taken an active role in a wide range of EU-funded projects to enhance learning opportunities for young people and local businesses.

34 The college succeeds in attracting hard-to-reach learners as well as learners from areas designated as having socio-economic disadvantage. About a quarter of its full-time learners and a fifth of its part-time learners come from areas of socio-economic disadvantage.

35 The college plans a good range of targeted marketing activities which fits in with the strategic and operational planning cycles. The college analyses the effectiveness of marketing activities systematically. It has been particularly successful in attracting international learners onto courses.
Outstanding practice

M Learning (mobile learning) is an innovative European Union-funded project currently targeting 70 learners aged 16-24 who are not in education, employment or training (NEETs) through the use of mobile personal digital assistants and bluetooth keyboards. The college uses mobile technology to communicate online learning to learners and to support them regularly through messaging, voice, online or discussion boards. The project developed from a pilot scheme undertaken through the Learning Skills Development Agency. The project has succeeded in helping about half the learners supported by the programme into education or employment. The college received a Beacon Award this year for ‘Successful Use of Learning Resources’.

36 The college is an active member of the local CCET and 14-19 learning area network. It is developing good partnerships with local secondary schools. It delivers a range of vocational provision for about 50, 14-16 learners from local schools as part of the local 14-19 partnership. In addition, more than 100, 14-16 year old learners benefit from the after-school provision offered by the college. In 2006-2007, the college has continued to offer shared A level provision for a small number of pupils from the two Haverfordwest schools.

37 The college was involved in the Pembroke shire Pathfinder Project which laid the foundations for the development of the Haverfordwest post-16 Federation. As a result, it has established arrangements with two local secondary schools to provide a joint A level curriculum from September 2007. These arrangements are supported by a Federation Development Board, a memorandum of agreement, a set of operating principles and an action plan to underpin this development. The secondary schools and the college have recently established a common timetable to deliver a shared A level curriculum from September 2007.

38 The college has 186 learners who are studying the Welsh Baccalaureate Qualification (about 12% of full-time learners): 89 at advanced level, 62 at intermediate level and 35 at foundation level. Most learners study the Welsh Baccalaureate alongside vocational courses in business, travel and tourism, engineering, catering, child care and public services. Nineteen learners are studying the advanced diploma while undertaking A level courses.

39 The organisation, planning and management of the Welsh Baccalaureate Qualification is good. Most learners achieve their required key skills early in the course. Tutorial arrangements and online tracking systems are effective. The range of visits and group activities linked to the qualification programme engage learners’ interest very well.

40 The college has made very good progress in improving key skills since the last inspection in 2003. The number of full-time and part-time enrolments for key skills awards has increased by about 10% and the attainment of the awards has improved from 31% to 76%. There is very effective co-ordination, development and assessment of key skills through the work of the key skills co-ordinator and the key skills champions.
41 The college has made good progress in developing a Welsh ethos and in raising awareness of the Welsh language within the institution. The college has appointed an officer who has developed relevant activities very well in order to improve bilingual and Welsh-medium opportunities for learners and staff. The college tracks Welsh speakers carefully to check that they are receiving the support they need. All those who want a tutorial programme in Welsh are attached to a Welsh-speaking teacher. Just under 30 learners undertake elements of their key skills in communication bilingually. This year, about 60 Welsh-speaking learners have undertaken work experience in bilingual settings (compared to 30 last year). Course teams have mapped opportunities to develop an awareness of Welsh and the Welsh dimension within their schemes of work. The use of oral Welsh and bilingual resources is strong in a few areas, notably on courses in hair and beauty, agriculture and construction. Awareness of the language and the Welsh dimension has increased greatly. However, very few learners currently undertake any written assessment through the medium of Welsh.

42 Many courses offer learners a varied range of activities to support and extend their learning, for example through visiting speakers, educational visits and involvement in competitions. The college recently allocated funds to the student parliament to run events and to establish clubs according to demand instead of organising an enrichment programme centrally. Learners have come forward to organize a small number of clubs, including the Christian Union, the Duke of Edinburgh Award scheme, and the debating club. However, the engagement by learners in this opportunity has been limited thus far.

43 The sports academy programme is available to any full-time learner in the college with the requisite sporting ability. The academies currently cater for about 50 players of rugby and football, 12 in netball and seven in golf. The academy programmes offer specialist coaching, regular training sessions and technical/medical support services.

44 The development of learners’ entrepreneurial skills is good. Elements of enterprise are an intrinsic feature of many vocational courses at the college. Enterprise staff and other agencies, such as Careers Wales, have targeted vocational groups to provide relevant advice on starting and developing a business. The college enters teams in the Global Enterprise Challenge competition and organises an Enterprise Week each year which engages over 300 learners. About 140 learners gain OCN accreditation in enterprise through relevant business activities, such as charity fund-raising and through participation in local and national competitions.

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

**Grade 1: Good with outstanding features**

45 The quality of care, support and guidance for learners at the college is outstanding. Managers plan support services well and make sure that they are delivered effectively. The college has good policies that cover all aspects of learners’ support and guidance needs. They include appropriate policies on equality and diversity, child protection and the protection of vulnerable adults. Managers review and update these regularly to ensure compliance with statutory requirements. Staff implement
policies and procedures relating to learner support effectively. The college also has well-established partnership arrangements with other agencies to support learners. All learners are aware of the complaints procedure and the child protection policy.

46 Most learners benefit from the wide range of specialist support and guidance available to them at some stage in their college career. The college has a range of awards for careers and work-related education.

47 The college takes good account of the views of partner organisations, parents and employers. Partner organisations and employers help the college by, for example, providing speakers for personal, social and health related (PSHE) sessions. They also assist with providing work experience places, advice on specific careers options for individuals and support for charitable fundraising events. The quality of partnership working, and the way this brings a wide range of benefits to learners, is a notable strength of the college.

48 The induction programme varies in length on different courses, but it provides helpful information to support learners as they settle into the college. Open evenings are informative and parents receive useful progress reports on learners.

49 The college provides very good quality and helpful information to prospective learners through the college guide, course booklets and handbooks and displays around the college. Advanced level learners also attend taster sessions in a range of different subjects during their induction week. These are highly valued by learners and help them select their final choice of optional subjects.

50 All college support services are available bilingually. These include admissions interviews, induction materials, tutorial sessions, careers guidance and work placements.

51 The college makes good use of an electronic registration system to record learner attendance in sessions. The system provides summary data for classes, subjects and courses for specific dates or periods of time. The senior management team interrogate this database regularly to evaluate college attendance rates. Teachers use data well to set targets for attendance for learners. Teachers and support staff discuss the attendance of individual learners regularly in course team meetings. However, staff only give limited consideration to evaluating summative data on attendance in order to identify trends and patterns for subjects, classes and courses over time.

52 College systems for monitoring learners’ attendance and following up absences are having a positive impact overall on many courses, but attendance rates vary from a high of 98% to a low of 65% for one subject sector area. The overall weekly average rate is 78%. Twenty-five of the 40 subject sector area courses for the learning areas visited in this inspection have an average attendance below 80%, with four of these being below 70%.

53 The college developed the ‘Onwards and Upwards’ project, which started in 2006 supported by European funding, to improve attendance and attainment. Individual learners comment on the success of this project in developing their confidence
through structured learning programmes such as ‘College Start’ and ‘Horizons’. The number of learners included in this project has increased, though at this early stage, the overall retention rate of learners has yet to show an improvement.

Outstanding practice

The college provides an outstanding, comprehensive and flexible package of support services to learners. This support includes drop-in and appointment services, specialist support classes in basic skills and classroom-based learning support. Learners make very good use of this support. The college also provides innovative on-line electronic support services. The college basic skills screening process is available electronically, and this also has a paper-based element to help diagnose learning difficulties, such as dyslexia. Teachers identify learners in need of basic skills support and more than 75% of learners identified as needing additional help receive it. Seventy-nine per cent of learners who receive learning support complete their courses successfully. The college was re-awarded the Basic Skills Quality Mark for post-16 provision for the third time in July 2006.

Outstanding practice

The college provides outstanding support for learners with disabilities and those who have additional learning support needs. The college works closely with a wide range of multi-agency partnerships to ensure that a high proportion of these learners successfully complete their qualifications. College staff work effectively with schools to plan a smooth transition to college life. A very high percentage of these learners make progress and move on from the bridging course to mainstream provision. In 2006, the college was awarded the RNIB/MENCAP Beacon Award for Inclusive Learning in recognition of the support provided for learners with learning difficulties. The learning services manager and senior tutors have weekly internal agency reviews to identify learners at risk and to plan appropriate support.

54 The college organises tutorials in every learning area to track and support learners. In the best cases, tutorials provide learners with opportunities to discuss progress, obtain support, and develop positive attitudes to learning. Learners discuss important lifestyle issues and undertake a wide variety of PSHE related activities. Learners have access to a college-based nurse, a team of counsellors and an ecumenical chaplaincy service. Learners in most learning areas are aware of their future opportunities in education training and/or work. In a minority of tutorial sessions, learners are not sufficiently engaged in the learning process.

55 Learners benefit from very good formal and informal social and learning activities throughout their time at college. There is a clear work ethos in the college and a strong sense of community.
Leadership and management

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

Grade 1: Good with outstanding features

56 The principal and the executive management team offer very good leadership. They have established a clear strategic direction for all aspects of the college’s work. The college has a culture and ethos that is inclusive, open, and collaborative. It seeks improvement in all of its work. Senior and middle managers promote this ethos well.

57 The college has a clear mission and vision that focus strongly on its main priority to provide a high quality experience for all learners. It supports its mission with well-defined strategic aims and objectives. Staff own the college’s vision, values and aims. They work hard to make sure that the college meets its objectives. All staff clearly understand their roles in delivering college objectives, and meeting college targets.

58 The college clearly communicates its core values in its strategic documents. Managers communicate these effectively to staff and learners throughout the organisation in a variety of ways, including a very ‘user friendly’ summary of the strategic plan.

59 The college’s management structure promotes effective communication and team working across and within faculties. Two assistant principals support the principal very well. One has responsibility for curriculum delivery and development and one for resources and services. They each lead a team of senior managers with curriculum or functional responsibilities very effectively. Cross-college senior and middle managers, such as the quality and learning support managers and senior teachers, further support curriculum delivery well.

60 Lines of accountability and reporting are clear. Staff understand them well. The organisational structure helps managers and staff at all levels to share information and experiences, solve problems and disseminate best practice within their area of responsibility and across the college. It focuses very well on learners and on improving learners’ experiences and standards.

Outstanding practice

Communication in the college is very effective. The computerised management information system integrates all aspects of the college’s work extremely effectively. The system provides managers and staff with detailed and comprehensive management information on all aspects of the college’s work. Managers and staff make very good use of this electronic system to monitor, review and report on performance, and improve quality. The system streamlines the way that information is presented and as a result improves managers’ ability to monitor performance and make decisions. It helps both managers and staff to work more effectively and productively, and to maintain the focus on improving all aspects of the college’s work.
61 The college’s arrangements for strategic and operational planning are well-established and effective. Planning processes are coherent and comprehensive; they are transparent, inclusive and form the basis of all college activities.

62 The executive and senior management teams consult widely with staff at all levels during the preparation of the institutional and operational plans. All staff and governors participate in college annual institutional planning days. Learners also take an active part in planning days. The planning days have general conference activities and workshops on specific themes relevant to the college’s mission. They also take into account Welsh Assembly Government and other external priorities. The college uses outside speakers effectively to provide a broader context to planning and to help staff to focus on national and local priorities. Staff attend a wide range of workshops activities. The outcomes of the workshops inform the operational plan.

63 The college’s strategic and operational plans are clear and comprehensive. These plans take account of Welsh Assembly Government priorities as well as regional and local needs. They also identify clearly the staff responsible for achieving the college’s operational objectives and targets. Managers translate these objectives systematically into faculty, programme, course team and functional area objectives. Managers and staff fully embed these objectives into all aspects of the college’s work.

64 The college has effective strategic partnerships with a wide range of bodies. The college initiates and drives most of these. For example, the chair of governors chairs the Energy Workforce Development group.

65 The college has a good range of policies and procedures linked to equality and diversity. Senior members of staff are responsible for the various policies, and make sure they are embedded and monitored regularly. They review them regularly and update them as appropriate, in line with new legislation.

66 The college has an effective and well-embedded performance management system. All staff, including the executive and senior management teams, have personal targets and objectives. These targets link directly to course, faculty and strategic objectives. Targets are clear, measurable and closely related to the college’s key performance indicators. Staff fully understand their targets and how they relate to the improvement of learners’ experience and institutional performance. Staff have regular, formal appraisals. Managers use the system effectively to monitor, review and evaluate targets. Managers use appraisals effectively to improve staff performance and inform development needs.

67 The governing body has a good understanding of the wide range of internal and external issues that affect the college. Governors have an excellent understanding of the local economy and community and the role the college plays in developing and sustaining them. They use this knowledge well to help agree the college’s strategic aims. The governing body has a number of appropriate sub-committees that support its work.
68 The governing body is challenging, but also supportive. Board members regularly monitor and review the college’s achievement of key performance indicators through reports from, and presentations by, college managers. Board members assess their own performance well. Individual governors link to faculties to give them a good understanding of faculty issues. An experienced clerk supports the board. The clerk ensures that board members have appropriate training to help them carry out their roles effectively.

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

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<th>Grade 2: Good features and no important shortcomings</th>
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69 Overall, the college has a good range of systems and procedures for improving quality and standards. Most of these systems have had a positive effect in raising standards in most areas. Four of the seven learning areas inspected have improved the grade awarded for standards achieved by learners from a grade 2 to a grade 1. In most cases, the recommendations of the last inspection have been implemented fully. The rates of learner attainment have improved significantly in the last few years. In most learning areas, standards have improved or been maintained since the previous inspection. However, in one learning area, standards have declined.

70 College managers are generally well informed about the quality of provision in the areas for which they are responsible. The integrated on-line systems for monitoring the quality of provision at course, programme area, faculty and senior management level help managers to identify issues and set targets for improvement. Managers use good data and focus appropriately on learners’ experiences in mid-year and end-of-year courses reviews. Managers at all levels monitor and make good use of these reviews. The reviews also cover themes within courses such as key skills and bilingualism. In most cases, these reviews are evaluative.

71 The college has established a quality scorecard system, which provides a score against the indicators of enrolment, attendance and completion. This system is effective in capturing the key indicators of quality performance. The well-integrated system presents data from management information systems (MIS) in a user-friendly and accessible format and provides a useful, summative, objective benchmark of performance at course level. However, the system is not yet fully developed and does not take account of differences between qualifications, for example, value added scores and indicators, which reflect the attainment of grades in qualifications that have a grading system.

72 The college has good systems for collecting and analysing the perceptions of staff and learners. Staff in the quality unit have recently developed integrated on-line systems for doing this and the rates of response from both staff and learners are good. There are also good plans to include the outcomes of learner and staff questionnaires within the scorecard system. The senior management team review and evaluate the analysis of the staff questionnaire and respond effectively to issues raised. Managers at other levels use the findings well to inform the reviews of quality in functional areas.
73 The college has very good procedures for improving the quality of functional areas. College managers use good service-level agreements with functional areas to review performance. These identify appropriate key performance indicators for the functional areas, which are evaluated well in reviews to measure performance against standards. Managers also use feedback from the staff and learner surveys well to identify trends and bring about improvements in services.

74 The college has developed its own systems of measuring value-added scores for courses that result in predicted graded outcomes for qualifications such as GCE A levels, GCSEs, and intermediate and advanced national diplomas. Teachers are able to use the college system to calculate learners’ predicted scores from their previous attainments in examinations as soon as they join the college. Teachers then use this information to support learners to achieve. However, the system is too generous in the measures that it uses for identifying satisfactory or outstanding examination results. Consequently, the analysis of results does not have enough rigour and the reasons for poor results are not analysed well enough in the mid-year and end-of-year reviews. The college is also not able to benchmark the value-added outcomes with those of learners at other schools and colleges.

75 The self-assessment report (SAR) is comprehensive and draws well on features identified in mid-year and end-of-year reviews. The report identifies strengths well but is not so thorough in noting weaknesses. In three of the learning areas inspected, the judgements in the self-assessment report are higher than the grades awarded by the inspection team, in one case by two grades. There is a match between the SAR grade and the inspection grade in four key questions and in the other three key questions the grade awarded is one grade lower than that in the self-assessment report.

76 The college carried out an internal inspection three months before the external inspection. In the lessons observed as part of the internal inspection, the college grades were very high and did not provide a close match with the findings of lesson observations carried out by the external inspection team. These graded observations do not distinguish enough between good and outstanding practice in teaching and assessment. This together with the over-generous value added scores contributed to the mismatch between the self-assessment report and the findings of the external inspection team.

77 The governors receive a good analysis of the complaints that the college has received and the action taken to resolve the issues. The curriculum and standards committee is well informed about standards in the college.

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

**Grade 1: Good with outstanding features**

78 Overall, Pembrokeshire College employs enough teaching staff to support the effective delivery of its provision. All staff have clear job descriptions that reflect their work roles and responsibilities. The majority of staff, 79%, have a teaching qualification. Of the 429 teaching staff, 13 are able to teach through the medium of Welsh and English. A further eight members of staff are fluent Welsh speakers. The
college achieved the Welsh Assembly Government (WAG) Gold Award in recognition of the high level of occupational health support available to all staff at the college. Managers monitor and report on staff absence rates effectively. The rate of staff absence for 2006-2007 is 4.5%, which is below the sector average.

79 The induction programme for new staff is good. The comprehensive and detailed programme provides staff with a wide range of information which helps them to undertake their new role appropriately.

80 All managers offer staff excellent support to improve their professional knowledge and qualifications. The college provides an outstanding range of staff development opportunities for all staff. Many staff take up these opportunities. For the year 2006-2007, 139 of the 729 full-time, fractional and support staff attended external training events ranging from awarding body updates to vocational trade association conferences. In the same period, 107 staff were engaged on certificated training programmes. A further 363 (53%) staff have taken part in one or more staff development activities including learning and teaching sessions facilitated by learning and teaching mentors. All staff provide managers with clear evaluations of staff development activities they have undertaken and review the impact of these in their annual appraisal.

81 Overall, learning resources are excellent. These resources help many learners to make excellent progress in attaining their qualifications. The college has a high computer to learner ratio of one computer to eight learners. Teachers and learners are able to borrow laptop computers for their individual or group to use in classrooms or workshops via wireless network across the college. This means teaching staff effectively access ICT without the need to use a dedicated ICT room.

82 Most learners have access to accommodation of very high quality, for example, the Technical Innovation Centre and the Marine Technology Centre (MITEC). However, there are shortcomings in the accommodation for beauty and complementary therapies. A few rooms on the main site are too small for the learner numbers and another room has no natural light.

83 Most learners make very good use of the outstanding Learning Resources Centre (LRC). The centre provides learners with good access to a wide range of high quality accommodation and learning resources on a drop-in basis throughout the week and Saturdays. The centre also provides a ‘one-stop shop’ for learners to access a comprehensive range of other specialist support and guidance staff, for example, careers, counselling, nurse, housing, welfare and transport.

84 Managers across the college have well-defined delegated budgets for the delivery of learning. The targeted use of resource budgets means that in most learners and teachers have good access to a wide range of up-to-date technology-based resources. Managers allocate spending carefully to make sure that they prioritise resources to support effective learning. For example, nearly all classrooms have high quality interactive whiteboards fitted, which teachers use well. Managers make good use of computer software to monitor and analyse the use of the whiteboards effectively.
There is a good match of staffing and learning resources to learners’ needs across most courses. Managers also match spending and staffing decisions to priorities for improvement effectively. They plan programmes carefully to maximise the use of resources to suit a wide variety of learners.

The college has a comprehensive and detailed estates’ ‘Master Plan’. This comprehensive document clearly sets out the college’s vision for the next 20 years. Detailed plans are in place to build a construction and technology ‘centre of excellence’.

**Outstanding practice**

The college has undertaken a comprehensive environmental, sustainability and energy management audit, which has resulted in significant savings. Following the audit, managers developed a wide range of effective strategies to reduce the college’s energy consumption and to widen its recycling programme. The college has comprehensively benchmarked its energy consumption and recycling programme against the best in the sector. As a result, the college has achieved a saving of 27% this year. The college operates an effective building management system, which effectively controls the heating throughout the building. This system has resulted in a 42% reduction in gas consumption since 2002. Improved water management has resulted in a saving of 4.7 million litres of water per annum. College-wide recycling programmes include glass, paper, plastic, cardboard, fluorescent light tubes, personal computers, oils and printer ink cartridges.

The college uses its membership of the all-Wales purchasing system effectively to reduce the cost of resources. In addition, the college uses an effective cost-saving ‘purchase card’ system to purchase consumable resources. Learning area managers process the majority of purchase orders using this cost-effective system. By using the purchase card system, the college has made substantial financial savings.

The senior management team work hard to gain additional funding to support their priorities for development. For example, they have been successful in gaining substantial financial support from European funds in order to widen the participation of learners. Managers have secured significant financial funding from the Department for Education, Lifelong Learning, and Skills (DELLS) to build a new construction centre of excellence.

Overall, the outcomes for learners in most learning areas inspected are good. The college makes good use of its excellent range of resources. Managers regularly review the use of resources in order to ensure sufficient support for its priorities. Pembrokeshire College gives good value for money.
Standards achieved by learners in learning areas inspected

01 Health, Public Services and Care

Grade 1: Good with outstanding features

90 The college offers full-time courses in childcare and education at levels 1, 2 and 3. It also offers full-time and part-time level 3 courses in health studies and an Access to higher education programme in health. It offers part-time courses at level 2 in mental health work, level 3 in mental health care and an Introduction to counselling course.

91 The college has substantial National Vocational Qualification (NVQ) provision in health and social care and children’s care, learning and development at levels 2 and 3, promoting independence at level 4 and caring for children and young people at level 3. At the time of the inspection, 849 learners were following NVQ programmes. This accounts for 82% of the learners studying care related programmes in the learning area of Health, Public Services and Care. All NVQ learners are either employed or are voluntary workers who work in a range of health and social care and childcare settings.

92 Nearly all learners achieve good or very good standards in Health, Public Services and Care. All learners develop a good knowledge and understanding of professional practice and important care principles in their vocational area. Learners who undertake work placements as part of their full-time course apply their theoretical knowledge well in their workplaces. Learners who follow NVQ programmes achieve good, and often very good, levels of occupational competence.

93 Learners’ written work, including their portfolios, assessed work and course files, is structured, well organised, and well presented. Their oral work is very good and they contribute well to classroom and work-based learning activities.

Outstanding feature

All learners on full-time programmes study key skills. Almost all of them achieve their key skills qualifications at levels appropriate to their abilities. Learners’ key skills work links very effectively to their vocational study areas. Learners understand the importance of key skills to their personal development, their workplace activities and employment. They apply their key skills well in their learning and workplace activities. Learners take full ownership for identifying opportunities in their vocational work for developing and improving their key skills. They link these very well to their key skills portfolios and to opportunities for assessment of their key skills.

All full-time level 2 and level 3 learners on childcare programmes undertake a NVQ qualification alongside their main vocational qualification. This helps to improve their opportunity to obtain employment when they leave their course. These learners also develop good Welsh conversational skills as part of their programmes.
Most learners successfully meet their learning targets. Overall, in 2005-2006 learners’ attainment rates are good, and in most cases very good. Nearly all of the learners following NVQ programmes gained their qualifications. Over 80% of learners who enrolled on vocationally related programmes gained their qualification.

The rate at which learners completed their courses in 2005-2006 is also very good overall. Over 80% of learners completed their qualifications in this period. Learners’ rates of completion are either close to, or above, the national average for further education colleges in Wales.

Learners on full-time courses make good and often very good progress throughout their course. They develop their understanding of care principles well and apply these principles to their practical experiences. Learners, particularly those on NVQ programmes, improve their standards of professional practice as a result of their studies. In a very few instances, more able NVQ learners do not progress quickly enough on their learning programme.

Many learners undertaking NVQ programmes in children’s care learning and development progress from voluntary work to paid employment in their workplaces. Many full-time learners progress to higher level qualifications or to employment related to their qualification. In 2006, over two thirds of the learners who successfully completed the foundation award in caring for young children progressed onto the certificate in childcare and education. Almost all learners who complete the Access course enter higher education or further professional training.

Nearly all learners are fully involved in their learning. They are knowledgeable about what they have achieved and what they need to do better, to improve their work and gain their qualifications. Nearly all learners are punctual and attend lessons regularly.

**Outstanding feature**

Full-time, college-based learners at all levels make use of ILT exceptionally well in all areas of their courses. They apply their ILT skills very well, in a variety of ways and at levels which consistently challenge them to improve. These skills support their studies and fully develop and extend their learning and research skills.

Nearly all learners are highly motivated and committed to completing their studies. Most learners take personal responsibility for their work and develop independent learning skills well. They are confident in class and in their workplaces and nearly always work productively. They also develop a high level of personal self-confidence.
04 Engineering and Manufacturing technologies

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100 Provision in Engineering and Manufacturing technologies includes a good range of programmes from entry level to level 3. The college offers programmes in marine, motor vehicle, process, electrical/electronic and mechanical engineering. The college offers a good range of part-time courses in the main engineering disciplines, as well as Saturday ‘Engineering Taster’ programmes, after-school clubs and school-link programmes.

101 In 2005-2006, 90% of full-time and part-time engineering learners attained their main qualifications. Outcomes for the same period for learners on motor vehicle programmes and National Diploma (Electrical/Electronics) are outstanding.

102 Most learners achieve good standards in underpinning knowledge and practical skills. The majority of learners make very good use of practical work to develop and attain key skills. Key skills attainment is good overall.

103 Learners on marine engineering programmes develop excellent practical skills, which they acquire by working on live projects in a realistic working environment. Learners, particularly on level 3 programmes, use ILT effectively. They are confident in using a range of software linked to computer-aided design and manufacture.

104 One group of learners sponsored by a large local employer, gain important additional skills and qualifications that meet the specific demands of the energy industry in which they work. They spend one day a month of their programme on-site, where they are given relevant process-maintenance experience, which links well to the requirements of their main qualification.

105 Many learners on national diploma courses have either progressed from lower level programmes or transferred from A level programmes. A few learners have re-entered education after a period of employment.

106 The majority of learners work well together and this helps them to develop their knowledge understanding and practical skills. Learners have good listening skills and respond positively to set activities in sessions. Learners on the national diploma in mechanical engineering and the Welsh Baccalaureate programme make very good use of ILT to support their learning. They use these resources well to present information and exchange ideas with others in the group. Motor vehicle learners use specialist equipment very effectively to develop their knowledge skills and understanding.

107 Learners' attendance and punctuality are excellent. Learners show respect for teachers and for one another. In most classes, learners respond well to questions and participate fully in all aspects of their learning. Most learners develop good skills in independent research and problem solving. Many learners make very good use of the college ‘Virtual Learning Environment’ to access course notes and software to support their learning and for revision.
Outstanding feature

The use of live project work on marine engineering programmes at the MITEC Centre supports the development of learners’ practical skills and underpinning knowledge. These learners make, maintain or re-furbish parts to a very high standard. These parts are then used on craft that will take to the water.

Learners sponsored by a large local employer also develop excellent levels of industrial knowledge and skills by undertaking live assignments on site on a regular basis. Learners use these assignments in their main programme of study.

05 Construction, Planning and the Built Environment

Grade 1: Good with outstanding features

108 Provision in Construction, Planning and the Built Environment, includes a wide range of full-time and part-time courses, which meet the needs of learners and employers. The college offers courses in brickwork, carpentry and joinery, plumbing, electrical installation, and gas approved codes of practice. Most courses offer learners good progression opportunities from foundation to level 3 and to professional studies.

Outstanding outcomes

Overall, most learners achieve outstanding standards. Learner attainment rates have improved significantly over the three-year period from 2004 to 2006. In 2005-2006, attainment on most programmes is outstanding. For example, 100% of the learners on the NVQ3 plumbing programme and 96% of learners on the carpentry and joinery NVQ2 programme attained their qualifications.

109 Most learners on construction courses achieve practical skills and knowledge appropriate to their course. A few learners develop their practical skills and theory knowledge to a much higher level than normally expected. For example, brickwork learners demonstrate high levels of practical knowledge when ‘laying-out’ and building cavity walls and arches. In plumbing, learners demonstrate high levels of competence when fitting bathroom suites and ‘shaping’ lead flashings. Most learners’ work shows increasing occupational competence as they progress through their course. Learners focus well on safe working practice on all the occupational routes.

110 Many level 2 and level 3 learners develop higher-level skills, knowledge and understanding. Level 3 plumbing learners demonstrate outstanding knowledge about energy conservation and emissions and their impact on the environment. This means that learners can use a wide range of vocational skills to support the work of their employers. All learners’ work meets awarding body requirements.

111 Many learners complete key skills qualifications that relate to the construction industry.
112 Most learners on construction courses make good progress towards attaining their learning goals. They have a good understanding of their progress and know what they need to do to complete their qualification. Most learners make good progress in developing new practical skills and knowledge that prepare them effectively to gain and sustain employment in the construction industry.

113 While learners on the intermediate construction course in carpentry and joinery and Open College Network (OCN) plumbing programmes make slower progress, they are still on target to achieve their qualifications. Most part-time learners apply their workplace experiences to their coursework well.

114 Most learners use a very good range of learning resources, such as information and communications technology, workbooks and projects to help them complete their coursework to a good standard. Learner portfolios are generally well organised. Learners’ written work is of a good standard.

115 As a result of their good college experience, many learners who complete programmes progress to the next level. Almost all learners have clear aims for progression at the end of their course. For most learners these aims are realistic and achievable.

116 Most learners are well motivated and demonstrate outstanding attitudes to their work. Many learners develop a good range of learning skills and apply these when working independently and in small groups. They contribute well to class discussions and group activities and support their peers and teachers. Most learners attend regularly and punctually.

07b Hair and Beauty

**Grade 2: Good features and no important shortcomings**

117 Full-time and part-time learners follow courses leading to NVQs at levels 1, 2 and 3 in hairdressing and beauty therapy. Other courses for full-time learners lead to vocationally-related qualifications (VRQs) at level 2 in hairdressing and beauty therapy and a diploma in holistic therapy. The college also offers part-time courses in reflexology, aromatherapy and Indian head massage as well as specialist short courses.

118 Most learners in hairdressing achieve well and gain good practical skills in cutting, colouring and styling hair. Learners demonstrate their skills on external clients. All learners make good use of comprehensive consultation notes when carrying out treatments. Most learners have well organised files. However, a large number of part-time learners have not actually completed any units of the NVQ. Very few learners include photographic evidence in their portfolios.

119 A few learners at the college do very well in Welsh regional and national competitions in both hairdressing and specialist aspects of beauty therapy. These learners demonstrate a high standard of innovation, creativity and skills.
Most learners on level 2 and 3 NVQ beauty therapy courses have good skills in carrying out facial and body treatments on clients. All learners on level 3 courses use electrical equipment safely and competently. Most learners work well in small teams and develop a good rapport with their clients. A few learners work regularly in external businesses and these learners develop a particularly high level of skills in client care and working at commercial speeds. However, most full-time learners do not have enough regular work experience and do not develop such a high standard of commercial skills.

Most learners on complementary therapy courses carry out client consultations well and professional treatments competently. A few of the learners on part-time courses make very good use of their knowledge and skills in health-related professions and demonstrate good skills in massage and other body treatments. Most learners organise their files and portfolios well. However, a few learners find it difficult to organise the evidence that they collect.

In 2005-2006, most learners in beauty and complementary therapies completed and attained the main vocational qualifications at a very good rate. The rates at which learners in hairdressing completed and attained the main qualifications were good. The rates at which all learners completed and attained qualifications were better in 2005-2006 than in the previous year. Ninety-five per cent of full-time learners and 83% of part-time learners attained their qualifications.

Most learners make good progress. All learners on hairdressing courses know how they are progressing and know what they have to do next in order to complete units. They have good action plans and these help them to identify the assessment opportunities they need to complete in order to achieve their qualification.

Part-time learners studying complementary therapy courses often make very good progress. A few full-time learners make slower progress, particularly in completing their case studies.

Most learners make good progress in developing key skills. However, a minority of learners have no records of having completed any units as they have not yet submitted any work for assessment.

Most learners have good interpersonal skills. Nearly all learners wear appropriate personal professional clothing and are aware of the importance of health and safety in the working environment. All learners behave professionally when working in salons and classrooms.

In most classes, learners attend regularly and arrive at classes promptly. However, in a few part-time classes, learners’ attendance is poor.

**09b Performing Arts**

**Grade 2: Good features and no important shortcomings**

The college provides AS and A2 courses in media studies and film studies and an AS course in drama. It provides national diplomas in musical theatre, media and music technology, a first diploma in performing arts (acting) and an OCN music technology course.
129  Learners produce convincing dramatic work in musical theatre. In developing acting skills, they undertake appropriate research and use movement and gesture appropriately to achieve dramatic effects. They respond well to direction and are developing the discipline and skills required to benefit from rehearsal and performance.

130  In music technology, learners produce music effectively in a range of contemporary styles. They are developing a good grasp of electronics and digital audio principles. They understand the impact of web-based technology on the music industry and appreciate its relevance in developing an audience, often for their own work.

131  In media, the quality of video-editing and production is often high and learners respond very well to the professional demands of commercial briefs. They create effective visual narratives, music videos, short documentaries and stop-animations. In both music technology and media, learners use industry-standard software, resources and equipment skilfully.

132  On A level courses in media studies and film studies, learners develop a good grasp of media and film concepts. They can decode images critically and use specialist terminology well. They have a good understanding of genre and audience in media and film texts. Learners' knowledge and understanding in AS drama are developing at a reasonable rate, but learners do not always build confidently on their previous learning. In OCN music technology, learners are at the beginning of the course and have just begun to explore simple media concepts.

133  Overall, on vocational courses, the depth of learners’ theoretical knowledge and understanding and the quality of their written work are not as strong as the quality of practical work. Learners who progress into the second year often complete and attain qualifications successfully. However, too many drop out during the first year. On the first diploma and OCN music technology courses, the rate at which learners complete and attain qualifications is relatively low. The outcomes of A level courses vary from year to year, but are good overall. Learners are attaining a wide range of core and wider key skills in performing arts, but many learners fail to achieve the awards in media and music technology, even though learners often display some relevant skills in the course of their work.

134  Most learners are making good progress and enjoy what they are doing. Generally, learners in vocational media and music technology courses are very self-directing and work hard to achieve their objectives in relation to assignments and briefs. Learners in drama also display these independent learning skills during some sessions, but less consistently.

135  Most pupils attend regularly and punctually, but a few learners on the vocational courses, especially in media and music technology, do not always attend regularly and punctuality.
10/11 History, Philosophy and Theology/Social Sciences

Grade 4: Some good features, but shortcomings in important areas

136 The college provides an appropriate range of courses which include full-time A level and AS level courses in history, geography, and sociology during the day, and an evening A level class in sociology.

137 Overall, learners achieve satisfactory standards in A level geography and history. However, there are shortcomings in aspects of the work in A level sociology and AS level geography, history and sociology and a significant minority of learners do not achieve satisfactory standards. Learners’ key skills are adequate.

138 In A level geography and history learners acquire their knowledge, understanding and skills at an appropriate rate. They build up their understanding of a satisfactory range of subject terminology and concepts. Overall, learners’ work files contain an appropriate record of work in these subjects. In geography, most learners apply their understanding effectively to case studies or to new situations and show an appropriate understanding of the themes covered.

139 Learners in A2 sociology focus well on set tasks and understand basic key concepts. However, most learners do not analyse information sufficiently and often lack confidence during question and answer sessions. In AS sociology a minority of learners are able to research successfully and share their ideas well. However, the majority of learners are unable to demonstrate a good knowledge of sociological themes. Generally, learners in A level sociology do not make enough progress in their learning.

140 History learners can recall content they have covered satisfactorily and have a sense of chronology. A minority apply this well in class discussions. Overall, they have a reasonable grasp of periods they are studying and can explain the causes and consequences of significant events. They use sources confidently and a few produce very well thought out and knowledgeable work. However, although learners have a broad understanding, a majority do not develop this in sufficient depth.

141 In AS sociology and geography learners do not have a secure understanding of their work. Written work in learners’ files is of variable quality; only a minority produce work of a satisfactory standard. Many learners have work missing or have not completed enough assignments. Few learners demonstrate evidence of wider reading to extend their knowledge and understanding. They have difficulty in recalling information to support their discussions. Most learners are reluctant to contribute in sessions.

142 In A level geography, history and sociology completion rates are good in relation to national comparators. Overall attainment rates in A level history and geography are also good although few learners gain the higher grades. Attainment rates in A and AS level sociology are unsatisfactory. Attainment rates in sociology at A and AS level have declined over recent years. In AS level geography and history, completion and attainment rates are unsatisfactory overall.
Attendance and punctuality are variable overall. They are poor in AS classes in geography and sociology and, to a lesser extent, in history. A few learners in some classes show little or no motivation. However, in most cases, learners can work on their own or with other learners, as appropriate.

12 Languages, Literature and Culture

Grade 1: Good with outstanding features

The college provides a limited range of courses in this learning area. They include GCSE English for part-time and full-time learners, AS and A level English language and literature, AS and A level French.

Most learners have a good grasp of the subject they are learning. They can recall what they have learned in previous sessions and they use this knowledge well to further their learning. In A level French, learners speak French with a high degree of fluency. They have good recall of vocabulary and can discuss essay topics. In AS and A English language and literature, learners have very good standards of oral and written work. In GCSE English classes, learners can analyse a range of texts. They pay good attention to punctuation. They can also structure their answers to examination questions clearly.

Many learners plan their work well to meet deadlines. Their files are generally well organised. Files contain learners’ notes, course handouts, assessed work and written feedback. This helps them to keep a record of their progress and plan revision for examinations more effectively.

In many classes, learners are developing very good skills in presenting their own ideas and arguments. Most learners can discuss critically a range of topics within their subject areas. They challenge their teachers' and other learners' views thoughtfully and constructively. They are increasingly able to support their views with evidence from the texts they study. In A2 English literature and in A2 English language and literature, many learners demonstrate an enthusiasm for literature above and beyond the requirements of the examination. They make their own choice of poems to share and analyse with the class. In AS English literature, learners make very good progress in analysing the personality and motivation of the main characters of their set texts. They use their understanding of Shakespeare’s era well to help them interpret the play. In A level English language and literature, learners have a very good understanding of literary concepts and terms. They are able to use these to good effect when discussing the merits of different texts. In A level French learners develop a very good awareness of current affairs in France. Most learners develop very good referencing and research skills.

Learners on most A level courses complete their courses and attainment rates are very good on nearly all courses. The majority of learners achieve their A and AS level grades in line with their predicted performance based on value-added analysis of their GCSE profiles.
149 Overall, learners relate very well to their teachers and to each other. They support one another and consider each other’s views. Most learners are well motivated and enthusiastic about the subjects they are studying. Many can work very well independently. In A2 level classes in particular, learners show high levels of confidence. In most cases, learners arrive at sessions on time. Attendance on most courses is good and when they cannot attend, learners often contact their teachers to explain why.

Outstanding feature

In A2 English language and literature, learners are studying the metaphysical poets. During one session they brought in their own choice of poem to present to the class that was not one of the set poems. Many learners went beyond the teacher’s brief and researched and chose poems independently. They were able to explain clearly the reasons for their choice, their critical reaction to it, to analyse key features of style and technique as well as enthuse other learners with their choice.
A Report on the Quality of Further Education in
Pembrokeshire College, May 2007

Provider’s response to the report findings

Pembrokeshire College welcomes this report on the standards of learners’ achievements and the quality of the services provided by its staff. Since the last FE inspection held in 2003, the College has either maintained or improved the overall grades for the generic key questions 1-7 and good and outstanding work has been recognised in 4 of the 7 learning areas inspected. The College is very pleased and proud of the achievements of its learners and staff which are confirmed throughout this inspection report.

The College acknowledges that one learning area warrants attention and has noted the recommendations made within the report. The College has already begun to put in place actions that will address any weaknesses and this will be followed up with an action plan with the aim to raise standards and the quality of education and training.

Following this inspection, the College feels it is in a very strong position to build on its strengths and develop best practice across all its provision and services. Pembrokeshire College will use the findings of this report to incorporate within the self-assessment and planning process to ensure further improvement and a continued drive towards excellence.
Appendix 1

The evidence base of the inspection

Eight inspectors, two additional inspectors and 13 peer assessors spent a total of 116 inspector days at the college:

These inspectors and peer assessors visited:

- 138 classes, including training sessions in the workplace;
- a variety of other activities delivered by the college;
- tutorials; and
- key skills sessions.

Members of the inspection team held meetings with:

- the principal;
- the clerk to the governors;
- the chair and members of the governing body;
- senior and middle managers;
- a range of teaching, support and administrative staff;
- learners in the learning areas inspected and in other learning areas;
- members of the student parliament;
- employers involved with the learning areas inspected; and
- representatives of other partner agencies and stakeholders linked with the college.

The team also considered:

- a selection of learners’ work in the learning areas inspected and photographic records of achievement; and
- comprehensive documentation provided by the college both before and during the inspection.
## Appendix 2

### The inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Janice Thomas HMI</td>
<td>Reporting Inspector</td>
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<td>Gareth Wyn Jones HMI</td>
<td>Team Inspector</td>
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<td>Christine Hooper HMI</td>
<td>Team Inspector</td>
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<td>Eleanor Davies HMI</td>
<td>Team Inspector</td>
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<td>Barry Norris HMI</td>
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<td>Mark Evans HMI</td>
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<td>Penny Lewis HMI</td>
<td>Team Inspector</td>
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<tr>
<td>Alun Morgan HMI</td>
<td>Team Inspector</td>
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<td>Sarah Lewis</td>
<td>Additional Inspector</td>
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<tr>
<td>John Williams</td>
<td>Additional Inspector</td>
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<tr>
<td>Sian Giles</td>
<td>Peer Assessor</td>
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<td>Ann Joynson Evans</td>
<td>Peer Assessor</td>
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<td>Wendy Dick</td>
<td>Peer Assessor</td>
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<td>Rachel Dodge</td>
<td>Peer Assessor</td>
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<td>Emil Evans</td>
<td>Peer Assessor</td>
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<td>Pat Roberts</td>
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<td>Nick Tyson</td>
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<td>Simon Robson</td>
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<td>Balvir Dhillon</td>
<td>Peer Assessor</td>
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<td>Susan McCarthy</td>
<td>Peer Assessor</td>
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<td>Jackie Doodson</td>
<td>Peer Assessor</td>
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<td>Gillian Phillips</td>
<td>Peer Assessor</td>
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<tr>
<td>Paul Shankland</td>
<td>Peer Assessor</td>
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<tr>
<td>Tony Davies</td>
<td>Provider nominee</td>
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