



*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

## **Quality and standards in education and training in Wales**

**A report on the quality of work-based learning and  
the Department for Work and Pensions  
funded training programmes**

**in**

**Coleg Llandrillo Cymru**

**January 2008**

**by**

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



**BUDDSODDWR MEWN POBL  
INVESTOR IN PEOPLE**



**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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## Introduction

Coleg Llandrillo was inspected as part of a six-year (2004-2010) national programme of inspections. The purpose of the programme is to identify good features and shortcomings in order that the provider may improve the quality of education and training offered and raise the standards achieved by learners. Inspection is also designed to give learners more information about the quality of providers of work-based learning and Department for Work and Pensions programmes, and the learning options available.

All inspections conducted under the arrangements apply the following principles:

- the use of a common inspection framework which is common to all sectors of education and training in Wales;
- an emphasis on the provider's evaluation of its work;
- the involvement of a provider nominee who works with the inspection team; and
- the inspection of a sample of provision.

The inspection took place from 28 January 2008 to 1 February 2008. A team of Her Majesty's Inspectors from Estyn, a statutory body independent of, but funded by the Welsh Assembly Government, undertook the inspection. The team included additional inspectors and peer assessors released from other work-based learning providers in Wales.

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

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

### Grade descriptors

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

The Learning and Skills Act 2000, requires the company to prepare a written statement of the action that they propose to take to address the recommendations in the inspection report and the timescales for completing the proposed actions.



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## Context

### The nature of the provider

- 1 Coleg Llandrillo is the largest further education college in North Wales. It provides learners with an extensive and diverse range of further education, work-based learning and higher education programmes.
- 2 The central management systems and administration for work-based learning are located at the main college site in Rhos-on-Sea. The relevant vocational directorates manage work-based learning delivery staff across the college network. The college network sites are in Rhos-on-Sea, Rhyl, Denbigh and Abergele. The college also has a commercial business centre at St. Asaph.
- 3 Coleg Llandrillo has delivered work-based learning for about 13 years. The college has increased the value of its contract from £893,000 in 1994 to £2.1 million in 2007. At the time of the inspection, the college had approximately 700 learners following work-based learning programmes.
- 4 Work-based learning is fully integrated into the work of the college. Overall management of the work-based learning contract lies with the college's director of enterprise, supported by a work-based learning manager. The delivery of the programmes takes place within the directorates, where work-based learning teams are managed and led by work-based learning co-ordinators.
- 5 At the time of the inspection, the number of learners in the areas inspected was as follows:

	<b>Construction, Planning and the Built Environment</b>	<b>Engineering and Manufacturing Technologies</b>	<b>Health, Public Services and Care</b>
<b>Number of learners</b>	79	40	183

### Types of inspection

- 6 Under the current inspection arrangements, there are three types of inspection available to Estyn for the inspection of providers of work-based learning. These are full, standard and short inspections.
- 7 The designation of a particular type of inspection is based on clear criteria that determine the level of risk presented by the provider. The criteria are set out in the Work-Based Learning Guidance Handbook on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). As a result of the application of these criteria, Estyn identified that Coleg Llandrillo required a standard inspection.
- 8 During a standard inspection, inspectors evaluate and report on:
  - all seven key questions across the provider; and
  - half of the learning areas which have significant learner numbers.

9 The learning areas for the inspection of Coleg Llandrillo are:

- Construction, Planning and the Built Environment;
- Engineering and Manufacturing Technologies; and
- Health, Public Services and Care.

### **The provider's priorities and targets**

10 The college's mission is:

'To provide learning opportunities which contribute to individual development and the social and economic advancement of the community'.

11 The mission is supported by 11 strategic aims:

- 'to position itself as a leading educational establishment with a welcoming and encouraging corporate ethos and identity;
- to continue the development of a curriculum offer which is comprehensive, flexible and responsive to the needs of central North Wales;
- to support the needs of local businesses and key business sectors through the provision of high quality services and the development of intellectual, craft and entrepreneurial skills in our learners;
- to develop the role of the College in the local community through the continued expansion of the Llandrillo Learning Network;
- to provide the skills necessary for successful progression of learners at all levels including higher education and employment;
- to provide a caring and supportive e-Learning environment which promotes the personal and intellectual development of all learners;
- to continually improve the quality of all our services to clients;
- to strengthen the College as a bilingual institution;
- to collaborate and work in partnership with educational institutions, private training providers; voluntary organisations and other appropriate bodies to maximise the service to the local community;
- to continue to develop the physical and learning resources of the College; and
- to maximise efficiency and the diversity of income streams, including commercial work, full-cost recovery, international and European funding.'

## Summary

### Table of grades awarded

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

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

13 The standards achieved in the learning area inspected are as follows:

Learning area	Inspection grade
Construction, Planning and the Built Environment	1
Engineering and Manufacturing Technologies	1
Health, Public Services and Care	1

### Standards

- 14 Overall, standards of achievement are outstanding in Construction, Planning and the Built Environment, Engineering and Manufacturing Technologies and Health, Public Services and Care. All current learners are making excellent progress towards their full qualification frameworks. Many are on target to achieve ahead of the time set out in their individual learning plan.
- 15 All learners develop very good occupational skills and knowledge. Many learners achieve a wide range of additional qualifications such as food hygiene, information technology or key skills at a higher level than is required for their framework qualification. Almost all learners are well motivated and attend off-job-training sessions regularly.

### **The quality of education and training**

- 16 Overall, teaching, training and assessment are outstanding. Work-based learning assessors, college staff and employers combine training and assessment very well. All assessors use a wide range of assessment and training methods. Employers provide learners with very good opportunities to gain vocational skills in the workplace.
- 17 All staff set learners realistic, challenging targets for excellence in their learning. All assessors plan assessments effectively. Assessors work well with employers and other teaching staff to ensure learners make good progress and achieve their targets on, or ahead of, the timescale set out in their individual learning plan.
- 18 The college offers a wide range of work-based learning programmes. These programmes offer all learners good progression opportunities. Many learners move on to further education and higher level qualifications within the work-based, higher education or further education provision at the college.
- 19 The college has excellent working partnerships with a wide range of agencies and organisations. The college works very well with partners to make sure that it delivers education and training provision that meets their needs and enriches learners' experiences.
- 20 The college provides excellent support and guidance to learners and personalises this to suit individual's needs. Work-based learners who have difficulty with their literacy and numeracy receive outstanding support from the college. The college responds to complaints well. Staff promote diversity and equal opportunities. They also have effective policies and procedures to keep learners' safe.

### **The quality of leadership and management**

- 21 The principal provides very strong and highly effective leadership. The college has very effective management structures that contribute to the excellent team approach within the college. The college has an inclusive and open culture and communication within the college is excellent. It responds well to the challenges of regional and national priorities in planning its business, and has a very strong focus on working to support the local economy. The college has effective monitoring and reporting systems. Corporation Board members are closely involved in the college's strategic planning, and in monitoring the college's progress towards meeting targets.
- 22 The college has established a comprehensive range of quality systems that all leaders and managers understand and use effectively. All staff are committed to improving standards and quality. Leaders and managers make very good use of robust quality and data management systems to ensure they are well informed about performance. All stakeholders are fully involved in the self-assessment process and are committed to continuous improvement.
- 23 The college has enough well-qualified staff to deliver all work-based learning training programmes. The college has a very strong focus on, and is committed to, a programme of continuous professional development for all staff. Accommodation at all the college sites and work placements is very good. Training and learning resources are excellent.

- 24 In view of the very high attainment, excellent training and learning resources and sound financial management, Coleg Llandrillo work-based learning provides very good value for money.

## Recommendations

- 25 In order to improve, Coleg Llandrillo needs to:
- R1 make sure the safeguarding policies and procedures fully cover the unique range of issues that may arise within work-based training;
  - R2 continue to improve outcomes for modern apprentices in engineering; and
  - R3 improve the administration of the external learner survey to increase the level of response from all occupational areas.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

26 Overall, standards achieved in each of the areas inspected are as follows:

Learning areas	Inspection grade
Construction, Planning and the Built Environment	1
Engineering and Manufacturing Technologies	1
Health, Public Services and Care	1

- 27 Overall, the standards achieved by learners in Construction, Planning and the Built Environment, Engineering and Manufacturing Technologies and Health, Public Services and Care are outstanding.
- 28 In all of the learning areas inspected, standards have improved over the last three years, particularly in Health, Public Services and Care. Many learners complete their full qualification framework ahead of the dates set out in their individual learning plan. Almost all learners achieve a range of additional qualifications.
- 29 Learners attainment of key skills is excellent. Key skills in all inspection areas are well integrated into the learning programmes. Almost all learners are confident in their work. They are highly motivated, committed and proud of what they achieve.
- 30 The standard of work in all learners' National Vocational Qualification (NVQ) portfolios is very high. The portfolios are very organised and presented well. They contain a wide variety of evidence from the workplace, including a good range of photographs.
- 31 Almost all learners have a very good understanding of the progress they are making. They meet or exceed deadlines set by assessors and employers, and know what they have to do for the next review period.
- 32 All learners gain confidence through their learning programmes. Most learners are self-assured, enthusiastic and develop excellent communication and teamwork skills.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

- 33 Overall, the quality of teaching, training and assessment is outstanding. Teachers, trainers and assessors are very well qualified, occupationally competent and experienced. All staff have very high levels of specialist subject knowledge. They use their expertise to stimulate and motivate learners to extend their knowledge, skills and understanding to develop best practices in the workplace. Their qualifications are both educational and vocational and keep up to date with new legislation, policies and regulations in their subject areas.
- 34 All teachers and trainers plan clearly and effectively for high quality learning experiences. They set realistic, challenging targets for learners to achieve excellence. The aims and objectives of lessons are clearly identified at the start of most sessions. Teachers, trainers and assessors have high expectation of learners. Key skills are well integrated into training programmes and are designed to be vocationally relevant.
- 35 All teachers, trainers and assessors develop highly supportive relationships with learners. These are characterised by mutual respect and meet individual learners' needs. Purposeful learning takes place through a wide range of effective learning opportunities that involve different approaches and methods such as whole-class sessions, group work, and individual one-to-one support. For example, in engineering workshops, information learning technology is used well. E-portfolios successfully assist training for learners following the modern skills diploma NVQ level 4 Health, Public Services and Care.
- 36 Across all areas of learning inspected, equality of opportunity is promoted well. Issues of gender, race and disability are sensitively addressed at enrolment, induction, during reviews and at other times when relevant. The college provides a range of resources to meet learners' individual needs. For example, they make use of a camera for a visually impaired learner and a tape recorder for a learner with dyslexia. For bilingual learners, online diagnostic testing, key skills and study programmes are available through the medium of Welsh. The delivery of the Foundation Modern Apprentice programme Health and Social Care, through the medium of Welsh, is very well established, with written assessments in English, if necessary, to meet learners' linguistic competences and preferences.
- 37 All learners' assessments are ongoing, valid, rigorous, accurate, fair and consistent with awarding body specifications and regulations. Assessment is very well planned to help learners achieve their learning objectives. All assessors' feedback to learners is standardised and detailed to improve their performance. All learners are involved in tracking and reviewing their progress. They are encouraged to take control of their learning, and their evaluations of courses inform quality audit processes. Highly effective internal verification procedures ensure the maintenance of quality.

- 38 Central college management information systems effectively record information on learners' progress and help the access of such information, for example, the Work-based Information System (WIN) and CLIC (exam results).

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

<b>Grade 1: Good with outstanding features</b>
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- 39 Coleg Llandrillo has a wide range of work based learning provision, from entry to level 4 programmes, in most vocational areas. These programmes offer learners good progression opportunities and many learners move on to further learning and higher level qualifications within the work-based, higher education or further education provision at the college.
- 40 The college has signed the Basic Skills Employer Pledge. It has established a skills for life policy and approach, that promotes the development of work-based learners' basic and key skills very well. Overall, key skills attainment is very good. Many learners achieve key skills at a higher level than that required to complete their qualification frameworks.
- 41 The college offers work-based learners access to a range of activities that broaden and enrich their experience and promote their personal development. Many learners benefit from participating in local, national and international events, competitions and trade fairs which extend their skills and improve their self-confidence.
- 42 The college has excellent working partnerships with a wide range of agencies and organisations. College staff are active members of key groups in the local area and the region. The college works very well with partners to make sure that it delivers education and training provision that meets learners' needs, and enriches their experiences. This includes provision for work-based learners to complete additional qualifications relevant to their particular work role, such as first aid and food hygiene.
- 43 The college promotes bilingualism for work-based learners very well. It has a comprehensive Welsh language policy, and a clear strategy to support the promotion and further development of a bilingual curriculum across the college. The college has an established bilingual steering group, and a committed group of bilingual champions representing all areas of learning. These groups support staff and learners well, and promote best practice in planning and delivering a bilingual curriculum. College staff use well-planned activities that have a Welsh theme to develop learners' understanding of Welsh cultural issues. Learners have good access to appropriate bilingual provision on all training routes.
- 44 The college has sustainable development as one of its key strategic priorities. It has developed a clear approach to promoting this and also global citizenship within the curriculum. The college has recently secured Quality Improvement Funding (QIF) to support this development within its work based learning provision. College staff raise learners' awareness of environmental issues effectively through their learning programmes. They appropriately encourage learners to recycle materials, and to implement energy saving measures through their work practices.

- 45 The college responds to employer needs very well. It has well-established consultative committees and employer focus groups, which provide an important link between the college, employers and other stakeholders. These groups inform curriculum planning very well to help respond to the needs of employers and the wider community. There are a number of good examples of the way in which the college has worked with key partners, to develop new qualifications to better address and respond to the needs of their industry or profession.
- 46 The college has excellent working relationships with a range of employers from large national companies to very small local businesses. It has developed a clear and effective employer engagement strategy which includes the establishment of a 'Business Point' facility to improve training and development services for businesses. This facility offers employers a very good service that helps them to put together packages of training that are very flexible and individually tailored to both learners' and employers' needs. Business Point promotes the college's work-based education and training provision very well.

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

**Grade 1: Good with outstanding features**

- 47 The quality of care, guidance and support is outstanding. All staff provide excellent support and guidance to learners and tailor these to individual's needs. Managers and staff ensure support systems have a high level of priority.
- 48 Assessors work very effectively with employers and take their views into account. There are many examples where this has led to specific support arrangements, which meet both employers' and learners' needs.
- 49 The college has recently introduced an effective 'green dot' system. This alerts staff to learners who have additional support needs and prompts them to seek out additional information. Examples of this additional support include tutor time allocated for one-to-one guidance, physical adaptations in work, and the individualising of learning styles and programme delivery. Many of these arrangements demonstrate excellent levels of assistance to learners with disabilities or other needs. The college also provides good specialist counselling services for work-based learners. Overall, learner surveys indicate a very high level of satisfaction with the support they receive.
- 50 Work-based learners who have difficulty with their literacy and numeracy receive outstanding support from the college. The college has developed an innovative internet-based system that allows staff to assess the needs of learners while they are in the workplace. The system then produces personalised support plans which enable staff to effectively track the progress of learners. Staff encourage all learners who are below level 1 in literacy or numeracy to have additional support.
- 51 The college provides very clear and comprehensive information for learners to assist them to make informed choices. This is all available in both Welsh and English in paper format, and on the internet. The college also has an effective partnership with Careers Wales, thorough interview processes that involve employers, and 'taster days' for new learners.

- 52 Staff monitor the attendance and punctuality of learners very well. They track learners' attendance at off-the-job training sessions via electronic registers. Assessors monitor learners' attendance at work during reviews and agree actions where required. Learners within the Skillbuild programme receive messages on their mobile phones via the 'Orgatise' system in order to encourage good attendance and punctuality.
- 53 All staff effectively manage issues relating to discipline and learners' behaviour. The college provides good support and training for staff in this area, in order to prevent problems occurring.
- 54 The college has clear and appropriate policies and procedures on the protection of children and vulnerable adults. Staff receive relevant training from the Conwy Child Protection Team and all staff have undergone Criminal Record Bureau (CRB) checks. However, managers have not yet developed specific guidance and protocols to cover the unique circumstances of learners in work.
- 55 The college manages and responds to complaints well. Staff log and analyse all complaints by department and report and act on the findings effectively.
- 56 The college has good policies and procedures in place to promote equal opportunities and prevent discrimination or harassment. Managers analyse and track information about gender, ethnicity, and learning disability, and use this information well to respond to any forms of bias or concern. Many learners have a good practical understanding of equal opportunities.

#### **Good practice**

The college has developed an innovative online system that allows staff to assess learners' basic skills levels while they are in work. This system then automatically generates personalised programmes for staff and learners to follow. Staff track learners' progress effectively and access good online resources to meet each learner's needs and preferences. This development has led to many learners progressing very well in both basic and key skills. As a result, this has contributed to the impressive levels of framework achievements over the past year.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 57 The principal gives a clear strategic direction to all managers and staff. The college's values, aims and priorities, that relate to work-based learning, are well defined and understood by all work-based learning staff. Together with managers at all levels, the principal provides very strong highly effective leadership and support.
- 58 The college's planning processes are comprehensive and robust. Plans clearly identify managers' strategic and operational priorities for work-based learning. The college has a very strong focus on working to support the local economy, in partnership with local employers and Sector Skills Councils.
- 59 The college has a very effective management structure that promotes high standards. A director of enterprise, supported by a work-based learning manager and work-based learning co-ordinators, has specific responsibility for the strategic direction of work-based learning. The manager and appropriate co-ordinators work very closely and successfully with learning area managers and staff.
- 60 The college has an inclusive, consultative, open culture and ethos. The college management style and structure contribute to, and facilitate, the very strong team approach within the college. The college focus on self-managing teams and devolved responsibility, very successfully supports and promotes the further development of work-based learning provision.
- 61 Formal and informal communication within the college is excellent. Systems include college committees, focus groups and team meetings. A sub-committee of the corporation board, the business and economic development committee, helps the college to assess the needs of commerce and industry in the region. It also ensures that the college responds appropriately to identify employer needs.
- 62 The college sets and communicates clear targets for work-based learning managers and staff. It has transparent and effective monitoring and reporting systems. Managers at all levels regularly review and evaluate achievement of targets. They routinely report on performance at senior management team, and governor body, meetings. Managers and staff fully understand their roles and responsibilities and the ways in which they contribute to the success of the work-based learning provision.
- 63 The college has a well-established and effective appraisal system. Staff who work at the college for a few hours each week have one-to-one meetings with their line managers. Managers make good use of appraisals to measure staff progress and performance. Managers use the outcomes of staff performance reviews well to inform staff development and training needs.

- 64 The college takes very good account of, and responds well to, the challenges of regional and national priorities in planning its business. It has very effective strategic partnerships with a range of organisations and businesses.
- 65 The college's governing body effectively supports the Principal in setting the strategic direction of the college. Corporation board members are closely involved in the college's strategic planning, and in monitoring the college's progress towards meeting targets. Governors receive regular and frequent reports on aspects of the work-based learning provision. Governors regularly challenge the principal and managers. The governing body also undertakes its own comprehensive self-assessment, to help members improve their performance as governors.

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

<b>Grade 1: Good with outstanding features</b>
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- 66 The college has an excellent range of procedures and arrangements for evaluating and improving quality and standards. The responsibility for managing the improvement of quality rests with the Assistant Principal Planning and Standards, who is well supported by the Head of Quality and Performance and quality team. All leaders and managers comply with, and respond positively to, quality systems.
- 67 Leaders and managers make very good use of robust quality and data management systems, to ensure they are well informed about performance within the areas for which they are responsible. An excellent online management information system (MIS) and Work-based Information Network (WIN), are used to collate and analyse data on learner progress and achievement, track learner contact by the assessors, monitor assessor caseloads and record the implementation of reviews. Many employers also find this information useful to monitor learner attendance and progress.
- 68 Self assessment and quality development is fully embedded in work-based learning. It is rigorous, coherent and systematic and covers all aspects of the college's work-based provision. Course teams analyse information well to inform framework self-assessment decisions which then feed into the college's core self assessment. The self-assessment report is detailed and evaluative.
- 69 The college has a comprehensive and robust system for observing, assessing and improving the quality of teaching and learning. A system of internal inspections helps staff focus on very high standards of teaching and learning. The college gives all staff that may fall below the quality threshold, very good support and encouragement to improve.
- 70 Leaders and managers have excellent relationships with employers. Annual surveys systematically collect the views of employers and learners. The results of these are analysed effectively and appropriate actions are developed. The college staff make very good use of additional surveys, focus groups and learner panels to determine the views of learners.

- 71 The college prioritises the development of work-based learning in its strategic objectives. Detailed quality development plans for each work-based learning framework feed into the college self-assessment report. Managers monitor the quality development plans very well. These plans clearly identify priorities and managers accurately assess and allocate the appropriate resources.

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

**Grade 1: Good with outstanding features**

- 72 The college has enough well-qualified staff to deliver all work-based learning training programmes. All staff have very good technical knowledge and up-to-date practical experience. Where necessary, the college recruit part-time staff with particular expertise to deliver specialist subjects, such as polymers and retail and customer service through the medium of Welsh.
- 73 The college has an effective staff recruitment policy. Managers carry out a review of staffing levels, following an annual curriculum review. Staffing decisions are based on current and planned needs. The management team discuss succession planning and staff performance and identify new posts if required. All staff are deployed effectively.
- 74 The college has a comprehensive induction programme for all staff. All staff have a detailed staff handbook that is supported by a quick reference guide to summarise essential working practices. New staff and those members of staff who are promoted within the college are supported well by a mentor or buddy to help them settle into a new role.
- 75 The college has a very strong focus on, and is committed to, a programme of continuous professional development for all staff. Many staff have achieved a wide variety of additional qualifications, such as certificates of education, post graduate awards, ICT and health and safety qualifications. All staff can access the college online Staff Training Event Planning System (STEPS) programme. This enables staff to take ownership of their learning and manage their own development.
- 76 Almost all work placements are of a very good standard and provide learners with excellent opportunities to develop their practical skills and knowledge. Accommodation at the college sites is very good, and provides a suitable setting for off-the-job training sessions and the delivery of technical certificates.
- 77 Most learners benefit from, and make use of, the college-wide facilities, including the learning resource centre, hair and beauty salon, sports and fitness facilities, travel shop and the excellent range of modern catering outlets.
- 78 Almost all learners benefit from a wide range of very good resources, such as modern, well-equipped industrial machinery, and specialist equipment in residential homes.
- 79 Training and learning resources are excellent. Learners in Conwy and Denbighshire have access to very good resources based at the local college sites. Learners have access to, and use, the same resources as full-time college students. The motor

vehicle training centre in Rhyl is particularly well resourced. Learners attending the workshop at this centre benefit from a wide range of equipment that is well above industry standard. Employers in the area also make good use of these resources to support their business.

- 80 Learners with additional learning needs have access to many specialist resources, such as laptop computers. The motor vehicle workshop has very effective resources, such as the use of a video camera to assist a learner with muscular dystrophy, to make sure all learners are included in practical sessions.
- 81 Most learners have access to the well-developed college 'Moodle'<sup>1</sup> system, providing them with a wide range of resources that gives them the opportunity to work independently. For example, learners in Construction are able to email assignments and send photographic evidence via mobile telephones to assessors for inclusion in their portfolios.
- 82 The college makes very good use of external funding to support capital investment and work-based learning initiatives. In view of the very high attainment, excellent training and learning resources and sound financial management, Coleg Llandrillo work-based learning provides very good value for money.

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<sup>1</sup> Moodle is an intranet system which holds very good learning resources which all learners can access from any computer connected to the internet.

## Standards achieved by learners in learning areas inspected

### Learning area: Construction, Planning and the Built Environment

#### Grade 1: Good with outstanding features

#### Summary of provision in Construction, Planning and the Built Environment

- 83 The college provides work-based learning in Foundation Modern Apprenticeship (FMA) and Modern Apprenticeships (MA) programmes in plumbing, electrical installation and construction crafts (wood occupations, plastering, painting and decorating, and trowel occupations). All learners currently on programme are employed. The majority of learners work for small companies or sole traders. They make a valuable contribution to their employers' businesses. All learners demonstrate very good standards in practical tasks and are able to relate practice to theory well. All learners have an excellent understanding of health and safety standards and apply their knowledge well in a workplace situation.

	Foundation Modern Apprenticeship	Modern Apprenticeship	Modern Skills Diploma	Skillbuild
Number of learners in training	51	28	0	0

- 84 The training frameworks for learners on the Foundation Modern Apprenticeship and the Modern Apprenticeship programmes include key skills at the levels indicated in the table below. Learners also have to complete an NVQ and a specified technical certificate at the appropriate level in order to achieve the qualification framework.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship in plumbing	2	2
Modern Apprenticeship in plumbing	2	2

Framework	Application of Number	Communication	Information Technology
Foundation Modern Apprenticeship in electrical installation	2	2	1
Modern Apprenticeship in electrical installation	2	2	1

Framework	Application of Number	Communication
Foundation Modern Apprenticeship in construction crafts	1	1
Modern Apprenticeship in construction crafts	2	2

## Success in attaining agreed learning goals

- 85 Standards achieved by learners are outstanding. The attainment of full qualification frameworks has increased significantly over the past three years. In the contract year of 2006-2007, 81% of the leavers gained the Foundation Modern Apprenticeship (FMA) framework, and 56% gained the Modern Apprenticeship (MA) framework. Overall, full qualification framework completion was 76%.
- 86 Foundation Modern Apprenticeship framework achievement in plumbing is excellent. Of the 42 FMA leavers in 2006-2007, 28 were plumbers, and of those, 96% completed their full qualification framework.
- 87 Learners' attainment of key skills qualifications is excellent. Key skills are integrated very well into the learning programmes. This has made a major contribution to the improved outcomes for framework completions for 2006-2007.

Leavers/Completers 1 August 2006 to 31 July 2007								
	New starters during this period	Total leavers this period	Leavers gaining full NVQ	Leavers gaining full ILP	Leavers gaining part NVQ &/or key skills	Destination of leavers who did not gain a NVQ, part NVQ or any key skills		
						Related employment	Other employment	Unemployed or other
Foundation Modern Apprenticeship	42	42	1	34	2	1	0	4
Modern Apprenticeship	13	9	0	5	1	0	1	2

- 88 All learners' NVQ portfolios are well presented and organised. They contain a wide range of good quality site-based digital photographic evidence, employer witness testimonies and job records. In the electrical installation programmes, e-portfolios feature strongly and contain assignments, work based evidence and assessor feedback which are electronically communicated between learner and tutor.

## Progress in learning

- 89 The majority of learners are making very good progress through their qualification frameworks. All learners have a very good understanding of their training programme. Learners agree challenging targets with their assessor and maintain high standards of practical skills during their work based assessments.
- 90 Almost all learners gain additional qualifications which enhance their vocational skills and employability. In a few cases, where the employer does not cover the range of work, college tutors have arranged for the learner to transfer to other employers for a period of time in order to gain the skills required.

## Development of personal, social and learning skills

- 91 All learners' attendance and punctuality are very good and closely monitored by the college and employers. Learners work co-operatively with their tutors, assessors and employers to progress with their work, and achieve their goals.

**Learning area: Engineering and Manufacturing Technologies**

**Grade 1: Good with outstanding features**

**Summary of provision in Engineering and Manufacturing Technologies**

- 92 The Engineering and Manufacturing Technologies provision consists of manufacturing and engineering maintenance, motor vehicle engineering and a small provision for glass and polymer work.

	Foundation Modern Apprenticeship	Modern Apprenticeship	Modern Skills Diploma	Skillbuild
Number of learners in training	18	19	3	0

- 93 The training frameworks for learners on the Foundation Modern Apprenticeship, and the Modern Apprenticeship programmes, include key skills at the levels indicated in the tables below.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship in glass	1	1
Modern Apprenticeship in glass	2	2

Framework	Application of Number	Communication	Information Technology
Foundation Modern Apprenticeship in polymers	1	1	1

Framework	Application of number	Communication	Information Technology	Working with others	Improve own learning
Foundation Modern Apprenticeship in engineering	1	1	1	2	2
Modern Apprenticeship in engineering	2	2	2	2	2

Framework	Application of Number	Communication	Information Technology
Foundation Modern Apprenticeship in motor vehicle	1	1	1
Modern Apprenticeship in motor vehicle	2	2	1

**Success in attaining agreed learning goals**

- 94 Almost all learners achieve excellent standards in their practical skills. Since August 2004 the learners' rate of attainment for full framework qualifications and individual learning plans has risen steadily from 43% to 82%. The overall attainment of full qualification frameworks for the year ending July 2007 is outstanding.

- 95 Learners' standard of work in the NVQ portfolios is very high. The portfolios are organised and presented well, and contain a wide variety of evidence from the workplace, including a good range of photographs. Many learners make good use of ICT to develop their portfolios. In the best cases, learners are able to identify and document work-related tasks prior to the assessor review.

Leavers/Completers August 2006 to July 2007								
	New starters during this period	Total leavers this period	Leavers gaining full NVQ	Leavers gaining full ILP	Leavers gaining part NVQ &/or key skills	Destination of leavers who did not gain a NVQ, part NVQ or any key skills		
						Related employment	Other employment	Unemployed or other
Foundation Modern Apprenticeship	31	34	1	29	1	1	2	0
Modern Apprenticeship	7	12	0	8	1	2	1	0
Modern Skills Diploma	4	3	0	3	0	0	0	0

### Progress in learning

- 96 All learners on the engineering apprenticeship programmes develop very good and, often, outstanding occupational skills and theory knowledge. All learners develop their practical skills to high industrial standards, and relate theory and practice very well. Many learners demonstrate very good practical skills in a wide variety of engineering and motor vehicle activities. For example, they are able to know the operation of computer numerical controlled (CNC) machine tools, maintenance of a variety of production line equipment and the diagnosing and rectification of modern vehicle faults.
- 97 The majority of learners are making very good progress and are ahead of the target dates set out in their individual learning plan. Many learners have fully completed units towards their NVQ, technical certificates and key skills.
- 98 Assessors appropriately visit learners monthly to review their progress. This is above the contract requirements and helps to encourage and motivate learners. Almost all learners and employers are aware of the full qualification framework requirements and assessment criteria. Assessors keep excellent records of review meetings.

### Outstanding Review Process

Learners benefit from very good regular reviews, which confirm their progress and help them to set out clear plans for the next review period. Employers are actively involved in the reviews and in setting targets for learners' progress. This helps learners to work on elements of their qualifications that support the targets agreed in the forward plan.

### Development of personal, social and learning skills

- 99 Relationships between learners, employers and training staff are outstanding. All learners work very effectively with their peers, assessors, teaching staff and training advisors. All learners are well motivated and present a very professional engineering image.

- 100 Most learners are self-assured, very well motivated, enthusiastic and articulate. They deliver excellent customer service and can see the benefits of this to the business. Most learners enjoy learning and are proud of their achievements. Many learners develop important lifelong learning skills that motivate them to continue to learn and achieve further qualifications.

<b>Learning area: Health, Public Services and Care</b>
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<b>Grade 1: Good with outstanding features</b>
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### Summary of provision in Health, Public Services and Care

- 101 At the time of the inspection, the College had 183 work-based learners in Health, Public Services and Care. All learners were working towards qualifications appropriate to their job role and work setting.
- 102 Two-thirds of the learners were employed across a range of residential, day care and domiciliary health and social care services for adults and young people, and the remainder were employed in schools and children's day care settings.

Number of learners in training	Modern Apprenticeship	Foundation Modern Apprenticeship	Modern Skills Diploma	Total
Children's care learning & development	16	13	18	47
Health and social care	46	59	31	136
<b>Total</b>	62	72	49	183

- 103 The qualification frameworks for learners on Foundation Modern Apprenticeships and Modern Apprenticeships include key skills at the levels indicated in the table below. The frameworks also require the completion of an appropriate technical certificate and NVQ level 2 for Foundation Modern Apprentices and an NVQ level 3 for Modern Apprentices.

Framework	Application of Number	Communication
Foundation Modern Apprenticeship	1	1
Modern Apprenticeship	2	2

### Success in attaining agreed learning goals

- 104 Overall learner's achievement is outstanding. The standard of their written and oral work is very good. All learners' portfolios are well presented, detailed and contain very good examples of current theories and work-related practice issues. For example, observations on children's behaviour and references to current topics such as dignity, empowerment and person centred planning.
- 105 Almost all learners are on target to achieve their qualification framework well within the time set out in their individual learning plans. Almost 40% of learners have gained additional qualifications, such as health and safety or food hygiene qualifications. Many learners are working towards key skills or technical certificate qualifications at a higher level than those required by the qualification framework.

- 106 Learners' attainment of full qualification frameworks has improved significantly over the past three years from 38% to 89%.
- 107 Data verified during the inspection confirmed this upward trend, as during the period 31 August 2007 to 25 January 2008, 98% of all learners leaving the programme attained their full qualification framework. This outstanding improvement was achieved, and sustained, during a period when the numbers of learners following health and social care and child care programmes have grown significantly.

Leavers/Completers 1 August 2006 to 31 July 2007								
	New starters this period	Total leavers this period	Leavers gaining full NVQ and no key skills	Leavers gaining full ILP	Leavers gaining part NVQ, Tec Cert or KS only	Destination of leavers who did not gain an NVQ, part NVQ or any key skills		
						Related employment	Other employment	Unemployed or other
Foundation Modern Apprenticeship	110	105	0	96	5	2	1	1
Modern Apprenticeship	47	40	0	36	3	0	1	0
Modern Skills Diploma	23	39	0	31	4	3	0	1

### Progress in learning

- 108 All learners attend a variety of workshops, where they gain the skills and knowledge they need to work as effective and professional practitioners. Almost all learners demonstrate a good understanding of the principles and values required in childcare and health and social care settings.
- 109 Many learners develop good research skills and make good use of the variety of learning resources available to them. Most have a good understanding of career progression opportunities and many have clearly identified targets to aim for.
- 110 All learners have clear targets and work enthusiastically towards their goals. Nearly all learners have a clear understanding of their progress and know what they have to do to achieve their qualifications. Learners and employers contribute effectively to their reviews and assessment, and many set their own targets with tutors and assessors.

### Development of personal, social and learning skills

- 111 Learners are enthusiastic and well motivated. They gain confidence, self-esteem and develop very good relationships with their tutors, assessors and peers. This helps them to become more self-assured in their work relationships and personal lives.
- 112 Almost all learners are motivated by the improvement in their knowledge and skills. They become confident practitioners, and many have access to promotion opportunities at work.

## **Provider's response to the report findings**

Coleg Llandrillo warmly welcomes the findings of this report as an accurate reflection of the standard of its work based learning provision and the high quality of service it provides to its learners and employers.

The College is very proud to achieve a quality profile for its work based learning that is equal to that of its further education provision, an endorsement of its strategy to continuously improve standards for all its learners.

It is very pleasing to note the inspectors observations related to employer engagement and the contribution the College is making to the area. This will continue as a very high priority for the institution.

This outstanding quality profile is the result of a College wide commitment to always aim for excellence and is testimony to the work of its highly professional and dedicated staff, managers and governors. The contribution of employers and external partners has been central to the college's success.

Coleg Llandrillo has a culture of continuous improvement and as such is grateful for the recommendations for improvement. These recommendations will be fully considered within the ongoing self assessment process, and used as a platform for future change and improvement.

## Appendix 1

### **The evidence base of the inspection**

#### **Inspectors visited:**

- a sample of learners in the workplace and during off-the-job training at the college centres; and
- a variety of other activities delivered by the college, including reviews, assessments, teaching and training sessions.

#### **Members of the team held meetings with:**

- the principal, directors, senior and middle managers, modern apprenticeship officers and other members of staff;
- learners in on-the-job and off-the-job locations; and
- employers.

#### **The inspection team also considered:**

- a selection of learners' work and records of achievement; and
- comprehensive documentation provided both before and during the inspection.

## Appendix 2

### The inspection team

Sandra Barnard HMI	Reporting Inspector
Christine Hooper HMI	Deputy Reporting Inspector
Stephen Davies HMI	Team Inspector
Janice Thomas HMI	Team Inspector
Derek Trickett	Additional Inspector
John Williams	Additional Inspector
Catrin Rees	Additional Inspector
Janice Wood	Additional Inspector
Roger Rowett	Additional Inspector
Rachel Arnold	Peer Assessor
T.I. Hall	Peer Assessor
Claire Bennett	Peer Assessor
Paul Targett	Peer Assessor
Jackie Doodson	Provider nominee
Lin Howells MHMI	Quality Assurance