



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

**Pembrokeshire Adult Community Learning Partnership
Pembrokeshire County Council
County Hall
Haverfordwest
Pembrokeshire
SA61 1TP**

Date of inspection: November 2014

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 |
|-----------------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | 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

The main DfES funded providers within the Pembrokeshire Learning Network are:

- Pembrokeshire County Council (81%)
- Pembrokeshire College (14%)
- YMCA Community College (4%)
- WEA Cymru (1%)

However, a wider range of organisations are involved in the Pembrokeshire Learning network, including Swansea University, U3A Pembrokeshire, Greenlinks, Bloomfield Centre Narberth, Careers Wales, Planed, Pembrokeshire Association of Voluntary Services and the University of Wales Trinity St David's.

Pembrokeshire covers an area of around 1,640 km squared. At the 2011 census, the population was estimated at 122,439. Around 44% of the county's population live in the principal settlements of Haverfordwest / Merlin's Bridge, Milford Haven, Pembroke Dock, Pembroke, Fishguard / Goodwick, and Tenby. A further 12% live in smaller towns such as Neyland, St David's, Newport and Narberth. The remainder of the population (around 44%) live in smaller settlements and the countryside. Just over a third of the county is designated as the Pembrokeshire Coast National Park.

The population of Pembrokeshire grew by 8.2% between the 2001 and 2011 censuses. This is mainly due to net in-migration (particularly of older working-age adults) and an increase in people living longer.

According to the 2011 census, the percentage of people aged three and over who spoke Welsh in Pembrokeshire was 19.2%, and was one of the highest rates amongst Welsh local authorities. However, this was a decrease of 2.5% from the 2001 census. The census also shows that nearly all of Pembrokeshire's residents are of a white ethnic background.

The percentage of working age adults with no qualifications has fallen since 2001. In 2013, 11% of working age adults in Pembrokeshire had no qualifications. This was 1.5 percentage points higher than the Welsh average and was the eighth highest local authority rate in Wales.

The health and wellbeing of residents in Pembrokeshire are similar to or better than for residents in other areas of Wales. Male life expectancy for 2010-2012 was higher than the Welsh average. Female life expectancy for 2010-2012 was not significantly different from the Welsh average. Pembrokeshire's rate of older people supported in the community was slightly below the Wales average in 2013-2014.

The industries employing the largest numbers of people in Pembrokeshire are Health, Accommodation and Food Services, Retail and Education. In 2013, the employment rate in Pembrokeshire was 69.5%. This was near to the Welsh average. In 2013, average weekly earnings in Pembrokeshire stood at £553. This was the sixth highest amongst the 22 Welsh local authorities.

Pembrokeshire is ranked 17th in Wales in terms of its percentage of deprived areas. Three areas in Haverfordwest, Milford Haven and Pembroke are identified as falling within the 10% of most deprived areas in Wales.

Summary

| | |
|---|-----------------|
| The provider's current performance | Good |
| The provider's prospects for improvement | Adequate |

Current performance

The current performance of the Pembrokeshire Learning Network is good because:

- learners in Pembrokeshire achieve better success rates than adult community learners in other parts of Wales;
- many learners improve their health and wellbeing. Almost all learners gain confidence as a result of taking part in learning. They benefit from the mental stimulation. Almost all learners are self-motivated, attend well and contribute positively in class;
- the learning network addresses most local and national priorities well; and
- teaching is good.

However, despite an upward trend in the rates that learners successfully achieve their adult basic education qualifications, the overall success rate is below the national comparator. The network does not have a good enough understanding of the scale of basic skills need in the county. Eleven per cent of working age adults in Pembrokeshire have no qualifications. Provision for ABE and Essential skills has increased over the last three years, to 8% of provision, but is still too small a proportion of overall delivery.

Prospects for improvement

- The Pembrokeshire Learning Network (PLN) Strategic Group, through its strategic plan, sets an effective vision and direction for the network.
- The network takes good account of learners' views through Learner Voice Wales and a variety of other processes.
- The network's curriculum group works well, at operational level, to share partners' proposed timetables and reduce duplication. Learning Pembrokeshire's centre co-ordinators work well to review classroom sizes and make decisions on their continued viability.

However, the following issues have been identified.

- The network's strategic plan lacks a focus on specific targets. As a result, the network cannot robustly measure progress in order to determine how well it has achieved its objectives. The network's strategic group does not manage and monitor the progress made against the priorities of the network closely enough.
- Managers do not use benchmarking information well enough to challenge performance at programme level. As a result, managers do not identify strengths and areas for improvement at programme level well enough or put improvement targets in place.

- The quality development plan is not clear enough on the specific actions required to enable improvement and the required time scales for reviewing the action. The strategic group does not review progress against key areas for improvement well enough.

Recommendations

- R1 Improve the planning and delivery of basic skills provision to make sure that the level of provision reflects the scale of basic skills need in the county and that learners successfully complete their courses at least in line with the national comparator
- R2 Improve strategic planning to make sure that the network can measure progress against its strategic priorities
- R3 Improve the use of benchmarking information to identify strengths and areas for improvement at sector subject area level, reduce the amount of provision recorded as 'other' or 'level unknown', and put improvement targets in place
- R4 Improve quality development planning to identify specific actions for improvement and set clear time scales for monitoring progress
- R5 Improve the working of the strategic group to manage and monitor the progress made against the strategic priorities of the network and the network's key areas for improvement

What happens next?

A team of two inspectors will visit the network in about 18 months to evaluate progress against recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Overall, in 2012-2013, learners in Pembrokeshire achieve better success rates than adult community learners in other parts of Wales. The network success rates place the partnership amongst the top three partnerships across Wales. Learners improved their success rate by almost eight percentage points from 2010-2011, when the network was in the bottom third of ACL partnerships in Wales.

Generally, learners attain their qualifications at rates significantly above the national average for adult learners. However, learners complete their courses at rates almost five percentage points below the national average. While the attainment rate has improved over recent years, the completion rate has remained static at about 88%. The provider's own unpublished data for 2013-2014 indicates a small increase in completion rates.

Different groups of learners achieve well. Learners from the most deprived areas in the county achieve success rates of 87%, which is higher than for learners from similar areas across Wales. Male learners successfully complete their course at a slightly higher rate than female learners in Pembrokeshire and male adult learners in other parts of Wales. Just over half of learners in Pembrokeshire are aged 50 plus. They achieve success rates that are well above the success rates achieved by their peers in other areas of Wales.

Many learners make good progress in their classes. They engage well with their tutors, listen carefully to instructions and explanations, ask and respond well to questions, and concentrate on their work. In information and communication technology (ICT) classes, learners work effectively on a range of different topics in the same class and make good progress. In creative writing, learners use the skills they have learnt to good effect in entering writing competitions, publishing their own work, or writing for fun. In classes for English for Speakers of Other Languages (ESOL), many learners develop and practise their English through a range of interesting topics. They develop an understanding of Welsh geography, culture, and heritage.

However, a few learners make only adequate progress. In a few cases, learners do not progress to higher levels of learning, and they stay at the same level for too long. A minority of learners do not use individual learning targets well enough to plan their learning or measure their own progress.

Almost 490 learners from the most deprived areas of the county take part in courses organised by the Springboard programme. Around half of these learners are either not qualified to level 2 or do not know what qualifications they have. They produce good work in a range of subjects including mosaics, photography, sewing and singing. Around half of the learners on Springboard courses enrol on more than one course and learners make excellent progress from engagement courses such as craft and cookery courses, on to literacy, numeracy or other accredited qualifications.

Learners on adult basic education courses generally make good progress at a level appropriate to their starting points. Despite an upward trend in the rates that learners successfully achieve their adult basic education qualifications, the overall success rate is just below the national comparator. However, just over a third of ABE learners successfully complete their courses at a rate well below the national comparator. In general, very few learners practise or develop their Welsh skills through their studies. Nevertheless, in those areas where more people speak Welsh, a minority of learners speak Welsh with their tutors or learn bilingually.

Wellbeing: Good

Almost all learners gain confidence as a result of taking part in learning. They feel safe and valued, develop new skills, practise independently and achieve qualifications. Almost all learners are self-motivated. Their attendance is good and they contribute well in class. They influence provision by taking part in learner forums, and contribute to the 'You Said, We Did' focus and newsletters. In a few cases, learners take responsibility for managing and directing their own learning. These learners have a high level of control over what and how they learn. As a result, they gain a high level of personal satisfaction from their learning.

Nearly all learners benefit from the mental stimulation of taking part in learning. This frequently impacts positively on self-confidence and wellbeing. Almost all older learners gain a sense of belonging to the community. Taking part in learning helps them to socialise with their peers. As a result, they feel less isolated. In a very few cases, learners with acute mental health issues who attend classes cope better with their condition. Taking part in learning gives them the determination to maintain positive views about their future.

Learners who have not previously achieved good outcomes take part in adult learning provision well. Learners in the Springboard programme engage in a range of courses and they make exceptional progress. They grow in their self-belief and personal competence and make excellent progress into further learning, work or volunteering. Learners in the Probation Service overcome significant barriers to learning and move forward with their lives in a much more positive way. These learners support and respect each other and celebrate their progress.

In ESOL and essential skills classes, learners are positive about their learning and most respond well to their teachers. ESOL learners benefit from learning English language skills within a Welsh context, which helps them in their daily lives and at work. Learners who develop particular skills such as British Sign Language, counselling, digital literacy and creative writing use them well, in a range of ways, to enhance their quality of life. A few make very good progress in their working lives as a result of gaining qualifications and new skills. For example, two learners in a counselling class have recently gained promotion in their work through improving their counselling skills.

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| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Adequate

The Pembrokeshire Learning Network works well to address the strategic priorities of the county's single integrated plan and national priorities for adult community learning. In particular, the network fulfils the priorities of providing support to parents of young children, improving the health of older learners and promoting their independence, and reducing isolation and exclusion. The curriculum also addresses the national priority to tackle poverty well. It helps learners to improve their employability skills and their ability to increase their income.

The network delivers a wide range of ICT classes, helping learners to develop their digital literacy skills. Providers deliver many of these classes as workshops. This means that learners can direct their own learning and develop the digital skills that are important to them. For example, they learn word processing skills to help them write minutes and reports for local community groups, or how to use tablets or smartphones in order to carry out everyday tasks.

The Springboard project – a joint project between seven primary schools, Communities First and Pembrokeshire County Council – effectively helps adults living in deprived areas to engage successfully in learning and make good progress. The project offers a range of adult and family learning activities to help learners improve their confidence and skills and develop the understanding to support their children's learning. Effective partnerships with other providers, including Pembrokeshire College, ensure that learners can progress to higher levels of learning and achieve vocational qualifications. The project delivers literacy and numeracy courses. Tutors also embed literacy and numeracy appropriately into a range of other activities. This helps these learners to take first steps back into learning and progress to further learning, volunteering, or work.

However, the network does not have a good enough understanding of the scale of basic skills need in the county. Welsh Government statistics show that 11% of working age adults have no qualifications. In addition, 11% of working age adults also do not have a level 2 qualification. Provision for ABE and Essential skills has increased over the last three years, to 8% of provision, but is still too small a proportion of overall delivery.

Pembrokeshire County Council works well to address local strategic priorities to improve health and reduce isolation and exclusion. It delivers a wide range of non-accredited courses, which engage people in learning whilst also promoting good health. For example, it offers creative writing, modern languages, family history, yoga, tai chi, cookery and arts and crafts. Many of these classes are self-financing and contribute towards generating income for learning, which addresses other local and national priorities. This curriculum model means that the network can effectively promote a range of wider outcomes for adult learning and also maintain a focus on improving attainment.

Adult learning providers work appropriately with Welsh Language organisations, such as Menter Iaith Sir Benfro and the South West Wales Welsh Language Centre, to

develop and promote Welsh language and culture. As a result, the network can offer advice and direction to tutors to implement a Welsh dimension in their teaching and promote the use of Welsh and English as a medium for teaching and learning. However, inspectors observed only a few examples of the impact of this work in classes and activities. The network does not monitor the implementation of Welsh culture or use of Welsh in the classroom well enough. Managers include the use of Welsh and Welsh culture and context in their classroom observations. However, they do not sample schemes of work or session plans on a regular basis in order to check that tutors plan to include the use of Welsh and Welsh culture and context in their teaching.

Inspectors observed very few examples of the implementation of ESDGC principles in classes.

Teaching: Good

Nearly all tutors have very good subject knowledge. They apply this knowledge effectively to plan good schemes of work and to cover a range of subject-skills. Most session plans have clear aims and objectives. Most planning includes a clear focus on helping learners to develop good literacy and numeracy skills.

Most tutors present work clearly and through a range of means, such as interactive whiteboards and appropriate exemplar materials. In a few cases, tutors use digital technology effectively to enhance presentations.

In nearly all sessions, tutors use pair, group and independent work appropriately. They use a range of differentiated activities well to engage and stimulate learners' interest and creativity. In a few very effective sessions, tutors use questioning techniques exceptionally well to challenge and extend individual learners' thinking. Most sessions have a purposeful atmosphere and a good pace. In a few sessions, tutors provide learners with extension tasks to do at home. Tutors link these tasks well to class work, which helps learners further to extend their learning and skills.

In a very few less effective sessions, tutors spend too long presenting material and do not give learners enough opportunities to answer questions or engage in problem-solving activities. They do not ask probing enough questions to ensure that the learner has fully understood the learning point.

In nearly all sessions, tutors use personal statements of learning (individual learning plans) effectively to understand learners' goals. However, in a minority of cases, tutors do not help learners enough to identify and reflect on meaningful short term targets that support learning effectively.

On ESOL and essential skills courses, tutors carry out diagnostic assessments effectively to identify learning needs. In most cases on other courses, tutors support identified learning needs well.

Most tutors provide very good verbal feedback to individual learners during the course of the sessions. In creative writing classes, tutors provide very comprehensive written feedback to learners on what they have done well and where they could improve their work. Often, tutors provide a target for a subsequent piece of work that challenges learners to be confident to take more risks in their writing.

Care, support and guidance: Good

Pembrokeshire Learning Network provides good opportunities for many of its learners to improve their health and wellbeing. These opportunities include a wide range of courses that help learners who have not had good experiences of previous learning to gain computer and literacy skills and improve their self-esteem, self-confidence and mental health.

Centre administrators have very good knowledge of the courses that are available through their centre. As a result, they provide very useful advice and guidance. This helps prospective learners to make informed choices about which courses to take. There are good informal links between providers, who work together well to direct learners to provision that matches their needs. Course tutors also provide prospective learners with good first-hand guidance on the level of course that best meets their needs and encourage prospective learners to attend 'taster sessions' if they are unsure of their choice. The Pembrokeshire County Council website provides links to courses run by Pembrokeshire College and to the Pembrokeshire Learning Network homepage. However, there is no single place where learners can easily find information about all the learning opportunities that are available for adults.

Generally, there is adequate provision of targeted additional learning support for learners who have specific learning needs. This support includes a bursary scheme to help learners who are in financial need to access further learning. The network is using this financial support effectively to help learners to progress onto courses that carry accreditation.

The provider has appropriate arrangements to safeguard adult learners. These include up-to-date policies and procedures for the protection of vulnerable adults as well as risk assessments and pre-employment checks on potential staff.

Recent grant-funded projects have provided learners with helpful access to specialist support services. These include work placements for learners who have experienced long-term unemployment as well as literacy and numeracy support for employees who want to improve their skills. Many learners have benefited from their involvement in these projects. However, since the funding ceased, the level of support for these learners has reduced and access to these opportunities is too limited.

Learning environment: Good

All tutors promote an ethos of inclusivity and respect. They create a supportive learning environment for learners to develop their subject skills, and their knowledge and understanding about issues that affect other learners. For example, a British Sign Language tutor has established a Deaf Club and involves learners from the class as members and volunteers. In a level 2 English class, learners whose first language is not English are making made good progress in their wider learning and find it easier to join in with the life of the community.

In the last three years, Pembrokeshire Learning Network has increased the number of learners from deprived areas taking part in learning. The network has also successfully increased the percentage of learners aged 24-49 taking part in adult

learning over the last three years. This is mainly because of the good work undertaken with primary schools to engage parents in learning. However, the percentage of men taking part in learning has not increased and has accounted for around a quarter of all enrolments for the last three years.

The network uses venues in a range of community locations, allowing learners to access classes near to where they live. Overall, the quality of accommodation is good. Learning resources in most locations are of a good standard. However, in a very few classes the layout of the room prevents effective use of the resources available. The inspection team observed very few examples of displays that encourage awareness of Welsh culture or context.

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| Key Question 3: How good are leadership and management? | Adequate |
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Leadership: Adequate

The Pembrokeshire Learning Network Strategic Group, through its strategic plan, sets an effective vision and direction for the network. This vision includes the Welsh Government priorities for adult community learning and the needs of adults and communities within Pembrokeshire. However, the network's strategic plan does not set targets against strategic priorities. As a result, the network cannot robustly measure progress in order to determine how well it has achieved its objectives.

There is a clear organisational structure linking the work of the Local Services Board and the Pembrokeshire Economic Group to the Pembrokeshire Learning Network. The network has an appropriate meetings structure from the strategic to the operational groups for quality and curriculum. Other groups at operational level include task and finish groups. For example, one group has reviewed the network's Welsh language development plan. Another group organised the network's input at the Pembrokeshire Show. However, the strategic group does not manage and monitor the priorities of the network closely enough.

Middle managers and operational staff work together well for the benefit of the community. They show a strong professional commitment to learners. There is a good culture of team working to try and improve provision throughout the network. The network shares good practice well amongst the partner providers.

All the main providers have effective systems of performance appraisal for staff at all levels. Managers provide staff with appropriate challenge and support. Generally, support for continuous professional development is effective. The network is beginning to organise joint staff development events.

Elected members, governors and board members of other organisations in the network support the provision of adult community learning and its contribution to improving the lives of people in the community effectively. Pembrokeshire County Council has sustained adult learning through a period of transition and change.

Improving quality: Adequate

Individual providers use a wide range of self-assessment processes. The network brings the outcomes of these processes together to inform the self-assessment arrangements for the whole network.

The network takes good account of learners' views through Learner Voice Wales and a variety of other processes. Learners are able to attend course team meetings and learner forums. The network responds well to learners' feedback. For example, at the suggestion of learners, the network has introduced shorter length courses to try to avoid early drop out and improve completion and success rates. Although it is too early to judge the impact of this work, the network is monitoring its impact appropriately.

The partnership's self-assessment report is detailed and well presented. However, it is too descriptive. There is not enough critical comment.

The report presents data well at subject level for the monitoring of performance. However, managers do not use benchmarking information well enough to challenge performance at sector subject area level. As a result, managers do not identify strengths and areas for improvement at programme level well enough or put improvement targets in place. Neither do managers address the amount of learning activity that benchmarking information shows as 'other' or 'level unknown'. Consequently, managers do not know whether learners are taking courses at the appropriate level or whether learners achieved qualifications at the right level.

The partnership's quality improvement plan identifies well the key areas for improvement. However, the plan is not always clear on the specific actions required to enable improvement and the required time scales for reviewing the actions. There are not enough formal processes in place to analyse performance and the underlying reasons for underperformance in all sector subject areas. The strategic group does not review progress against key areas for improvement well enough.

The network has implemented a joint observation and moderation policy for class observations. The network carries out observations regularly across all providers. However, not all staff in the network use the same system. As a result, records of observation are not consistent and do not contain enough detail to allow an overall evaluation of the issues to take place. In most cases, recommendations are not specific enough and do not link to individual tutor training needs. The moderation of observations is not timely enough to inform training needs.

The network works well in partnership with other adult community learning partnerships in south west Wales to implement a cross county observation scheme. However, it is too early to assess the impact of this initiative.

There is not a close enough match between the judgements in the network's own self-assessment report and those of the inspection team.

Partnership working: Adequate

The partnership has a wide and diverse membership that provides opportunities for learners' progression across the network.

Pembrokeshire College and Pembrokeshire Learning work well together to plan and deliver their curriculum. However, other providers in the network plan curriculum independently. They share this information informally with the wider network. As a result, not all members of the network take part fully in curriculum planning and scrutiny of performance.

The partnership has a quality group and curriculum planning group. However, these groups do not meet often enough to influence the strategic work of the network.

Partners work well together to deliver short-term projects that benefit learners, for example a project to develop Essential Skills across the county financed through the European social fund. Project members work well to deliver project objectives, including good monitoring and planning of this provision. However, the network structure is not effective enough at monitoring and planning longer-term priorities for adult learning.

The network links well with other external agencies and organisations to provide learning opportunities. Learners have benefited from this work in a variety of situations. For example, Probation service users describe how taking part in essential skills classes has had a positive impact on their rehabilitation.

The network works well in partnership with other adult community learning partnerships in South West Wales to organise cross-county staff development and annual conferences. However, it is too early to assess the impact of these initiatives.

Resource management: Good

The network's service delivery plan for 2014-2015 effectively identifies funding streams and their use across the network. The network deploys monies mainly according to national priorities, and the remainder according to local need.

Partners in the network have been effective in acquiring funds through external bids to run successful projects for improving provision for learners. Examples include Pembrokeshire County Council's successful bid for a European funded regional essential skills project. Pembrokeshire County Council and Pembrokeshire College have jointly managed these resources for effective deployment across the network. However, there is not enough strategic planning to continue with these initiatives when the funding period ends. This has a negative implication for the long term planning and sustainability of provision.

Pembrokeshire County Council offers full cost recovery courses to learners. It uses any surplus monies generated to support other developments within the partnership, for example to deliver a cross-partnership staff development initiative, and to subsidise courses in priority areas.

Most staff are well qualified and experienced. The network offers free training for staff working in priority areas such as Welsh language and ICT.

At operational level, the network's curriculum group works well to plan learning and reduce duplication of classes.

Pembrokeshire County Council's centre co-ordinators review classroom sizes and make sure that classes continue to be viable. These co-ordinators regularly combine classes with low numbers in order to sustain provision.

Outcomes for learners are good and the partnership provides good value for money for its learners.

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; and
- overall satisfaction.

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

Four hundred and fifty- three adult learners completed the survey in Pembrokeshire. There were 84 male and 366 female respondents. Almost three quarters of the respondents were older learners aged 45 plus. Most respondents were from white ethnic backgrounds and 11% of respondents reported experiencing learning difficulties. The largest numbers of respondents were taking courses in arts media and publishing, information and communication technology, and languages, literature and culture.

Sixty-four per cent of respondents rated the partnership as very good overall. This is the same as the sector average. A further 30% rated the partnership as good overall. Ninety-seven per cent of respondents thought that their course was better than they expected. This is above the sector average of 93%.

Learners rated their provider in line with or better than the sector benchmark across all themes and key questions. Ninety-five per cent of respondents rated teaching and learning as good or very good.

The survey also analyses learners' responses by demographic information – gender, age, ethnicity and disability. The partnership's scores across these key demographics present a mixed picture. The percentage of very good scores for overall satisfaction varied a lot around the sector benchmark. It was on the benchmark for both genders, learners aged 65+ and white learners. It was well above the benchmark for learners aged 25-44 & ethnic minority learners. It was below the benchmark for the other categories.

The largest numbers of respondents were taking courses in arts, media and publishing, ICT and languages, literature and culture. These respondents represented almost 58% of the sample size. Respondents in ICT and languages, literature and culture scored their courses above the national average for overall satisfaction. Respondents taking courses in arts, media and publishing scored their

courses as very good at a slightly lower rate than the sector average. However respondents in all sector subject areas scored their courses as better than expected in line with, or better than the sector average.

The partnership received about 270 verbatim comments. Generally learners were pleased with their class, the standard of teaching and the quality of their relationship with the tutor. A number of learners found the venues to be good and easy to get to.

Suggestions for improvements were concerned with the length of the class – particularly as people travel a long distance, improvements in classroom environment, better range of materials and equipment and less paperwork, such as completing forms and surveys.

Appendix 2

The inspection team

| | |
|---------------------|---------------------|
| Liam Kealy | Reporting Inspector |
| Penny Lewis | Team Inspector |
| Bernard Hayward | Team Inspector |
| Steve Bell | Team Inspector |
| Eleanor Davies | Team Inspector |
| Vanessa Morgan | Team Inspector |
| Pamela Hales | Peer Inspector |
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