Quality and Standards in Training
in Wales

Inspection Report:

Gwent College
Re-Inspection

November 2005

by

Estyn, Her Majesty’s Inspectorate for Education and Training in Wales
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- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult and community-based learning;
- youth support services;
- LEAs;
- teacher education and training;
- work-based learning;
- careers companies; and
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Elxanpmory note

Elements within this report are graded on a five-point scale according to the following criteria:

Grade 1    good with some outstanding features
Grade 2    good features and no important shortcomings
Grade 3    good features outweigh shortcomings
Grade 4    important shortcomings outweigh good features
Grade 5    many important shortcomings

Elements 1 and 2 are graded by occupational area. From these two grades a single overall grade for each occupational area is derived. Only when each element receives a grade 1 can an occupational area receive a grade 1. Elements 3, 4, 5 and 6 are separately graded for the training provider as a whole. There is no overall grade given to the training provider. If an occupational area is graded at grade 4 or grade 5, the area is re-inspected within eighteen months of the report being published. Elements 1 and 2 and the occupational area overall are re-graded. Elements 3, 4, 5 and 6 are not re-graded on a re-inspection.
Introduction

With approximately 32,500 students at Coleg Gwent, it is the largest further education institution in Wales. Around 500 of its students are work-based trainees. The college’s catchment area includes the unitary authorities of Newport, Blaenau Gwent, Torfaen, Caerphilly and Monmouth. The college has campuses in Abergavenny, Crosskeys, Ebbw Vale, Newport, Pontypool and Usk.

Estyn inspected the college’s work-based learning provision in June 2004. The occupational areas of agriculture, engineering and manufacturing and hospitality were awarded grade 4 as they had important shortcomings which outweighed good features. As a result Estyn re-inspected these areas in November 2005.

Inspectors met with the college’s principal, senior managers, trainers, assessors and workplace supervisors. Inspectors observed trainees during training and assessment at the college and at the trainees’ workplace. They scrutinized a broad range of college policies and operating procedures relating to training, including the trainee induction process; the college’s training plans, and the portfolios and data relating to trainees’ progress.

The re-inspection grades below show the 2004 inspection grades in brackets.

<table>
<thead>
<tr>
<th>Occupational areas</th>
<th>Grade awarded</th>
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</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2 (4)</td>
</tr>
<tr>
<td>Engineering and manufacturing</td>
<td>2 (4)</td>
</tr>
<tr>
<td>Hospitality</td>
<td>3 (4)</td>
</tr>
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</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
</tr>
<tr>
<td>Engineering and Manufacturing</td>
<td>2</td>
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<tr>
<td>Hospitality</td>
<td>2</td>
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<td><strong>Occupational areas:</strong></td>
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<td>Agriculture</td>
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<tr>
<td>Engineering and Manufacturing</td>
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<tr>
<td>Hospitality</td>
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<td><strong>Generic Aspects:</strong></td>
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<tr>
<td>Planning and managing training</td>
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<td>Resources for training</td>
<td>17</td>
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<tr>
<td>Management of quality</td>
<td>18</td>
</tr>
<tr>
<td><strong>The training provider’s response to the report</strong></td>
<td>20</td>
</tr>
</tbody>
</table>
### Re-inspection occupational summary

The recommendations for the occupational areas of agriculture, engineering and manufacturing and hospitality made during the June 2004 inspection are in bold. The progress that the college has made towards achieving these recommendations is included after each bullet point.

#### Agriculture

- **improve the rates of attainment of National Vocational Qualifications (NVQ’s) and key skills;**
  
  The attainment of NVQs has improved markedly. There have been recent good improvements in the rate of attainment of key skills.

- **make sure that trainees are recruited to appropriate training programmes;**
  
  Trainees’ training programmes match their job roles and abilities.

- **make more use of specific short-term targets to encourage trainee progress;**
  
  Trainees are fully aware of their progress and what they have to achieve before their next review.

- **carry out more assessment in the workplace;**
  
  Where possible this is now the case.

- **improve communication with employers and integrate the on-the-job and off-the-job training in all subjects;**
  
  This has been resolved.

- **improve trainees’ and employers’ awareness of the key skill requirements of the frameworks and integrate key skills into the training programme wherever possible;**
  
  The majority of employers and trainees are familiar with the key skills requirements to enable trainees to achieve full qualification frameworks. Employers are aware of how to integrate key skills into the trainees’ training programme.

- **encourage trainees to organise and present work of a higher standard in their portfolios.**
  
  All trainees organise their portfolios well and present work to a high standard.
Engineering and Manufacturing

- improve the completion of full frameworks across all programmes and campuses;

  Full framework completion rates have improved and there is an upward trend in attainment. There is more consistency in all programmes across the campuses

- develop effective use of naturally occurring evidence for key skills to improve timely achievements and frameworks;

  The amount and quality of naturally occurring evidence used in key skills assessment has improved, but further improvement is still required in this respect.

- share best practice in assessment and internal verification systems across the occupational area;

  The verification systems have improved and they are well documented consistently across the college’s campuses

- encourage trainees to take more ownership of review documents;

  Trainees now have copies of all of their assessment and review documentation. They are also encouraged to identify evidence for assessment and reviews from their training activities.

- make sure that monthly reviews include the clear setting of targets for trainees to improve and that they include appropriate dates for completion.

  Target setting, including the setting of appropriate dates for completion of tasks, is now a feature of all assessment and review processes.

Hospitality

- improve trainees’ attainment of full qualification frameworks;

  Overall, the attainment of full qualification frameworks for trainees on modern apprenticeship programmes has improved.

- make sure that the delivery and assessment of trainees’ key skills are started early in the programme and are integrated fully into all aspects of their training;

  All trainees attend key skills workshops. However, the learning of key skills are still not being started early enough in some programmes

- accelerate the pace of assessment, and make sure assessment planning is structured and detailed;

  In most cases the pace of assessment has improved. Detailed and structured
assessment planning is also in place.

- make sure that all trainees and employers receive copies of the trainees’ individual learning plan and progress reviews.

  This is now in place.
Occupational areas

Agriculture

1 Off-the-job training takes place at the Usk campus. Work placements are mainly located with employers across the five unitary authorities. Most modern apprenticeships trainees are in employment. Trainees referred by the Careers Service or Jobcentres are found an employer by the provider.

2 There is no separate work-based training at the College. Trainees infill appropriately into the college’s part-time courses and also attend key skills workshop sessions at the college. Attendance at the key skills workshops helps trainees to identify key skills’ evidence from their vocational assignments and to highlight any additional vocationally relevant assignments that they need to undertake.

<table>
<thead>
<tr>
<th>Number of trainees</th>
<th>Modern apprenticeships</th>
<th>Foundation Modern apprenticeships</th>
<th>Skill build and Work-Based Learning for adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Floristry</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Horticulture</td>
<td>11</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

Grade 2

The quality of training and learning

3 Trainees enjoy their off-the-job training sessions and most attend regularly. Trainers are well qualified and are enthusiastic about the subjects that they teach. Many trainers have current or recent practical experience of this sector. Trainees practise and develop a wide range of relevant practical skills during their training at the college. The college has excellent aspects of practical work in horticulture, agriculture and forestry, animal care, floristry and equine studies. Trainees normally work in good work placements where they practise the skills that they learn at college.

4 Trainers in the workplace are well aware of naturally occurring opportunities, in the workplace, for trainees to collect evidence of their competence. They use good tracking sheets to record trainees’ attainment of units and to help with planning targets for the next review period.

5 The planning of training is generally good. The trainee’s college trainer normally carries out the trainee’s reviews. During the review the trainer agrees targets for the
progress to be made by the next review with the, trainee and employer. However, in a few cases, the targets do not contain enough detail of the key skill tasks that trainees still have to complete.

6 Trainees understand the relevance of key skills to their vocational learning. Any additional key skills assignments that they need to undertake focus on their workplace activities. Most employers are also aware of the key skill requirements of the full qualification framework that the trainee is working to.

The quality of assessment

7 Prior to entering their training, all trainees have an interview and initial assessment by the College. This process ensures that the trainees' planned training programme matches the needs of their job role and their capabilities.

8 The vocational trainer competently assesses trainees in the trainees' work placements. This process takes good account of witness testimony and photographic evidence that the trainee has gathered from their workplace.

9 In nearly all subjects, there is evidence of good and constructive written feedback on the written work of trainees' in their portfolios. The portfolios also contain good tracking sheets. These clearly indicate what the trainee has completed. The college undertakes regular and thorough internal verification.

Element 2: Standards achieved by trainees

| Grade | 2 |

Achievement

10 In most subjects trainees make good progress in gaining practical skills in the workplace and are able to work to appropriate professional standards. Many trainees work well without supervision. Often they work at a good commercial level of competence at an early stage in their training. Trainees make good progress in completing vocational and key skill units and assignments related to their vocational subject.

11 For example, trainees in agriculture have carried out assignments that analysed the growth rate of lambs, using different feeding regimes, as part of the evidence for key skills. Trainees start working on assembling evidence for their key skill portfolios as soon as they start their training. Many of the trainees gain confidence and self esteem as a result of the good progress they make through their training.

12 Trainees organise and professionally present their portfolios well in all subjects. They take care to assemble the necessary evidence and are proud of what they have achieved. Trainees' portfolios contain a wide range of appropriate evidence. Most trainees use IT skills well to present work in their portfolios. Many trainees on
Skillbuild courses progress to more advanced training after they have completed their course.

**Attainment**

**Starters, leavers and completers in Agriculture programmes**

<table>
<thead>
<tr>
<th>Programmes</th>
<th>New starters during this period</th>
<th>Total leavers this period</th>
<th>Leavers gaining full NVQ award</th>
<th>Leavers gaining full Individual Training Plan</th>
<th>Leavers without gaining a qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skillbuild</td>
<td>6</td>
<td>23</td>
<td>12</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>FMA</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>MA</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

FMA – Foundation Modern Apprenticeship, MA – Advanced Modern Apprenticeship

13 All four trainees who have left the training scheme since July 2005 have attained the full qualification framework. Prior to that stage, most trainees who left the modern apprenticeship scheme gained their NVQs but failed to gain the five key skills needed to gain the full award.

14 Trainees on the Skillbuild programme attain a good level of success in completing their training plans. Attainment of key skills is now good in all relevant training programmes. Six trainees on the modern apprenticeship programme, who are on schedule to complete their training plans within the next four weeks, have already attained the full key skill requirements of the qualification framework. Many trainees also gain a good range of Open College Network awards and national proficiency test certificates that are highly valued in the industry.

**Main findings**

15 Trainees regularly attend the good college training in all vocational subjects. The trainees’ rates of attainment of NVQs are good on modern apprenticeship programmes. Key skills attainment has improved considerably and all trainees who have completed their training programmes since July 2005 have gained their full individual training plans. There is good integration of the college and work-based training in nearly all subjects. Employers understand the key skill and NVQ requirements of the full qualification framework which trainees are following.

**Overall grade**

2

**Good features:**

- trainees enjoy the training and attend regularly in most subjects;
- trainees’ portfolios are presented to a high standard in most subjects;
• the rate of attainment of NVQs on the modern apprenticeship programme is high;

• the trainees have a high level of awareness of what they have achieved and what they have to do to complete their training;

• key skills are well integrated into trainees’ work-based learning programmes;

• attainment of full frameworks in recent months has improved significantly; and

• trainees have high level of understanding of and take pride in presenting their portfolios to a high standard.

Recommendations:

16 In order to improve, the staff and governing body need to:

R1 improve employers’ and trainees’ awareness of key skills in the few areas where it is poor; and

R2 maintain the good level of progress made in the last 18 months.

Engineering and Manufacturing

17 Trainees can undertake engineering and manufacturing work-based learning programmes at the Ebbw Vale, Crosskeys and City of Newport campuses. The training routes include mechanical, electrical, motor vehicle, fabrication and welding, engineering and manufacturing and steelworks production operations. NVQ assessment mainly takes place in the workplace. Trainees attend the college for their technical certificate and key skills.

<table>
<thead>
<tr>
<th>Number of trainees</th>
<th>Modern Apprenticeship</th>
<th>Foundation Modern Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>0</td>
<td>109</td>
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</table>

Element 1:
The quality of training, learning and assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>2</th>
</tr>
</thead>
</table>

The quality of training and learning

18 Assessors plan programmes well to meet the needs of trainees, employers, awarding bodies and government programme objectives. Most trainees understand the detail and assessment of their training programmes. The trainees’ individual learning plans include detailed objectives. Employers, assessors and college staff use the plans to
support the trainees. Almost all trainees have good on-the-job opportunities, which provide them with a good breadth and depth of vocational experience. There is a good mix of college and employer based training.

19 Trainees have a good understanding of health and safety in the workplace. In manufacturing steelworks operation, learners are required to pass a health and safety, steel industry-based qualification, at the start of their programme.

20 Assessors, trainees, employers and college tutors work well together. Employers attend the trainees’ review sessions with the assessor. The employers have useful informal discussions with the assessors on the trainees’ progress.

21 Assessors contextualise the relevant key skills to the trainees’ individual training programmes. They use naturally occurring evidence in the trainees’ workplace effectively to inform the assessment of the trainees’ progress and attainment. Assessors make significant effort to support and encourage trainees to achieve their key skills by the target date. All trainees benefit from the individually tailored key skills sessions at the college.

22 Through the experience gained on their training programme, trainees improve their confidence, the application of their skills and their job knowledge and understanding. They also show significant improvement in their self-esteem, a broadening of their interpersonal skills and an improvement in their ability to work well with others.

The quality of assessment

23 Trainees undertake a well-established induction programme including a good initial assessment. The initial assessment forms the basis of fully acceptable individual learning plans that serve the needs of trainees, assessors, employers and the awarding bodies.

24 Assessors use a wide range of assessment methods to judge occupational competence including good use of workplace evidence. Assessment methods meet the requirements of the awarding bodies. The procedures for recording assessment results are good. Assessors monitor trainees’ progress through a well designed individual tracking sheet. This details the trainees’ progress of NVQ units, key skills and technical certificate. Its use is consistent on all training programmes across all campuses.

25 The oral and written feedback in trainee reviews is generally good. Reviews contain clear details of the trainee’s progress, any additional learning required and forward planning. Employers take an active part in reviews and together with the trainee receive a copy of the review documentation.

26 The assessment of NVQ programmes is generally good with consistent use of appropriate documentation and assessment practice across the college.
Element 2:
Standards achieved by trainers

| Grade | 2 |

Achievement

27 The training in the workplace provides trainees with good and sometimes very good practical skills and occupational competence. The training at the college reinforces trainees’ underpinning knowledge and helps the trainees to further develop their key skills. Trainees respond well to questions during assessment sessions. They discuss their work with confidence and demonstrate a good level of understanding. Trainees attend well and punctually in the workplace and at college. and punctuality in the workplace and at college is generally good.

28 Generally trainees’ portfolios were well organised and contained the relevant evidence and documentation for subsequent assessment. Some trainees had made extensive use of information and communication technology in assembling their portfolios.

Attainment

Starters, leavers and completers in Engineering programmes

<table>
<thead>
<tr>
<th>Engineering</th>
<th>New starters during this period</th>
<th>Total leavers this period</th>
<th>Leavers gaining full NVQ award</th>
<th>Leavers gaining full Individual Training Plan</th>
<th>Leavers without gaining a qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Related Employment</td>
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<tr>
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<td>5</td>
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<td>23</td>
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</table>

FMA – Foundation Modern Apprenticeship. MA – Modern Apprenticeship.

29 Due to a change in the training policy of a large automotive dealer, a number of trainees had their apprenticeships ended before they could achieve their qualifications. Several of the current trainees on the foundation modern apprenticeship programme were due to leave at the time of the inspection. They are all close to completing their full frameworks.

30 Almost all of the current trainees on the Modern Apprenticeship in engineering are making good progress and are on target to complete their full framework. This represents a considerable improvement since the last inspection.
Quality and Standards in Training in Wales. Inspection Report
Coleg Gwent Re-Inspection. November 2005

Attainment

Starters, leavers and completers in manufacturing programmes

<table>
<thead>
<tr>
<th>Leavers/completers 01/11/05 – 31/10/05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>FMA</td>
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</tbody>
</table>

FMA – Foundation Modern Apprenticeship.

31 In manufacturing, all of the leavers on the Foundation Modern Apprenticeship programme achieved at least an NVQ. Half achieved their full framework. Almost all of the current trainees are on track to complete their full frameworks.

Main findings

32 The majority of vocational training takes place in the workplace and learners benefit from good experiences in the development of their occupational skills. There is good support and involvement by employers to link the training to the skill demands the trainees will need during their careers. There are good tracking systems in place to record and update assessment records for each trainee. These systems operate on all programmes and campuses. Full framework attainment rates for trainees in engineering and manufacturing are improving and most current trainees, including those due to leave soon, are on track to achieve their full frameworks.

Overall grade

2

Good features:

- a wide range of assessment methods and good use of workplace evidence;
- newly developed useful tracking documentation that is widely used;
- high overall quality of employers;
- positive working relationships between assessors, learners and employers;
- improved key skills attainment and the assessors’ efforts to maintain trainees’ planned progress of key skills; and
- improved framework attainments.
Recommendations:

33 In order to improve, the staff and governing body need to:

R1 further develop and improve the effective use of naturally occurring evidence of key skills to support further improvement of the attainment of full frameworks by trainees; and

R2 further improve the attainment of full frameworks on all programmes across all campuses.

Hospitality

34 Forty one trainees follow the foundation modern and modern apprenticeships in the hospitality sector. The training programmes in the sector include food preparation, food and drink service and housekeeping. Trainees are employed in work placements in south east Wales. The college’s Crosskeys campus delivers all of the catering provision.

<table>
<thead>
<tr>
<th>Number of trainees</th>
<th>Modern Apprenticeship</th>
<th>Foundation Modern Apprenticeship</th>
<th>Other Training</th>
<th>WBLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering</td>
<td>18</td>
<td>23</td>
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</tr>
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</table>

Element 1:
The quality of training, learning and assessment

Grade 2

The quality of training and learning

35 The college’s good planning of its training programmes and effective selection procedure makes sure that trainees are on the programme that suits their skills and ability.

36 Where trainees cannot gain competencies in the work place, the college delivers off-the-job training sessions tailored to meet these needs. Trainees at different levels work well together. In food preparation NVQ level 2, trainees assist trainees working towards their NVQ at level 3. This arrangement helps them to observe more advanced dish preparation and helps the level 3 trainees to practise their supervisory skills.

37 The high quality work placements provide trainees with a challenging and realistic experience. For example, one employer offers an in-house training programme that trainees can attend one day a week. The college’s assessors match these training opportunities to the qualifications that trainees are undertaking to help to accelerate the pace of the trainees’ assessment.
38 The college has very good relationships with a wide network of local and national employers. Both the trainees and employers understand the key skill and technical certificate requirements for achievement of the full qualification framework. Trainees attend weekly key skills workshops at the college; however it is too early to judge the impact of these on the completion of full qualification frameworks.

39 Assessors prepare individual learning plans with the trainee and the employer at the start of the training programme. Plans are thorough and show how the trainee will achieve their target qualification. Assessors visit trainees regularly to carry out assessments and review progress. Detailed review documentation has clear action planning. Trainees receive copies of their progress reviews and individual learning plans that helpfully informs their action plan.

40 Assessors know their trainees well and provide a high level of support. They visit trainees outside normal working hours to accommodate the shift patterns of the industry and are often in touch by mobile telephone and email. Assessors and employers also encourage trainees to participate in national and local culinary competitions, such as Young Master Chef and Commis Chef Awards.

The quality of assessment

41 Staff carry out a comprehensive induction at the start of term or on a one-to-one basis in the work placement. The induction includes the identification of each trainee’s support needs that are then addressed through the relevant college-based provision.

42 Assessors undertake trainees’ assessment in the workplace. Trainees understand well what they have to do to prepare for their assessment. Structured assessments are well planned. The assessors use good questioning techniques and give positive and constructive feedback to trainees at the end of each assessment.

43 The college has introduced tracking sheets for trainees. Assessors use these to record the NVQ units that trainees have started, completed and have been internally verified. This assessment information feeds into a central system, to enable managers to see at a glance the progress trainees are making. The internal verification system is robust and efficient.

Element 2:
Standards achieved by trainees

| Grade | 3 |

Achievement

44 The trainees are very well motivated and take great pride in their work. They enjoy their industry based jobs. Well presented and confident, trainees work well as part of the kitchen brigade or food service teams. Trainees develop good occupational competence and skills in a variety of challenging work placements.
45 NVQ portfolios contain a good range of evidence. Each portfolio has a useful tracking sheet that enables the trainee and assessor to see what they have achieved to date. Portfolios are well organised, and most trainees take responsibility to make sure that they keep them up to date.

**Attainment**

**Starters, leavers and completers in hospitality programmes**

<table>
<thead>
<tr>
<th>Manufacturing</th>
<th>New starters during this period</th>
<th>Total leavers this period</th>
<th>Leavers gaining full NVQ award</th>
<th>Leavers gaining full individual training plan</th>
<th>Leavers without gaining a qualification</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
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<td>MA</td>
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<td>6</td>
<td>1</td>
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</tr>
</tbody>
</table>

FMA – Foundation Modern Apprenticeship.

46 Overall, attainment of full qualification frameworks by trainees has improved by 50% since the last inspection.

47 Most of the current trainees are making good progress towards their full qualification framework. Many have already achieved their technical certificate. Most are working towards their key skills, but in a few cases progress is still too slow.

**Main findings**

48 Overall, the quality of training, learning and assessment is good. The standards of attainment have improved and are satisfactory. Trainees are beginning to make progress with their key skills and technical certificates.

| Overall grade | 3 |

**Good features:**

- attainment of full qualification frameworks has improved;
- the revised progress tracking system;
- well planned tailoring of on and off-the-job training that enables trainees to reach appropriate levels of competence;
- selective recruitment that makes sure trainees are on the most suitable programme;
• very high quality work placements that offer trainees challenging and realistic experiences; and

• high levels of support that assessors give trainees.

**Recommendations:**

49 In order to improve, the staff and governing body need to:

R1 further improve attainment of full qualification frameworks for all trainees;

R2 make sure all trainees start their key skills early in their programme;

R3 improve the structure of the key skills workshops and make sure they have clear aims, objectives and lesson plans; and

R4 maintain the progress made over the last eighteen months.
Generic aspects

Note
The recommendations from the previous inspection are included in italics at the start of each of the following four elements. Comment on progress follows at the end of each element.

Element 3:
Planning and managing training

Recommendations from the June 2004 inspection

Recommendations:

(1) make sure that all trainees have the opportunity to be assessed in the workplace;

(2) extend the breadth of training programmes so that all trainees experience a balance of off-the-job and on-the-job experiences;

(3) make sure that assessors give all trainees frequent and detailed feedback to help them improve;

(4) make sure that key skills development and assessment are part of the overall programme planning process for all trainees;

(5) improve the consistency of action planning across work-based training to support trainees' progression and outcomes;

(6) develop systems to provide managers with an up-to-date and accurate record of the progress and outcomes for all work-based trainees; and

(7) make sure that all examples of good practice in training and assessment are shared throughout work-based training on each campus and across the college.

Progress made

50 The college has reviewed the delivery and assessment of all of its work-based learning. As a result the training programmes are broader and the delivery of on-the-job and off-the-job training has improved. Assessment of trainees in the workplace, particularly in agriculture has also improved.

51 There has been improvement in the delivery and assessment of key skills through the better integration of key skills into training programmes. However, in some occupational areas, for example, hospitality, this has been a recent change which means that outcomes continue to be unsatisfactory.

52 The college has improved the way in which it monitors trainees' progress and carries out action planning. A new recording sheet for assessors to use at trainee progress
reviews has required assessors to give trainees consistently detailed feedback throughout their training programme. The college has also introduced a new trainee tracking form. Staff in the occupational areas use this form effectively to inform assessors and managers of trainees’ progress. The new form helps assessors to structure the training and assessment much more effectively by clearly showing trainees’ progress and the areas where trainees have not yet achieved.

53 As a result of an extensive college-wide programme of staff development, college staff are much more aware of the needs of work-based trainees. The development programme also provides good opportunities for the identification and sharing of good practice in training and assessment across the college. Work-based assessors now have a good understanding of how their trainees are progressing and details of the trainees’ target achievement dates.

Element 4:

Equality of opportunity and support for trainees

Recommendations from the June 2004 inspection

(1) identify, analyse and meet the particular needs of work-based trainees in relation to equality of opportunity and all support requirements;

(2) make sure that the additional learning support needs of trainees are identified, systematically recorded and met;

(3) improve the trainee progress review records so that they focus on trainees’ achievements and further learning targets in both the occupational area and key skills; and

(4) make sure that all trainees have a consistently good experience during induction.

Progress made

54 The entry process has improved. Training staff no longer automatically accept trainees for courses unless the courses are appropriate to the trainees’ needs on entry. Training staff use information from the initial assessment to guide trainees to an appropriate level of programme.

55 All trainees have their basic skills assessed at initial interview. Where the assessment indicates a need, further diagnostic assessment takes place. Trainees agree a support programme to improve their skills which will lead to basic skills qualifications in literacy and numeracy.

56 Good support is available for people identified as having dyslexia. Training staff and managers use trainee feedback from questionnaires and focus groups to monitor access to and uptake of the college’s support services. Questionnaire responses indicated that work-based trainees feel that they receive equality of treatment in the college and in the workplace. Staff diversity training has taken place.

57 Staff have been trained in the use of the recently introduced trainee review system.
Trainees all have individual training plans. Staff review training plans regularly. Trainees and employers benefit from the improved review process. Audits of use of the review process have begun to take place.

58 Work-based trainees’ responses to questionnaires show a high level of satisfaction with the college’s induction programme. As a part of the induction process trainees receive a useful handbook which informs them of the requirements of their training programme. Trainees also receive a copy of the college and work-based assessors’ induction handbook. The assessors’ induction handbook outlines the training assessment process and identifies the responsibilities of the staff involved. All full-time trainees have an improved tutorial programme. They have a personal tutor who monitors individual progress and attendance. Day release students have good access to the college’s support systems with their course tutor fulfilling many of the duties of a personal tutor.

Element 5:

| Resources for training |

Recommendations from the June 2004 inspection

(1) further develop the Personal Performance Review Development process to include more focus on individual performance targets;

(2) increase the use of assessors in the workplace;

(3) review the procedures and documentation used by assessors in the workplace to ensure consistency across the college; and

(4) continue to improve access to college facilities for those with physical disabilities.

Progress made

59 The college has completed the review of its system for staff personal performance review and development. The system now has more emphasis on effective individual staff target setting and performance management. However, implementation of the revised system has been inconsistent across the college.

60 The review of work-based learning and assessment has led to trainees benefiting from a better balance of on-the-job and off-the-job training. College staff mainly carry out the assessment in the workplace. In some areas, particularly in agriculture, workplace assessors undertake the assessments. Staff are also making better use of evidence produced by the trainee in the workplace to demonstrate competence. Managers and assessors have extensively reviewed and revised what is now useful documentation to be used by the assessors in the workplace. They have agreed the use of a standard college proforma to record reviews and assessments. This standard pro forma helps to make sure all assessors follow the same procedures and give consistent feedback to trainees.
The college has a well-established plan for developing its estates. Improving access for those with physical disabilities is a priority within the plan. However, whilst some improvements have been made more work remains to be done.

**Element 6: Management of quality**

**Recommendations from the June 2004 inspection**

1. **improve data collection systems to make sure that centrally-held data is accurate and provides managers with a clear view of the performance and attainment of trainees;**

2. **make sure that reviews and self-assessment reports include more reference to work-based training;**

3. **improve systems to gather trainee and employer views on the work-based provision at the college;**

4. **make sure that staff at all levels are aware of the needs of work-based learners and include them in their quality monitoring; and**

5. **make sure that staff at all levels set and monitor targets for improving outcomes for work-based training.**

**Progress made**

The college introduced a revised management information system in August 2005. The new system has resulted in better and more accurate data collection and analysis. This means that the college is now able to produce an accurate overview of its performance.

The college introduced a new system of quality assurance in September 2005 which complements its new management structure. The training of all staff has yet to be completed. However, to date the training that has been undertaken has been effective in raising the awareness of staff about work-based learning and the needs of work-based trainees who may attend their classes.

The new quality assurance system has introduced new well-designed questionnaires for trainees and employers involved with work-based learning. Managers analyse the questionnaires responses at course, programme and campus levels. This means that they act quickly on responses. The managers use the results to inform their self-assessment process.

As part of the programme of staff development instigated in response to the last inspection, all managers have had training in using target setting to improve performance. The new trainee tracking sheets help managers and assessors identify individual trainee’s progress and the progress of cohorts of trainees. Managers now set targets at both levels and monitor the trainees’ achievement. Managers also set good annual targets at departmental and campus levels derived from the college
operational plans. These targets include those for work-based training. A review of the targets takes place every six months. It is still too early to fully gauge how effective the target setting is at helping to driving up standards, but outcomes have improved in all of the occupational areas re-inspected.
Coleg Gwent’s response to Work Based Learning Report

Coleg Gwent was very pleased with the outcome of this re-inspection of its Work Based learning provision in Engineering, Hospitality & Catering and Agriculture. It acknowledges the actions that need to be taken for further improvement.

The number of trainees on these programmes is small compared to the overall number of learners at the College. However, for the individual trainee, the quality of provision he or she receives is critical to their personal and career development and so it is vital that they receive training of the best quality. College staff have, during the period between the inspection in June 2004 and the re-inspection in November 2004 worked hard to implement the action plan from the original inspection. The result has been a significant improvement in quality. The College will apply the lessons learnt from this process to other parts of the curriculum as we seek to raise standards across the College in all areas.

The college wishes to thank and acknowledge the professional conduct and behaviour of the Estyn inspection team during its visit who worked alongside College staff to ensure every opportunity was taken to review and critically evaluate the evidence presented and the judgements made from it.