



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Cardiff and Vale College 'Quality Skills Alliance'
47 Colcot Road
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CF62 8HJ**

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by

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

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The monitoring team

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Outcome of monitoring

Cardiff and Vale College Quality Skills Alliance (CAVC QSA) is judged to have made sufficient progress in relation to the recommendations following the core inspection in June 2014.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the provider from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Further improve the rates that learners attain their training frameworks

Strong progress in addressing the recommendation

In the period 2013-2014, learners on Foundation Apprenticeship and Apprenticeship programmes completed their training frameworks at rates at, or slightly above, national comparators. Learners on Higher Apprenticeship programmes completed their training programmes at rates slightly below the national comparator. However, the number of learners on these programmes is small.

The rates that learners complete their Foundation Apprenticeships and Apprenticeships have considerably improved. Foundation Apprenticeships have increased by five percentage points in the period 2011-2014 and Apprenticeships demonstrate a two percentage point improvement in the same period. The consortium's most recent unpublished data for 2014-2015 shows a continuing trend of improvement. Current unpublished data for Higher Apprenticeships indicates a slightly declining rate of success for 2014-2015.

The majority of the consortium's partners show positive trends in the rates that learners achieve their training frameworks. However, in a very few learning areas learners achieve their training frameworks at rates below the national comparators. This is the case for learners in a few partners undertaking construction, planning and the built environment and education and training and hair and beauty programmes.

Most learners complete their frameworks by their expected end date. The number of learners who finish their frameworks significantly beyond their expected end date has declined significantly between 2011-2015 and is now low.

Recommendation 2: Continue to improve the consistency of teaching and assessment

Strong progress in addressing the recommendation

The lead provider and its partners have made good progress in improving the quality of teaching, training and assessment.

Teachers, trainers and assessors use a wide variety of teaching methods and learning resources during taught sessions. They plan their lessons well using

comprehensive lesson plans and schemes of work. Teachers, trainers and assessors have good knowledge of their occupational or subject area. In taught sessions, tutors match practical tasks skilfully to theory sessions. For example, during an application of number training session, learners work out how to measure the perimeter and area when laying a new floor and calculate how to keep costs down whilst still making a profit when producing quotes for customers. Almost all learners engage fully in training activities and are interested in their learning.

The lead provider has implemented a number of strategies to improve further and ensure consistency in assessment practices across the consortium. They host standardisation meetings with all partners to discuss issues and share best practice in assessment practice. This information is then shared with all managers and assessors. The lead provider and partners have started to carry out peer observations and to quality assure the standard of evidence in National Vocational Qualifications (NVQ) portfolios. However, this is not yet fully embedded across the consortium.

Overall, most assessors plan their assessment activities well. The assessment of learners' practical skills is good.

Target setting has improved. Assessors give learners clear targets to enable them to prepare for their next assessment. In a few cases, assessors bring forward target completion dates as learners are progressing at a faster pace than expected. Almost all assessors give learners positive and constructive feedback at the end of their assessment activity to help them improve and make progress towards their qualification aim or a higher level NVQ.

Recommendation 3: Make sure that quality systems fully impact on the drive for raising standards for all learners

Strong progress in addressing the recommendation

Throughout the consortium, there is an improved culture of partnership working and a clear focus on improving learner performance. The consortium has revised and strengthened its procedures and approach to quality monitoring and improvement. This has resulted in improved consistency across partners and improvements in the rates that learners achieve their training frameworks. The lead provider focuses well on improving the quality of training across all partners. This has resulted in greater consistency in the way the consortium's teachers, trainers and assessors support learners to achieve their training frameworks and improve their literacy and numeracy skills.

The consortium has improved its collection, analysis and sharing of learner performance data with partners. This robust data is used effectively to drive quality improvement and improve the outcomes of learners. Monthly consortium meetings are used well to share performance data across partners and clearly identify performance trends. These meetings are effective in sharing a wide range of information relating to most aspects of training, including the identification and sharing of good practice. The consortium has further improved its peer observation process. The lead provider uses the information from observations well to identify

strengths and areas for improvement in teaching, training and assessment across the consortium. As a result of analysing this information continual professional development is arranged to support teachers, trainers and assessors further in their roles.

Recommendation 4: Make sure that all sections of the self-evaluation report clearly identify any shortcomings and the actions required for improvement

Strong progress in addressing the recommendation

The lead provider has strengthened its processes for self-evaluation and improvement planning. The consortium's self-assessment report is a comprehensive and clear document that uses a wide range of information sourced from each partner provider. The lead provider undertakes a useful review of each partner's self-evaluation report to identify any necessary improvements. They give the partner clear feedback on areas for improvement and useful suggestions regarding evidence that would demonstrate that improvements have happened. Data relating to the performance of the partner is clearly reviewed and recorded during these reviews.

The lead provider collects and reviews a wide range of robust learner performance data and information from consortium members. This data is analysed robustly and reviewed throughout the year. The lead provider uses this data well to inform the consortium's self-assessment report, review performance and set targets for improvement. Most sections of the report contain clear evaluative comment regarding the impact of the consortium's development activities. In a very few sections areas for improvement and improvement actions are not clear enough.

The consortium's self-evaluation report is an effective tool in helping the lead provider to review the performance of the consortium and its members. The report is used well as a key quality improvement document and links clearly to quality development plans. Quality development plans clearly identify areas and strategies for improvement.

Recommendation 5: Do more to embed literacy and numeracy into training programmes

Strong progress in addressing the recommendation

The lead provider has concentrated appropriately on developing teachers' skills in helping learners to improve their literacy and numeracy skills. They provide a wide range of professional development opportunities, which all partners access. These development activities focus well on raising staff skills in using literacy and numeracy marking schemes, setting and monitoring clear and challenging learner progress targets and achieving the essential skills practitioners' awards.

Literacy and numeracy are now key strands in the lead provider's quality assurance process. This includes a sharper focus on literacy and numeracy in teaching, training and assessment peer observations. The consortium's quality assurance processes are effective in identifying inconsistencies in the way teachers, trainers and assessors help learners to develop literacy and numeracy. The consortium has

recently developed a useful literacy and numeracy progress log which gives teachers, trainers, assessors and learners good opportunities to identify areas for development and to track and monitor their development and progress.

Teachers, trainers and assessors across all partners now use the literacy marking scheme with greater consistency. This helps learners to understand and correct their spelling, punctuation and grammar mistakes and improve their written work. In a very few cases partners do not yet consistently use the numeracy mark scheme to help all learners improve their numeracy skills.

Recommendation 6: Further integrate the culture of Wales and ESDGC into training programmes

Strong progress in addressing the recommendation

The provider has undertaken a broad range of activities that have improved the integration of the culture of Wales and ESDGC into training programmes. Both topics are regular agenda items in the lead provider's partnership meetings. This has helped to maintain a focus on making sure partners participate in strengthening these aspects of their work.

The lead provider has undertaken useful surveys of the Welsh language capabilities of teachers, trainers and assessors across the consortium. Surveys have been used well to review employers' capacity to support learners' Welsh language in the workplace. These surveys have helped to promote staff awareness of and interest in the Welsh language. This has resulted in around a third of staff requesting further training to improve their Welsh language skills. The lead provider has delivered training events to promote the use of the Welsh language across all partner providers. These events have been effective in encouraging and supporting teachers, trainers and assessors to make use of Welsh in informal situations and in activities with learners. Most partners have developed helpful learning resources to promote and encourage the use of Welsh language. They share these resources within the partnership and this has helped to build up a useful range of learning materials to enable staff to promote the Welsh dimension in reviews, assignments and activities with learners.

The provider has undertaken an audit of ESDGC provision across all partners. This along with staff observation has enabled them to monitor how well staff plan ESDGC activities and encourage learners to develop their awareness of ESDGC. Most staff introduce topics well during reviews and assessments and encourage learners to consider ESDGC when undertaking assignments and written work. This helps learners to understand the relevance of ESDGC to their workplace activities. Most teachers, trainers and assessors have improved their confidence in ESDGC and developing learners' understanding of ESDGC. Nearly all use resources well to discuss sustainable development. However, in a very few cases, staff miss opportunities to improve learners' understanding of global citizenship.

Recommendations

In order to maintain and improve on this progress, the provider should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.