



**A report on**

**B-wbl  
Merlins Bridge  
Haverfordwest  
SA61 1SZ**

**Date of inspection: June 2015**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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## Context

B-wbl is a large work-based learning Consortium. The Consortium has been in operation since 2010 and is led by Pembrokeshire College. It is made up of a number of work-based learning providers. These are:

- Pembrokeshire College
- Coleg Sir Gar
- PRP Training
- Coleg Ceredigion
- Track Training
- Tydfil Training Consortium
- Cymru Care Training
- The College Merthyr Tydfil
- Coleg Gwent
- Bridgend College/People Business Wales
- Pembrokeshire County Council – Future Works

In South West and South East Wales, B-wbl is currently delivering training to approximately 5,000 learners.

The Consortium delivers the following work-based learning programmes:

- Foundation Apprenticeships (FA)
- Apprenticeships (A)
- Higher Apprenticeships (HA)
- Traineeships
- Engagement Programmes

It offers the following work-based training routes:

- Health, Public Services and Care
- Agriculture, Horticulture and Animal Care
- Engineering and Manufacturing Technologies
- Construction, Planning and the Built Environment
- Information and Communication Technology
- Retailing and Customer Service
- Hair and Beauty
- Hospitality and Catering
- Performing Arts
- Education and Training
- Business Administration and Law

## Summary

<b>The provider's current performance</b>	<b>Good</b>
<b>The provider's prospects for improvement</b>	<b>Excellent</b>

### Current performance

Overall, the rates at which learners are successful in attaining their qualifications are good. Most learners make good and, in a few cases, excellent progress on their training programmes. Learners develop their literacy and numeracy skills well. Most learners are well motivated and engaged fully in their training programmes. They enjoy their learning and attend regularly.

The standard of teaching, training and assessment is good, and in a few cases excellent. Most tutors and classroom assistants have high expectations for learners. They work well together to give effective support in taught sessions, particularly to those learners on Engagement and Traineeship programmes. Tutors and assessors mix practical and knowledge based activities skilfully to complement learners' work experience.

The Consortium has comprehensive procedures in place to ensure that learners receive good care, support and guidance. There are detailed safeguarding arrangements in place that include effective support for all Consortium members.

The Consortium Lead's senior management team have been very effective in setting a clear strategic direction for the delivery of the work-based learning contract.

### Prospects for improvement

The Consortium's prospects for improvement are excellent because:

- Learners' standards are improving across all Consortium partners
- The Consortium lead provider's senior management team are very effective at leading and supporting all Consortium members to achieve excellence for all learners
- The Consortium's strategic direction has a clear focus on improving learner outcomes across all members
- The senior management team have developed an innovative funding methodology to support learners living or working in areas with a high index of deprivation
- The senior management team monitors its quality well, with a dedicated management team who ensure consistency across all Consortium members
- The Consortium's lead provider and executive board (EB) have developed a clear ethos of trust, openness and transparency across all members
- The funding methodology and data collection systems ensure that all Consortium members' performance is monitored closely
- There are good standards of teaching and assessment across the Consortium members and many staff have formal teaching or training qualifications

- Partnership arrangements with good quality employers give learners many opportunities to develop high level vocational skills
- The Consortium has excellent partnership arrangements in place, working with a wide range of key partners, employers and stakeholders
- The Consortium uses its resources well to share recruitment, marketing and staff development costs

## Recommendations

- R1 Further improve the rates at which learners achieve their learning activities, qualifications and frameworks
- R2 Make sure that data from additional learning needs is analysed at Consortium level and used effectively to identify trends in learners' support needs
- R3 Ensure that quality systems are fully embedded across the Consortium to raise standards for all learners

### **What happens next?**

The Estyn link inspector will monitor the progress made against the recommendations. Estyn will invite the provider to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In the period 2013-2014, the rates at which learners on apprenticeship programmes completed their frameworks were at or slightly higher than the national average for work-based learning. Performance data shows that learners on Foundation Apprenticeship programmes generally do not perform as well as those on apprenticeship and higher apprenticeship programmes.

Most learners complete their qualifications by their target date. However, a few complete their training programmes late.

Outcomes for learners on work ready programmes are slightly lower than the National Comparator (NC) with some inconsistency within members across the Consortium. Overall performance improved from 2012-2013 to 2013-2014 by over 10 percentage points.

In the period, 2013-2014 outcomes on traineeship programmes are at or around the NC. During the past three years, positive progressions on the engagement programme have decreased slightly whilst positive progressions on Level 1 programmes have increased by nearly 10 percentage points. However, there is significant difference in performance between members in the Consortium.

Overall, unpublished data for 2014-2015 indicates that standards are being maintained and in some cases improved in apprenticeship and traineeship programmes.

Most learners make good and, in a very few cases, excellent progress on their training programmes. Most are able to demonstrate and apply good theory, knowledge and practical skills. Many learners integrate their on and off-the job training well.

Most learners are well motivated and engaged fully in their training programmes. They work well independently and in groups. They use technical language with confidence and understanding. Most learners respond well to questions by their assessor. A few learners show a limited awareness of sustainable development and global citizenship.

Most learners' work shows correct spelling, punctuation and grammar, appropriate to their level. Many learners develop their literacy and numeracy skills effectively, through assignments and projects relevant to their job roles. However, a few learners do not demonstrate literacy and numeracy skills to high enough levels.

Most learners demonstrate good communication and interpersonal skills and respond well to questions by assessors. Many learners have developed their self-esteem and confidence well and express their views and opinions appropriately in discussions with their assessors and employers.

Many learners attain their Essential Skills Wales (ESW) qualifications at rates above the national average and at levels appropriate to their programme. However, only a

few learners on apprenticeship programmes complete their ESW qualifications at levels higher than those required by their frameworks.

In a very few cases opportunities are missed to integrate and contextualise ESW in assessments.

Many learners, whose first language is Welsh, take the opportunity to use and develop their language skills well through assessments and reviews delivered through the medium of Welsh. A majority of Welsh speaking learners have good opportunities to use Welsh in their workplace. Many learners make use of sector specific handbooks appropriately to learn technical terms and phrases in Welsh.

Many learners participate in their language of choice and are able to present work for assessment purposes in Welsh.

### **Wellbeing: Good**

Learners feel safe in their training centres and work environment. The Consortium members pay a good level of attention to health and safety. This is consistently re-enforced during workshop and classroom sessions.

All learners undertake a comprehensive induction programme, which pays good attention to matters concerning wellbeing. As a result, most learners demonstrate a good understanding of health and safety and understand the importance of maintaining a safe working environment.

Many learners demonstrate a good knowledge of healthy eating. For example, learners on a plumbing engagement group participated in a weekly gym session with a tutor to discuss the benefits of diet and exercise.

Most learners demonstrate good behaviour and show respect for staff and their peers. Most learners enjoy their programmes and are committed and highly motivated to extend their learning and participation.

Many learners are involved in high level skills competitions. In 2014, a number of learners across the Consortium participated in Team Wales competitions. This has resulted in a positive impact on the learners. It has helped them to raise their aspirations and improve their standards of vocational skills. It also contributes well to the development of their social skills.

The Consortium has good arrangements in place to support learners with barriers to work and particularly those on traineeships who have disengaged from mainstream education. Consequently, many learners demonstrate renewed confidence and improved self-esteem.

The Consortium has good arrangements in place for monitoring attendance. Most learners understand the importance of attending regularly and receive constructive feedback where attendance needs to improve and is falling short of acceptable standards.

Overall, many learners take ownership and responsibility for their learning; this is particularly true of those learners on the Apprenticeship programmes. However, a



few learners rely too heavily on tutor support and do not take enough responsibility for their own learning.

Learner engagement in community projects is generally good. Examples of these include: tidying up allotments; beach cleaning activities; environmental awards; and working in the community charitable café. A very few learners studying Health and Social Care Apprenticeships work with clients within the community and complete 100 hours of community work experience supporting local projects.

<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Good**

The Consortium delivers a comprehensive range of training programmes that meet the needs of learners and employers well. They offer good progression opportunities from Traineeships to Higher Apprenticeships. The formation of the Consortium has developed more opportunities and greater choices of programmes for learners.

The Consortium works effectively with a wide range of employers, all of whom are involved actively within the apprenticeship programme. For example, one Consortium member has developed a textile apprenticeship programme enabling learners to follow routes meeting the specific needs of their employer. Members of the Consortium work well with employers to deliver shared apprenticeships in construction. This gives learners the opportunity to develop technical skills in placements with different employers.

Learners in Health Science and Health & Social Care undertake work well in the community and help clients with the Annual Dragon Parade and conservation skills.

The Consortium has a designated skills group who meet twice a year. This group has developed out of the learning and teaching committee. The group meet regularly to share ideas and best practice. Good support is in place for learners' upskilling their literacy and numeracy skills through on-line diagnostic tests. Many assessors use Individual Learning Plans (ILP) well to identify appropriate targets, which they update monthly. Across the Consortium a few learners achieved a higher level of literacy and numeracy Essential Skills than is required for their qualification framework.

The Consortium's Welsh language policy is comprehensive and adopted by all Consortium members. This ensures that all partners are clear about the expectations to engage and develop learners Welsh language skills and the culture of Wales. Assessor and tutors promote the use of bilingual learning well. For example, one learner has been nominated for the Consortium's bilingual award sponsored by Menter Iaith Sir Benfro for completing a significant amount of her NVQ assessments in Welsh. Within a nursery setting, learners encourage children to sing and count in Welsh. Wall displays were themed to support the promotion of the Welsh culture. Across the Consortium, just over 2% of learners have completed elements of their programme through the medium of Welsh against a set Consortium target of 2.5%. This is higher than the Welsh Government benchmark. Assessors and tutors embed ESDGC throughout almost all learning programmes and relate topics well to relevant vocational sectors. For example, learners on Engineering apprenticeships discuss the impact of diesel fumes in the environment

and the harmful effects if not treated correctly. Assessors and tutors set and review ESDGC targets effectively on a monthly basis. Assessors and tutors make good use of a well-designed resource to prompt discussion about topics such as ESDGC and World Religion Day. They also encourage learners to enter environmental challenge competitions.

### **Teaching: Good**

Overall, the standard of teaching, training and assessment is good, and in a few cases excellent.

Tutors and assessors have good subject knowledge, suitable occupational skills and industry knowledge. They use these skills well to plan their training and teaching sessions to make them interactive, stimulating and enjoyable. Almost all tutors and teaching staff use detailed schemes of work and session plans that include opportunities for learners to apply their literacy, numeracy and ESDGC skills.

Most tutors and classroom assistants have high expectations for learners and encourage them to work to their full potential. They work well together to give effective support in taught sessions, particularly for those learners on the Engagement and Traineeship programmes. Tutors use a wide range of teaching and training methods to stimulate and challenge learners. However, in a very few cases, not all learners are engaged fully in training sessions.

Tutors mix practical and knowledge based activities skilfully to complement the learners' work experience. Learners work together well individually, in pairs and in teams. For example, in one session learners were out foraging for wild herbs. They used the herbs they had collected to prepare meals. Learners then sold the meals to staff in the training centre.

Tutors encourage many learners to take the opportunity to complete additional accredited qualifications, such as food hygiene for the food handler. These additional qualifications improve their employment opportunities.

Tutors and assessors have very good relationships with a wide range of employers that ensure high quality work placements for learners. Almost all tutors and assessors carry out regular progress reviews with their learners. They set realistic targets to help learners progress towards their qualification aim.

Assessors plan assessment tasks well. Generally, learners understand what is expected of them and how they will be assessed. Almost all learners know the progress they have made and what they need to do to complete their qualification. Where appropriate, assessors encourage learners to complete NVQ units above the level required for their qualification. For example, one learner on a business administration NVQ level 2 had achieved three units towards the business administration NVQ level 3.

Assessors encourage a high standard of work. Learners are proud of their work and what they have achieved. NVQ portfolios contain a wide range of good quality evidence. Almost all assessors give effective and constructive oral and written

feedback that helps learners to improve their work. However, in a few cases, assessors do not always correct spelling and grammatical errors in learners' written work.

Assessors complete individual tracking sheets to make sure that learners are on target to achieve. Consortium members have started to introduce the e-track system for all assessors to use. This will enable learner progress to be tracked and monitored centrally. Consortium members' staff attend regular standardisation meetings to ensure a consistent approach and share good practice across the Consortium

### **Care, support and guidance: Good**

Overall, the Consortium has comprehensive procedures in place and provides learners with good care, support and guidance. The Consortium tailors wellbeing strategies effectively to meet individual needs; this has a positive impact on many learners' motivation, attendance and wellbeing. All Consortium members access and share support facilities well for the benefit of the learner. Where a Consortium member cannot supply a specific support need, they can access valuable help from the wider Consortium.

The Consortium has a range of effective systems to monitor attendance and feeds back issues well through learners' progress reviews.

The Consortium has systematic health and wellbeing procedures. Consortium members meet as a group to review these procedures and share best practice. The Consortium has developed a beneficial healthy eating calendar and undertakes regular thematic audits throughout the year. Healthy eating and lifestyle are covered well during induction.

The Consortium has appropriate policies in place relating to bullying and harassment. These policies have been adopted by all Consortium members and are promoted well. This consistent approach helps learners to feel safe within their work and learning environments.

Almost all learners receive good quality information, advice and guidance at the start of their training and can access specialist advice services throughout their training. Learners benefit from the Consortium's effective and well established partnership arrangements with external agencies and support services. The Consortium holds regular compliance meetings with all Consortium members.

The Consortium has comprehensive and detailed safeguarding arrangements with support for all Consortium members, facilitated by regular member meetings. The Consortium effectively reviews their safeguarding policies and procedures annually and sends a report to the Board on a regular basis. Safeguarding is a significant and regular part of learner reviews, which are monitored well by Consortium members. The Consortium holds a well-attended annual safeguarding conference for members. All learners receive a useful pack containing details of safeguarding contacts. Each Consortium member has a designated safeguarding person. All learners know whom

to approach if there are problems. All Consortium staff are DBS checked and receive safeguarding training.

On entry, learners undertake a thorough initial assessment to identify their literacy and numeracy needs. The Consortium has good systems and procedures to support learners with additional learning needs. Consortium members regularly supply data relating to the support they give to learners. The Consortium is in the process of developing an overarching system for the analysis and use of data derived from current interventions, to enable patterns and trends to be monitored and supported, but this is not fully embedded. All Consortium members attend regular meetings where they pool and share ideas.

Tutors and assessors who deliver traineeship programmes provide good ongoing one-to-one and group support for learners. This gives learners confidence to acknowledge and accept help when they need it.

### **Learning environment: Excellent**

The Consortium has an open, honest and inclusive culture embedded in its values and ethos. It applies an inclusive, fair and equal approach for all learners and staff. Employers value learners' skills and prospects. The Consortium members ensure that learners, including those with personal barriers and disabilities, are not disadvantaged. The Consortium members effectively review its overarching policy through a variety of meetings. The Consortium Lead monitors its members' compliance on a three-year cycle, resulting in an annual equality action plan. The Consortium Lead encourages Consortium members to have a committed approach to equality and diversity,

The Consortium members promote equality and diversity well. They embed consistently equality and diversity into induction, training, assessment and review processes. Nearly all learners have a good understanding of discrimination and understand how to report any issues. Nearly all staff undertake equality and diversity training to help them support learners.

The Consortium has been effective in securing training for learners in non-traditional learning areas, for example removing gender bias in predominately-male sector learning areas, including construction and engineering. Activities include discussions with a male class on potential bullying and harassment in the workplace of female and lesbian, gay, bisexual and transgender (LGBT) employees. The Consortium members have excellent role models in non-traditional areas, which improve female engagement in these learning areas. Examples include the employment of a female welding tutor, and having female finalists in welding skills competitions.

In most cases, Consortium members have excellent well-maintained workplaces and training facilities that are conducive to learning. Most equipment and resources are up to date across all provision. For example, a few Consortium members have developed industry standard engineering workshops to meet the needs of employers. One member uses a highly specialised, oil refinery simulator that enables learners to experience and gain skills in process operations emergency procedures. Another member allows learners access to industry specific software to produce textiles.

Classrooms and training room walls include bilingual posters and information boards, and have good displays that relate to developing literacy and numeracy skills. These

displays provide a stimulating and vibrant learning environment. The Consortium uses an appropriate range of resources to support teaching and assessment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

Since the revision of its membership in 2012 and its further growth in 2015 the Consortium has made significant progress. The Consortium Lead is very effective in making sure that there is equality between members. The Consortium Lead's senior managers have been highly effective in setting a clear strategic direction for the delivery of their work-based learning contract. The Consortium's strategic direction has a clear focus on improving learner outcomes across all members. All Consortium members are working well together and have developed a clear ethos of trust and openness. The Consortium's Lead provider, together with the Executive Board, has established a clear culture of collaboration, support and transparency across all members. This has resulted in a shared ethos of continual improvement and a clear vision of achieving excellence.

The Consortium has established a clear management structure to support all Consortium members to improve their performance. Managers at all levels have clearly defined roles and responsibilities. They have a clear focus on effective collaborative working and the improvement of learner standards across all Consortium members. They have put in place groups, such as the performance and outcomes group and the learning and teaching group, to improve standards and consistency across all Consortium members.

The Consortium has established a comprehensive management fee structure that is closely matched to the performance of the member and the level of support they need to secure improvement. The greater level of support required means a higher percentage of their contract value is paid. These members receive a wide range of support that enables them to improve their performance. Members who have a history of performing well and who need little or no support pay the lowest management fee.

The Consortium has recently developed and is introducing an innovative funding methodology to support learners living or working in areas with a high index of deprivation. All members pay the same percentage of their contract value into a central fund. The Consortium re-allocates money from this fund to members working in deprived areas to support learners to achieve their apprenticeship frameworks and other training.

The Consortium demonstrates a strong commitment to improving learner standards and performance. There has been clear improvement in management procedures and practices across the Consortium. This has resulted in an improving trend in the rates that learners achieve their training frameworks and other qualifications.

The Consortium has strengthened its systems for the collection of data relating to learners' performance. It has made a significant financial investment in the purchase of software that is now used by all members. The Consortium collects a wide range

of data regularly and has a clear understanding how well each member is performing. Information is routinely shared across the Consortium and underperformance is challenged effectively and robustly.

Communication across all Consortium members is good. The Consortium undertakes a comprehensive range of regular meetings that are effective in sharing a wide variety of information across members. These meetings are used well to share learner performance information, to identify good practice and to communicate a comprehensive range of information to all members.

The Consortium has responded well to local and national priorities for education and training in Wales. It continues to contribute to a wide range of Welsh Government initiatives. Across the Consortium, managers and staff are involved in local and national bodies that include the 14-19 networks and the National Training Federation for Wales (NTfW).

### **Improving quality: Good**

The Consortium Lead monitors its quality well, with a dedicated management team who are responsible for ensuring consistency across all Consortium members. The quality team support new Consortium members effectively to align their quality profile to that of others within the Consortium. The quality improvement committee (QIC), which reports to the executive board (EB), meets every two months to monitor the performance and outcomes of all Consortium members and to make recommendations for improvement where necessary. There is a regular review of contract allocation against key performance indicators, and the quality team provide support to improve underperforming areas, working with Consortium members to set actions for improvement and to deliver staff training.

Since early 2014, the QIC has set up a number of task and finish groups in underperforming areas. These groups consist of representatives from all Consortium members in the sector area, and meet to share good practice and ensure the consistency of all qualifications offered. However, it is too soon to measure the impact of all groups in raising standards within each area.

Consortium members submit their self-assessment report (SAR) and quality development plan (QDP) for approval by the Consortium Lead's quality team. The quality team use these documents well to develop the Consortium's own SAR and QDP. The Consortium's SAR is clear and evaluative, uses evidence effectively, and informs the QDP well. The quality team monitors all action plans quarterly, and reports progress to QIC and EB.

All Consortium members use their own session observation process, which meets the minimum standards set by the Consortium Lead's quality team. The quality team track the outcomes of these observations centrally. Observations are standardised by the Consortium's quality manager, who conducts a rigorous standardisation sampling process, including co-observations and moderation of judgements. A detailed analysis of all observations identifies key areas for sharing of good practice and further development opportunities. The quality and teaching and learning teams use these effectively when planning cross-Consortium staff training events.

The Consortium has good processes for listening to learners and employers. It has made good use of the learner voice survey (LV), where there has been significant

improvement in learner responses from the previous year and the Consortium is now at or above the national average in the majority of areas. The Consortium uses the review discussions between learners, assessors and employers well to listen to the views of learners and employers. The Consortium reports the outcomes of learner voice activities by the use of 'you said we did' posters, newsletters and online communication.

### **Partnership working: Excellent**

Overall, the Consortium has excellent and highly effective partnership arrangements in place, working with a wide range of key partners, employers and stakeholders.

Consortium partners retain their own identity within the B-wbl branding. New members of the Consortium are inducted effectively to ensure they are fully integrated into the Consortium. Leaders meet regularly as an EB to strategically review and monitor important aspects of provision, outcomes and performance.

High levels of respect and close working relationships exist between partners. A variety of task and finish groups set challenging benchmarks, formulate strategies and develop resources for important areas of provision such as bilingualism, literacy, numeracy, equality and diversity. A Consortium wide conference has been held for this purpose. This forum also supports staff development well.

The Consortium has excellent and highly beneficial working relationships with local agencies, for example voluntary organisations, Careers Wales, Job Centre Plus, Communities First, local authorities, employers and Natural Resources Wales. The Consortium members work well with 14-19 Learning Area Networks. There is a planned programme of events in place to encourage the promotion of Traineeship and Apprenticeship opportunities in schools.

The Consortium is represented on the Swansea Bay City Region Board and the Haven Waterway Enterprise Zone Board. This has influenced an extensive change in curriculum to support the local economy and to enhance employment opportunities for learners.

Members are represented on national groups, for example the implementation group for the Qualifications Review.

The needs of employers are met extremely well. The Consortium extensively supports the recruitment of apprentices for organisations and works with employers very well to track progress of individual learners. An innovative and high quality shared apprenticeship scheme works well for Engineering and Construction. The provider has very good working partnerships with a wide range of local and national employers who provide learners with work experience opportunities to develop their practical skills and raise employability opportunities.

In the majority of cases, there are very successful relationships with employers. For example the provider works with a commercial telecommunications organisation for Call Centre Level 2 apprenticeships. The provider and the employer work closely to ensure that the programme meets the needs of the learners and employers. Successful completion of the qualification results in a full time appointment.

## **Resource management: Excellent**

Overall, the Consortium and its members manage staff and resources efficiently and extremely well. The Consortium employs a significant number of suitably qualified staff to deliver the wide range of training programmes offered by partners. Many staff have formal teaching, training and quality assurance qualifications.

Consortium members make excellent use of annual skills surveys and performance reviews to identify staff development priorities. Good practice is shared across all consortium members, in a wide range of activities that include ESDGC, Welsh culture and Welsh language, literacy and numeracy, teaching and learning and wellbeing. Consortium members make very effective use of staff development action plans to incorporate good and excellent practice into teaching and learning.

The Consortium members use its resources effectively to share recruitment, marketing, and staff development costs and have prioritised investment in a shared Consortium management information system and ePortfolio solution. The Consortium board have recently approved an innovative financial contingency fund, which will enable learners from deprived areas to apply for support to complete their programme of learning.

The Consortium Lead makes very effective use of a sector leading funding allocation model to incentivise members to improve outcomes. The Consortium board allocates additional funds to members with good outcomes and supports underperforming members to improve. For example, from March 2014, two members were rewarded with additional funding and one was provided with additional support to help it improve.

The Consortium uses curriculum plans to agree assessor funding targets, which are appropriate and take into account the requirements of the programme, member and employer. The Consortium board monitors financial and quality outcomes effectively, ensuring the achievement of funding and quality targets.

Nearly all learners benefit from good standards of environment and teaching and learning resources. Consortium members have well-defined estate strategies to extend and improve accommodation and resources.

Overall, the standards and rates at which learners attain qualifications are in most cases above benchmark, are improving and are good. The Consortium provides good value for money.



## Appendix 1

### **Learner satisfaction**

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

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

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

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

One thousand, nine hundred and thirty-five learners complete the survey. This is almost two-thirds of the Consortium's learner population.

Eighty-nine per cent of respondents rated the Consortium as good or very good overall. Ninety per cent of respondents said their training programme was as or better than they expected. This is higher than the sector average.

The provider achieved higher scores than the sector average in all five themes of the survey.

## Appendix 2

### The inspection team

Sandra Barnard	Reporting Inspector
Stephen Davies	Team Inspector
Mark Evans	Team Inspector
Vanessa Morgan	Team Inspector
Sally Stringer	Team Inspector
Grant Santos	Peer Inspector
James Nelson	Peer Inspector
Lesley Rasmussen	Peer Inspector
Elizabeth Anne Jones	Peer Inspector
Emma Choat	Peer Inspector
Barry Walters	Nominee