

Assessment of the current post-16 education provision in Gwynedd

April 2019

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Acronyms

ALN	Additional Learning Needs
SEN	Special Educational Needs
STEM	Science, Technology, Engineering, Mathematics
CMD	Coleg Meirion-Dwyfor
PSE	Personal and Social Education
PPA	Planning, Preparation and Assessment
HE	Higher Education
WJEC	Welsh Joint Education Committee
TG	Information Technology

1 Introduction

1.1 Aim

The intention of the research we present in this report is to gather the views of key stakeholders on the current post 16 education provision in Gwynedd and for the future. IAITH: the language planning centre, was commissioned by Gwynedd Council's Education Modernisation Office to gather evidence by holding interviews and focus groups with pupils and students, parents and leaders of secondary schools and colleges. Research threads were set and a decision was made on the questions to ask at the interviews and in the questionnaires by officers from Gwynedd Council's Education Department. The work was done between December 2018 and April 2019.

1.2 Working method

Interviews

A total of eight face-to-face interviews were held with the headteachers of secondary schools in Arfon and Ysgol y Berwyn. One interview was conducted in English and the rest in Welsh, as per the Headteachers' choice. An interview was also conducted with the Chief Executive of Grŵp Llandrillo Menai and the Principal of Coleg Menai and Coleg Meirion-Dwyfor through the medium of Welsh.

Seven interviews were conducted over the phone in the medium of Welsh with the Headteachers of secondary schools in Dwyfor and Meirionnydd.

Dwyfor Schools

Ysgol Botwnnog

Ysgol Eifionydd

Ysgol Glan y Môr

Meirionnydd Schools

Ysgol Ardudwy

Ysgol Bro Idris

Ysgol y Moelwyn

Ysgol Uwchradd Tywyn

Focus Groups

In January and February 2019, a total of 11 focus groups were held with sixth form learners and post-16 learners in the Tertiary and Further Education Colleges in seven secondary schools and four tertiary/further education sites.

Arfon

Ysgol Brynrefail
Ysgol Dyffryn Nantlle
Ysgol Dyffryn Ogwen
Ysgol Friars
Ysgol Syr Hugh Owen
Ysgol Tryfan

Meirionnydd

Ysgol y Berwyn

Tertiary/Further Education Colleges

Coleg Glynllifon
Coleg Meirion-Dwyfor Dolgellau
Coleg Meirion-Dwyfor Pwllheli
Coleg Menai

Arrangements were made for Gwynedd Council officers to conduct the interviews and focus groups. Every education leader interviewed in either Welsh or English were asked whether they wished to be interviewed. Efforts were made to hold focus groups with eight learners in every setting; however, this was not always possible due to local circumstances at the centres, and two focus groups of five learners and one group of 10 learners were conducted. Although Year 13 pupils were the focus of group members, Year 12 pupils joined in the groups at some centres. The focus groups were led in English at one centre due to the choice of the learners at the setting and the rest were led in Welsh with support to facilitate English contributions when needed. Written questions were provided in Welsh and English and the learners responded to the questions in their language of choice. The English responses have been collected from a number of organisations.

A series of questions were prepared for the interviews and the focus groups to obtain the views of the leaders and learners about:

- a) the experiences of learners, including the choice of subjects, study advice and information about career options
- b) travelling, including the need to travel between sites during the day and the impact of travelling on the choice/experience of learners
- c) medium, including the use of technology and the Welsh language

(See Appendices 1, 2 and 3 for full versions of the questions).

On-line Questionnaires

The questionnaires were drawn up and administered by the officers of Gwynedd Council's Education Modernisation Office. In an attempt to gather the views of stakeholders for a review of the post-16 education provision in Gwynedd, the questionnaire for parents touched on subjects such as; choice of education setting, the number of subjects available within reasonable travelling distance, the Welsh language and further comments about the post-16 education provision in Gwynedd.

The questionnaires were developed by using the QDP Services programme. This allowed for the creation of an on-line questionnaire to be distributed via e-mail to every school or college. Three questionnaires were drawn up for the parents of learners in Gwynedd. In order to gather the views of parents with children about to enter post-16 education, a specific questionnaire was sent to the parents of Year 11 learners in every secondary school in Gwynedd. The second was distributed for the parents of Year 12 learners with children in receipt of post-16 education in one of Gwynedd's schools or in one of Grŵp Llandrillo Menai's colleges. The third questionnaire was for Year 12 learners who had chosen to study in a school outside the county's boundaries.

The Education Department's officers contacted the schools to note the process and timetable for completing and returning the questionnaires. The questionnaires were distributed via e-mail or on the respective websites of the organisations, with the period for receiving comments to run between 14 February and 3 April. The conclusions of the questionnaires have been included in the report under the relevant sections (see Appendices 4-9 for full versions of the questions). A total of five responses were received to the questionnaires from the parents of Year 11 in Dwyfor and Meirionnydd schools, and eight were received from the parents of Year 11 pupils in Arfon secondary schools. Fifteen responses were received to the questionnaire for Year 12 pupils in Arfon secondary schools; however, no responses were received from the parent of Year 12 from Grŵp Llandrillo Menai or Ysgol y Berwyn. Eight responses were received to the questionnaire for Year 12 learners who had chosen to study in a school outside the county's boundaries.

Quality of the data

Qualitative evidence was gathered through the interviews and focus groups. It is intended for this qualitative data to be considered in relation to the data from other sources regarding the post-16 provision in the Council's possession. It must be borne in mind that the evidence gathered from the learners is self-reported evidence. The views of the learners are not necessarily representative of the post-16 learner population at the centres. Additionally, it must be considered that the pupils have not given a full and detailed account of all post-16 aspects at the centres within the restrictions of a focus group discussion.

The evidence gathered via the questionnaires is a combination of quantitative and qualitative data. The purpose of the questionnaires was to gather the views of parents with children who are about to follow post-16 education or who are currently following post-16 courses. The views of the parents who responded are not necessarily representative of the population of the parents of pre-16 and post-16 learners at the centres. It must be borne in mind that the numbers who completed the questionnaires were low and it should also be noted that no response was received from some parent groups (Year 12 parents from Grŵp Llandrillo Menai and Ysgol y Berwyn).

2 The choice

In this section, we report on the quality of the education offer available to post-16 learners in Gwynedd, as well as the use of technology when providing the education courses. We discuss the views of education leaders, learners and parents on the choice available.

2.1 Arfon

2.1.1 Views of leaders

Quality of the offer

In Arfon secondary schools, an academic provision is mostly on offer for post-16 learners. A leader of one of the smaller schools said that occasional restrictions in terms of numbers was experienced, i.e. in terms of the viability of learning group sizes. The majority of the schools offer two or more vocational courses, subject to the demand. The probability of not being able to follow a chosen course at the school is relatively low.

The lessons last a period of 1 hour or 50 minutes in Arfon secondary schools. Course options have been set out as a "free choice" in smaller schools in particular, in order to avoid any clashes and in an attempt to be as flexible as possible. At the smaller schools, in particular, it was noted that there are no definitive columns and that the timetable is scheduled in accordance with learners' wishes. The staff are relatively flexible, according to one leader, and offer lessons over lunchtime on occasions, or change the PPA time in the smaller schools. A leader of one of the larger schools said that the consortium's menu determined who provided and in the views of the leader of another large school, "*the consortium timetable is a bit of a constraint.*" The leader of another large school said that options columns had been timetabled jointly with other schools. Occasionally, two of a pupil's chosen subjects are in the same option columns. Due to collaboration with other schools, some subjects must be in specific option columns and at specific times. Very little flexibility is possible due to the requirements of teacher expertise for GCSE and A Level. The following further observations were expressed by leaders:-

- *The school's priority is to seek to ensure appropriate care and support, provide good quality courses and sufficient opportunities for pupils to reach their potential. There is doubt as to whether a further education college can achieve the same objectives to the same degree as a school with a sixth form.*
- *There is inevitable tension between the numbers in a class and the quality of the teaching. Ability to secure sufficient finance is always a challenge also.*
- *There was a sense that parents can play a key part as pupils choose their subjects but in general, parents do not present major concerns to the school.*
- *Technically, every combination of subject choice should be possible; however, the travelling has been a barrier to some.*
- *If the school does not offer a suitable course, a provision in a nearby setting is sought for the learner*

- *Due to free choice, an attempt is made to anticipate problems and difficulties that would arise when timetabling*
- *The vast majority of students get what they want*
- *As far as possible, the timetable is constructed around the wishes of the learners. However it's not always possible. The most viable subjects must be considered*
- *Some courses have to restrict numbers due to consortium arrangements*
- *Nobody has been disappointed in terms of choosing subjects at school this year but it does happen with a small number of extra-curricular courses.*
- There are examples of pupils changing schools from time to time in order to follow courses at that specific school and there is good collaboration between schools to facilitate pupil choice.

Use of technology

Every school in Arfon uses technology for the post-16 provision but the use made of it and the views about the usefulness of some forms of technology does vary. One leader stated that "we prefer face-to-face contact rather than learning through a screen".

Reference was made to the use of video conferencing equipment in most of the schools; however, not much use is made of it. At one school, its use had been stopped completely - "*The video conferencing facilities have been dismantled as students are not really keen on video conferencing - it's seen as a poor relation. Skype facilities are available if necessary*" and furthermore "*the preference is to send learners to another school for a particular subject provision rather than video conference provision.*"

Video conferencing was used to provide Sociology and Psychology courses at Arfon schools; however, the provision is now face-to-face. At another school, the Politics course is going to be taught though an electronic link in future.

Reference was made to the digital resources of WJEC, Hwb+ (Welsh Government), Cynnal, *Moodle* and *Schoology* and the use of interactive whiteboards. It was expressed that teachers were relatively unwilling to experiment with new technologies with the sixth form due to the pressures to succeed, particularly in a period of change.

2.1.2 Focus group conclusions

Quality of the offer

The learners said that they had plenty of course choice, with a few exceptions, "*no state school in the area offered Economics.*" In the larger schools, there are subject choice columns for choosing A Level courses, some pupils refer to clashes as their subjects of choice are in the same column. The vast majority of learners in the focus group were able to choose the subjects they wished, although there were some barriers, mainly due to the need to travel to another setting or due to the numbers who wished to follow the course. Nevertheless, some students experienced difficulties and their comments and a few of their views can be seen below.

- *I chose not to follow a subject as I could not follow it at the school*
- *I would have chosen one subject in a different school; however, going to a different school was too much*
- *I wanted to study law but was told by school teacher that I wasn't allowed due to not enough room on the course*
- *Some people cannot go on to courses due to their CGSE results*
- Choices are made before becoming aware of the travel arrangements; therefore, pupils follow a subject without factoring in arrangements for travelling to the choice

Use of technology

The learners referred to the extensive and varied technological resources used in Arfon schools, e.g. *Schoology, Moodle, Google Classrooms, Click View, Hwb +, QR codes, Office 365, Show my Homework*, computer websites, iPads and interactive white boards. Their use varies from subject to subject. Members of the focus group expressed an articulated view on the use of technology in lessons.

- *I prefer paper resources, easier to use without internet access*
- *The course resources are excellent*
- *Too much use of computers with the BAC*
- *Over-use of Schoology*
- *Occasional over-use of digital resources*
- *Only sort of digital resources being used in class is a power point presentation by the teacher*
- *Not enough digital resources for some subjects*
- *At one school, members of the focus group preferred face-to-face learning methods, rather than digital learning and e-learning*
- *Full access to ICT resources was not available when following a course at another school*

2.1.3 Questionnaires' Findings

Quality of the offer

An opinion was expressed on the choice available for pupils in the questionnaire circulated to the parents of Year 12. The observations related to courses studied in the schools and through Network arrangements (the comments are direct quotes from the questionnaire responses).

- *Very happy with the subjects provided at the school. (Hapus iawn efo'r pynciau a ddarperir yn yr ysgol.) Not sure about the Subject studied in Coleg Menai. (Dim yn siŵr am y Pwnc a astudir yng Ngholeg Menai.) Very disorganised at the beginning of the Autumn term as to which units they were doing and which tutor would be taking them. (Anhrefnus iawn ar ddechrau tymor yr Hydref pa unedau oeddent yn ei wneud a pa diwtor oedd yn eu cymryd)*
- *My daughter attends different courses at different schools Tryfan, Brynrefail and Sir High giving her more scope of topics to choose from. Also an opportunity to expand her social network. This seems to be working well*
- *Strengths - good quality of teaching at Ysgol Brynrefail with small classes. (Cryfderau - ansawdd da o ddysgu yn Ysgol Brynrefail gyda dosbarthiadau bach.) Weakness - not enough choice of subjects outside the core subjects, and travelling to other sites for some subjects (Gwendid - dim digon o ddewis pynciau tu hwnt i'r pynciau crau, a theithio i safle arall i rai pynciau)*
- *A broad choice of subjects with a possibility to accept options in other schools if wished. (Dewis eang o bynciau gyda modd derbyn opsiynau mewn ysgolion eraill os dymunir.) Weaknesses, perhaps there is a need to offer more subjects in the first year in order to encourage the study of broader subjects. (Gwendidau, efallai angen cynnig mwy o bynciau yn y flwyddyn gyntaf er mwyn annog astudiaeth o bynciau mwy eang)*
- *Strength: Tries to cover all potential subjects Weakness: Overriding onus on the Welsh Baccalaureate instead of a subject of choice. Available at local high school. Good for the local community. Good for building confidence but can also be limiting - this depends on the personality of the child though. Choices limited but this requires travelling long distances in some cases. Needs to be more provision for experiences away from school environment to widen horizons*
- *We have chosen to apply for our child to attend a sixth form, rather than the post-16 provision on offer in the Eifionydd catchment area. (Rydym wedi dewis gwneud cais i'n plentyn fynychu 6ed dosbarth yn hytrach na'r ddarpariaeth ôl-16 gynigwyd yn dalgylch Eifionydd.) This is mainly due to the subject choices and the particular expertise in the fields at the sixth form secondary school in question, compared with the college site. (Hyn yn bennaf oherwydd dewisiadau pwnc a'r arbenigedd arbennig yn y meysydd gan yr ysgol uwchradd 6ed dosbarth Dan sylw mewn cymhariaeth a'r safle coleg.) The sixth form offers unique support and experiences for the pupils within a safe site. (6ed dosbarth yn cynnig cynhaliaeth unigryw a phrofiadau i ddisgyblion o fewn safle diogel.)*

- *The variety of subjects available is a strength and the collaboration between the schools is good; however the travelling service to various schools is poor - taxis are often late. (Amrywiaeth o bynciau ar gael yn gryfder ac mae'r cydweithio rhwng ysgolion yn dda ond mae'r gwasanaeth teithio i wahanol ysgolion yn wael - tacsis yn aml yn hwyr.)*

Summary of the views of leaders, learners and parents in Arfon

- Arfon schools mostly provide an academic A Level provision, with some vocational provision
- At the smaller schools, the timetable has been arranged according to "free choice" for post-16 courses, and courses have been arranged into choice columns in larger schools
- The majority of learners are able to follow the courses of their choice, but there are some barriers
- Various forms of technology are used at the schools to deliver the curriculum; however, some leaders and learners say that they prefer face-to-face learning.
- There are differing views amongst learners on the use of technology, with some feeling that it is over-used whilst others say that the resources are excellent.
- On the whole, parents are satisfied with the choice of courses available at the schools; however, there are differing views on the need to follow courses in other sites.

2.2 Ysgol y Berwyn

2.2.1 Views of leaders

Quality of the offer

The choice of post-16 provision available at the school varies from year to year, subject to the demand. A Level courses are the main provision, along with two BTEC courses and a Cam wrth Gam course presented in collaboration with Mudiad Meithrin. There are some link subjects with Coleg Llysfasi; however, there are timetabling challenges when delivering the provision. The school collaborates with Coleg Meirion-Dwyfor, subject to the demand - currently, A Level French is provided via video conferencing. The school has two video conferencing systems; however, few on-line resources are available. Many of the learning resources at the school are resources that have been created by the teachers themselves. There is "free choice" for the timetable, a matrix was invented "which works quite conveniently and opens the provision to a combination of subjects."

2.2.2 Conclusions of the focus groups

Except for learners who are following an art course, the learners in the focus group made no use of digital resources as part of the post-16 courses.

A Summary of the views of leaders and learners from Ysgol y Berwyn

- A Level courses are the main provision, along with three vocational courses.
- The school collaborates with colleges and Mudiad Meithrin to satisfy learners' choices.
- The timetable is implemented on the grounds of "free choice" for the subjects
- The school has two video conferencing systems; however, the use made of technology for teaching otherwise, is scarce.

2.3 Grŵp Llandrillo Menai

2.3.1 Views of leaders

Quality of the offer

At Coleg Meirion-Dwyfor, 27 A Level courses are offered at the Dolgellau and Pwllheli sites, along with a range of vocational courses. At the Glynllifon site, there is a Land Based Industries provision. There are Independent Living Skills provisions in Dolgellau and Glynllifon. There is video conferencing provision between the Pwllheli and Dolgellau campuses. According to the leader, purposeful planning is a challenge.

At Coleg Menai, there is a vocational menu of provision and some A Level provision. The provision is not as vast as CMD due to the provision in Arfon schools. The menu on offer responds to the projections for the North Wales Economy, the "*Regional Skills Plan*", and subjects of interest at the time. The advantage of Coleg Menai is the technological wealth and the barriers is the inability to offer every A Level subject because of numbers.

The learners of CMD sites follow choices and are able to have their desired combination of subjects. Members of staff are willing to teach the A Level subjects in schools and to create a package of blended learning. At Coleg Menai, students are able to have their choice of vocational courses, but the range is more restricted for A Level. Consortium arrangements work if learners only follow one subject at the College.

Use of technology

Grŵp Llandrillo Menai has invested in a digital technology and technology classroom between two campuses. Use is made of digital boards and Chromebooks. Sgiliaith provides a number of subjects in the form of e-learning for the Consortium, as well as for the broader market beyond Gwynedd and Anglesey.

2.3.2 Conclusions of the focus groups

Quality of the offer

The members of the focus groups of CMD Dolgellau and Pwllheli were happy enough with their choices, and everyone was happy with the choice at Coleg Menai. In

Dolgellau, everyone had managed to be accepted on their desired courses. One student noted that he had received good advice and guidance from the College regarding the choice of vocational courses.

In Pwllheli, it was noted that travelling requirements could be a barrier and that learners could lose out on some subjects if there was a need to travel far for the provision. In Glynllifon, all members of the group followed the courses they needed. At Coleg Menai, a learner referred to clashes in the timetable preventing him from having his first choice of subjects.

Use of technology

In Dolgellau, the learners referred to the general use made of *Google Classrooms* as a platform for receiving and submitting assignments. They did not receive any education via e-learning, and there was no desire for that to be developed. Members of the group preferred face-to-face learning in a classroom. In Pwllheli, reference was made to the use of *Google Classrooms* and *Moodle* within the College. Their use varied from subject to subject, and depended on the tutor. There were sufficient on-line resources available for courses, such as childcare. Students liked having a balance between face-to-face learning and on-line learning. At the Glynllifon focus group, it was noted that a lot of work was being done on computers, *Chromebooks*, and that extensive use was made of *Google Classrooms* and *Google Docs*.

Extensive use was also made of *Google Classrooms* at Coleg Menai also and revision material was available on *Moodle*. The learners were of the view that they were very effective methods of catching up with work. The majority of the focus group members enjoyed and appreciated variety in the learning methods and appreciated the balance between face-to-face learning, digital methods and e-learning.

2.3.3 Questionnaires' Findings

No response was received to the questionnaire for the parents of Grŵp Llandrillo Menai Year 12 learners.

Summary of the views of leaders, learners and parents of Grŵp Llandrillo Menai

- A range of A Level courses are on offer at the Dolgellau and Pwllheli sites and a more restricted choice at Coleg Menai. There is a vocational provision on these sites and in Glynllifon, where there is a specific provision for Land Based Industries.
- The students in the focus group are satisfied with their choices; however, travelling and timetable clashes could restrict choices.
- The learners preferred face-to-face learning balanced with the use of technology.
- The Group has invested heavily in technology and extensive use was made of *Google Classrooms*, *Moodle*, and *Chromebooks*.
- The group has extensive vocational resources

2.4 Dwyfor / Meirionnydd Schools

2.4.1 Views of leaders

Quality of the offer

On the whole, education leaders are of the opinion that a relatively fair range of post-16 courses were being offered, especially given the context, and there is a desire to see the continued availability of this range of courses. Views were also expressed about matters they wished to see being developed:

- *Offering the more traditional courses at the schools and collaborating with other schools so that pupils have social experiences*
- *Further collaboration is needed in relation to issues such as travelling, sharing courses, producing information resources and promotion.*
- *There is a need to intensify efforts to promote the use of Welsh as a teaching and learning medium in the post-16 sector. Having more resources to promote and encourage linguistic progression would be an asset.*
- *More resources are needed to promote what was available for learners in their areas in order to encourage more of them to remain in their local areas.*
- *Consider how to work more strategically to share staff with local schools in the context of planning and providing the A Level provision.*
- *More relevant vocational courses available in Pwllheli, specifically Catering, Construction, Hairdressing and Beauty.*
- *The wish to see the formalisation of links between the colleges and schools and enabling learners at the college to assist with some things at the schools, such as the school Eisteddfod, literacy activities and sports. This would be beneficial for post-16 students in terms of their community role and experiences.*
- *A lack of post-16 provision affects staff recruitment and appointment, it is more challenging to retain teachers who wish to teach at A Level, and more difficult to attract teachers to work at the school. If the Arfon and Berwyn schools continue with the post-16 provision, it is an unfair situation.*

2.4.2 Questionnaires' Findings

Of the five responses received to the questionnaire in response to the question, In your opinion, is there enough choice of post-16 courses available to your child in their preferred location, one responded that they were very satisfied and four responded that they were satisfied with the choice.

Summary of the views of leaders, learners and parents in Dwyfor / Meirionnydd

- On the whole, education leaders are of the opinion that a relatively fair range of post-16 courses are being offered, in particular considering the rural context.
- It is suggested that greater collaboration is needed in terms of sharing resources, promotion and staff.
- There is a wish to see the linguistic progression strengthened in the post-16 provision.
- There is a wish to see the formalisation of the links between the college and schools so that there are greater opportunities for post-16 learners to contribute to school activities and develop community experiences.

3 Support and networking

In this section, we discuss the views of education leaders, learners and parents on the various types of support available for post-16 learners, along with the networking opportunities available for them. The first type of networking is the provision relating to learners and teachers at different settings to their main education site through the arrangements of the Gwynedd and Anglesey Post-16 Consortium. These networking arrangements are irrelevant to Ysgol y Berwyn and Coleg Meirion-Dwyfor; however, they are relevant to the secondary schools of Arfon and Coleg Menai. In the case of Ysgol y Berwyn, networking takes place with various other organisations in order to satisfy the needs and aspirations of their learners.

Support in this context includes bridging arrangements between the pre-16 and post-16 provision, advice regarding academic choices, career advice and welfare support, and evidence from post-16 education leaders on extra-curricular opportunities.

3.1 Arfon Schools

3.1.1. Views of leaders

Advice on choosing post-16 courses

Every secondary school in Arfon provides advice regarding choosing post-16 courses for Year 11 pupils. The education leader from each school referred to holding an open/subject choice afternoon or evening for Year 11 pupils before they finished their GCSE courses. An information handbook is provided on paper or on-line, providing details of the post-16 courses provided at the settings. At two schools, reference was made to the current Year 13 pupils sharing their experiences with Year 11 pupils before they made their choices. Some leaders in Arfon noted that the representatives of the Network attended subject choice evenings at the school also.

The method of sharing information about Coleg Menai's provision varied between schools and included giving information about events via bulletins or during registration periods, attending open evenings or fairs at Coleg Menai. The leaders of some schools noted that Coleg Menai did not contribute to their subject choice evenings, but that the school publicised the subject choice evenings at the college themselves, and supported the applications of pupils who applied to follow a course at the college.

All Arfon education leaders referred to the services of Careers Wales as a source of advice for cohorts of pupils. A lot of the Careers Wales service had changed into on-line services over the past years; however, they remained in contact with schools by providing advice to groups of pupils on the grounds of a specific interest and a 1:1 service was available for pupils who required specific support. All schools noted that a percentage of pupils, rather than all Year 11 pupils, came into direct contact with Careers Wales officers and it was noted that funding was responsible for the reduced contact. The leaders of some schools mentioned that a member of the schools staff operated as a careers coordinator. Two schools referred to the fact that there were opportunities to

expand career knowledge within the BAC, and that there was an opportunity to research career choices within that programme, with the support of teachers. At another two schools, reference was made to inviting employers to the school, either as part of the skills day of the challenge certificate, or an open day that included presentations from employers and an introduction to apprenticeships. In terms of preparing pupils for post-18 choices, the schools noted that pupils attended open days at universities or higher education fairs, and that support and advice was provided to complete UCAS applications.

Every learner who continues in post-16 education at Arfon schools has a class tutor who is responsible for pastoral care, as well as for tracking learners. There is a specific head of year for pupils in years 12 and 13, which follows the same pastoral structure as other school years. The head of year provides academic support for learners. At some secondary schools, a learning coach is available for post-16 pupils. A counsellor, school nurse and welfare officer is available; however, some leaders said that there was a waiting list for some of these services. The leader of one school noted that a family liaison officer was available who worked with families where there was less support. The leader of one large school in Arfon said that the learners would wish to have more support with mental health issues.

Networking as a result of Consortium arrangements.

The extra-curricular opportunities and provision varies from school to school. One school said that there was not much provision apart from the provision for the physical education crew, pop quiz team and the Urdd. On the other hand, a leader at another school stated that "*sixth form pupils are a key part of the school's extra-curricular life*", and another leader emphasised that the older pupils are "*the progressive leaders of schools*," and that they "*possess maturity and confidence after two years in the sixth form*." The view of another leader was that pupils have "*a key role as older students to be models of good practice and to support younger learners*". One school referred to receiving substantial praise from Estyn on the extra-curricular aspects available at the school. In the majority of schools, reference was made to activities such as:

- School Eisteddfod
- Theatre / history / geography / Urdd / BAC trips
- Arranging entertainment / volunteering events with community groups, e.g. Pendalar, local pensioners.
- Leading clubs for younger pupils
- 5x60 sports provision
- Campaigns, e.g. red card to racism
- Challenge Certificate Challenge Opportunities
- Work Experience
- Sports, including team games and individual activities such as climbing, sailing and winter activities
- Duke of Edinburgh Award
- Bangor University Engineering Competition

- Public speaking competitions
- Bangor University Taster Course (for learners who do not aim high enough)
- Opportunities to contribute to leading activities with younger pupils, e.g. literacy and numeracy skill clubs, training mental health sessions for younger pupils, running sports clubs, journalism, Welsh language promotion.

The majority of Arfon education leaders consider networking between schools and the College, as a result of the region's Consortium arrangements, as essential, and they consider that it is effective at this point in time. Nevertheless, one leader said that it did not affect the vast majority of learners at the school " *this does not impact them as most follow courses at school,*" and a leader from a smaller school expressed a contrasting view, "*it is inevitable that Arfon schools network due to the requirements and the geography - mainly in order to offer an extensive choice and ensure a quality provision.*" Another leader referred to difficulties with quality and noted that it was more difficult to guarantee quality if they had not responsibility for them, e.g. "*Lessons being cancelled without any explanation.*" The following is a summary of the comments made regarding the impact of networking on teachers and teaching and pupils.

Teachers and teaching

- *Below SMT level, not sure how much interaction there is between staff*
- *There is not much teacher networking. GWE attempt to facilitate but this tends to impact outside the post-16 provision. The difficulty is in organising.*
- *Formal networking did not take place between teachers until recently. By now, GwE attempt to facilitate - sixth form leaders, core subjects*
- *A post-16 history teachers meeting was held recently, and it is hoped that this can be developed in other subjects.*
- *Receiving new pupils can be a positive challenge for teachers as well*

Impact on pupils

- Networking offers a greater variety for the pupils
- Networking provides an opportunity for learners to take advantage of expanding their circle of friends and mixing together outside school hours
- Collaborating with other education organisations can provide access to better resources in some cases
- Parents' evenings arrangements can create challenges - parents evenings are difficult at the cooperative centres. It is too far for some parents to travel to some parents' evenings - there may be a need for more flexibility, e.g. a phone call.
- More collaboration on the post-16 level would be desirable and could rationalise things such as ensuring reports in a common format.
- The variety of the sites are an advantage and can bring enriching experiences for pupils; socially, intellectually and in terms of the learning groups.
- Some leaders referred to Rhaglen Seren and Rhaglen Profi as networking opportunities as well.

3.1.2 Focus group conclusions

Advice on choosing post-16 courses

In the context of bridging from pre-16 education and post-16 education, the vast majority of the focus group members held at Arfon schools had continued with their education in the same setting for both education periods. When discussing the bridging arrangements from pre-16 education to post-16 education and advice regarding courses, the learners' experiences were similar at the majority of the schools. The following advice methods and activities were mentioned by the majority of focus group members:

- Careers Wales - Careers Wales' website showed a lot of information regarding options
- The school's open evening
- Teachers, including subject teachers, head of sixth form, deputy headteachers and headteachers provide advice.
- A careers day at school
- A pamphlet/booklet noting college/consortium subjects and information about the subjects
- Careers Wales Fair in Llandudno
- Coleg Menai Fair
- E-mails about opportunities and options and discussions with the current sixth form and their views on subjects
- An interview with a Careers Wales Officer
- A lot of personal research
- Access to online resources
- Apprenticeship fair at another school

The comments of focus group members suggest that learners would wish to have more guidance when making their post-16 choices.

- *Teachers told us about the subjects. Students told us their honest opinion on the subject, career staff talked over careers opportunities*
- *Some people would benefit from more guidance especially the people who are not sure what they want to do – some people go to college and the course isn't right for them. Some dropped out throughout the year in school because they did not feel the 6th form was right for them*
- *During the subject choice evening with teachers, the teachers tend to encourage us to follow their course.*
- *Strong advice from teachers and family members to choose the subjects I enjoyed as well as my strongest subjects.*
- *Had some advice from the school - teachers etc., but not enough in my opinion. I depended a lot on the previous experience of people who had studied the subjects in the past, rather than the school*

Career Advice

The type of career information received by the learners of Arfon schools during their post-16 courses:

- Information about apprenticeships, colleges, universities and jobs from the head of year and careers officer.
- Guest Speakers from universities and overseas year agencies
- University fairs in various settings
- University Open Days
- A lot of assistance from teachers regarding UCAS applications
- Personal interviews with the Head of Year
- Careers options from Careers Wales. *Some people don't get enough guidance, Careers Wales website is not really useful, hard to navigate and old-fashioned*
- A desire among the learners of one school to hear more about the 'real' experiences of Higher Education and the working world and hearing more about universities in Scotland, Ireland and England, as the school tends to promote Welsh universities.

Welfare support

In terms of further support or welfare support, a number of learners referred to the support they received from teachers, e.g. that *"support is available from relevant teachers - very easy to go and ask for support from teachers as she has an important contact here"* and that *"the door of the head of year is always open."* However, the focus group members from more than one school noted that there was some difficulty in respect of obtaining support for subjects studied in other settings, e.g.

- *I don't get a lot of help with external subjects*
- *Difficult with an external subject, not always there for you*
- *School is better at asking if we are okay with work, college is less supportive*

Group members were aware that welfare support from the nurse and counsellor was available to them at the schools, although they had not used the service themselves. Focus group members from two schools referred to mental health support or awareness.

Networking with other settings

Learners gave a mixed response to networking with learners and teachers in other settings. The response can be divided into procedural, educational and social matters. The most positive observations made were:

- *Excellent - incredible contact. My self-confidence has improved loads.*
- *Enjoy meeting pupils from other centres*

- *An opportunity to make new friends...the teacher also made everyone feel at ease but sometimes there was a lack of communication when lessons were cancelled.*
- *There is a 'group chat' among the students*
- *A pupil experienced English medium lessons at Ysgol David Hughes and felt that this was an asset in order to fine-tune their skills in English.*
- *Able to e-mail the teacher if there was a problem*

The negative comments mainly derive from procedural difficulties:

- *Not much relationship between schools, no note to say if a lesson has been cancelled*
- *Not much link between the school and the college. Have turned up on three occasions and the college was closed. If I knew then what I know now, I would not have followed a course in Llangefni.*
- *Not very effective – messages not passed on from school to school*
- *Personally I believe networking with the other schools and pupils doesn't really improve my education, I take psychology as an external course and don't speak to many in class, yet I'm still thriving education wise*

3.1.3 Questionnaires' Findings

A total of eight responses were received from the parents of Year 11 pupils in Arfon secondary schools.

In response to the question: *What kind of advice and information you would want your child to receive before choosing their post-16 courses?* (You can choose more than one), five responders chose a Handbook or prospectus from the provider, 5 chose an open evening at the school / college, 4 chose visits with a college / school site during the day and 4 chose a conversation or interview with staff.

A total of 15 responses were received from the parents of Year 12 pupils in Arfon secondary schools.

In response to the question: *In your experience, did your child receive sufficient advice from post-16 course providers before making their choices and starting their studies?* six answered positively, four answered negatively, two did not know and three did not provide an answer. In response to the question: *What kind of advice and information was given to your child to help them to choose their post-16 courses?* (You can choose more than one answer) Eight responded by noting *A talk or interview with staff*, seven chose *Handbook or prospectus from the provider*, seven chose *Open evening at school/college*, five chose *School day / college site visits*. In addition, one responder noted, *"Meeting the staff of the external subjects would have been beneficial."* Another parent noted: *"I have a child currently choosing A level subjects for next year and do not feel he has had adequate advice help regarding choosing his subject next year. I am also not sure if my daughter was aware of what subjects / grades she needed at A level for doing midwifery and nursing but she may not have decided at that point what she wanted to do."*

Summary of the views of leaders, learners and parents in Arfon

- Every secondary school in Arfon provides advice regarding choosing post-16 courses for Year 11 pupils and specific advisory events are held, such as open evenings, handbooks and presentations.
- All Arfon education leaders referred to the services of Careers Wales as a source of advice for cohorts of pupils.
- Every learner who continues in post-16 education at Arfon schools has a class tutor who is responsible for pastoral care, as well as for tracking learners. Support was also available from learning coaches, the nurse and counsellor.
- The extra-curricular opportunities and provision varies from school to school.
- The majority of Arfon education leaders consider networking between schools and the College, as a result of the region's Consortium arrangements, as essential, and they consider that it is effective at this point in time.
- The comments of focus group members suggest that learners would wish to have more guidance when making their post-16 choices.
- The response of learners to networking with teachers and pupils in other settings is mixed.
- The learners have received career information during their post-16 course.
- A parent has commented that it would be desirable to be able to meet the staff of the subjects taught externally.

3.2 Ysgol y Berwyn

3.2.1 Views of leaders

At Ysgol y Berwyn, information is provided about the post-16 courses offered at the school through the subjects and a Sixth Form Open Evening is held by the school staff. Parents' evenings are held in year 11, which provide advice and guidance for learners about the suitability of studying post-16 courses. The school's learners can access taster courses at Coleg Meirion-Dwyfor and Glynllifon and open days at Coleg Cambria. The Head of Year 12 and 13 tracks progress and "*draws parents in if necessary.*" It was noted that Careers Wales officers see a percentage of Year 11 pupils.

The neediest pupils are covered under the TRAC scheme and the Learning Coaches at the school work with learners of all ages at the school. The ALN Coordinator provides support for learners with emotional welfare problems. For the pupils who receive a proportion of their provision in another setting, it was noted that networking was very valuable for individuals.

In terms of extra-curricular opportunities, it was said that there were numerous opportunities for post-16 pupils, including:

- An induction course - a weekend at an outdoors centre
- BAC Trips

- School Show (*Pum Diwrnod o Ryddid* this time)
- Ymryson y beirdd
- The school choir visiting a home for the elderly
- Social trips

3.2.2 Focus group conclusions

Focus group members referred to the following aspects that were provided for them when making post-16 choices:

- School open evening
- Discussing subjects with teachers
- A day at Coleg Meirion-Dwyfor
- Sixth Form Handbook

Reference was made to attending a universities fair in Liverpool as preparation for post-18 choices. The general response of the focus group when enquiring about the further support available to them was that they could receive support from their class tutor. The focus group's pupils did not follow courses in another setting, therefore, they did not feel that networking was relevant to them.

A Summary of the views of leaders and learners from Ysgol y Berwyn

- The main methods of providing information about the post-16 provision was through an open evening at the school, Handbook, open days and taster days in other settings.
- Careers Wales officers provided guidance for a percentage of the school's pupils.
- Trac officers and Learning Coaches supported some learners and class tutors are available to support learners.
- There are various different extra-curricular opportunities available at the school.

3.3 Grŵp Llandrillo Menai

3.3 1. Views of leaders

It was noted that there is a good relationship between Coleg Meirion-Dwyfor and the local schools. There is no competition with the schools regarding the post-16 provision and the learners receive advice from the staff at the schools and college. The College employs a Schools Liaison Officer who visits the schools in the catchment area on a regular basis. Open evenings are held for Year 11 pupils in the catchment area and a specific open evening is held for A Level subjects. At Coleg Menai, the advice is mainly provided by the schools. It was noted that the number of Careers Wales officers available to support them has reduced, which "*does not help*." Estyn has judged that the quality of support for students in the Group is "outstanding". Reference was made to the

perception that pastoral care is not as good as seen at the schools; however, "*this is not the case.*"

It was noted that the following extra-curricular opportunities are available at Coleg Meirion-Dwyfor.

- The Service of the North Wales Rugby Union Officer is available for the rugby provision (the post has been funded for provision at Ysgol Bro Idris and Dolgellau Rugby Club as well).
- Fitness activities
- Annual Musical Show activities in Pwllheli
- Trips and visits in a number of subjects
- Contribution to the activities of Welsh Colleges

At Coleg Menai, the following extra-curricular activities are available for students:

- Academi Menai – promoting fitness and well-being
- Charity work
- Learners' conference - awareness of Mental Health opportunities
- Number of Skills Wales events - UK Skills, World Skills and tens of students have represented the college in these competitions.
- All types of competitions, e.g. photography, digital film
- Work Experience
- Erasmus – an opportunity to go overseas

When discussing networking, the education leaders of Grŵp Llandrillo Menai said that the networking in Coleg Menai was scarce, because there is "*no forum for that*". In the context of Coleg Meirion-Dwyfor, it was deemed that networking "*works well.*" Reference was made to the funding received to raise awareness of STEM and that a large number of learners had come to the college on open day to promote STEM courses.

3.3.2 Focus group conclusions

Advice on choosing post-16 courses

Focus groups were held with students at Coleg Meirion-Dwyfor sites in Dolgellau, Pwllheli and Glynllifon, and at Coleg Menai Bangor. Students following vocational courses made up the focus group from Glynllifon and the focus group members from the other four sites followed a cross-section of vocational and A Level courses. In the context of bridging from pre-16 education and post-16 education, all focus group members continued with their post-16 education in a different setting to their previous period of education. Although there are similar elements in the advisory methods, there were some differences in the perception of learners on different sites, which reflects a provision of a different nature between the sites.

Pwllheli Site

- Presentations from Careers Wales, as well as 1:1 interviews in some cases
- According to some learners, in some schools, teachers were mainly the primary source of careers information at the school; however, they do not feel that they received much career guidance
- Attending open days and taster days at CMD
- The students "much preferred" receiving information from people, rather than digitally or on-line.

Dolgellau Site

- The College's open day
- Visits by College and school staff before the learners transfer to the college
- Careers Wales officers facilitated access to the College's website.
- The college's prospectus was shared by college staff during the parents' evening in Year 11

Glynllifon site

- Visited Glynllifon farm
- Information through the post from the college
- Sixth form options fair at the school
- Discussions with former pupils
- Discussions with the agriculture teacher
- Discussions with the careers officer
- Advice from family

Coleg Menai

- Advice from individual teachers
- Careers fair at the school
- Open day/evening at Coleg Menai
- Presentation from Coleg Menai at the school
- Websites
- Experiences of relatives, e.g. cousin
- It was noted that some schools had a tendency to pressurise pupils into stay in school rather than choose a further education college

Careers Advice

Learners' perceptions of the provision of careers advice also varied, although there was more uniformity in the comments. The learners referred to teachers and Careers Wales staff providing advice during the pre-16 period; although some pupils in Dwyfor alleged that they received very little careers input at the school. Work experience from their time at school had assisted some in making a decision about their career pathway. It was noted that personal tutors and class tutors in the colleges were available to provide information, and that visits were held with professionals, e.g. Doctors and Nurses. There is encouragement to attend university open days. Nevertheless, it was noted that not much guidance was provided about the choice of universities available at the college. Others felt that more guidance was available on higher education than careers and that

it would be desirable to have more information on how higher education courses would lead to a career. It would also be good to obtain more information on alternative courses, e.g. access courses and foundation courses as a pathway to HE; apprenticeships and opportunities to follow in-post training.

Assistance and support

In terms of assistance and support, the learners from all four sites noted that personal tutors was an important source of information and advice for them. It was noted that a counsellor, nurse and financial advice was available for students within the College through Learner Services, and that everyone was aware of where to turn for advice. Reference was also made to the support available through the college's libraries.

A Summary of the views of leaders and learners from Grŵp Llandrillo Menai

- There is a good relationship between Coleg Meirion-Dwyfor and the local schools and open days and taster days are organised for pre-16 learners. A Handbook is provided and information is given about the provision on the Group's website
- At Coleg Menai, the advice is mainly provided by the schools.
- A range of extra-curricular activities is available for learners at Coleg Meirion-Dwyfor and Coleg Menai.
- The learners of Coleg Meirion-Dwyfor and Coleg Menai said that personal tutors were an important source of support and information for them.
- Support from the Learner Services' department was available for students, along with the service of a nurse, counsellor and financial advice
- Encouragement was given to attend universities' open days; nevertheless, it was noted that not much guidance was given at the college regarding the choice of universities.

3.3 Dwyfor / Meirionnydd Schools

3.3.1 Views of leaders

Advice on choosing post-16 courses

The majority of leaders noted that there was a close link between the schools and Coleg Meirion-Dwyfor sites when relating to the transfer from the pre-16 provision at the schools to post-16 provision.

One education leader in Meirionnydd said that the majority of bridging arrangements were made through the Meirionnydd Partnership Group that met twice a year. The college's schools liaison officer visited the schools in the catchment area regularly and provided presentations on the college's provision. Learners also visited CMD open evenings and the learners visited CMD sites on open days. During the current year, some of the college's teaching staff offered stimulation sessions for year 11 pupils (challenging and extending sessions).

Whilst the majority of the learners receive presentations regarding post-16 choices on a collective basis, per class or in smaller groups at the schools, some individuals (mainly vulnerable pupils and ALN pupils), receive individual advice. Some 14-16 year old learners follow vocational GCSE courses at CMD sites.

Some schools invite representatives from post-16 providers, except CMD, for Year 11 pupils - two specific schools who do this were named.

- In the opinion of one leader in Meirionnydd, the current arrangements "*are relatively effective with the college reaching out well towards the school*".
- Another leader noted that the school "*is very satisfied with the relationship and plans are in the pipeline to intensify the partnership further to the future.*"
- The view of another leader is that there is "*good awareness on staff level and a firm desire to ensure that the collaboration succeeds*" and there are "*good links in terms of sharing information.*"

The arrangements for transferring and providing advice are similar in Dwyfor. The majority of post-16 pupils in the region either follow A Level courses in Pwllheli, or follow vocational courses in CMD sites and Coleg Menai in Dolgellau, Glynllifon, Bangor or Llangefni and attend the Open Days and taster days. The College's Schools Liaison Officer collaborates closely with the schools. Reference was also made to apprenticeship events in Bangor, and to employers visiting at employer fairs held in some schools. Reference was made to the periods of work experience for Year 10 pupils, which provided a qualification at the end.

- In the opinion of one of Dwyfor's education leaders, it is difficult to know how the transfer arrangements could be better "*without spending more time and using more money*"
- Another leader in Dwyfor noted that the school "*had long-lost the sixth form - it was a shame that some of the best students were being lost from the school as a result*"

Careers Advice

The education leaders of Dwyfor and Meirionnydd noted that a combination of PSE lessons at school, Careers Wales and Coleg Meirion-Dwyfor provided careers advice for learners before they chose post-16 courses. Careers Wales provides collective presentations for each class and for smaller groups. They do not provide individual interviews any more.

The contact was described by an education leader from Dwyfor as follows: "*The Careers Wales officer remains in contact with the school around two days a week, although the frequency of that contact and the resources at their disposal has suffered in recent years as a result of the cuts made to the Careers Wales budget.*" Schools provide careers lessons as part of the PSE provision and in some cases, reference was made to the advice on aspects such as CV development and holding mock-interviews. Information about apprenticeships was shared through careers officers. At one school in

Meirionnydd, reference was made to a school governor who had specific responsibility for careers and a learning coach associated with the Careers Wales quality mark. Opinions were expressed on other matters associated with support and networking, as follows:

- On the whole, it was believed that the current arrangements were effective enough. *“There is a current conversation...on leadership level regarding how best to strengthen the partnership working, and particularly in the county, to restore the previous system of co-planning the needs of individual pupils on subject/department level”*
- *Although there is always room for development, the strengths of the current situation are: a single point of contact with the College, the opportunities provided for year 10 to have a taster of the sites and courses, the open evenings and the way the opportunities were facilitated for the learners.*
- *For the future, consideration should be given to developing resources to assist with the bridging and transfer processes across the county.*
- *The most important aspect of the guidance was attempting to guide pupils in terms of whether it would better suit them to either sit A Level exams or follow a vocational course.*

3.3.2 Questionnaires' Findings

Five responses were received to the questionnaire. In response to the question: *What kind of advice and information you would want your child to receive before choosing their post-16 courses? (You can choose more than one answer)* the views of five responders were *A daytime visit to the school or college campus; five chose Handbook or prospectus from the provider, five chose an Open Evening at the school/college; four chose Conversation or interview with staff.* In response to the question: *From the list below, please indicate which two factors are most important when considering your child's post-16 provision?*, the views of three responders was *quality and subjects available*, the views of two responders were *study support* and the opinion of one person was *ethos and language and class sizes.*

Summary of the views of leaders, learners and parents in Dwyfor / Meirionnydd

- The majority of leaders noted that there was a close link between the schools and Coleg Meirion-Dwyfor sites when relating to the transfer.
- The college's schools liaison officer visited the schools in the catchment area regularly and provided presentations on the college's provision.
- It was noted that the current arrangements were relatively effective, with the college reaching out well to the school and there was good awareness on staff level and a firm desire to ensure that the collaboration is successful, and that there are good links in terms of sharing information
- A combination of the school's PSE lessons, Careers Wales and Coleg Meirion-Dwyfor provides careers advice to learners before they choose their post-16 courses.
- Information about apprenticeships was shared through careers officers.

4 Travelling

In the context of this report, travelling mainly refers to travelling to other settings excluding the main education site during the school day in order to follow a course through the Arfon Network arrangements and partnership arrangements in Meirionnydd. In addition, we hear the views of stakeholders who were questioned about post-16 courses within a reasonable travelling distance for the learners.

4.1 Arfon Schools

4.1.1. Views of leaders

Travelling is a factor that influences schools' arrangements and learners' choices. The following views were expressed by leaders when discussing whether there are sufficient post-16 courses available within a reasonable travelling distance for Arfon learners.

- *There is a plentiful menu of courses.*
- *There is a need to travel far for a few courses*
- *It depends on the definition of "reasonable". When there is a need to travel from school to school to pick up other learners on the way, the day is very long and there is a problem unless transport is available after school hours - the learners do not arrive home until 6pm in some cases.*
- *Time spent out of the classroom is time out of learning*
- *There are taxi sharing arrangement in place for learners*
- *Yes - a number within a reasonable distance*

A number of various opinions were noted by the leaders regarding the practicalities of travelling and its impact on learners.

Time

- *A maximum of an hour and a half - Llangefni is on that limit*
- *Travelling a maximum of twice/two sessions is the need for a consortium course*
- *An hour each way is more than enough*
- *Travel is managed to avoid missing lessons*
- *Consortium courses tend to go on till 5.15 – this can be a disincentive to go on partnership courses.*
- *Travelling twice a week is a total of an hour and a half (two ways)*

Costs

- *The cost is an exceptionally high factor. Travelling swallows up money. Travelling costs are a concern due to the provision of taxis*
- *The main disadvantages are that a lot of non-education 'dead' time is spent in taxis, along with the costs associated with that travelling.*

Setting

- *If travelling to another setting for one subject, that is fine; however, if travelling for two subjects and therefore, being educated in three settings, it is impractical.*
- *In general, none of the other settings are too far, although a few settings are just on the verge of being too far - the majority of subjects are within a half-hour taxi journey - this is relatively acceptable*
- *Dyffryn Nantlle and Bodedern are the extremes in terms of distance*
- *The closest the other choices are to the school then all the better; but there is a need to have a fair offer across the area and this is accomplished in general.*
- *The school discusses options with the pupils and their parents and attempts to encourage them not to follow more than one course in an external setting.*
- *Face-to-face education is more desirable than learning through a screen*
- *There are examples of pupils changing schools from time to time in order to follow courses without having to travel*

4.1.2 Focus Group Conclusions

As could be expected, the learners have responded to their personal situations in the context of choices and travelling to other settings in order to satisfy their needs and aspirations.

The choice available for learners within the region

A vast number of focus group members said that a sufficient number of courses were available to them, although some commented that there was insufficient choice within the schools. Others said that they had not followed a subject "*because I could not follow it at the school.*"

The majority of the comments related to travelling time, settings and the associated practicalities.

Travel Time

- *Some learners travel to Dyffryn Nantlle and Caernarfon to follow courses, "Travelling in taxis is a waste of time"*
- *All travel time was acceptable and was no more than 30 minutes each way*
- *One weakness as a result of the travelling is that working time is swallowed up when travelling in a taxi - there is no opportunity to get on with things immediately after the lesson and no opportunity to foster a relationship with the teacher and access support outside the lessons. E.g. Design and Technology course in Dyffryn Nantlle - it would be nice to be able to spend more time at the school to work on practical aspects and use the resources there, but I have to catch a taxi!*

Setting

- *All subjects were available within Arfon and Coleg Llangefni*
- *Enough choice - each one at the school / locality / Llangefni*

- *Plenty of courses but some quite a distance away*
- *Some external courses were quite far away*
- *There were a wide range of choices. "However the distance to travel for a certain subject would be off-putting"*
- *In Tryfan there is a broad range of subjects available here or in school nearby e.g. Music is available in Tryfan although one student dropped out after a few weeks doing the course in Tryfan because he did not speak Welsh*
- *There was enough choice for the subjects in which I was interested. I have no experience of hearing anybody complaining about this problem.*

Practicalities relating to travelling to other sites

- *Fostering a relationship at another school can be difficult - difficult to foster a relationship with new teachers*
- *One pupil moved school from Brynrefail in order to study subjects in Tryfan without having to travel*
- *New teachers in new centres can be difficult*
- *General complaints that taxis often arrive late*
- *Travelling is not popular but the majority accept it as a reality in a rural area*
- *I have followed the courses and subjects I wanted to follow; nothing prevented me from choosing my subjects*
- *Have been able to choose the subjects I wanted to pick, I would have chosen one subject in a different school but going to a different school was too much*

4.1.3 Questionnaires' Findings

A total of 15 responses were received from the parents of Year 12 pupils in Arfon secondary schools. Around half the parents did not respond to the question, *Was there enough choice of post-16 courses available to your child within a reasonable travelling distance?* Of those who responded, three of them agreed that there was sufficient choice, two disagreed, and another two were not sure. Seven responders were willing for their child to travel for less than an hour to more than one education site per week, five were satisfied with travelling between 1-2 hours and 1 was satisfied with between 5-6 hours of weekly travelling.

A number of qualitative responses relating to travelling to other sites were received in the questionnaire. The three responses noted that taxis arrived at the schools late or did not "turn up". There was a comment that the school did nothing about this and that the learners were losing out on important work. Another view was that the *"travelling service to various schools is poor"*, although it is acknowledged that there is good collaboration between schools. Another responder was glad that a variety of courses was available, however; *"it would be easier if he followed everything at the school as some unavoidable events meant that he missed a few sessions at the college."* In the views of another responded, the bus service should be, *"free for children who attend school in year 12 and 13."*

Summary of the views of leaders, learners and parents in Arfon

- Leaders, learners and some parents feel that enough choice of courses are available within a reasonable travelling distance
- Travelling to another setting for one subject is fine; however, travelling to two settings is impractical.
- Travelling an hour each way is the acceptable maximum; however, some leaders note that a maximum of an hour and a half per week is acceptable.
- There are taxi arrangements for travelling to other settings but complaints are being received from parents and learners that they arrive late or do not arrive at all
- Some learners have not chosen a specific subject due to the need to travel to another setting
- A few pupils have moved schools for post-16 courses in order to avoid travelling and to be able to follow all of their subjects in one setting
- Some pupils arrive home very late on the days when they follow consortium courses.
- More than one headteacher noted that the taxi provision was very expensive for schools.
- Fostering a relationship when there is a need to travel to a new school can be difficult
- It is considered that some of the settings where there is a need to travel for specific courses are 'far' or 'quite far'.
- Travelling to another setting is viewed by headteachers and pupils as a waste of time and loss of learning time

4.2 Ysgol y Berwyn

4.2.1 Views of leaders

It was noted that some pupils travel far to reach the school in the first place in the morning and as a result only travelling a further half an hour each way during the day was acceptable. In some cases, pupils needed to travel further to receive the range of courses they wanted to as not all subjects / courses were available at the same centre.

4.2.2 Conclusions of the focus groups

The majority of learners were of the opinion that there was sufficient choice within a reasonable travelling distance. Nevertheless, the need to travel to other settings influenced personal choices. The majority noted that they would be willing to travel if they wanted to follow a specific course that was only available on a nearby site and one learner said, "*I would be willing to travel to the nearest college (15 miles away) if I had*

to follow a specific course that was only available there. I would not travel more than an hour away." Other learners noted that travelling to another setting would affect their choice and another noted that a lack of transport had affected his choice.

A Summary of the views of headteachers and learners from Ysgol y Berwyn

- As some pupils travelled far to reach the school, it is felt that only travelling a further half an hour each way during the day is acceptable.
- Travelling distances can influence learners' choices.
- Some students are willing to travel to another setting if the course is only on offer in one setting
- The need to travel to other settings influences the choices of some learners
- The majority of learners were of the opinion that there was sufficient choice within a reasonable travelling distance.

4.3 Grŵp Llandrillo Menai

4.3.1 Views of headteachers

It was noted that an acceptable travelling time depended on whether the learner needed to be in one place and that 4-6 hours of weekly travel between settings was acceptable. At CMD's sites in Dolgellau and Pwllheli, there was no further travel after reaching the sites. For some courses, the teaching had been arranged in 'blocks' rather than in short periods many time a week, which reduces the travelling for learners. At Coleg Menai, plenty of post-16 courses are available within a reasonable travelling distance; however, the A Level provision is mainly within schools.

4.3.2 Conclusions of the focus groups

At Dolgellau and Pwllheli CMD sites, members of the focus groups were happy enough with the travelling options. Similarly, learners at the Coleg Menai focus group were satisfied, including a 90 minute journey on a bus from college to Holyhead. It was noted that following the subject was the priority, not the travelling distance, and that there was a need to accept that there was a need to travel in a rural area. As Coleg Glynllifon was a specialist college, it attracted learners from a vast area and it could be a provision that was relatively far away from home for some. Some students from other areas of Wales choose Glynllifon, although there are other agricultural colleges located closer to their homes.

A Summary of the views of leaders and learners from Grŵp Llandrillo Menai

- Although there is a need to travel to the college sites, there is no further travelling after reaching the sites
- The students who participated in the focus groups at CMD Dolgellau and Pwllheli are satisfied with their travelling options
- Following the subject was the priority, and there was a need to accept that there was a need to travel in a rural area.

4.4 Dwyfor / Meirionnydd Schools

4.4.1 Views of leaders

On the whole, leaders of Dwyfor and Meirionnydd schools are of the opinion that a sufficient choice of post-16 courses are available within a reasonable travelling distance, although some stated that what is reasonable is a " *subjective view*."

In Meirionnydd, the leaders were of the opinion that holding a sufficient range of courses in a rural area was a challenge, and considering the geographical nature of the area, the provision was satisfactory on the whole. Investment has been made in the Dolgellau site, in particular with vocational courses, and the menu is very good. There is some concern that there is a need to travel further from Meirionnydd to Bangor or Colwyn Bay for some specialist courses. One leader noted that students chose post-16 courses at Coleg Meirion-Dwyfor, Dolgellau, Ysgol Bro Hyddgen and Ysgol y Berwyn, which were all within a travelling range of 30-40 minutes for the learners of the setting. Another leader commented that the provision in Aberystwyth and Machynlleth was available within a one-hour journey of the setting, as well as the provision at CMD Dolgellau.

In Dwyfor, the leaders acknowledged that the travel to the site of Coleg Meirion-Dwyfor, Pwllheli was not a difficulty and that a train and bus provision was available for the learners. However, some course options are not available in Pwllheli which means between an hour and 90 minute journey to Dolgellau, Bangor or Llangefni, which leads to very long days for the learners. One headteacher noted that there was no course provision available locally in some fields which were natural vocations in Pen Llŷn. For example, in order to follow a construction or catering course, there was a need to travel to Dolgellau or Bangor. Travelling distances can influence learners' choices.

4.4.2 Questionnaires' Findings

Of the five responses received, two responses noted the view that Year 11 parents were not satisfied for their child to travel to another education site every week, and three noted that they were satisfied to do so.

Summary of the views of leaders, learners and parents in Dwyfor / Meirionnydd

- Leaders of Dwyfor and Meirionnydd schools are of the opinion that there is a sufficient choice of post-16 courses available within reasonable travelling distance at CMD, Ysgol y Berwyn and out-of-county settings.
- Travelling distances can influence learners' choices.
- Some course options are not available in Dwyfor in particular, which means between an hour and 90 minute journey, each way, which leads to very long days for the learners.
- Holding a sufficient range of courses in a rural area was a challenge, and considering the geographical nature of the area, the provision is satisfactory on the whole.
- Parents have mixed views about the need to travel

5 The Welsh Language

In order to gather evidence on the use of the Welsh language in the post-16 provision, stakeholders were asked about the advice provided about following subjects through the medium of Welsh; how much of the course content is available through the medium of Welsh at the schools and colleges; and the linguistic choices made by learners.

5.1 Arfon Schools

5.1.1. Views of leaders

At the majority of Arfon schools, the post-16 courses are available in Welsh or bilingual. Advice is provided by teachers and members of the senior management team at some schools; however, other schools say that they do not provide specific language advice. However, there are variations to this as one leader said that "*demand for Welsh Medium Provision is low but some courses are available bilingually, e.g. Further Maths, Religious Education and History*". In another school, a Welsh medium curriculum is offered and reference is made to a number of Estyn reports which has testified the quality of the provision over the years. Other specific issues noted by leaders regarding encouraging learners to follow courses through the medium of Welsh are:

- *It is more challenging to encourage pupils to follow scientific courses in Welsh*
- At two schools, it was noted that $\frac{3}{4}$ of the learners in the sixth form wanted to follow their courses in Welsh
- Some courses were restricted to English as the award bodies did not offer Welsh assessments, e.g. *Pearson* courses at the College.
- The Welsh medium provision sometimes depended on the syllabus and staffing
- The leader of one school said that *Welsh medium was the default for the majority of the learners - they had to opt-out, not opt-in.*
- In some circumstances Welsh medium lessons were given and students presented their written work in English.
- A leader referred to pressure from parents, and the historical perception of the usefulness of Welsh and English for education and work. There were also arguments about preparing students for higher education courses in England, and competition from nearby schools where there was a language choice and the opportunity not to use Welsh at all. The pressure from parents is a concern and it appears that the Welsh schools in the south-east do not face the same pressure from parents. There is a presumption there that the Welsh language would be the medium without exception.

The general view on Welsh resources for post-16 courses from Arfon leaders is that there is not enough of them. The situation can be summarised in the leader's views, who said: "*There is always a need for more Welsh medium teaching resources across the curriculum.*" Specifically, reference was made to the resources published by WJEC - four leaders referred to the fact that WJEC lesson books and resources arrived months after the English versions were published. At one school, the education leader had

complained to the Welsh Language Commissioner about the situation as the, "*learners felt at a disadvantage and it was difficult to argue with them when the resource arrived late.*"

In the opinion of another leader, the Welsh resources for sciences "*has improved hugely, in particular in terms of quality and their standard is similar in both languages*". He was of the opinion that the modules on offer by Coleg Cymraeg Cenedlaethol "*give learners better follow-up opportunities.*" At another school, the leader said that teachers prepared their own teaching materials. It was also noted that Welsh material is not available for some courses that are examined by English examination boards, e.g. Health and Care.

5.1.2 Focus Group Conclusions

At three schools, the members of the focus groups noted that they could choose the language in which they wished to follow their post-16 courses: "*personal choice about what language was most useful within the subjects.*" At another two schools, it was noted that "*Welsh was the default choice,*" or there was an expectation for everyone to follow the courses in Welsh. At another school, it was noted that it was an "*English speaking school. A wide range of people don't speak Welsh.*" The attitudes referred to by learners were:

- *It was natural to follow the courses in Welsh*
- *We do not need encouragement here as Welsh is the norm and so an option is offered to do it in English*
- *Have chosen to follow the subjects in English - more revision resources available in English*
- *Advice from teachers to do my course in English due to the amount of sources*
- *Some teachers take for granted that the learners would follow their subject in Welsh*
- *Some discussion topics in Welsh, but writing is done in English. Science tends to be in English. More English resources available*
- *I was not advised to follow them through the medium of Welsh, but I do follow my courses in Welsh*
- *Teachers do not encourage either way, except for mathematical and scientific subjects where they favour English.*
- *I didn't get much encouragement to do my courses in Welsh but I knew it was available*
- *I would rather do them in English as they may be useful for my future*

Among the reasons for choosing to follow courses in Welsh are:

- *Understand the work better in Welsh*
- *Have remained with Welsh through school, not going to change by way of life with tasks*
- *Want to go on to study through the medium of Welsh at University*
- *All of them in Welsh as it is a natural progression from Welsh GCSEs*

- *I succeed better in Welsh but there is a lack of Welsh resources*
- *I believe that my Welsh language is of a much higher standard than my English*

Among the reasons noted for following the courses in English are:

- *I believe my English is slightly stronger than Welsh*
- *My Welsh isn't very good*
- *IT must be followed in English due to the OCR examination board*
- *I follow my courses in English as it is much easier in terms of web resources etc.*
- *I find it easier to remember facts when they're in the medium of English, although I will still regularly use Welsh as it's a beautiful language*
- *I chose to follow the majority of my subjects in English as more resources were available and there is a need to know the scientific terms in English in order to go to university. Discuss in Welsh as that is what is natural*

5.1.3 Questionnaires' Findings

15 responses were received from parents. In response to the question, *Did your child have the option and received encouragement to study through the medium of Welsh and/or bilingually?* 10 gave a positive response, one gave a negative response and three did not know. In response to the question: *Are the post-16 courses your child has chosen available through the medium of Welsh?* 11 gave a positive response, four gave a negative response, and two were not sure.

Summary of the views of leaders, learners and parents in Arfon

- At the majority of Arfon schools, the post-16 courses are available in Welsh or bilingual.
- Advice about language choice is provided by teachers and members of the senior management team at some schools; however, other schools say that they do not provide specific language advice.
- It is more challenging to encourage pupils to follow scientific courses in Welsh
- Welsh medium assessments are not available for some courses as English award bodies do not offer Welsh assessments
- The quality of Welsh medium resources has improved, however, the WJEC's Welsh versions of resources always arrive later than the English versions
- At three schools, the pupils choose the language in which they will follow their post-16 courses. At two other schools it was noted that Welsh was the default option or that it was expected for everyone to follow the courses in Welsh. At another school it was noted that it was an "English speaking school."
- The majority of parents who responded to the questionnaire know that Welsh medium post-16 courses are available and that their children are encouraged to follow the courses in Welsh at the schools

5.2 Ysgol y Berwyn

5.2.1 Views of leaders

The advice given to learners is that linguistic progression is available to them, but there is no easy answer. The Head of Welsh Department monitors learners' language choice in key stage 4 and for post-16 choices. It is a misconception amongst some parents that it is necessary to follow courses in English in order to be able to follow university courses in England. Nevertheless, reference was made to examples of former pupils who had experienced difficulties in following university courses in England after following their secondary education in Welsh.

The school had enquired why WJEC's Welsh learning resources always arrived later than the English versions, and it was understood that WJEC commissioned other companies to provide the resources and they did not have the power to manage the companies' timetables.

5.2.2 Conclusions of the focus groups

Focus group members stated that the language in which they wished to follow their post-16 courses was their choice. Some learners received advice from subject teachers to follow courses in English, e.g. Business, because the "*terminology is easier*." Other teachers had, "*recommended that we should follow subjects like science in English*." Around half the focus group members studied courses in Welsh and the rest in English. It was noted that no Sports BTEC course was available for learners in Welsh.

A Summary of the views of leaders and learners from Ysgol y Berwyn

- The advice given to learners is that linguistic progression is available
- Linguistic choices are monitored by the Head of Welsh Department
- The learners noted that the language in which they wished to follow their post-16 courses was their choice

5.3 Grŵp Llandrillo Menai

5.3.1 Views of leaders

CMD staff capacity allows for 90% of the courses to be available bilingually. In Pwllheli and Dolgellau, all A Level subjects are available in Welsh. Every learner has the right to be taught through the medium of Welsh. Grŵp Llandrillo Menai encourages learners to follow courses in Welsh. More learners choose to study courses in English in Dolgellau. For vocational courses, some students complete essays in Welsh. However, some award bodies do not offer Welsh medium assessments. At Coleg Menai, A Level courses are available through the medium of English so as not to undermine the Welsh medium provision at Ysgol Tryfan.

Much of the education provision is available bilingually. A Branch Officer from Coleg Cymraeg Cenedlaethol works within Grŵp Llandrillo Menai and transfers information to Coleg Cymraeg regarding what is happening in the Group. The officer creates Welsh events within Grŵp Llandrillo Menai and normalises the use of language. At CMD and Coleg Menai, the Seren Iaith scheme, which was developed by Sgiliaith, is implemented, namely a questionnaire distributed to students at the beginning and end of a year, language awareness sessions and promotion of the social use of Welsh.

5.3.2 Conclusions of the focus groups

At the Dolgellau site, the learners know that courses are available bilingually within the College; however, none of the focus group members could recall being encouraged to follow Welsh medium courses: it was the individual's choice. The majority of learners at the focus group had chosen to follow their post-16 courses in English because:

- *The terminology was more familiar and easier to follow*
- *The rest of the class had chosen English, and did not want to be different*
- *A desire and need to strengthen English skills*
- *The course tutors are English speaking*
- *I come from an English background and I am much more fluent in English*

One member chose to follow all her A Level subjects in Welsh because:

- she had followed every pre-16 subject in Welsh
- she came from a Welsh first language family
- it was easier to communicate and learn in Welsh

At the Pwllheli site, the focus group members were also aware that the courses were available bilingually and that the individual had a choice. There was no encouragement to follow the course in Welsh as such; however, they knew that the bilingual provision was available "naturally". The reasons given for following courses in English were:

- The terminology was more familiar to them and the learning resources were available in English.
- English as a preparation for following HE courses in English

Other members of the group continued to follow post-16 courses in Welsh:

- As a progression to their GCSE courses and in terms of the principle of learning in their first language.
- *Wanted to learn in our own language*
- Have chosen Welsh as this is the language of education; although English was the language of the family and household.
- Welsh skills are needed in the field of childcare and health and care

In Glynllifon, one member of the focus group had said that it was a "natural choice" to follow the post-16 course in Welsh and others said that they "were offered" to follow the courses in Welsh. The reason noted for following the courses in English was:

- *I chose to speak Welsh in the class and with the tutors, but I do the work in English as it is easier. And at the university, you must study in English*

The reasons noted by learners for following the courses in Welsh were:

- the work and words are easier in Welsh
- more comfortable speaking Welsh
- Welsh First Language
- I do not speak English fluently, Welsh at home

At Coleg Menai, in general, no specific encouragement was given to students to follow courses through the medium of Welsh. The lack of Welsh resources is also a factor when deciding on the learning medium of A Level subjects. The students are aware that a vast number of the College's courses are available bilingually. It was noted that there was a historical tendency to presume that English was the appropriate medium for A Level courses. One learner at the focus group would have wished to follow her A Level subjects in Welsh; however, Welsh speaking staff were not available to facilitate that.

A Summary of the views of leaders and learners from Grŵp Llandrillo Menai

- The vast majority of post-16 courses are available bilingually at Coleg Meirion-Dwyfor
- There is no Welsh medium A Level provision at Coleg Menai, so as not to undermine the Welsh medium provision of local schools
- Some award bodies do not offer Welsh medium assessments.
- Staff are employed to promote the use of the Welsh language both academically and socially.
- Students are aware of opportunities to study through the medium of Welsh but many do not feel that they were encouraged to do so.
- The student's personal choice determines the studying language to a great degree.
- The lack of Welsh resources is also a factor when deciding on the studying language

5.4 Dwyfor / Meirionnydd Schools

5.4.1 Views of leaders

Post-16 language progression is a subject that causes concern to many post-16 education leaders in Meirionnydd and Dwyfor.

In Meirionnydd, the four leaders say that encouragement is given within the schools to follow the courses in Welsh, although it is acknowledged that the advice varies from school to school. Specific matters where views were expressed about them in respect of post-16 linguistic choices were:

- *Practically, the language in which individuals chose to follow post-16 subjects came down to personal choice*
- *The school is of the opinion that neither CMD nor Careers Wales reinforce the positive messages shared by the school in respect of ensuring linguistic progression in education (despite the fact that they are supportive of the Welsh language)*
- *There is concern that linguistic progression is not given priority within CMD's culture and that this aspect is not considered strategically or corporately. It is suggested that more formal discussions are needed between the schools and college in this respect.*
- *A lack of Welsh textbooks and learning notes can be a barrier, along with poor bilingual teaching techniques, thus undermining the willingness of learners to use the Welsh language. There is a need to ensure that tutors facilitate language choices in an encouraging and supporting way.*
- *Historical perceptions about the propriety of different languages for different subjects and levels of education is the greatest challenge. Similar historical findings continue regarding the nature of the academic or vocational education seen in a sixth form or further education college*

In Dwyfor, the views and concerns of education leaders about post-16 linguistic progression advice are similar. There are concerns that linguistic progression slips when moving from the school to the college, although the schools encourage the pupils to continue with their post-16 studies through the medium of Welsh. One school has implemented the NUDGE theory techniques, which takes for granted that learners will follow their courses in Welsh. Consequently, the numbers who follow Welsh medium courses have increased to 80%; the figures used to be in the mid 60s. Specific matters where views were expressed about them in respect of post-16 linguistic choices were:

- *Historical presumption that English was the appropriate language for some subjects and sectors*
- *The culture of the post-16 establishment had not fully warmed up to the Welsh language*
- *The influence of parents, without them fully realising the advantages of ensuring progression in a Welsh medium education.*
- *Consistent marketing resources are required across the county to promote the advantages of a Welsh education, including raising awareness of the linguistic needs of employers. Consideration should be given to closer collaboration with Coleg Cymraeg Cenedlaethol*
- *The school does not have much control over language choices, after learners complete their GCSE courses*
- *Positive pressure to follow Welsh medium courses works. If an open language choice option is given, many will choose English*

5.4.2 Questionnaires' Findings

A total of five responses was received from Year 11 parents of Meirionnydd and Dwyfor schools to the questionnaire distributed. In response to the question: *Are the post-16 courses your child has chosen available through the medium of Welsh?* A positive response was received from four responders. One responder said that he was unsure as to whether the course was available in Welsh.

Summary of the views of leaders, learners and parents in Dwyfor / Meirionnydd

- Post-16 language progression causes concern to many post-16 education leaders in Meirionnydd and Dwyfor.
- Encouragement is given within the schools to follow the courses in Welsh, although it is acknowledged that the advice varies from school to school.
- Although Coleg Meirion-Dwyfor and Careers Wales are supportive of the Welsh language, some schools are of the opinion that they do not reinforce the positive messages of schools regarding linguistic progression in education. There are concerns that linguistic progression slips when moving from the school to the college
- Historical findings continue regarding the nature of the academic or vocational education seen in a sixth form or further education college
- Parents do not always realise the advantages of progression in a Welsh medium education
- Consistent marketing resources are required across the county to promote the advantages of a Welsh education

6 The effectiveness of the current provision

In this section, we report on the views of leaders, learners and parents on the effectiveness of the current post-16 provision in Gwynedd. In addition, any comments about the future of the provision in the county are noted.

6.1 Arfon Schools

6.1.1 Views of leaders

Each of the leaders of Arfon schools were of the opinion that the current system was effective in terms of the range of subjects and courses offered to all learners, "*There is a vast range of subjects, both core subjects and additional subjects. The quality is good, the care is good and the results are good.*" Two leaders noted that "guaranteeing the quality of off-site courses" was key and noted that the standard varied with some subjects.

Other matters raised in terms of the effectiveness of the current provision was:

- Extra-curricular support and opportunities were more effective than in a further education college
- That a community feel was not possible in a college in the same way as it was in a school
- That keeping learners in their community meant that they "*can continue with their contribution as leaders in their communities - this is key*"
- That keeping a sixth form in a school was a way of attracting staff " *as many teachers liked the opportunity to teach the sixth form* "

In terms of efficiency, the main weakness was travelling costs, with four headteachers noting this in their responses. One headteacher felt that arrangements for travelling to the school were effective and efficient as the school ran two mini buses instead of paying a taxi company to transport the pupils to other centres to attend consortium provision. The leaders acknowledged that maintaining subjects with small classes incurred a cost; but they felt that there was a need to calculate transport costs against the cost of maintaining a small class. One headteacher expressed the opinion that a sixth form with fewer than 25 learners "*made no financial sense*". Other matters raised when discussing efficiency were:

- The network's fee (£750) was value for money
- "*Any new system would need to be better than the current provision in terms of (a) Welsh medium education, (b) the general quality of the education and (c) the standard of the care and support to learners* "

6.1.2 Focus Group Conclusions

Various themes were raised when discussing the development of post-16 provision in Gwynedd in the future at the focus groups held with the learners from Years 12 and 13. At two schools, a number of comments were made in favour of retaining the sixth form provision at the school, such as:

- *The sixth form works brilliantly*
- *Liked the current system*
- *Smaller classes are more help*
- *Smaller numbers in the sixth makes it easier to plan a timetable to suit everyone to follow their desired subjects*
- *School protects you and makes sure that your work reaches the standard. College is happy with a pass.*
- *School offers opportunities that college does not, e.g. Eisteddfod, member of a committee, being head pupil*
- *Sixth forms should be kept in schools. If they close, it would be a huge loss to the pupils who want to stay in school*
- *Very important for keeping 6th form as an option in schools, good way of easing people into out of school education without giving too much freedom and not enough support.*

Other themes in terms of planning the post-16 provision were:

- Improved communication between schools
- More information about course content
- BAC to be made optional, instead of mandatory
- Additional Welsh resources to be created for some subjects
- Improved career advice
- Greater emphasis on support on what to choose in order to follow an appropriate course at university and careers.

A Summary of the views of leaders and learners from Arfon

- The leaders feel that the current system is effective in terms of the range of subjects and courses offered to learners
- The quality is good, the care is good and the results are good
- The transport costs make the current system ineffective
- Transport costs can become efficient by transporting the children on the school's two mini buses, instead of using a taxi.
- The learners appreciate a post-16 provision within the school
- Amongst the other advantages, learners feel that smaller classes are advantageous and they feel that schools "*protects you and makes sure that your work reaches the standard,*" whilst "*College is happy with a pass.*"

6.2 Ysgol y Berwyn

6.2.1 Views of leaders

The views of Ysgol y Berwyn leaders were in order to provide a broad choice, some subjects will be populated and others will only be chosen by a small number of learners. They acknowledge that *"questions about value for money arise where there are fewer learners. The provision can be less effective with smaller groups, which is also inevitable when a small number of learners are in a year. When the numbers are smaller, the lessons of years 12 and 13 can be combined for the practical elements of some subjects. This is cost effective, however, the different specifications of the Advanced Subsidiary and Advanced restricts the ability to do so."*

6.2.2 Conclusions of the focus groups

No opinion was expressed about the effectiveness of the current provision. In terms of developing the post-16 provision in Gwynedd in the future, the views of the Year 12 and 13 learners who contributed to the focus group was that there was a need to:

- offer more choice of A Level subjects and other courses in schools
- make it more obvious to learners exactly what they are able to benefit from in terms of jobs or post-18 provision
- give schools more money to purchase goods

A Summary of the views of leaders and learners from Ysgol y Berwyn

- In order to provide a broad choice, some subjects will be populated and others will only be chosen by a small number of learners
- Questions about value for money arise where there are fewer learners
- Learners felt that there is a need to offer more choice of A Level subjects and other courses in schools
- There is a need to make it more obvious to learners exactly what they are able to benefit from in terms of jobs or post-18 provision
- Learners feel that there is a need to give schools more money to purchase goods

6.3 Grŵp Llandrillo Menai

6.3.1 Views of leaders

According to the leaders of Grŵp Llandrillo Menai, one can only be cost-effective by having a single system of post-16 provision. They were of the view *"with a tertiary system, you get better GCSE results at the school and better A Level results at the colleges. The current system is not effective as the post-16 provision offered within schools has to be subsidised"*.

When planning for the future, the views of Grŵp Llandrillo Menai leaders is that:

- the 11-19 curriculum should be co-planned in order to allow for improved transition from GCSE to A Level and vocational courses
- the county boundaries in respect of the post-16 provision should be removed
- ensure collaboration in partnership to share successful practices and to offer linguistic choices

6.3.2 Conclusions of the focus groups

No opinion was expressed about the effectiveness of the current provision. In terms of developing the post-16 provision in the future, the views expressed by learners at three of the four sites varied greatly.

The learners of the Dolgellau site were of the opinion that:

- *It would be good to have a cheaper bus pass - currently the pass costs £300 per year*
- *Consideration should be given to extending the bus pass outside Gwynedd to learners in Powys*
- *BAC should not be mandatory*

The learners of the Pwllheli site were of the opinion that:

- *More Welsh medium learning resources were needed, along with practical support to follow courses in Welsh*
- Despite the offer of an equal bilingual menu, it appears from the perspective of the learner that it is not currently a fair choice

The learners of the Glynllifon site were of the opinion that:

- Having an opportunity to go on more visits
- Having more practical sessions in the second year
- Improved financial assistance for learners
- For schools to provide more information about the courses available in colleges. In general, the learners felt that their schools tried to persuade a large number of pupils to attend the sixth form at the school.
- Colleges should share more information about their courses at schools in other counties of Wales.

The learners of the Coleg Menai site did not express any view.

A Summary of the views of leaders and learners from Grŵp Llandrillo Menai

- One can only be cost-effective by having a single post-16 provision system
- With a tertiary system, you get better GCSE results at the school and better A Level results at the colleges
- Learners are of the opinion that more Welsh medium learning resources are needed, along with practical support to follow courses in Welsh
- Learners feel that more Welsh medium learning resources are needed, along with practical support to follow courses in Welsh
- Learners are of the opinion that the BAC should be optional, instead of mandatory

6.4 Dwyfor / Meirionnydd Schools

6.4.1 Views of leaders

Effectiveness

The leaders of the seven schools were in agreement that the current arrangements were effective in terms of offering opportunities and a variety of courses; however, their views on the degree of effectiveness varied from "very effective" to "yes overall" or "*the situation is acceptable considering the geographical challenges facing a rural area and the pupils, on the whole, are successful*".

One leader felt that there was a need for "*some [post-16] provision to be more local*" and proposed that it would be good to expand the local provision for courses such as Catering and Construction.

One leader expressed that "*the current provision was very effective in Coleg Meirion-Dwyfor and Ysgol y Berwyn*". And another leader noted that "*the tension between CMD and Ysgol y Berwyn can be challenging at times; however, there is justification for the current situation in the fact that it offers pupils a fair choice in terms of the range of courses, language medium of the courses, the culture of the learning and linguistic culture.*"

Efficiency

The leaders were less specific about the efficiency of the current system. "*It is impossible to say*" said one leader. "*For better or worse, centralising the provision is certain to be more efficient*", said another leader. Two other leaders were of the view that:

- *The low numbers who study some courses in a rural area raise doubts in terms of the efficiency of the system. It is difficult to justify the expenditure, yet again, there is a need to maintain broad and equal opportunities for each learner*

- *In terms of efficiency, considering the rural context, it is likely that the situation in the Dolgellau area is as efficient as possible*

Many leaders expressed that "there were cultural and social advantages of having a sixth form at the school" whilst also acknowledging:

- *That the school is too small to offer a broad range of post-16 courses*
- *That the population at this end of the county is very small to provide post-16 courses through the school*
- *That the advantages of having a sixth form "came at a considerable cost in terms of funding and learner numbers in smaller classes, thus placing a burden on the school"*

6.4.2 Findings of the questionnaires for the parents of Year 11

Five responses were received to the questionnaire. No response was received to the question which asked parents for their further comments on the education provision. In terms of the features that were most important to parents when considering a post-16 provision for their children, three responders had noted 'Choice of subjects' and 'Quality'; two had noted 'Support to study' and one response was received to 'Ethos and Language' and 'Class Sizes'.

Summary of the views of leaders, learners and parents in Dwyfor / Meirionnydd

- The current arrangements are effective in terms of offering opportunities and a variety of courses
- The low numbers who study some courses in a rural area raise doubts in terms of the efficiency of the system; however, there are cultural and social advantages from having a sixth form at the school.
- The current provision is very effective in Coleg Meirion-Dwyfor and Ysgol y Berwyn

7 The feedback of the questionnaire to the parents of Year 12 who have chosen out-of-county settings

A questionnaire was distributed to the parents of learners who live in Gwynedd and who have chosen out-of-county settings for the post-16 provision. A total of eight responses were received from the parents of learners who receive an education at schools in Conwy County, and the eight learners are following A Level courses.

In response to the question '*Are you satisfied with the post-16 provision you have received to date?*', five responders noted that they were satisfied, two noted that they were unsure and one was very unsatisfied with the provision.

In response to the question '*What were the main factors for you in choosing the location for your post-16 education ?*,' six responders noted that standards was the reason; four noted peers; three responders noted 'location'; two noted choice of courses; one noted transport and one noted 'everything in one location' and one chose 'Other'. The further response given to the question was "a familiar place".

In response to questions about the Welsh medium provision and *To what extent did you have a choice and were encouraged to study through the medium of Welsh and / or bilingually*, two responders noted a lot of encouragement, two were not sure, two noted not a lot of encouragement / choice, one noted that full encouragement / choice and one noted none at all.

In response to the question: *Is the course you have chosen available through the medium of Welsh?*, two responders noted "Yes", two noted "uncertain" and two noted "no".

The further comments can be divided into ones relating to travel, the choice available and language medium. Four comments were received about travelling arrangements:

- *To ensure that all pupils attending post 16 education in Gwynedd have transport available to attend school outside of Gwynedd*
- *Transport needs to improve because there is a lot of speculation happening as of late*
- *The transport to and from 6th form needs to be improved (X19 Blaenau to Llandudno)*
- *Transport isn't the best init*

In terms of the choice available, it was noted that there should be "*more opportunities in Gwynedd as there is no A Level school.*" In terms of language medium, one responder noted that he had chosen to study all his courses through the medium of English, "*as I want to study in Universities outside Wales and so I wanted to start to change and learn the terminology now whilst I have Welsh medium support, rather than change further on.*"

A summary of the views of the parents of learners who follow their post-16 education out-of-county

- More than half the responders are satisfied with the post-16 provision they have received to date
- According to the responders, the main factors in terms of choosing a post-16 education setting were standards, location and peers.
- Fewer than half the responders knew that learners had received every encouragement or quite a bit of encouragement to follow their courses through the medium of Welsh.
- There is a feeling that transport to out-of-county sites needs to be improved.

8. Appendices

Appendix 1: Questions for the Interviews of the Leaders of Arfon Secondary Schools, Ysgol y Berwyn and Grŵp Llandrillo Menai

Appendix 2: Questions for the Interviews held with the Leaders of Dwyfor and Meirionnydd Secondary Schools

Appendix 3: Questions for the Post-16 Learner Focus Groups of Arfon Schools, Ysgol y Berwyn and Grŵp Llandrillo Menai

Appendix 4: Holiadur ar gyfer rhieni dysgwyr Blwyddyn 11 yn ysgolion Gwynedd

Appendix 5: Questionnaire for parents of Year 11 Learners in Gwynedd schools

Appendix 6: Holiadur ar gyfer rhieni dysgwyr Blwyddyn 12 sy'n mynychu darpariaeth ôl-16 yng Ngwynedd

Appendix 7: Questionnaire for parents of Year 12 Learners who attend post-16 provision within Gwynedd

Appendix 8: Holiadur i rieni dysgwyr ôl-16 Gwynedd sy'n mynychu darpariaeth all-sirol

Appendix 9: Questionnaire for parents of Gwynedd year 12 students who attend out of county provision

Appendix 1: Questions for the Interviews of the Leaders of Arfon Secondary Schools, Ysgol y Berwyn and Grŵp Llandrillo Menai



Mae Adran Addysg Cyngor Gwynedd yn awyddus i gael barn rhan-ddeiliaid allweddol ar y ddarpariaeth addysg ôl-16 yng Ngwynedd ar hyn o bryd ac ar gyfer y dyfodol, ac wedi comisiynu IAITH Cyf. i gynnal ymchwil gyda disgyblion a myfyrwyr, rhieni, ac arweinwyr ysgolion a cholegau. Mae'r cwestiynau hyn ar gyfer arweinwyr sefydliadau sy'n darparu addysg ôl 16.

The Education Department at Cyngor Gwynedd is keen to obtain the views of key stakeholders on the current and future provision of post-16 education in Gwynedd, and has commissioned IAITH Cyf. to conduct research with pupils and students, parents, and school and college leaders. These questions are for the leaders of organisations providing post-16 education.

Agwedd Aspect	Rhif/ No.	Cwestiwn / Question
Trosglwyddo / Transfer	1	Pa fath o gyngor ac arweiniad sydd ar gael i ddysgwyr eich lleoliad cyn iddynt ddewis cyrsiau ôl-16? Gan bwy y darperir y cyngor? <i>What kind of advice and guidance is available to learners at your setting before they choose post-16 courses? By whom is the advice provided?</i>
Y ddarpariaeth bresennol/ Current Provision	2	Pa fathau o ddarpariaeth ôl-16 a gynigir yn y lleoliad? Beth yw'r cyfyngiadau neu rwystrau wrth gynllunio a chyflwyno'r ddarpariaeth? <i>What types of post-16 provision are offered at the setting? What are the constraints or barriers to the planning and delivery of provision?</i>
	3	Pa fathau o ddarpariaeth sydd ar gael ar gyfer dysgwyr Anghenion Dysgu Ychwanegol ôl-16? <i>What types of provision are available for post-16 additional learning needs learners?</i>
	4	Yn y blynyddoedd diwethaf, pa gyrsiau sy'n denu'r niferoedd uchaf o ddysgwyr a pha rai sy'n denu niferoedd isel? A oes rhesymau dros hyn? <i>In recent years, which courses attract the highest numbers of learners and which attract low numbers. Are there any reasons for this?</i>
	5	Yn eich barn chi, ydy'r dysgwyr yn y lleoliad wedi gallu dilyn y cwrs neu'r pynciau yr oeddynt am eu dilyn? A oedd rhwystrau yn atal rhai dysgwyr rhag dilyn rhai cyrsiau / pynciau? Pa gamau a gynigir i geisio bodloni dymuniadau dysgwyr pan fo anawsterau?

		<p><i>In your opinion, have the learners at the setting been able to follow the course or subjects they wanted to follow? Were there any barriers preventing some learners from following some courses/subjects? What steps are proposed to try to meet the wishes of learners when there are difficulties?</i></p>
Trefniadau teithio / <i>Travel arrangements</i>	6	<p>Yn eich barn chi, a oes nifer digonol o gyrsiau ôl-16 yn cael eu cynnig o fewn pellter teithio rhesymol i'r dysgwyr?</p> <p><i>Do you think that a sufficient number of post-16 courses are offered within a reasonable travelling distance of learners?</i></p>
	7	<p>Faint o amser teithio rhwng lleoliadau addysg gwahanol sy'n dderbyniol bob wythnos yn eich golwg chi?</p> <p><i>How much travel time between different education settings is acceptable every week in your view?</i></p>
Amser cyswllt ar gyfer y ddarpariaeth/ <i>Provision contact time</i>	8	<p>Beth yw maint dosbarthiadau ôl-16 delfrydol ar gyfer:</p> <p>a) addysg gyffredinol b) addysg alwedigaethol/prentisiaeth?</p> <p><i>What are ideal post-16 class sizes for:</i> a) <i>general education</i> b) <i>vocational education/apprenticeship?</i></p>
Rhwydweithio rhwng lleoliadau/ <i>Networking between settings</i>	9	<p>Pa mor werthfawr neu beidio yw'r rhwydweithio rhwng yr ysgolion/coleg i athrawon a dysgwyr?</p> <p><i>How valuable or not is the networking between the schools/college for teachers and learners?</i></p>
Technoleg/ <i>Technology</i>	10	<p>Pa fath o adnoddau digidol ac e-ddysgu sydd ar gael ar gyfer cyrsiau ôl-16?</p> <p><i>What kind of digital and e-learning resources are available for post-16 courses?</i></p>
Y Gymraeg/ <i>Welsh</i>	11	<p>A roddir cyngor neu anogaeth i ddysgwyr ddilyn eu cwrs/rhaglen addysg drwy gyfrwng y Gymraeg? Pwy sy'n darparu'r cyngor? Faint o ddysgwyr (nifer a chanran) sy'n dewis dilyn cyrsiau / rhaglenni addysg cyfrwng Cymraeg?</p> <p><i>Is advice or encouragement given to learners to pursue their course/programme of education through the medium of Welsh? Who provides the advice? How many learners (number and percentage) choose to follow Welsh-medium courses / programmes of education?</i></p>
	12	<p>Pa fath o adnoddau Cymraeg sydd ar gael i ddysgwyr ôl-16 sydd yn dilyn cyrsiau cyfrwng Cymraeg? Oes angen mwy?</p> <p><i>What kind of Welsh-language resources are available to post-16 learners following Welsh-medium courses? Are more needed?</i></p>

Cefnogaeth i Fyfrwyr/ <i>Student support</i>	13	A oes darpariaeth cymorth pellach ar gael i ddysgwyr os oes angen? (e.e. cefnogaeth academaidd, sgiliau, problemau personol). <i>Is further provision of support available to learners if necessary? (e.g. academic support, skills, personal problems).</i>
Darpariaeth allgyrsiol / <i>Extracurricular provision</i>	14	Pa fathau o gyfleoedd allgyrsiol sydd ar gael i ddysgwyr ôl 16? Faint o ddysgwyr ôl-16 sydd yn cyfranogi? <i>What types of extra-curricular opportunities are available for post-16 learners? How many post-16 learners participate?</i>
Cwestiwn cloi/ <i>Closing question</i>	15	a) A yw'r ddarpariaeth ôl-16 bresennol yn y rhanbarth yn effeithlon ac effeithiol? Os ydy, ym mha ffordd? Os nad yw, pam? b) Unrhyw sylwadau ychwanegol? <i>a) Is the current post-16 provision in the region efficient and effective? If yes, in what way? If not, why not?</i> <i>b) Any additional comments?</i>

Appendix 2: Questions for the Interviews held with the Leaders of Dwyfor and Meirionnydd Secondary Schools



Mae Adran Addysg Cyngor Gwynedd yn awyddus i gael barn rhan-ddeiliaid allweddol ar y ddarpariaeth addysg ôl-16 yng Ngwynedd ar hyn o bryd ac ar gyfer y dyfodol, ac wedi comisiynu IAITH i gynnal ymchwil gyda disgyblion a myfyrwyr, rhieni, ac arweinwyr ysgolion a cholegau. Mae'r cwestiynau hyn ar gyfer arweinwyr sefydliadau sy'n darparu addysg cyn 16 oed.

The Education Department at Cyngor Gwynedd keen to obtain the views of key stakeholders on the current and future provision of post-16 education in Gwynedd, and has commissioned IAITH to conduct research with pupils and students, parents, and school and college leaders. These questions are for leaders of organisations providing pre-16 education.

Agwedd /Aspect	Rhif No.	Cwestiwn /question
Trefniadau pontio a throsglwyddo / <i>Transition and transfer arrangements</i>	1	Beth yw'r trefniadau pontio a pharatoi presennol rhwng y ddarpariaeth cyn-16 ac ôl-16 yn eich lleoliad? A yw'r trefniadau'n effeithiol? Os ydynt, sut? Os nad ydynt pam lai? <i>What are the current transition and preparatory arrangements between pre-16 and post-16 provision in your setting? Are the arrangements effective? If so, how? If not why not?</i>
	2	Yn y blynyddoedd diwethaf, faint o ddysgwyr o'r lleoliad sydd wedi symud ymlaen i ddarpariaeth ôl -16 gan ddarparwr arall yng Ngwynedd? <i>In recent years, how many learners from the setting have moved on to post-16 provision from another provider in Gwynedd?</i>
Cyngor ac arweiniad / <i>Guidance and advice</i>	3	Pa fath o gyngor ac arweiniad sydd ar gael i ddysgwyr cyn dewis cyrsiau ôl-16? Gan bwy y darperir y cyngor? <i>What kind of advice and guidance is available to learners before choosing post-16 courses? Who provides the advice?</i>
	4	Pa fath o wybodaeth am opsiynau gyrfaol a ddarperir i ddysgwyr y lleoliad? <i>What kind of information about career options is provided to learners at the setting?</i>
Y cyrsiau sydd ar gael i ddysgwyr yn gyfredol / <i>The courses currently available for learners</i>	5	A oes nifer digonol o gyrsiau ôl-16 ar gael o fewn pellter teithio rhesymol i ddysgwyr y lleoliad?

		<i>Is there a sufficient number of post-16 courses available within reasonable traveling distance for the setting's learners?</i>
Teithio / Travel	6	<p>I ba raddau mae'r angen i deithio rhwng lleoliadau ar gyfer rhai cyrsiau yn effeithio ar ddewisiadau cwrs dysgwyr?</p> <p><i>To what extent does the need to travel between venues for some courses affect learners' course choices?</i></p>
Dilyniant ieithyddol / <i>Linguistic progression</i>	7	<p>A roddir cyngor neu anogaeth i ddysgwyr ddilyn eu cwrs /rhaglen addysg ôl-16 drwy gyfrwng y Gymraeg? Pwy sy'n gwneud hyn? Faint o ddysgwyr sy'n dewis dilyn cyrsiau / rhaglenni addysg cyfrwng Cymraeg yn y lleoliad cyn-16?</p> <p><i>Are learners given advice or encouragement to follow their post-16 education course / education programme through the medium of Welsh? Who does this? How many learners choose to follow Welsh medium education courses / programs in the pre-16 setting?</i></p>
Y ddarpariaeth ôl-16 bresennol / <i>The current post-16 provision</i>	8	<p>A yw'r ddarpariaeth ôl-16 bresennol yn y rhanbarth yn effeithlon ac effeithiol? Os ydyw, sut? Os nad ydyw, pam ddim?</p> <p><i>Is the current post-16 provision in the region efficient and effective? If so, how? If not, why not?</i></p>
Datblygiadau at y dyfodol/ <i>Future developments</i>	9	<p>Pa ddatblygiadau addysg ôl-16 yr hoffech eu gweld yng Ngwynedd yn y dyfodol?</p> <p><i>What post-16 education developments would you like to see in Gwynedd in the future?</i></p>



Ymchwil i ddarpariaeth Addysg ôl-16 Cyngor Gwynedd Research to Cyngor Gwynedd post-16 education provision

Cefndir

Mae Adran Addysg Cyngor Gwynedd yn awyddus i gael barn rhan-ddeiliaid allweddol ar y ddarpariaeth addysg ôl-16 yng Ngwynedd ar hyn o bryd ac ar gyfer y dyfodol, ac wedi comisiynu IAITH i gynnal ymchwil gyda disgyblion a myfyrwyr, rhieni, a phenaethiaid ysgolion a cholegau

Cwestiynau grwpiau ffocws ar gyfer dysgwyr Blwyddyn 13 Ysgolion Uwchradd Arfon, Ysgol y Berwyn a Grŵp Llandrillo-Menai yw'r canlynol.

Background

The Education Department at Cyngor Gwynedd is keen to obtain the views of key stakeholders on the current and future provision of post-16 education in Gwynedd, and has commissioned IAITH to conduct research with pupils and students, parents, and headteachers of schools and Colleges

These focus group questions are for Year 13 learners in secondary schools in Arfon, Ysgol y Berwyn and Grŵp Llandrillo-Menai.

1. Pa fath o gyngor ac arweiniad gawsoch chi cyn dewis eich cyrsiau / pynciau ôl-16? Gan bwy?

What type of advice and guidance did you receive before choosing your post-16 courses / subjects? By who?

2. A oedd digon o ddewis o gyrsiau / pynciau ôl-16 ar gael i chi o fewn pellter teithio rhesymol pan oeddech yn dewis eich cwrs/pynciau?

Was there enough choice of post-16 courses / subjects available to you within a reasonable travelling distance when you were choosing your course/subjects?

3. Ydych chi wedi y dilyn y cyrsiau neu'r pynciau yr oeddech chi eisiau eu dilyn i gyrraedd eich nodau gyrfaoel? A oedd rhwystrau yn eich atal rhag dilyn rhai cyrsiau / pynciau?

Have you followed the courses or subjects you wanted to follow to achieve your career goals? Were there any barriers preventing you from following some courses/subjects?

4. Pa fath o wybodaeth ydych chi wedi ei dderbyn am opsiynau gyrfaoel? Gan bwy?

What type of information have you received about career options? From who?

5. Beth yw maint grwpiau dysgu ar eich cwrs chi ac a ydych yn fodlon gyda hyn?

What is the size of learning groups on your course and are you satisfied with this?

6. Os ydych yn dilyn eich cwrs / pynciau mewn mwy nag un lleoliad addysg, pa mor werthfawr yw'r rhwydweithio rhwng yr ysgolion/ coleg a chyda disgyblion eraill i chi?

If you are undertaking your course / subjects in more than one education setting, how valuable is the networking between the schools/college and with other pupils for you?

7. Beth yw eich barn am yr angen i deithio rhwng lleoliadau addysg ac a yw teithio rhwng lleoliadau wedi effeithio ar eich dewisiadau cwrs/ pynciau ac ar eich eu profiadau addysg?

What are your views on the need to travel between education settings and has travel between settings impacted on your course / subjects choices and educational experiences?

8. Faint o amser teithio rhwng lleoliadau addysg bob wythnos sy'n dderbyniol?
How much travel time between education settings per week is acceptable?

9. Pa fath o adnoddau digidol ac e-ddysgu sydd ar gael yn eich cwrs / pynciau? Beth yw eich barn amdanynt?
What kind of digital resources and e-learning are available in your course / subjects? What are your views on them?

10. A gawsoch chi gyngor neu anogaeth i ddilyn eich cwrs / pynciau drwy gyfrwng y Gymraeg? Gan bwy?
Did you receive advice or encouragement to undertake your course / subjects through the medium of Welsh? From who?

11. A wnaethoch chi ddewis ddilyn eich cwrs / pynciau drwy gyfrwng y Gymraeg neu beidio? Pam? Pam ddim?
Did you choose to do your course/subjects through the medium of Welsh? Why? Why not?

12. Faint o ddewis o gyrsiau Cymraeg oedd ar gael i chi wrth gychwyn ar eich cwrs/ pynciau?
How much of your course/ subject content is available through the medium of Welsh?

13. Faint o gynnwys eich cwrs/pynciau sydd ar gael drwy gyfrwng y Gymraeg?
How much of your course/subject content is available through the medium of Welsh?

14. A ydych yn gallu cael cymorth ar eich cwrs/ pynciau os oes angen? (e.e. cefnogaeth academaidd, sgiliau, problemau personol).
Are you able to get support on your course/ subjects if necessary? (e.g. Academic support, skills, personal problems).

15. Pa mor fodlon ydych chi gyda'r cyrsiau/ pynciau ôl-16 rydych wedi eu dilyn?
How satisfied are you with the post-16 courses/subjects you have followed?

16. A oes gennych chi awgrymiadau ar gyfer datblygu darpariaeth cyrsiau/ pynciau ôl-16 yng Ngwynedd i'r dyfodol?
Do you have suggestions for developing post-16 course/ subject provision in Gwynedd for the future?

Appendix 4: Holiadur ar gyfer rhieni dysgwyr Blwyddyn 11 yn ysgolion Gwynedd

Moderneiddio Addysg 11.1
(Holiadur ar gyfer rhieni dysgwyr blwyddyn 11.1)



Hoffai Adran Addysg Gwynedd gasglu barn rhan-ddeiliaid allweddol ar y ddarpariaeth addysg I-16 yng Ngwynedd ar hyn o bryd ac ar gyfer y dyfodol. I'r perwyl hwn, mae Adran Addysg Gwynedd wedi comisiynu IAITH.Cyf i gynnal ymchwil gyda disgyblion a myfyrwyr, rhieni, a phenaethiaid ysgolion a cholegau'r sir.

Mae'r holiadur hwn ar gyfer rhieni dysgwyr blwyddyn 11.

1 Mae fy mhlentyn yn bwriadu dilyn cwrs ôl 16 yn:

(Rhowch UN groes yn y bocs priodol)

- | | | |
|--------------------------------|--------------------------|----|
| Ysgol Brynrefail | <input type="checkbox"/> | 1 |
| Ysgol Dyffryn Nantlle | <input type="checkbox"/> | 2 |
| Ysgol Dyffryn Ogwen | <input type="checkbox"/> | 3 |
| Ysgol Friars | <input type="checkbox"/> | 4 |
| Ysgol Syr Hugh Owen | <input type="checkbox"/> | 5 |
| Ysgol Tryfan | <input type="checkbox"/> | 6 |
| Ysgol Y Berwyn | <input type="checkbox"/> | 7 |
| Coleg Meirion Dwyfor Pwllheli | <input type="checkbox"/> | 8 |
| Coleg Meirion Dwyfor Dolgellau | <input type="checkbox"/> | 9 |
| Coleg Glynllifon | <input type="checkbox"/> | 10 |
| Coleg Menai Bangor | <input type="checkbox"/> | 11 |
| Arall | <input type="checkbox"/> | 12 |

2 Os ydych wedi ateb 'arall' ar gyfer y cwestiwn blaenorol, nodwch pa Ysgol / Goleg yma os gwelwch yn dda:

■ 1

(cariwch ymlaen tros y dudalen)

■

(Parhad)

3 Pa fath o ddarpariaeth ôl 16 mae eich plentyn yn bwriadu ei ddilyn?

(Rhowch UN groes yn y bocs priodol)

Lefel A 1

Cyfuniad o gyrsiau Lefel A a Galwadigaethol 2

Galwadigaethol 3

Addysg Arbennig / Byw'n Annibynol 4

Prentisiaeth 5

4 Yn eich barn chi, a oes digon o ddewis o gyrsiau ôl 16 ar gael i'ch plentyn yn y lleoliad y mae'n ei ffafrio / yn ei ddymuno?

(Rhowch UN groes yn y bocs priodol)

Bodlon iawn 1

Bodlon 2

Dim yn sir 3

Anfodlon 4

Anfodlon iawn 5

5 Os ydych yn anghytuno neu'n anghytuno'n gryf nad oes digon o ddewis i'ch plentyn, beth yw eich rhesymau am hyn?

■ (Parhad) ■

6 Pa fath o gyngor a gwybodaeth yr hoffech i'ch plentyn ei dderbyn cyn dewis cyrsiau ôl 16? (Cewch ddewis mwy nag un)

(Rhowch groes yn bob un sy'n berthnasol)

Ymweliadau â safle ysgol/ coleg yn ystod y dydd 1

Noson agored yn yr ysgol/ coleg 2

Sgwrs neu gyfweiliad gyda staff sydd yn addysgu'r cyrsiau 3

Llawlyfr neu brosbectws gan y darparwr 4

Dim yn gwybod 5

Arall 6

7 Os ydych wedi ateb 'Arall' yn y cwestiwn blaenorol, pa fath o gyngor a gwybodaeth yr hoffech i'ch plentyn ei dderbyn?

■

(Parhad)

8 A yw'r cwrs ôl 16 y mae eich plentyn yn ystyried ei astudio ar gael drwy gyfrwng y Gymraeg?

(Rhowch UN groes yn y bocs priodol)

Ydy 1

Dim yn sir 2

Nac ydy 3

9 Yn eich barn chi, a yw dilyn cwrs mewn mwy nag un lleoliad addysg yn effeithio ar brofiad addysg dysgwyr ôl 16 mewn modd cadarnhaol neu negyddol?

(Rhowch UN groes yn y bocs priodol)

Cadarnhaol 1

Negyddol 2

Dim yn gwybod 3

10 Sawl gwaith ydych yn fodlon i'ch plentyn deithio i fwy nag un safle addysg arall bob wythnos?

(Rhowch UN groes yn y bocs priodol)

dim 1

2 waith 2

4 gwaith 3

6 gwaith 4

mwy na 6 gwaith 5

11 O'r rhestr isod, nodwch pa ddwy nodwedd sydd bwysicaf wrth ystyried darpariaeth ôl 16 i'ch plentyn?

(Rhowch groes yn bob un sy'n berthnasol)

Ansawdd 1

Ethos ac Iaith 2

Maint dosbarthiadau 3

Cymorth i astudio 4

Dewis pynciau 5

Arall 6

12 A oes gennych sylwadau pellach am ddarpariaeth addysg ôl 16 yng Ngwynedd?

■ **Diolch yn fawr am gwblhau'r holiadur yma** ■

Appendix 5: Questionnaire for parents of Year 11 Learners in Gwynedd schools

Moderneiddio Addysg 11.1
(Questionnaire for parents of year 11.1 learners)

■



Gwynedd Education Department would like to obtain the views of key stakeholders on the provision of existing and future post-16 education in Gwynedd. Gwynedd Education Department has therefore commissioned IAITH.Cyf to conduct research with pupils and students, parents, and the heads of the county's schools and colleges.

This questionnaire is for parents of year 11 learners.

■ 1

■
(please continue over the page)

■

New Section

1 My child intends to study for a post 16 course at:

(Please place ONE cross in appropriate box)

- | | | |
|--------------------------------|--------------------------|----|
| Ysgol Y Berwyn | <input type="checkbox"/> | 1 |
| Ysgol Dyffryn Nantlle | <input type="checkbox"/> | 2 |
| Ysgol Dyffryn Nantlle | <input type="checkbox"/> | 3 |
| Ysgol Brynrefail | <input type="checkbox"/> | 4 |
| Ysgol Syr Hugh Owen | <input type="checkbox"/> | 5 |
| Ysgol Tryfan | <input type="checkbox"/> | 6 |
| Ysgol Friars | <input type="checkbox"/> | 7 |
| Coleg Meirion Dwyfor Pwllheli | <input type="checkbox"/> | 8 |
| Coleg Meirion Dwyfor Dolgellau | <input type="checkbox"/> | 9 |
| Coleg Menai Bangor | <input type="checkbox"/> | 10 |
| Coleg Glynllifon | <input type="checkbox"/> | 11 |
| Other | <input type="checkbox"/> | 12 |
-

2 If you have answered 'Other' to the previous question, please indicate which School / College here:

--

3 What type of post 16 provision does your child intend to undertake?

(Please place ONE cross in appropriate box)

A Level 1

Vocational 2

A combination of A Levels and vocational courses 3

Special education / Living Independently 4

Apprenticeship 5

4 In your opinion, is there enough choice of post 16 courses available to your child in their preferred location?

(Please place ONE cross in appropriate box)

Very satisfied 1

Satisfied 2

Not sure 3

Unsatisfied 4

Very unsatisfied 5

5 If you are unsatisfied or very unsatisfied that your child does not have enough choice, what are your reasons for this?

■ (contd) ■

6 What kind of advice and information would you want your child to receive before choosing their post 16 courses? (You can choose more than one.)

(Please place a cross in all that apply)

A daytime visit to the school or college campus 1

A conversation or interview with teaching staff 2

An open evening at the school or college 3

Handbook or prospectus from the provider 4

I don't know 5

Other 6

7 If you answered 'Other' to the question above, what kind of advice would you want your child to receive?

■ 4

■ *(please continue over the page)*

■ (contd) ■

8 Is the post 16 course your child is considering available through the medium of Welsh?

(Please place ONE cross in appropriate box)

Yes 1

Not sure 2

No 3

9 In your opinion, does studying a course in more than one education setting affect the educational experience of post 16 learners positively or negatively?

(Please place ONE cross in appropriate box)

Positively 1

Negatively 2

Don't know 3

10 How many times would you be willing for your child to travel to more than one educational site every week?

(Please place ONE cross in appropriate box)

0 times a week 1

2 times a week 2

4 times a week 3

6 times a week 4

More than 6 times a week 5

■ 5 ■

(please continue over the page)

■ (contd) ■

11 From the list below, please indicate which two factors are most important when considering your child's post 16 provision?

(Please place a cross in all that apply)

- Quality 1
- Ethos and Language 2
- Class sizes 3
- Subjects available at desired school 4
- Study support 5
- Other 6
-

12 Do you have any further comments regarding post 16 education provision in Gwynedd?

■ ■

Thank you for completing this survey

Appendix 6: Holiadur ar gyfer rhieni dysgwyr Blwyddyn 12 sy'n mynychu darpariaeth ôl 16 yng Ngwynedd

Moderneiddio Addysg 12.1 **(Holiadur ar gyfer rhieni dysgwyr blwyddyn 12.1)**

■



Hoffai Adran Addysg Gwynedd gasglu barn rhan-ddeiliaid allweddol ar y ddarpariaeth addysg I-16 yng Ngwynedd ar hyn o bryd ac ar gyfer y dyfodol. I'r perwyl hwn, mae Adran Addysg Gwynedd wedi comisiynu IAITH.Cyf i gynnal ymchwil gyda disgyblion a myfyrwyr, rhieni, a phenaethiaid ysgolion a cholegau'r sir.

Mae'r holiadur hwn ar gyfer rhieni dysgwyr blwyddyn 12.

■ 1

1 Mae fy mhlentyn wedi cofrestru yn:

(Rhowch UN groes yn y bocs priodol)

- | | | |
|--------------------------------|--------------------------|----|
| Ysgol Brynrefail | <input type="checkbox"/> | 1 |
| Ysgol Dyffryn Nantlle | <input type="checkbox"/> | 2 |
| Ysgol Dyffryn Ogwen | <input type="checkbox"/> | 3 |
| Ysgol Friars | <input type="checkbox"/> | 4 |
| Ysgol Syr Hugh Owen | <input type="checkbox"/> | 5 |
| Ysgol Tryfan | <input type="checkbox"/> | 6 |
| Ysgol Y Berwyn | <input type="checkbox"/> | 7 |
| Coleg Meirion Dwyfor Pwllheli | <input type="checkbox"/> | 8 |
| Coleg Meirion Dwyfor Dolgellau | <input type="checkbox"/> | 9 |
| Coleg Glynllifon | <input type="checkbox"/> | 10 |
| Coleg Menai Bangor | <input type="checkbox"/> | 11 |
| Arall | <input type="checkbox"/> | 12 |

2 Os ydych wedi ateb 'arall' ar gyfer y cwestiwn blaenorol, nodwch pa ysgol/goleg yma os gwelwch yn dda:

■ (Parhad) ■

3 Pa fath o ddarpariaeth ôl 16 mae eich plentyn yn ei ddilyn?

(Rhowch UN groes yn y bocs priodol)

- Lefel A 1
- Cyfuniad o gyrsiau Lefel A a Galwadigaethol 2
- Galwadigaethol 3
- Addysg Arbennig / Byw'n Annibynol 4
- Prentisiaeth 5
- Arall 6
-

4 A ydych yn fodlon gyda'r ddarpariaeth ôl 16 mae eich plentyn yn ei dderbyn hyd yn hyn?

(Rhowch UN groes yn y bocs priodol)

- Bodlon iawn 1
- Bodlon 2
- Dim yn sir 3
- Anfodlon 4
- Anfodlon iawn 5
-

■ **(Parhad)** ■

5 Yn eich profiad chi, beth yw cryfderau a gwendidau darpariaeth ôl 16 Gwynedd ar ei ffurf bresennol?

■ (Parhad) ■

6 Yn eich profiad chi, a ydy eich plentyn yn teimlo ei f/bod ar y cwrs cywir?

(Rhowch UN groes yn y bocs priodol)

Ydi 1

Nac ydy 2

Dwi ddim yn gwybod 3

7 Os nad yw eich plentyn yn dilyn cwrs/cyfuniad o bynciau roedd yn ei ddymuno, beth yw'r rhesymau dros hynny?

■

(Parhad)

8 Yn eich profiad chi, a dderbyniodd eich plentyn gyngor digonol gan ddarparwyr cyrsiau ôl 16 cyn dewis a chychwyn astudio?

(Rhowch UN groes yn y bocs priodol)

Do 1

Naddo 2

Dim yn gwybod 3

9 Pa fath o gyngor a gwybodaeth oedd ar gael i'ch plentyn i'w gynorthwyo i ddewis cyrsiau ôl 16? (Cewch ddewis mwy nag un ateb)

(Rhowch groes yn bob un sy'n berthnasol)

Ymweliadau â safle ysgol/ coleg yn ystod y dydd 1

Noson agored yn yr ysgol/ coleg 2

Sgwrs neu gyfweiliad gyda staff sydd yn addysgu'r cyrsiau 3

Llawlyfr neu brosbectws gan y darparwr 4

Dim yn gwybod 5

Arall 6

10 Os ydych wedi ateb 'arall' ar gyfer y cwestiwn blaenorol, nodwch yma pa fath o gyngor a gafodd eich plentyn:

■ (Parhad) ■

11 A oedd digon o ddewis ac amrywiaeth o gyrsiau ôl 16 ar gael i'ch plentyn yn y lleoliad yr oedd yn ei ffafrio / yn ei ddymuno?

(Rhowch UN groes yn y bocs priodol)

Oedd 1

Nac oedd 2

Dim yn sir 3

12 Os nad oedd, a oedd digon o ddewis o gyrsiau ôl 16 ar gael i'ch plentyn o fewn pellter teithio rhesymol?

(Rhowch UN groes yn y bocs priodol)

Oedd 1

Nac oedd 2

Dim yn sir 3

13 Am faint o oriau ydych yn fodlon bod eich plentyn yn teithio i fwy nag un safle addysg bob wythnos?

(Rhowch UN groes yn y bocs priodol)

Llai nag awr 1

1-2 awr 2

3-4 awr 3

5-6 awr 4

6+ awr 5

■ ■
(Parhad)

14 A gafodd eich plentyn y dewis a'i annog i astudio drwy gyfrwng y Gymraeg a/neu yn ddwyieithiog?

(Rhowch UN groes yn y bocs priodol)

Do 1

Naddo 2

Dim yn gwybod 3

15 A yw'r cyrsiau ôl 16 y mae eich plentyn wedi ei ddewis ar gael drwy gyfrwng y Gymraeg?

(Rhowch UN groes yn y bocs priodol)

Ydynt 1

Nac ydynt 2

Dim yn sir 3

■ (Parhad) ■

16 A oes gennych sylwadau pellach am ddarpariaeth addysg ôl 16 eich plentyn?

■ **Diolch i chi am gwblhau'r holiadur yma** ■

Appendix 7: Questionnaire for parents of Year 12 Learners who attend post-16 provision within Gwynedd

Moderneiddio Addysg 12.1
(Questionnaire to parents of year 12.1 learners)

■



■

Gwynedd Education Department would like to obtain the views of key stakeholders on the provision of existing and future post-16 education in Gwynedd. Gwynedd Education Department has therefore commissioned IAITH.Cyf to conduct research with pupils and students, parents, and the heads of the county's schools and colleges. This questionnaire is for parents of year 12 learners.

■ 1

■

(please continue over the page)

■ 1 My child attends: ■

(Please place ONE cross in appropriate box)

- Ysgol Brynrefail 1
Ysgol Dyffryn Nantlle 2
Ysgol Dyffryn Ogwen 3
Ysgol Friars 4
Ysgol Syr Hugh Owen 5
Ysgol Tryfan 6
Ysgol Y Berwyn 7
Coleg Meirion Dwyfor Pwllheli 8
Coleg Meirion Dwyfor Dolgellau 9
Coleg Glynllifon 10
Coleg Menai Bangor 11
Other 12
-

2 If you've answered 'Other' to the previous question, please note which school/college here:

■ 2 ■

(please continue over the page)

■ (contd) ■

3 What type of post 16 provision does your child follow?

(Please place ONE cross in appropriate box)

- A Levels 1
- Combination of A Levels and Vocational courses 2
- Vocational 3
- Special Education / Independent Living 4
- Apprenticeship 5
- Other 6
-

4 Are you satisfied with the post 16 provision your child has received so far?

(Please place ONE cross in appropriate box)

- Very satisfied 1
- Satisfied 2
- Not sure 3
- Unsatisfied 4
- Very unsatisfied 5
-

■ (contd) ■

5 In your experience, what are the strengths and weaknesses of Gwynedd's post 16 provision in its current form?

■ 4 ■

(please continue over the page)

■ (contd) ■

6 In your experience, is your child following the right courses for him/her?

(Please place ONE cross in appropriate box)

Yes 1

No 2

Not sure 3

7 If your child does not follow a course / combination of subjects he/she wanted to do, what are the reasons for this?

■ (contd) ■

8 In your experience, did your child receive adequate advice from post 16 course providers before choosing and starting to study?

(Please place ONE cross in appropriate box)

Yes 1

No 2

I don't know 3

9 What kind of advice and information was given to your child to help them choose their post 16 courses? (You can choose more than one answer)

(Please place a cross in all that apply)

School day / college site visits 1

Open evening at school / college 2

A talk or interview with the teaching staff 3

Handbook or prospectus from the provider 4

I don't know 5

Other 6

10 If you answered 'Other' to the previous question, please state here what kind of advice your child received:

■ (contd) ■

11 Was there enough choice and a variety of post 16 courses available to your child in their preferred location?

(Please place ONE cross in appropriate box)

Yes 1

No 2

Not sure 3

12 If not, was there enough choice of post 16 courses available to your child within a reasonable travelling distance?

(Please place ONE cross in appropriate box)

Yes 1

No 2

Not sure 3

13 How many hours per week is acceptable for your child to spend travelling to more than one educational site?

(Please place ONE cross in appropriate box)

Less than an hour 1

1-2 hours 2

3-4 hours 3

5-6 hours 4

6+ hours 5

■ 7 ■

(please continue over the page)

■ (contd) ■

14 Did your child have the option and received encouragement to study through the medium of Welsh and/or bilingually?

(Please place ONE cross in appropriate box)

Yes 1

No 2

I don't know 3

15 Are the post 16 courses your child has chosen available through the medium of Welsh?

(Please place ONE cross in appropriate box)

Yes 1

No 2

I don't know 3

■ 8 ■

(please continue over the page)

■
(contd)

16 Do you have any further comments about your child's post 16 education provision?

■ ■
Thank you for completing this questionnaire

**Cyngor Gwynedd Allsirol
(Holiadur i ddysgwyr ôl 16 Gwynedd sy'n mynychu
ysgol allsirol)**

■



■

■ 1

■ ■

Hoffai Adran Addysg Gwynedd gasglu barn rhan-ddeiliaid allweddol ar y ddarpariaeth addysg I-16 yng Ngwynedd ar hyn o bryd ac ar gyfer y dyfodol. Mae Adran Addysg Gwynedd wedi comisiynu IAITH.Cyf i gynnal ymchwil gyda disgyblion a myfyrwyr, rhieni, a phenaethiaid ysgolion a cholegau y Sir

Maer holiadur hwn wedi ei fwriadu ar gyfer rhieni dysgwyr blwyddyn 12 Gwynedd sydd wedi dewis astudio yn allsirol (Ticiwch y blychau lle bo hynyn berthnasol).

■ **Cwestiynau** ■

1 Pa ysgol ddaru chi fynychu hyd at Blwyddyn 11?

2 Pa ysgol ydych chi'n ei fynychu ar gyfer addysg ôl-16?

3 Pa fath o ddarpariaeth ôl-16 ydych chi'n ei ddilyn?

(Rhowch UN groes yn y bocs priodol)

Safon Uwch 1

Galwedigaethol 2

Cyfuniad o gyrsiau Safon Uwch a Galwedigaethol 3

Prentisiaeth 4

Addysg Arbennig / Byw'n Annibynnol 5

4 Os ydych yn astudio cyrsiau Safon Uwch, pa bynciau ydych chi'n eu hastudio?

5 Ydych chi'n fodlon gyda'r ddarpariaeth ôl-16 yr ydych wedi ei dderbyn hyd yma?

(Rhowch UN groes yn y bocs priodol)

Bodlon iawn 1

Bodlon 2

Ddim yn sir 3

Anfodlon 4

Anfodlon iawn 5

6 Ydych chi o'r farn eich bod ar y cwrs cywir?

(Rhowch UN groes yn y bocs priodol)

Ydy 1

Ddim yn sir 2

Nac ydy 3

■

Cwestiynau (Parhad)

7 Beth oedd y prif ffactorau i chi o ran dewis lleoliad ar gyfer addysg ôl-16?

(Rhowch groes yn bob un sy'n berthnasol)

- Safonau 1
- Dewis o gyrsiau 2
- Lleoliad 3
- Cludiant 4
- Popeth o fewn un lleoliad 5
- Cyfoedion 6
- Arall 7

8 Os ydych wedi ateb 'arall' uchod, nodwch yma:

9 A yw'r cwrs yr ydych wedi ei ddewis ar gael drwy gyfrwng y Gymraeg?

(Rhowch UN groes yn y bocs priodol)

- Ydy 1
- Ddim yn sir 2
- Nac ydy 3

10 I ba raddau y cawsoch chi ddewis a'ch annog i astudio drwy gyfrwng y Gymraeg a/neu'n ddwyieithog?

(Rhowch UN groes yn y bocs priodol)

- Pob anogaeth / dewis llawn 1
- Eithaf tipyn o anogaeth / dewis 2
- Ddim yn sir 3
- Dim llawer o anogaeth / dewis 4
- Dim o gwbl 5

11 A oes gennych unrhyw sylwadau pellach yr hoffech eu cyfleu am y ddarpariaeth ôl 16 yng Ngwynedd.

Appendix 9: Questionnaire for parents of Gwynedd year 12 students who attend out of county provision

**Cyngor Gwynedd Allsirol
(Saesneg / English)**



Gwynedd Education Department would like to gather the views of key stakeholders on the provision of post-16 education in Gwynedd at present and for the future. Gwynedd Education Department has commissioned Cwmni Iaith Cyf to conduct research with pupils and students, parents, and heads of schools and colleges in the County.

This questionnaire is intended for parents of Year 12 learners of Gwynedd who have chosen to study externally.

(Please tick boxes where applicable).

■ **Questions** ■

1 Which school did you attend up to Year 11?

2 Which school are you attending for your post 16 education?

3 What type of post 16 course are you following?

(Please place ONE cross in appropriate box)

A Level 1

Occupational 2

Combination of A Level and Occupational courses 3

Apprenticeship 4

Special education / Living Independently 5

4 If you are studying A Level courses, which subjects are you studying?

5 Are you satisfied with the post 16 provision you have received to date?

(Please place ONE cross in appropriate box)

Very satisfied 1

Satisfied 2

Not sure 3

Unsatisfied 4

Very unsatisfied 5

6 Are you of the opinion that you are on the right course?

(Please place ONE cross in appropriate box)

Yes 1

Not sure 2

No 3

■

Questions (contd)

7 What were the main factors for you in choosing the location of your post 16 education?

(Please place a cross in all that apply)

- Standards 1
- Choice of courses 2
- Location 3
- Transport 4
- Everything in one location 5
- Peers 6
- Other 7

8 If you've answered 'Other' above, please note here

9 Is the course you have chosen available through the medium of Welsh?

(Please place ONE cross in appropriate box)

- Yes 1
- Not sure 2
- No 3

10 To what extent did you have a choice and were encouraged to study through the medium of Welsh and / or bilingually?

(Please place ONE cross in appropriate box)

- Full encouragement / choice 1
- A lot of encouragement / choice 2
- Not sure 3
- Not a lot of encouragement / choice 4
- None at all 5

11 10. Do you have any further comments you would like to share about the post 16 education in Gwynedd?