



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Coleg Ceredigion  
Llanbadarn Campus  
Llanbadarn Fawr  
Aberystwyth  
SY23 3BP**

**Date of inspection: February 2013**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<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

Coleg Ceredigion is a rural, bilingual further education college with campuses in Aberystwyth and Cardigan. It has an annual turnover of around £5m. The main catchment area is the county of Ceredigion, but learners also travel to the college from Powys, Pembrokeshire, south Gwynedd and Carmarthenshire. Ceredigion has the second lowest participation rate for further education in Wales.

In 2010-2011, there were 645 full-time learners at the college, 53% of whom were female. There were 1,510 part-time learners, 57% of whom were female. Over 70% of full-time learners are aged between 16 and 24. In 2010-2011, around 370 full-time and 310 part-time learners completed some element of their programmes bilingually. The college provides programmes from Entry Level to Level 3, with a small number at Level 4. The highest numbers of enrolments are on Level 2 and Level 3 programmes.

The population of Ceredigion is the fourth lowest of the 22 authorities in Wales. Although the population of Ceredigion has declined over the past ten years, it is predicted to increase over the next ten years. Around 23% of the population is of retirement age, which is higher than the 21% for Wales. According to the 2011 census, around 47% of the population of Ceredigion speak Welsh, the fourth highest of all local authorities in Wales. However, this has declined from 52% in the 2001 census. Ceredigion has the highest life expectancy of all 22 authorities in Wales. There are small pockets of deprivation in the county around Cardigan and Aberystwyth. However, Ceredigion has fewer areas of multiple deprivation than other areas in Wales. None of the areas fall into the top 10% most deprived areas in Wales.

In 2010, Ceredigion had the highest proportion of working age adults qualified to at least Level 2 of all local authorities in Wales. The majority are employed in health, tourism and public administration. Ceredigion is characterised by a larger percentage of the working age population who are self-employed. Around 20% of the population of Ceredigion is classified as economically inactive and is near to the percentage for Wales.

## Summary

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

### Current performance

The current performance is adequate overall because:

- success rates for most programme areas are improving in line with those of other colleges in Wales, but remain below these averages in a small number of programme areas;
- the college performs adequately when compared to other colleges in Wales;
- success rates for Key Skills / Essential Skills are improving;
- learners enjoy their learning and feel safe at college;
- learners feel that their views are listened to and action taken when they voice their opinions,
- the quality of teaching is adequate overall, but good in many learning areas;
- the quality of the care, guidance and support for learners is good; and
- learners have access to resources of a good quality to help them with their learning.

### Prospects for improvement

The prospects for improvement are good because:

- the college has clear strategic aims and communicates these well to staff and stakeholders;
- the governing body provides good support and challenges the senior management team well to improve standards;
- the senior management team has made good progress in implementing recommendations from previous Estyn inspections;
- the college has a good track record in managing change and identifying areas that need improving;
- the college places a high priority on sound financial management and uses its resources well for the benefit of learners; and
- the college has a good strategy to identify underperforming areas and its actions are starting to bring about improvements.

## Recommendations

- R1 Improve standards in all learning areas in line with strategic and operational plans and reduce the variation in attainment between learning areas
- R2 Improve teaching and learning to make sure that all learners have a high quality learning experience
- R3 Provide more pace and challenge in all lessons and make sure that all learners are challenged appropriately
- R4 Make sure that all learners have short, smart literacy and numeracy targets and a clear understanding of the specific skills they need to develop
- R5 Develop a robust strategic approach to engage with and measure the impact of activities with local businesses and organisations

### **What happens next?**

The Estyn Post-16 link inspector will monitor the progress made by the college following the inspection.

## Main findings

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

Adequate

#### Standards: Adequate

Overall rates at which learners complete and attain their qualifications have shown a steady upward trend over the past three years. Unverified data from the college for 2011-2012 shows that this trend has continued. The overall success rates for all courses for 2010-2011 are close to the averages for other colleges in Wales. Attainment rates vary widely across learning areas. In 2010-2011, they were good in seven learning areas and adequate or unsatisfactory in the other 11 learning areas. Attainment rates in Health, Public Services and Care have been consistently good over the past four years. However, Construction and the Built Environment and Business Administration and Law have not achieved the same high levels of attainment.

Success rates for learners on the small number of A2 courses for 2011-2012 vary from adequate to excellent. All learners achieved in Art and Design, but learners do not achieve as well in Psychology or Sociology. Success rates on AS courses are adequate overall and improving.

Attainment rates for Key Skills/Essential Skills in 2010-2011 are adequate overall. They have shown a small improvement on previous years, particularly in Communication and Improving Own learning and Performance, and Working With Others. Attainment rates for Key Skills / Essential Skills qualifications at Level 1 are adequate, but unsatisfactory at Levels 2 and 3. The percentage of learners achieving higher grades on BTEC qualifications is good overall with over 60% of learners achieving Distinction or Merit grades.

Learners generally make good or adequate progress in the classes observed. The progress made by learners is inconsistent across learning areas. In the best cases, learners are fully engaged in the sessions and contribute well to all activities. They answer questions confidently and use terminology appropriately. In around half of the classes observed, learners make slow progress and rely on the teacher too much to direct their learning and to help them with routine tasks. They often complete undemanding tasks that are not time constrained. Many learners are reluctant to participate in class discussions. This is limiting their progress and confidence in developing their oracy skills.

Many learners express themselves well. They use technical vocabulary accurately and fluently. However, few learners use their oracy skills well enough in lessons and this limits the development of skills such as giving and supporting opinions, and developing and extending arguments. Many learners write clearly for a range of purposes and present their work well. However, too few learners consistently develop their spelling, punctuation and grammar skills throughout their course. Many learners do not develop the extended, higher level writing skills. Most learners use a range of reading strategies, skimming and scanning techniques well to locate information in texts. However, very few learners consistently use the higher reading

skills such as inference, deduction and prediction with accuracy or fluency. A majority of learners writing through the medium of Welsh have good literacy skills and write accurately. Learners in vocational areas use their numeracy skills well in the context of their courses.

Learners in Welsh or bilingual classes, such as childcare and catering, use and develop their Welsh-language skills well. They contribute well in class and discuss their work confidently in English and in Welsh. Their written skills are generally good. Learners on all courses complete a range of Agored Cymru units. These include vocationally specific units, such as Rhifedd Gyda Phlant Bach and Defnyddio Dwy Iaith Wrth Weithio, and general units, such as Introduction to Welsh language and Culture and Blas ar y Gymraeg. However, only a small number of learners complete their main qualifications in Welsh or bilingually.

### **Wellbeing: Good**

Overall, learners are positive about coming to college, participate well and enjoy their lessons. Most learners are positive about the progress they have made since the start of the course and almost all learners feel that they have increased their confidence. All learners sign the student learning contract and feel that it gives them clear boundaries in terms of appropriate behaviours and attendance targets. Most learners' behaviour in sessions observed is good and most learners demonstrate high levels of mutual respect.

All learners feel safe in the college and benefit from its friendly, inclusive atmosphere. Learners raised no concerns in relation to bullying and harassment and almost all learners are very positive about the support they receive from college staff and peers.

Attendance rates in 2011-2012 were good at 86% and show a slight increase from the previous academic year. The lessons observed during the inspection reflected these findings and, generally, most learners arrive at their classes on time.

Most learners participate well in some enrichment activities within their curriculum area. Learners in media, business and catering benefit from a number of trips and visits, which has a positive effect on their learning. Learners enjoy developing their interpersonal skills through cross-college and charity events. However, many learners feel that there are too few opportunities to engage in this type of activity.

The college has a clear learner involvement strategy and most learners voice their opinions effectively through questionnaires, focus groups, course representatives' meetings and learner representation on the governing body. The majority of issues raised by course representatives have been addressed successfully by college staff. Learners on media courses have developed a marketing strategy, which has resulted in an increased number of learners engaging in additional learning activities, such as the 'talking wall day', where learners were engaged in discussions on current issues of interest to young people. All learners are encouraged to write Learner Pledges, which have been placed on notice boards around the college. Most learners appreciate the direct feedback they receive from the principal on the pledges they make. Most learners feel that this has a positive impact on their motivation and commitment to learn.

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

The college has an appropriate range of courses from Entry Level to Level 3 that meet the needs of the learners and community well. The college plans courses well to ensure that learners can progress easily to higher levels of learning. Course planning takes suitable account of the demographic profile of the local area to ensure that courses remain relevant and a few courses attract older learners returning to study. The curriculum offers a good range of vocational courses including furniture design and Welsh-medium child care. The small number of A Level courses are planned effectively through the 14 to 19 partnership to complement the subjects offered in local secondary schools. There are suitable strategies in place to review the curriculum on a regular basis and the college takes appropriate account of the views of learners and employers.

There is an over-reliance on units of credit for additional qualifications and learners do not have enough opportunities to take the Welsh Baccalaureate Qualification (WBQ). This restricts learning in areas such as problem solving, research and investigation skills.

The college works well with employers to provide relevant work experience opportunities for the learners on the few courses where this is a requirement. The college ensures that learners on other courses have access to a varied range of work-related events, such as visits from local micro businesses and enterprise days. However, the college does not plan well enough at a strategic level for work experience for all full-time learners.

Nearly all learners have an appropriate initial assessment of their literacy and numeracy skills at the start of their course. The college offers a wide range of options for skills development including on-line materials and discrete skills classes. However, planning for skills development is inconsistent both within and between learning areas. The cross-college marking guide is not always appropriate for learners at lower levels of ability. The results of diagnostic assessment are not used consistently enough to ensure that all learners have short, smart literacy and numeracy targets and a clear understanding of the specific skills they need to develop.

The college has made considerable progress in addressing the recommendation from the last inspection to increase the opportunities for first language Welsh speakers to access bilingual and Welsh-medium provision. Embedding the Welsh culture is now a strong feature of the college.

Most learners in Cardigan take a unit of credit through the medium of Welsh as part of their course. These qualifications are relevant to the language skills level of the learners and relate well to the context of their main course. The college is currently developing this practice across the Aberystwyth campus. However, first language Welsh speakers are not encouraged enough to complete their initial assessment through the medium of Welsh and very few learners have targets to improve their Welsh literacy skills.



The college makes very good use of opportunities to promote education for sustainable development and global citizenship (ESDGC) through specific projects. Many of these include involvement with the local community. Learners gain valuable experience through initiatives such as 'sheds for sheds' with the local allotment committee and restoration of chairs for a local community centre. However, ESDGC is not strategically planned and embedded consistently enough into teaching practice within all learning areas.

### **Teaching: Adequate**

Overall, the quality of teaching is adequate. Many teachers use a wide range of approaches to teaching and learning including individual, small and whole-group activities. Sessions are often well structured with appropriate schemes of work and lesson plans. In the majority of sessions, teachers start each session with a useful recap of the previous session before introducing the new objectives to learners. Most teachers use a range of questioning and answering techniques, but often they will answer too quickly if the learner takes too long to respond. Teachers are often too willing to accept short answers to their questioning and do not make enough use of expanded questions and discussion.

Teachers know their learners well and the relationship between teachers and learners is consistently good. However, teachers do not always set a high enough expectation for all of their learners. Teachers make appropriate use of ICT to deliver learning sessions.

In too many sessions, the pace of delivery by teachers is too slow. In a minority of sessions, teachers do not offer learners enough challenge, particularly to the more able learners in the group. In too many sessions observed, there is an over reliance on teacher input and learners do not contribute enough or take responsibility for their learning.

Teachers have good up-to-date subject knowledge and vocational experience. When appropriate, teachers use this experience well to help learners to understand the importance of developing their vocational skills and knowledge. Teachers have detailed data on the initial assessment of learners' literacy and numeracy. In too many instances, teachers do not use this information well enough to plan sessions and to differentiate between the needs of learners.

Teachers provide appropriate verbal feedback in most sessions. They use effective tracking techniques to monitor learners' progress. Teachers are beginning to use the recently established college-wide marking scheme for English and Welsh literacy. However, there are inconsistencies in the use of the marking scheme across and within learning areas. Teachers are beginning to give good extended formal written feedback on learners' work to ensure that learners know what they have to do to improve and to make further progress.

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

Overall, the college provides good care, support and guidance for learners before entering college, during the application process and on their courses. It provides a

range of activities through tutorials and special events to promote healthy living and wellbeing. It makes sure that there are healthy eating options in college canteens and has started to monitor the foods available in the canteens this year. There are limited college-wide events to involve learners in sporting or recreational activities.

Learners receive good impartial guidance from the college to enable them to make informed choices about their learning and choice of courses. Whilst at the college, learners access further information from support staff, counsellors, mentors and external agencies that helps them to make progress on their courses. Learners have access to good information on the support services available to them from the college support handbook, course leaflets, prospectuses and the college web site. Initial induction sessions are effective in informing learners of college expectations and policies. These include guidance on bullying, discrimination, acceptable behaviour and safeguarding and the action to be taken if learners encounter any difficulties in these areas. All learners identified with health or additional learning needs are invited to attend a support interview. This makes sure that the college understands their needs and the learner is aware of the range of support services available to them. Almost all learners identified as needing learning support access some of the services available at the college.

All learners have access to at least one personal interview with a careers adviser every year. The college provides good support for learners applying for higher education courses. These include help with applications and personal statements, mock interviews and visits by advisers from higher education providers.

Support for learners with additional learning needs is good. College staff work closely with schools whose learners wish to attend college. They jointly identify support needs early in the process and provide a high level of help and support throughout the applications process, up to and including enrolment and induction. This makes sure that the transition from school to college is as seamless as possible.

The college has arrangements in place that meet safeguarding requirements and give no cause for concern.

### **Learning environment: Good**

The college provides a welcoming and inclusive environment for its learners. It promotes an ethos of equality and respect for diversity well. Posters around the college raise awareness of equality and diversity issues. The college has a Strategic Equality Plan and a range of policies promoting equality and diversity, which are monitored well by the Equality and Diversity Committee. Learner focus groups contribute to the work of the committee although the committee itself has no learner representative.

Nearly all learners report feeling safe and valued at the college. Learners from non-traditional entry routes into further education, such as those educated other than at school, are guided and supported well by tutors and peers. Where instances of discriminatory behaviour by learners have been identified, staff challenge them robustly and take appropriate action.

Most accommodation across the two college sites is appropriate and provides a welcoming learning environment, particularly in the most recently built facilities such as the hair and beauty facility at Cardigan. Learning areas are generally in good repair and are well furnished, well lit and decorated. Most classrooms have bilingual wall displays and an appropriate range of posters and displays of learners' work. Most workshops are well equipped and fit for purpose. Some accommodation, particularly at the Cardigan campus, is not up to the same high standard as other areas of the college.

ICT facilities and infrastructure are generally good, although in some areas they need upgrading.

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

The principal and executive committee have developed a clear strategic direction for the college with appropriate and challenging key aims. Roles and responsibilities are clear and managers understand their responsibilities well. The college places a high priority on managing its finances effectively in order to deliver a curriculum that meets the needs of its community. Executive committee members work well together to make sure the strategic direction of the college focuses clearly on sound financial management and to improve the experiences of learners.

The appointment of the current principal and the restructuring of the senior management team took place in 2011. In a relatively short time, they have improved the culture and ethos of the college and improved communication between the senior team, staff and stakeholders.

The college's vision is set out clearly in its strategic plan. Its operational plan clearly links its values, aims and objectives to the college's key performance Indicators. The operational plan is monitored throughout the year and senior managers receive regular and detailed progress updates on the college's progress towards meeting its targets.

As a small college, senior and middle managers undertake a range of roles and functions, both strategic and operational in order to deliver the college's strategic aims and objectives. The executive committee and middle managers prioritise their work effectively and focus appropriately on the core business of the college.

The college has recently introduced improved financial planning software and systems that give a better overview of course costs. The college generates a small financial surplus annually and uses the surplus well to improve college accommodation and resources for learning.

The college annual performance management system has recently been strengthened and includes all full-time members of staff. Under-performance is addressed through the college's Results Improvement Support Programme (RISP). Where under-performance is identified, staff are supported well and their progress is monitored regularly.

The governing body understands its roles and responsibilities well. It gives good levels of support to the principal and senior managers in setting the strategic direction for the college. Governors challenge the principal well on college performance, including finance, estates and the Welsh-language provision.

Governors are supplied with a comprehensive and detailed range of reports relating to the performance of the college. However, there is not enough challenge or discussion relating to underperforming courses and the variation in success rates between learning areas.

There is good collaboration with other institutions and the Partnership Strategy is one of the key drivers for the college in the context of the Welsh Government's Transformation agenda. The college has responded well to national and local priorities. At a local level they are the leading member of the 14-19 partnership.

### **Improving quality: Adequate**

The college has clear and useful procedures to measure all aspects of standards and quality. It has a well-established quality cycle and the roles of all members of staff in contributing to self-assessment are clear. All course teams review courses regularly and use the judgements in these reviews to produce course improvement plans. Most of these plans are helpful in identifying the actions that the team need to take. Data on course performance is reliable and easily accessible to all staff. However, a minority of course reviews are too descriptive and lack critical analysis of the full range of factors that could contribute to under-performance. They have a strong focus on data, but do not always focus sufficiently on issues such as teaching, learning or assessment.

The college has a good range of strategies to gather the views of learners such as regular written questionnaires and focus groups. College managers use the evidence from these well to bring about improvements in many aspects of college services.

In addition to the annual course review process, the college carries out a regular programme of comprehensive internal inspections that cover all courses in a two-year cycle. The evidence collected in these reviews includes useful and evaluative observations of teaching and learning practices. College managers use benchmarking data well to measure how courses are performing in comparison with other colleges in Wales. However, the college does not use a system to measure the progress that learners make in A2 and AS subjects and other Level 3 courses relative to their starting points.

The college's self-assessment report is comprehensive and managers produce it following detailed consultation with staff. However, the report does not always analyse and evaluate the factors that lead to underperformance well enough. The quality development plan is a very useful document and makes good use of data to set targets for improvement.

The college has introduced a clear strategy for bringing about improvements in under-performing courses (RISP). This strategy identifies underperformance and

provides course teams with appropriate support in order to improve. The programme has become well embedded into the college's quality improvement activities. In addition, the college has begun to implement a well-designed system to identify and share good practice, especially in relation to teaching and assessment. However, it is too early to judge the effectiveness of these initiatives in bringing about improvement in standards and outcomes.

Overall, the college has made good progress in implementing all of the recommendations in the last inspection report that have continued to be relevant.

The college has a comprehensive programme of whole-college staff development on six days during the year. This covers useful and relevant topics that help all staff to keep up-to-date with college developments as well as learning about how to improve current practice.

### **Partnership working: Good**

The college works closely with its partners and local organisations to improve learners' choices throughout Ceredigion.

The college has led the development of the Bartneriaith Emlyn Coleg Aberteifi (BECA) partnership with two schools in the south of the county to improve 14-16 provision in the area. This is a strong and developing partnership with a high level of trust between partners. The partnership has a robust governance structure, which includes a governance board, strategic board and operational board. It has developed good joint quality arrangements, including sharing lesson observations and data on learners' progress.

The college is developing a strong partnership with the Trinity Saint David/Swansea Metropolitan University Group. This initiative aims to improve strategic planning across a regional partnership, to deliver a regional approach to curriculum planning and more progression opportunities for learners. The principal sits on the senate board of the University and contributes effectively to developing learning opportunities across Ceredigion.

The college has recently signed a memorandum of understanding with Penglais School to develop a strategic partnership in the Aberystwyth area. They aim to improve opportunities for learners through the joint provision of minority A Levels and vocational areas, such as Motor Vehicle Engineering. The school will also share its expertise in the delivery of the Welsh Baccalaureate Qualification (WBQ) with the college.

The college continues to be proactive in supporting developments in the local 14-19 learning networks including supporting schools with their vocational provision. The principal takes a leading role on the Ceredigion 14-19 strategy group.

The college has close links with a wide range of networks and local businesses to provide flexible training opportunities and work experience for learners. These developed through local and regional partnership groups such as Menter Aberystwyth, Menter Aberteifi, Mid Wales Enterprise Hub and Ceredigion Association of Voluntary Organisation.

The college has a clear vision and strategic overview of its partnership arrangements with educational partners. Although the college has strong links with a wide range of non-educational partners, it does not have the same sufficiently robust strategic approach to engage with and measure the impact of its engagement with local employers.

### **Resource management: Good**

Overall, the college manages its resources well. It has developed a range of practices and procedures for managing its financial resources effectively. The college has a sound financial reserve and a strong cash flow position. Planning at strategic and operational levels considers the importance of both curriculum planning and financial costs well. Budgets are delegated appropriately and monitored effectively to make sure that learners have the resources they need.

The college has generated financial surpluses and reserves in accordance with its strategic objectives. It generally uses these finances well to improve the estate and to upgrade resources for teaching and learning. Overall, financial planning is good and the college sets clear priorities for the allocation of resources.

The college employs an appropriate number of experienced and qualified staff with all full-time teachers either holding or working towards a recognised teaching qualification. The college has developed and improved its procedures for monitoring the performance of its staff. This development means that managers can better target interventions and support for underperforming staff. All full-time staff have annual appraisals as part of their performance review. The college's staff development programme contains a wide range of compulsory and individual continuous staff development (CPD) activities. However, the CPD activities have not been effective enough in improving teaching and learning in all programme areas.

Overall, the college manages its resources well. It manages its finances, staff and learning resources well to achieve its educational priorities. It provides good standards of accommodation and resources for teaching and learning.

The college has a detailed estate strategy. This strategy includes plans to significantly improve the accommodation at Cardigan to bring it up to the standard of all other college accommodation.

Overall, the college manages its finances well and prioritises the resources available for the benefit of learners. The college makes good use of the funding it receives. It returns small surpluses every year and invests these well to improve learners' experiences. Although the standards achieved by learners and the quality of teaching are adequate, the new management team has made progress in improving these areas in recent years and the prospects for improvement are good. The college uses its limited finances well to develop the curriculum and to provide good resources for learning. The college gives good value for money for the benefit of its learners.

## Appendix 1

### **Learner satisfaction**

The learner questionnaires completed before the inspection show that nearly all learners enjoy their learning at the college and feel free from harassment at college and during their work placement. Around 89% of learners agree or strongly agree that their learning has helped them to improve their attitude to keeping healthy and safe. Almost all learners would recommend the college to other people. Almost all learners agree or strongly agree that they received good information by the college when choosing their learning programme. A similar proportion agrees or strongly agrees that the college provided good advice about what they can do when they finish their learning programme. Almost all learners agree or strongly agree that staff helped them in the first weeks at college and that their personal tutors give them good personal support. Similarly, almost all learners agree or strongly agree that staff give them learning opportunities and support in Welsh and/or English according to their choice.

## Appendix 2

Completion rates improved from 81% in 2009-2010 to 85% in 2010-2011. In the same period, the national comparator improved from 87% to 89%. Attainment rates for the same period remained at 93% whilst the national comparator remained at 89%. Success rates improved from 77% in 2009-2010 to 79% in 2010-2011. The national comparator for success rates improved from 78% to 79% over the same period. This ranks the college 14<sup>th</sup> out of 22 colleges in Wales for successful completions, but sixth out of 22 colleges in Wales for attainment in 2010-2011.

The college's own unpublished data (from LLWR freeze 04/02/2013) for the 2011-2012 data set shows that the upward trend has continued with the overall completion rate at 90%, overall attainment rate at 92% and overall success rate at 82%. Of 18 learning areas, 12 have shown improved success rates from the 2010-2011 data, while six have declined. The 12 improved learning areas represent 83% of the college's total provision. National comparators for 2011-2012 have not yet been published.

In 2010-2011, attainment rates for long courses varied across all learning areas. They were good in seven learning areas, adequate in eight learning areas and unsatisfactory in three learning areas when compared to those in other colleges in Wales. Attainment rates for long courses at Entry and level 1 were good in 2010-2011 and adequate at level 2 and level 3 when compared to those in other colleges in Wales.

Key Skills / Essential Skills completion rates improved from 83% in 2009-2010 to 84% in 2010-2011, whilst the completion rates for all colleges in Wales declined from 89% to 88%. Over the same period, attainment rates improved from 78% to 84% as the attainment rates for all colleges in Wales fell from 90% to 89%. Success rates for Key Skills / Essential Skills improved from 64% to 70% over the same period whilst the successful completion rates for all colleges in Wales remained at 79%. The college's own unpublished data for 2011-2012 shows success rates at 73% for level 1, at 81% for level 2 and at 69% for level 3.

The attainment of graded outcomes in BTEC qualifications for 2011-2012 shows that 24% of learners achieved Distinction, 39% achieved Merit and 37% achieved Pass grades.

In A2 subjects in 2011-2012, all learners achieved A\*-E in Art and Design. The achievement of A\*-E grades in the other five A2 subjects varied from 67% to 90%, although the number of entries is small. In AS subjects in 2011-2012, the percentage of learners achieving A\*-E grades varied from 100% in Art and Design to 71% in the other five subjects.



## Appendix 3

### The inspection team

Huw Collins	Reporting Inspector
Stephen Davies	Team Inspector
Eleanor Davies	Team Inspector
Gill Sims	Team Inspector
Mark Evans	Team Inspector
Bernard Hayward	Team Inspector
Steve Bell	Team Inspector
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