



A report on
Ceredigion Adult Community Learning Partnership
Ceredigion County Council
Penmorfa
Aberaeron
Ceredigion
SA46 0PA

Date of inspection: February 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Education

Ceredigion has one of the highest rates in Wales of working age adults qualified to level two, the equivalent of GCSE grades A*-C. The percentage of working age adults with qualifications at National Qualifications Framework (NQF) level 4+ has gradually risen since 2001, and the county is among the top five local authority areas in Wales for this indicator. The county has one of the lowest rates of adults with no qualifications.

Economy and employment

Ceredigion has a higher proportion of workers in public administration than Wales as a whole, and over 20% of workers in Wholesale, retail, transport, hotels and food. In 2013, average weekly earnings in Ceredigion stood at £494. This was the sixth lowest amongst the 22 Welsh local authorities.

In 2012 the employment rate in Ceredigion was 60.3%. This was the second lowest amongst the 22 Welsh local authorities. However, Ceredigion has one of the lowest rates of claimants of unemployment related benefits. The claimant count rate in Mid Wales in December 2013 was 1.7% of the population aged 16 to 64. This was well below both the Wales average of 3.3%. Nevertheless, the economically inactive (excluding students) in Mid Wales accounted for 22.0% of the population aged 16 to 64 in the year to September 2013 and was above the Wales rate of 21.4%.

Health and wellbeing

In Ceredigion, male life expectancy for 2010-2012 was higher than the Welsh average and female life expectancy was the joint highest in Wales. The percentage of obese adults in the county for both 2011 and 2012 was lower than the Welsh average and the percentage of adult smokers was not significantly different from the Welsh average.

The Ceredigion Adult Community Learning Partnership (CACLP)

The following organisations are represented on the Learning Partnership Group:

- Aberystwyth University;
- Ceredigion Association of Voluntary Organisations;
- Ceredigion County Council;
- Coleg Ceredigion;
- University of Wales Trinity Saint David;
- Workers' Educational Association Cymru; and
- Denmark Farm.

Other attendees include Ceredigion Older People's Strategy Co-ordinator, the South West Wales Regional Learning Partnership's Development Officer and representatives from the U3A, Want2Work, Tai Ceredigion, the Care Society and

TUC Learning Services. Three of the members receive direct DfES ACL funding to support delivery in the community: Dysgu Bro, being the main provider, Coleg Ceredigion and WEA Cymru.

The Partnership is supported by three sub-groups:

1. Curriculum and Quality;
2. Basic Skills and ESOL Network; and
3. Learning Festival Group (Adult Learners' Week and Sign up now campaigns).

The principal providers, funded by the Department for Education and Skills, are Ceredigion County Council (53%), Workers Educational Association Cymru (21%), Coleg Ceredigion (16%) and YMCA Community College, Wales (10%).

In addition, the School of Education and Lifelong Learning at Aberystwyth University delivers an extensive range of part-time adult learning classes in community venues across Ceredigion, as well as on its own sites in Aberystwyth. The programme includes courses in art and design, creative writing, modern languages, family history, science and psychology. However, this provision is outside of the scope of this inspection.

Summary

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

Current performance

The partnership's current performance is judged as good because:

- learners achieve good standards. Nearly all learners achieve well in their classes and develop good skills and understanding in their subject;
- nearly all learners are enthusiastic about the subjects they study and are well motivated;
- partners work well together and offer a wide range of programmes and clear progression routes that meet the needs of learners and the community well;
- the opportunities for learners to use Welsh in class are good;
- the partnership responds well to national, regional and local priorities;
- teaching is good across the partnership; and
- the Ceredigion partnership works well with other ACL partnerships across South West Wales to plan regional approaches to staff development and curriculum planning.

Prospects for improvement

The partnership's prospects for improvement are judged as good because:

- the partnership has improved its arrangements for quality assurance since the last inspection;
- the partnership carries out effective observations of teaching, which have improved the quality of teaching observation and self-assessment. It works well with ACL partnerships in Pembrokeshire and Carmarthenshire to implement a joint tutor observation process;
- all partners are involved in the development of the partnership delivery plan;
- the partnership has created a good level of communication and co-operation between its members;
- the partnership's self-assessment provides an accurate view of strengths and areas for improvement;
- the partnership uses its funding effectively, including external funding, to improve its provision for learners; and
- the partnership has implemented most of the recommendations from the last inspection.

However:

- the partnerships plans do not use targets for improvement well enough for monitoring and reviewing progress against targets sufficiently; and
- the partnership does not use information about course and learner outcomes well enough to plan for improvement.

Recommendations

- R1 Set clear milestones and targets to monitor and evaluate the impact of the partnership
- R2 Improve the use of information about course and learner outcomes to plan for improvement
- R3 Improve support for learners to undertake assessments in Welsh
- R4 Implement systems to monitor the impact of support for additional learning needs to make sure that learners make good progress

What happens next?

The sector lead inspector for adult community learning will visit the partnership in about a year's time to monitor progress against the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Learners achieve good standards and make good progress in their subjects.

In 2011-2012 the standards success rate achieved by ACL learners in Ceredigion was 84.1%. This was three points above the average for the sector. However, the partnership's success rates had decreased by three percentage points from 2010-2011. Learners' completion rates also declined in the same period by one and a half percentage points to 92%, which was the same as the national average. Nevertheless, the partnership's unreconciled data for 2012-2013 shows an improvement on the previous year's outcomes.

Different groups of learners achieve good outcomes overall. Learners from deprived areas attending classes in Ceredigion succeed well in comparison to learners from similar areas across Wales. They also achieve slightly better success than other learners in Ceredigion. Male learners in Ceredigion achieved better success rates in 2011-2012 than men in other parts of Wales, although they completed their courses at a slightly lower rate. Male learners in Ceredigion also achieved better success rates than female learners in Ceredigion in 2011-2012, by almost five percentage points, which was better than the national average. Female learners in Ceredigion achieved slightly better success rates than other women in Wales in 2011-2012, but completed their courses at a slightly lower rate than other women.

Nearly all learners achieve well in their classes and develop good skills and understanding in their subject. Learners who are new to information and communication technology (ICT) soon learn to find their way around computers. They quickly learn to use them to conduct personal business, such as online banking, email, and keeping in touch with relatives and friends via social media. Other learners in ICT input and edit text well; they make good use of spreadsheets to process data. Learners taking digital imaging courses compose photographs well and edit and improve historical photographs. Many of these learners take photographs of a high standard and display them on the provider's social media sites.

Learners on literacy courses attain well. They develop good comprehension skills, improve their understanding of how to write for different purposes and produce good work in class. Learners in numeracy classes improve their understanding of how to apply financial skills in everyday situations in order to set budgets and work out costs. Others learn how to use money to price items and carry out their shopping. Learners in Floristry develop good design skills and demonstrate a good understanding of form, colour, and texture.

Overall, learners progress well to other forms of education or employment. For example, an ICT learner who completed the European Computer Driving Licence (ECDL) went on to take a Certificate in Education and has since gained a job as an

ICT tutor. Another ICT learner gained an RSA word processing qualification that enabled her to get a job in the NHS as an administrator. She has since moved on to become a medical secretary for the local health board. A learner who attended Dysgu Bro music workshop classes and carpentry at Coleg Ceredigion went on to attend a guitar building course at Dysgu Bro. Following this he set up a company making and selling custom guitars. An essential skills learner who runs his own mechanics business is better able to do his paperwork.

Many learners make good use of Welsh in order to learn in their chosen subjects. For example, learners in ICT carry out and produce their work in Welsh and undertake assessment in Welsh. Learners in floristry discuss their work in Welsh and provide useful feedback to each other.

Wellbeing: Good

Nearly all learners are enthusiastic about the subjects they study. They attend classes regularly and completion rates are in line with national benchmarks. In most classes many learners speak Welsh as a first language and they use Welsh regularly alongside English as the medium of learning. This promotes the use of Welsh to all learners.

Nearly all learners are well motivated and they take a full part in class activities. They listen carefully to one another, and help to develop each other's ideas by commenting thoughtfully. They take tutors' comments on board effectively and, as a result, they make sustained progress. In English for Speakers of Other Languages (ESOL) classes, learners help each other to improve their speaking skills by using English consistently throughout the session.

Nearly all learners have a good awareness of safety issues related to their subject. In ICT classes, learners show a good understanding of internet safety issues, while in floristry learners take appropriate care when using and storing sharp tools. In keep fit classes for the over fifties, learners have a good understanding of how movement helps to maintain fitness, balance and co-ordination.

Nearly all learners gain in confidence and self-esteem through teaching the skills they have learned to members of their family and friends. Many older learners appreciate greatly the social contact classes provide. They use newly learned ICT skills effectively to help maintain their mental agility and independence, and to reduce the potential isolation of living in a rural community.

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

Learning experiences: Good

The partnership offers a wide range of programmes and clear progression routes that meet the needs of learners and the community well. Learning provision takes place in easily accessible centres across a wide geographical area. In addition to the provision funded by the Department of Education and Skills, Aberystwyth University delivers a very wide range of adult learning classes in community venues in Ceredigion and on its own sites in Aberystwyth.

The partnership responds well to national, regional and local priorities. It makes good use of labour market information to plan the curriculum. As a result the partnership organises specific courses for learners who need additional support. For example, the partnership provides learners on the COASTAL project with essential skills and soft skills programmes that improve their prospects for work. The partnership also delivers ESOL in specific geographical areas to make sure that the provision is accessible for learners. The partnership has also increased learning provision in the county's most deprived communities in recent years.

The Ceredigion partnership works well with other partnerships across south west Wales to deliver an essential skills project. It makes good provision for learners in the workplace and in the community to develop their literacy, numeracy and ICT skills. The majority of learners on basic and essential skills courses progress to higher level courses.

The partnership responds very well to the needs of older learners. It provides taster and short courses, helping older learners take part in a range of different courses before deciding on the most appropriate to meet their needs and interests. As a result, many older learners on this year's programme were new enrolments. The partnership and Ceredigion's older people co-ordinator work well to organise life skills courses for older people who have lost their partners, such as cookery, home maintenance, and managing finances. Similarly, the partnership and the Deaf Society planned courses in British Sign Language and lip reading.

The partnership listens well to learners. As a result, it often changes course times and venues to take good account of childcare needs, hours of work and bus times. The Workers Educational Association (WEA) has helped learners in Lampeter to set up a new learners group. The WEA delivers Social Enterprise courses in Lampeter, and craft, recycling and sewing courses to help learners to set up a Craft Makers' Collective and a Sewing Café.

The partnership has increased its bilingual and Welsh medium provision since the last inspection. Most courses now embed the Welsh dimension well. Tutors and learners are confident in using the Welsh language to discuss a range of subject matters where appropriate. The partnership offers good opportunities for learners to be assessed in Welsh. However, few learners choose to be assessed through the medium of Welsh.

The partnership offers a few courses, including ICT and floristry, which provide useful opportunities for learners to increase their awareness of education for sustainable development and global citizenship (ESDGC) and alternative technology.

Teaching: Good

Teaching is good across the partnership. Tutors plan their lessons well. Tutors make good use of their learners' initial assessment results and plan their lessons to meet the needs of the learners in their groups. In a few cases, tutors provide detailed and highly individualised lessons to learners with specific needs. They respond well to learners' requests and personal interests. However, in a few cases, tutors do not challenge the most able learners well enough.

Tutors have good subject knowledge and are well qualified. They use a good range of teaching methods including pair work, group work and individual learning. The pace of lessons is generally good. Tutors explain topics and ideas well. They use relevant examples to help learners understand the subject. In ESOL classes, tutors model the use of language effectively. In literacy and numeracy classes, tutors use interesting examples to make learning more applicable to learners.

Teaching resources are generally of good quality. Around half of tutors upload materials to the internet so that learners can use lesson materials outside the class. However, in a few cases, tutors make too much use of poor quality photocopies. A majority of tutors use technology well to add variety to their teaching, including the use of video clips, interactive whiteboards and recording devices. However, in a few lessons observed, tutors miss the opportunity to use technology to enhance learning.

All tutors use a range of assessment methods in the classroom to check that learners understand and to check their progress. They offer good verbal feedback to learners as they work. In nearly all cases, tutors mark work regularly and provide helpful written feedback. This helps learners to see where they have made mistakes and what they need to do to improve. In the best cases, written feedback is highly detailed and thorough. Most tutors keep good records of learners' progress.

Tutors use Welsh effectively in the classroom. Welsh speaking tutors communicate with learners in Welsh, both verbally and in writing. Nearly all tutors use Welsh terms and phrases as a natural part of their teaching.

Care, support and guidance: Good

The partnership has good policies and systems in place to support learners' health and wellbeing. Providers include health and wellbeing in the courses they deliver to learners, for example classes such as keep fit for the over fifties and Gardening by Numbers. As a result, learners report that they feel healthier and are more aware of the benefits of healthier lifestyles.

The partnership has suitable systems in place to make sure that learners feel safe and supported. Most learners are aware of the wider support services available to them.

Many adult learners find out about their courses through brochures and the internet. The partnership makes good use of social media to publicise courses and learner achievement. However, there is no joint approach to publicising courses and learners cannot find all the information they need from one source. The partnership is currently working with other adult learning partnerships across south west Wales to set up an on-line facility to publicise courses.

All providers have good induction processes in place. Course handbooks provide useful information for learners about additional help. Providers use assessment processes well to identify learners who need support for additional learning needs. Providers make appropriate adjustments for learners, including the provision of special equipment and adaptations. Learners achieve well as a result.

The partnership's arrangements for safeguarding meet requirements and give no cause for concern. The local authority's Continuing Education Department has developed a Safeguarding Policy training package. The local authority has shared this with all providers in the partnership and the Carmarthenshire and Pembrokeshire partnerships. All members of staff, across the partnership, have undertaken the training and are aware of reporting procedures. The Carmarthenshire partnership has also delivered the training to its staff.

Most tutors have undertaken basic skills awareness training. As a result, they are better able to identify learners with basic skills needs and refer them to programmes that help learners to improve their basic skills. However, the partnership does not monitor the impact of basic skills support well enough to check whether this helps learners to make good progress.

Learning environment: Good

The partnership has a clear culture of inclusion. As a result, learners from a range of backgrounds take part in courses. The partnership also supports older learners and learners with specific needs successfully. However, men represent 30% of the learner cohort. This is slightly less than the national average. To improve this, partners have reconsidered what they offer and run specific courses to recruit more male learners, for example family history and guitar making classes.

All senior staff and tutors encourage an ethos of inclusivity and respect. This creates a positive attitude among staff and learners in all classes, and improves learners' awareness and understanding of diversity well.

The partnership has carried out a systematic check of its premises to assess their suitability for learners with difficulties and disabilities. The partnership uses a wide range of community locations and college buildings, which allows most learners across the partnership to take up classes near to where they live.

Nearly all venues are of high quality. All staff and tutors make sure that classrooms are friendly and welcoming. Many venues have interesting displays, which often reflect learners' work well. However, a very few classes are held in cramped accommodation.

The partnership manages its resources well. Learning resources in nearly all locations are of a good standard, with good information technology facilities. It has recently purchased additional tablets and laptops, which tutors can borrow to use in rural venues. Nearly all tutors use an effective range of resources to encourage learner involvement. However, issues regarding connectivity and the council's own security settings prevent the delivery of a few applications in ICT classes.

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

The Ceredigion Adult and Community Learning Partnership makes good reference to the local service board in its plans. The partnership offers courses that are in line

with the priorities identified by Ceredigion's Single Integrated Plan. Ceredigion County Council's Corporate plan also provides a useful context for the partnership to plan its provision.

The partnership brings together a wide range of organisations, which represent many interest groups within the community. Members of the partnership bring a good range of expertise to the partnership. There is a good level of communication and co-operation between members. The partnership's regular meetings provide good opportunities to discuss partners' progress towards their delivery objectives. These discussions help them to identify emerging issues and plan how to respond. For example, the partnership identified that there was not enough provision in Lampeter. As a result, two partners have worked together well to develop vocational programmes for learners in that area.

The partnership involved all members well in the development of its delivery plan. This has helped the partnership to reduce the duplication of courses. However, the plan is not clear enough about the role of wider partners such as Tai Ceredigion, the third sector or higher education partners in delivering learning to adults. The delivery plan's objectives give a clear outline of the partnership's priorities. However they are not specific enough to help partners to monitor progress against milestones.

The partnership reports to the Sustainable Futures Executive Group (SFEG), which is the group responsible for the within the Single Integrated Plan. The partnership presented its Service Delivery Plan to the SFEG for the first time in November 2013 and reports on its performance to this group. However the partnership has not defined clear milestones or specific targets to help the SFEG to measure its effect on the priorities of the local service board.

Ceredigion County Council reports on the performance of the partnership, and its own service, to the council's strategic director for learning and partnerships. This director and the lead councillor for education provide an appropriate level of challenge to the partnership's outcomes. Together, they monitor the partnership's outcomes for learners regularly. They also work with individual partners in other aspects of their business. This means that they can directly influence the work of partners who deliver learning.

Improving quality: Adequate

The partnership has improved its arrangements for quality assurance since the last inspection. It has set up a Curriculum and Quality committee, which meets regularly and involves all members. The committee has introduced new procedures for use by all partners to bring about improvement.

The partnership carries out effective observations of teaching. All partners are involved in the observation of each other's courses. All partners take part in the moderation of teaching observations and final judgements about teaching. Managers regularly observe tutors and identify staff most in need of development. Managers plan professional development opportunities well using the information gathered by this process. This has improved the quality of teaching observation and self-assessment.

The partnership has improved its analysis and use of data in the last three years. It gathers a range of high level and detailed information about its courses and their performance. Partners exchange information about performance on a shared database. However, the partnership does not use this information well enough for strategic planning or to plan for improvement. Not all managers use this information well enough to help tutors evaluate and improve learners' outcomes.

Overall the partnership's self-assessment provides an accurate view of strengths and areas for improvement. The partnership's quality improvement plan identifies the key issues that the partnership has identified as areas for improvement. However, the quality improvement plan does not set specific enough targets for improvement or monitor and evaluate progress against targets well enough.

Individual partners take good account of learners' views about the quality of provision, using a variety of activities. They carry out actions to improve provision as a result. Providers use a range of methods to tell learners what they have done, including 'You said – We did' posters and cards. However, the partnership does not use the Welsh Government's Learner Voice results well enough to inform self-assessment and set targets for improvement.

The partnership has implemented most of the recommendations from the last inspection. However, it has not yet fully addressed the recommendation to improve procedures for monitoring performance and improving quality.

Partnership working: Good

Partners work well together to organise curriculum and provision and make sure that provision is learner led and meets the needs of learners. The partnership has created a strong brand – 'Caru Dysgu / Love to learn' – to promote its work across the area.

The partnership has clear aims and objectives and a vision to make sure that all adults in Ceredigion have opportunities to achieve their full potential. It also supports the council's aspiration to create a self-confident, healthy, caring, bilingual community. The partnership meets regularly and updates members about developments and discussions effectively.

Partners work well together to share resources such as staff, materials and equipment. Partners effectively refer learners to each other's courses to make sure that learners have access to provision that meets their needs. Partners work well with other bodies, such as the South West Wales Regional Learning Partnership, to secure extra funds for their work.

The partnership has set up a clear management group and sub-group structure. All groups and sub-groups have clear terms of reference. All sub-groups include representatives from most stakeholders. The partnership has widened its membership to include non-traditional adult learning organisations such as housing associations and U3A. This means that it can plan provision for specific groups of learners. However, despite its efforts, because of low staffing levels in voluntary

organisations, the partnership does not have enough representation from voluntary sector organisations.

The Ceredigion partnership works well with other adult learning partnerships across South West Wales to plan regional approaches to staff development and curriculum planning. More recently, it has formally joined with the partnerships in Pembrokeshire and Carmarthenshire to implement a joint tutor observation process.

Resource management: Good

Nearly all staff are well qualified and a few are in the process of completing their qualifications. Since the last inspection the partnership has employed an additional two full-time tutor posts as well as other fractional and part-time members of staff. This has a positive impact on the planning, delivery and quality of the learning programmes and on assessment procedures.

The partnership has a clear shared approach to staff development. Its performance management process helps the partnership to identify staff training needs well. Individual partners work well together to offer appropriate opportunities for all staff to improve their skills. The partnership has created good links with the partnerships in Pembrokeshire and Carmarthenshire to organise joint training for staff. However, the partnership has not yet evaluated the impact of training on teaching and learning.

The partnership uses its funding effectively, including the use of external funding, to improve its provision for learners. It provides a suitable range of courses, which have a clear focus on the needs of learners. The partnership reviews its accommodation and venues well to improve their quality.

All partners have appropriate arrangements in place to review class sizes regularly and address issues of class numbers when necessary. At present there are no shared fee structures within the partnership, nor does it provide a centralised, on-line enrolment system.

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

Appendix 1

Ceredigion – Commentary on performance data

In Ceredigion during 2011-2012 the largest numbers of adult learners took part courses in ICT, arts, media and publishing and ESOL.

Completion

In 2011-2012 the overall completion rate for Ceredigion was just below the national average. Completion rates were best in Arts, Media and Publishing at four percentage points above the national average in 2011-2012, and on the Ceredigion completion rate for 2010-2011. However, completion rates in ICT were well below the national average at level two and just below the national average in the unknown levels. Two thirds of ESOL learners were taking entry level courses in 2011-2012 and they completed their courses just above the national average. However, these completion rates were lower than the completion rates in 2010-2011. Completion rates in 'other sector subject areas' were near to the national average in both years but decreased by two percentage points between 2010 and 2012.

Success rates

In 2011-2012 the standards achieved by ACL learners in Ceredigion were just above the average for the sector. Success rates were two percentage points above the national comparator in 2011-2012, but had decreased by three percentage points from 2010-2011.

Overall, learners in adult basic education (ABE) and ESOL achieved success rates that compared well to the sector in 2011-2012. However, learners in ICT achieved lower success rates than learners in other areas.

Learners taking entry level ESOL courses achieved very well, compared to similar learners in other areas, in both 2010-2011 and 2011-2012. Similarly, all level two ABE learners successfully completed their course in 2011-2012, compared to 81% in other areas. However, almost 39% of learners taking level two courses in ICT in 2011-2012 did not successfully complete their course compared to 23% of similar learners in other areas. The success rates for ICT learners overall declined by six and a half percentage points between 2010 and 2012, in comparison to a decline in the national average of 2.3 percentage points in the same period.

The success of different groups of learners

Learners from the most deprived areas in Ceredigion succeed well in comparison to learners from similar areas across Wales, and they achieve slightly better results than other learners in Ceredigion. Male learners in Ceredigion achieved better success rates in the period 2010-2012 than male learners in other areas. However in 2011-2012 male learners in Ceredigion completed their courses at just under the national average. This represents a decrease in male completion rates in Ceredigion of 2.3 percentage points from 2010-2011, although the national average increased by

one percentage point. Male completion rates were lowest in ESOL in 2011-2012. Male learners in Ceredigion achieved better success rates than female learners in Ceredigion in 2011-2012 by almost five percentage points. Nationally men achieved success rates that were two percentage points above those of female learners. Female learners in Ceredigion achieved slightly better success rates than other women in Wales in the period 2010-2012, although their success rates decreased by almost five percentage points in that period. Female learners completed their courses at about the same rate as the national average in 2011-2012, although their completion rate had decreased slightly 2010-2011. The national average increased by half a percentage point in the same period. Female completion rates were lowest in ICT and ESOL in 2011-2012.

Appendix 2

Learner satisfaction

We use the outcomes of the Welsh Government Learner Voice survey to inform all our inspections of post-16 education and training. Learner Voice is a learner satisfaction survey conducted by the Welsh Government between January and February 2013.

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

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

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

One hundred and ninety adult learners in Ceredigion completed the survey. There were 38 male and 147 female respondents, representing a quarter of the partnership's male learners and three quarters of the partnership's female learners. The learners were predominantly older learners aged 45 to 65 plus. Most learners were from white ethnic backgrounds and just under a fifth of learners reported experiencing learning difficulties. The majority of respondents were taking courses in ICT or in 'other learning areas'.

Fifty-nine per cent of respondents rated the partnership as very good overall. This is near to the sector average of 60%. A further 31% rated the partnership as good overall. Ninety-four per cent of respondents thought that their course was better than they expected. This is near to the sector average of 95%.

The percentage of respondents scoring the partnership as very good was in line with the national average for Health and Wellbeing and Teaching and Training. However, the percentage of respondents rating the partnership as very good was below the national average for Information and advice, responsiveness and help and support. Nevertheless, the majority of respondents rated the partnership as good or very good across all of these five themes and 93% of respondents rated teaching and learning as good or very good.

The percentage of respondents taking courses in ICT and Arts, Media and Publishing, who scored these courses as very good was well below the national average. Many of the verbatim comments were from these learners and suggested areas for improvement about the quality of hardware, access to the Internet, course documentation and applications and software. The percentage of respondents from Leisure, Travel and Tourism, Languages Literature and Culture and Other Learning Areas who rated the partnership as very good were all higher than the national average.

The percentage of respondents who rate the partnership as very good is near to the national average across 10 of the 21 questions. It is at the top of the sector for one question in the responsiveness question set. However, it is near the bottom of the sector for two of the support questions and for the information it provides about the options available for learners.

The survey also analyses learners' responses by demographic information – gender, age, ethnicity and disability. In general, the partnership achieves 'very good' scores that are near to or lower than the sector average for overall satisfaction across most of the key demographics. However, learners under 25 and aged 65+ give higher scores than the national average for overall satisfaction. A few ethnic minority learners give a score for overall satisfaction that is well below the national average. Nevertheless, the percentage of respondents across most key demographics who say their courses better than what they expected is near to the national average, apart from ethnic minority learners where the percentage is well below the national average.

Appendix 2

The inspection team

| | |
|-----------------------|---------------------|
| Liam Kealy | Reporting Inspector |
| Cefin Arthur Campbell | Team Inspector |
| Steve Bell | Team Inspector |
| Rhian Williams | Team Inspector |
| Penny Lewis | Team Inspector |
| Alun Connick | Team Inspector |
| Ann Jones | Team Inspector |
| Sharon Owen | Peer Inspector |
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