



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

**A report on**

**The Cad Centre UK Ltd  
First Floor  
Clipper House  
Quay West  
Quay Parade  
Swansea  
SA1 1SR**

**Date of inspection: June 2017**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 28/09/2017**

## Context

The CAD Centre UK Ltd is a privately owned training provider with three training centres across Wales, based in Newport, Swansea and Bangor. The provider delivers a number of Welsh Government funded apprenticeship training programmes, including information and communication technology, business administration, and education and training. At the time of inspection there were 622 learners on programme, around a half of which were based in north Wales. In the contractual year 2015-2016, there were: 250 learners following foundation apprenticeships; 385 following apprenticeships; and 100 following higher apprenticeships.

The estimated forecast value of the current year's contract is £1.8m. The provider has no delivery partners.

## Summary

<b>The provider's current performance</b>	<b>Unsatisfactory</b>
<b>The provider's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

Strengths in the provider's current performance include:

- Learners' attainment rates have improved from those of the previous year
- Many learners produce good quality written work
- The majority of tutors and assessors are well qualified and have up-to-date subject knowledge, using these skills well to plan sessions
- The provider manages safeguarding matters appropriately

However, current performance is unsatisfactory because:

- Learners' attainment rates have remained well below the national average in the past two years
- No higher apprenticeship learners attained their training framework in 2015-2016
- The number of learners who take longer than expected to complete their training frameworks is too high
- A minority of tutors and trainers do not challenge learners enough
- Most do not make sure that learners take appropriate ownership of their learning
- In a minority of cases, staff give insufficient attention to ensuring that learners acquire and demonstrate sound subject knowledge and skills

### Prospects for improvement

Strengths in the provider's prospects for improvement include:

- In early 2017, following a review of its management structure and needs, the provider appointed a new centre manager in south Wales to strengthen the management of its operation; this newly appointed manager has contributed directly to the provider, starting to improve the progress that learners make
- Managers communicate well and regularly with each other
- The provider has begun to strengthen its internal quality assurance arrangements

However, the provider's prospects for improvement are unsatisfactory because:

- While the provider has a detailed strategic business plan, its objectives do not give high enough priority to the provider's need to improve learners' success rates; senior leaders have not secured enough overall improvement in learner success rates since their current work-based learning contract started

- In regular staff meetings, leaders and managers do not systematically discuss with staff the progress the company is making towards its business objectives
- Until recently, leaders and managers have not challenged staff enough to ensure that they focused on supporting learners to achieve
- Overall, the provider does not take full account of the extent and impact of published learner outcomes data when making judgements on standards and quality of provision
- The provider's on-line e-portfolio system is not yet embedded across the company; this impedes managers' ability to analyse learner progress at a strategic level, which is currently not robust enough
- The provider's quality development plans do not always identify specific actions and realistic improvement targets
- There has been limited progress in addressing recommendations from the previous inspection

## Recommendations

- R1 Improve the rates that learners progress in their learning and achieve their qualification frameworks
- R2 Ensure that learners clearly understand the content of their programme and what they need to do to make timely progress, making best use of naturally occurring evidence to accredit their workplace skills in order to improve the ownership of their learning
- R3 Improve target setting for learners, including for literacy and numeracy skills
- R4 Strengthen the skills of assessors to improve the consistency and quality of assessment and the depth of challenge they provide to learners.
- R5 Develop robust quality systems and procedures to improve the quality of provision and its impact on learners' progress.
- R6 Strengthen the effectiveness of leadership and management at all levels to improve the rate at which learners successfully complete their training

### What happens next?

The provider will draw up an action plan, which shows how it is going to address the recommendations. Estyn will review the provider's post-inspection action plan in the autumn of 2017. A re-inspection will take place approximately 12 to 18 months after this date.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

In 2014-2015, learners attained their training frameworks at rates significantly below the national average for work-based learning.

In 2015-2016, learners' attainment rates have improved from those of the previous year, but they are still below the previous year's national average. No higher apprenticeship learners attained their framework qualifications. The number of learners who take longer than expected to complete their training frameworks is too high.

Learners who complete their training frameworks achieve their Essential Skills Wales qualifications generally at levels appropriate to their training frameworks. Very few learners achieve qualifications above the level required.

Most current learners are making adequate progress and the rate at which a minority have achieved is starting to improve. Learners who have joined programmes more recently are making faster progress.

Most learners are valued members of their employer's staff and make a positive contribution to the work of their employer. Most learners develop and demonstrate strong practical competence in their workplaces and undertake a wide range of tasks confidently. They use a wide range of workplace activities to develop and use practical skills and to collect portfolio evidence. For example, a learner showed a clear understanding of document architecture and structure when developing good quality word processed materials. The majority of learners demonstrate theory knowledge appropriate to the stage of their training programme.

The majority of learners' written work is well presented with reasonable spelling, punctuation and grammar appropriate to their level. In these cases, learners complete written assessment tasks with clarity and demonstrate a firm understanding of higher level theory and concepts. This work is presented well, with learners paying clear attention to correct spelling and grammar. A few higher apprenticeship learners produce written work of a high standard.

Many learners produce portfolios of an adequate standard, and a minority use electronic portfolios to organise their work and submit assignments for assessment.

Learners who speak Welsh use and develop their bilingual skills well in the workplace, during training and assessment activities and progress reviews.

Many learners show confidence when undertaking their work roles and work particularly well with their employers and peers. However, too few learners take ownership of their learning and, as a result, they do not have a clear understanding of the progress they are making or what they need to do to complete their training framework.

## **Wellbeing: Adequate**

Most learners are aware of the importance of developing and maintaining a healthy work-life balance. Many are aware of the importance of a positive healthy lifestyle, and are able to discuss this aspect with their assessors in their review sessions. They evidence this in their portfolios.

Most learners understand well the importance of safe working practices and have a clear understanding of the health and safety regulations and requirements relevant to their workplace. Nearly all learners know how to report unsafe practices, accidents, and safeguarding concerns.

The majority of learners are well motivated and enjoy their learning. They take pride in the quality of their work and in producing appropriate evidence for their portfolios. These learners have positive working relationships with their assessors, and value their training experience. However, a few do not engage well and, as a result, they do not always make the progress of which they are capable.

Too many learners fall behind in their progress and complete their programmes later than their initially agreed end dates. Many learners have been motivated to improve the rate at which they are making progress towards their qualification frameworks by the recent, more frequent visits by tutors.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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## **Learning experiences: Adequate**

The provider delivers a range of training programmes that meet the needs of learners and employers appropriately across Wales. There are opportunities to progress from level 2 to level 4 programmes, although success rates are currently too low. The provider works closely with employers and keeps them informed of the progress of their learners.

The provider uses labour market information suitably to develop programmes in response to local needs. For example, it has developed a level 4 programme in project management, in response to an identified need from industry.

All learners complete an initial assessment at the start of their training programme. However, a minority of assessors do not use the results of these assessments consistently or well enough to plan learning.

Many assessors signpost learners to useful online resources to further develop and improve their literacy and numeracy skills. However, a minority of learners and assessors do not make beneficial use of these resources to ensure learners develop their skills effectively.

The majority of assessors plan appropriate opportunities for learners to complete their essential skills. However, a few assessors do not make effective use of naturally occurring opportunities in the work place, to develop learners' skills. Very few learners are challenged by assessors to develop their skills at a higher level.

In North Wales, the provider develops learners' Welsh language well. All assessors are Welsh speaking and carry out training sessions and reviews through the medium of Welsh. All Welsh speaking learners, including non-Welsh first language learners, complete training sessions and reviews in Welsh.

In South Wales, the provision for learners' Welsh language is under-developed. Very few assessors are Welsh speaking or have the relevant skills to provide learners with opportunities to develop and improve their Welsh language effectively. The provider offers staff training to improve their Welsh skills. However assessors' promotion of the Welsh language in south Wales is not consistently effective.

The provider participates in the National Eisteddfod of Wales to engage with new learners and employers to promote the language and culture of Wales.

Overall, the provider promotes education for sustainable development and global citizenship appropriately. However, assessors use very prescriptive methods too often during learner reviews, and miss naturally occurring opportunities to develop this understanding effectively.

### **Teaching: Adequate**

The majority of tutors and assessors are well qualified and have up-to-date subject knowledge, occupational experience and industry skills. The majority of staff use these skills well to plan useful sessions that have appropriate aims and objectives. A majority of staff have high expectations for their learners and provide them with appropriate support to achieve their qualification aims. However, a minority of staff do not challenge learners enough and often these learners do not progress at a pace suitable to their ability. Most tutors and assessors do not make sure that learners take appropriate ownership of their learning to enable them to make the best progress.

The majority of tutors and assessors use an appropriate variety of teaching methods and learning resources. In the majority of sessions, tutors and assessors engage learners well. However, in a minority of sessions, assessors focus too heavily on the use of standard question sheets and on the completion of paperwork that does not challenge learners enough. In these sessions, staff give insufficient attention to ensuring that learners acquire and demonstrate sound subject knowledge and skills. The majority of tutors and assessors correct spelling and grammatical errors in learners' written work. However, many do not provide learners consistently with constructive written feedback on how they can improve further the standard of their work.

Most Welsh speaking staff and their learners work together very well to achieve smooth transition between Welsh and English in both their oral and written work. These staff refer well to vocational terms in Welsh.

Most assessors carry out regular and detailed progress reviews with their learners. However, during these reviews, many assessors do not set clear enough targets with their learners and few routinely set specific targets or actions to help raise learners' skills in literacy or numeracy.



This year, the provider has invested in an on-line e-portfolio system, which a minority of learners use to store their work. However, the system is new and few learners and staff are not yet able to use the system to its full potential. Systems for assessors' tracking of learners' progress are adequate, but not consistent.

NVQ portfolios are generally well presented and contain an appropriate range of evidence. A majority of assessors take good advantage of naturally occurring evidence when planning learner assessments.

Assessors in the work place have a good rapport and positive working relationships with learners and their employers. Generally, employers provide good support and a range of appropriate training opportunities in the workplace. However, in most reviews and action plans there is insufficient involvement of employers in agreeing and setting specific targets related to the learner's job role.

### **Care, support and guidance: Adequate**

The provider routinely undertakes comprehensive health, safety and wellbeing checks on all prospective and current work place settings. The provider's monthly newsletter, and its question of the month, provide a useful resource to help assessors and learners to think about a range of topics for employees and employers regarding health, safety, and safeguarding issues. However, although assessors routinely include questions on these topics in their review sessions, too often they deal with them at a superficial level. Tutors do not always take enough care to open discussions about sensitive areas, such as safeguarding or bullying, in private. This potentially inhibits learners from discussing such matters with their assessors.

The newsletter also provides valuable information to promote an awareness of the Welsh language and its culture, and ESDGC, and assessors find it useful as a resource to discuss topics with learners in reviews.

The provider has identified that its induction of learners and its provision of information, advice and guidance have not been consistent or thorough enough. This has led to too many learners embarking on programmes that did not meet their needs or expectations, and too many leaving programmes before they finish their training. The provider has recently reviewed the quality of the information advice and guidance it gives to learners, in order to improve the match of learner to course. However it is too early to measure the impact of this on learners' successful completion rates.

During learners' induction, the provider issues them with a useful induction pack. This pack gives them detailed information about the support and guidance available. It also includes information on a comprehensive range of policies and guidelines covering the management of their learning, expectations of their behaviour, and the acceptable use of ICT and the internet. This guidance is provided bilingually.

The provider manages safeguarding matters appropriately. There are no significant concerns about safeguarding arising from the provider's provision. However, a few areas for improvement around the management and oversight of safeguarding were raised with the provider during the inspection.

A minority of learners have additional learning needs. These are generally identified through the application process and at induction. Strategies to provide specific support for these learners are discussed and agreed between the assessor and the learner, and where appropriate with their employer. The provider monitors the progress of learners with additional learning needs well, through its routine learner reviews.

### **Learning environment: Adequate**

The provider promotes equality and diversity across the provision appropriately. It has clear policies and procedures to monitor and eliminate all forms of discrimination. Staff understand these policies and procedures reasonably well. However, the provider does not use formal impact assessments or have a clear action plan to monitor whether training and resources have improved provision and practice.

The provider has an appropriate range of resources to promote equality and diversity to learners, including on-line training. The informative monthly newsletter includes items on equality and diversity. During progress reviews, almost all assessors discuss equality and diversity issues and relevant topics reasonably well using a range of set questions. However, in a few cases staff do not contextualise matters or make enough reference to naturally occurring situations within learners' programmes.

Most learners are treated fairly and are encouraged to express themselves in a positive way. Almost all learners have a reasonable understanding of equality and diversity and know with whom they can refer any problems they may encounter.

Training centres are suitably located, close to public transport links. Training centres open on a Saturday morning for learners who need this facility. Generally, training centres are resourced appropriately. Assessors are issued with laptop computers and digital recorders, and they receive an allowance towards their mobile telephone. Many learners are issued with text books and the provider has developed a wide range of tutorial packages to help them with their study. One learner was loaned a computer.

Almost all work placements and employer premises are of a good standard with modern up-to-date equipment. They offer learners beneficial opportunities to develop their vocational skills. Where there are a number of learners on site, a few employers allocate an appropriate training room and resources for assessors to work from. However, in a very few cases, assessors do not always ensure there is a quiet or confidential area in the workplace to carry out progress reviews where sensitive issues may need to be discussed.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The provider has a detailed strategic business plan, in which it identifies its aims for the period 2016-2019. However, the business plan objectives do not give high enough priority to the provider's need to improve learners' success rates. Senior leaders have not secured enough overall improvement in learner success rates since their current work-based learning contract started. Regular staff meetings make

reference to items within the business plan. However, in these meetings, leaders and managers do not systematically discuss with staff the progress that the company is making towards its business objectives.

Until recently, leaders and managers have not challenged staff enough to ensure that they focused on supporting learners to achieve. Following recent briefings by the Managing Director, nearly all staff are now clear about the proportion of learners that they now need to ensure reach successful completion of training frameworks.

The company has a small management team, with three senior managers. In early 2017, following a review of its management structure and needs, the provider appointed a new centre manager in south Wales to strengthen the management of its operation. This newly appointed manager has contributed directly to the provider, starting to improve the progress that learners make. The strengthening of the team has also improved communication within the company.

Staff have recently begun to meet with centre managers monthly, where managers monitor individual learners' progress. Operational managers review staff caseloads frequently and regularly, evaluating with staff members how well individual learners are progressing. This has improved centre managers' responsiveness in supporting assessors to implement action plans if individual learners are making slow progress. In the majority of cases, this has encouraged staff to improve their focus on supporting learners to make better progress in the achievement of their qualifications. This regular communication is improving managers' targeting of support for staff who are not making good progress. There are early indicators that this is benefiting many learners, particularly those in the south. However it is too early to measure the full impact of this on learners' successful completion rates and too many are still going to complete late.

The provider's recent investment in an on-line e-portfolio system is not yet embedded consistently across the company. This impedes managers' ability to analyse learner progress at a strategic level, which is currently not robust enough.

Centre managers communicate well with the senior management team during monthly meetings, where they share information about performance projections and learners' progress towards performance targets, agreeing what action needs to be taken to improve.

Managers communicate well and regularly with each other. Operational managers receive good support from senior managers to strengthen the support that learners receive. Recently, this has enabled the provider to reduce staff caseloads, increase the frequency that staff visit learners and further improve the amount of time they have available to support them. This support from senior managers has also enabled the provider to strengthen its approach to recruiting learners in order to reduce the numbers who drop out of training before completing their qualification.

### **Improving quality: Unsatisfactory**

The provider has appropriate systems and processes in place to undertake self-assessment at a regional and company level. Many aspects of the regional self-assessment reports are appropriately self-critical in terms of identifying key areas for improvement.

The provider's overall self-assessment report highlights significant regional differences in standards and performance. However, a minority of sections within the self-assessment report are over generous in their evaluation of performance within one of the regions and do not take enough account of significant shortcomings. This has held the company back in ensuring that all learners make enough progress.

Overall, the provider does not take full account of the extent and impact of published learner outcomes data when making judgements on standards and quality of provision. For example, the significance of outcomes being below benchmarks and the very poor performance in higher apprenticeships are not reflected accurately in self-assessment judgements.

Although senior managers provide the majority of input into self-assessment reports, this does not take enough account of the views of staff. The provider has recently begun to involve a wider range of staff in regional task groups that support the production and validation of these reports.

The provider has begun to strengthen its internal quality assurance arrangements, including the quality of standardisation. A particular focus of the new arrangements is raising standards across the company and ensuring greater consistency between its regional operations. However, it is too early to assess the impact of these changes in bringing about the considerable improvements that are needed.

The provider's quality development plans identify appropriate key areas for improvement. However, they do not define clearly enough what actions need to be taken, nor do they set realistic targets for improvement. In addition, the plans do not specify clear milestones for monitoring and reviewing progress against targets.

The provider uses a range of methods to gain the views of learners. These include seeking regular feedback in review sessions and undertaking learner questionnaires at key stages of learners' programmes. The company responds appropriately to learners' feedback. The company's newsletter provides 'you said – we did' feedback to learners and staff, giving details of actions taken as a result of learners' views.

Internal quality assurance arrangements include appropriate systems for the observation and evaluation of teaching, training and assessment. However, feedback is often too descriptive and is not specific or evaluative enough to give staff clear direction on key areas in which they need to improve.

The provider has made limited progress in addressing the recommendations from the last inspection.

### **Partnership working: Adequate**

During observations, many employers speak highly of the communication and support they receive from the provider. However, the provider's current partnership working is limited. The provider has recognised these limitations and has plans to develop further links with external partners including incentive schemes with universities, for level 3 and 4 apprentices to progress to higher education modules at a discounted rate and developing new qualifications at level 4 in business

administration. The provider works well with a local Jobcentre Plus to offer clients who have a limited work history an opportunity to refresh their skills and practise interview techniques. In a few instances, the provider has been able to arrange work experience and placements for Jobcentre Plus clients. Apprentices from the provider attended a Jobcentre Plus recent 'back-to-work day' to demonstrate the specialist software knowledge they have gained during their training.

Employer involvement in the planning and delivery of training is at present restricted.

The provider is working with the architect of the Wales Millennium Centre by funding the first stages of the development of "Star Walk Wales", an innovative project to commemorate key figures from Wales, where members of the public can interact with the "stars" and learn more about Welsh personalities.

### **Resource management: Unsatisfactory**

The directors of the company manage all financial resources appropriately. The directors and senior management team work well together with the two centre managers to plan and monitor resources. The two centre managers understand and are familiar with their budget allocation and use it appropriately to deliver the contract. The senior management team and centre managers meet regularly, often on an informal basis, to identify and discuss underperformance against a number of set targets, including learners' timely completions. A number of actions have been put in place to improve timely completions. However, it is too early to see any significant impact and currently the number of late completers is too high.

The two centre managers deploy their staff appropriately, recently enabling assessors to make additional visits to learners who have fallen behind in the progress they are making towards their qualification target date.

Generally, assessors have suitable qualifications for their learning area. The centre managers have recently introduced a skills analysis for all staff. This confirms the vocational and essential skill qualifications they can deliver and identifies their training and development needs. The provider has a planned training programme in place for staff to attend workshops and achieve their skills qualifications at level 3. Staff have an appropriate range of professional development opportunities. A few members of staff are participating in the higher apprenticeship programme on project management at level 4 and business administration at level 3.

The provider has an appropriate recruitment and induction programme for staff. The staff induction programme is comprehensive and includes useful information, such as the provider's code of conduct. All staff are issued with a useful employee handbook to help them with their work.

As standards achieved by learners are unsatisfactory, the provider gives unsatisfactory value for money.

## Appendix 1

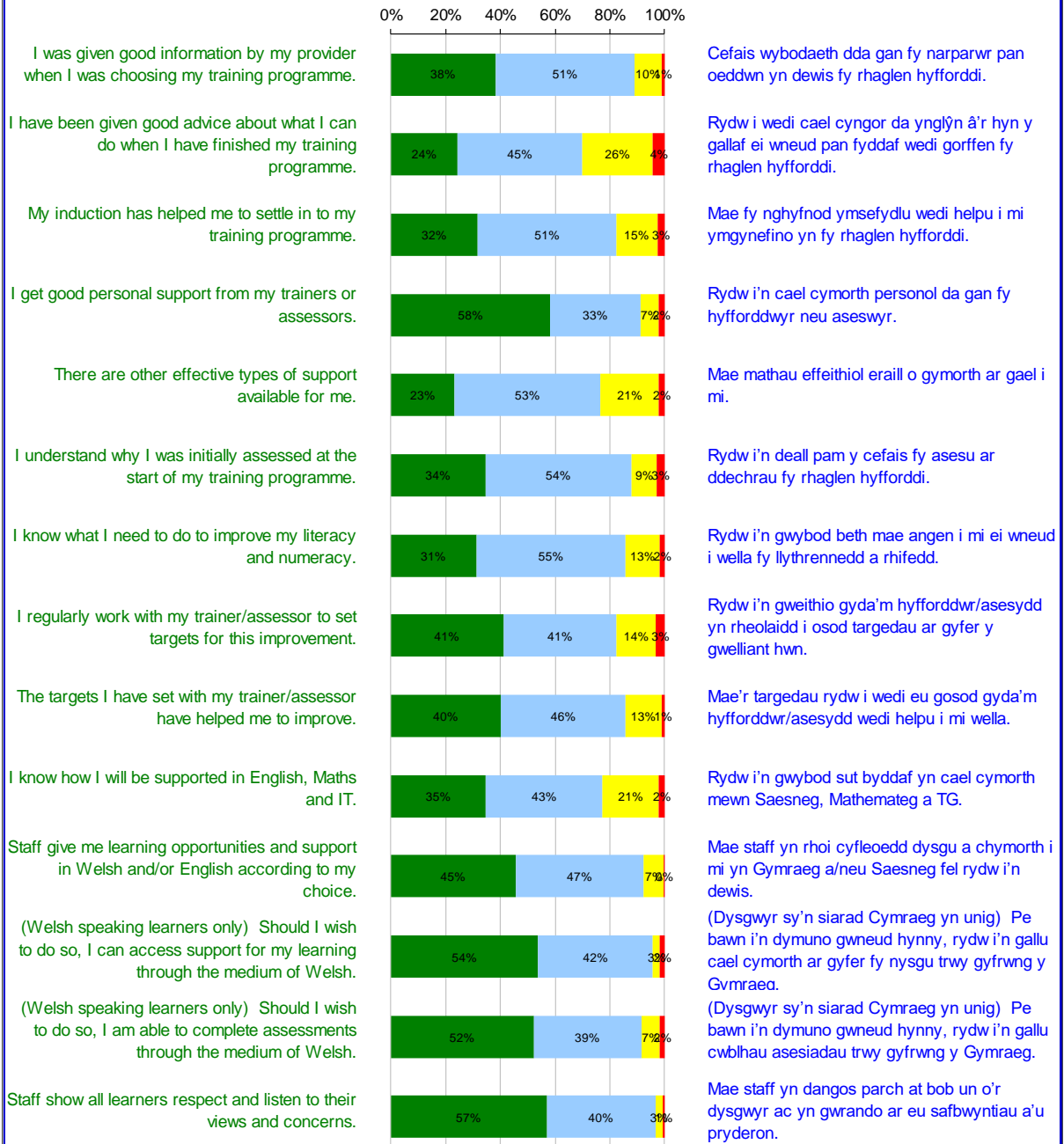
### Learner satisfaction

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf Agree	Cytuno Disagree	Anghytuno Strongly disagree Anghytuno'n gryf		
I was given good information by my provider when I was choosing my training programme.	275	105 38%	140 51%	27 10%	3 1%	Cefais wybodaeth dda gan fy narparwr pan oeddwn yn dewis fy rhaglen hyfforddi.
I have been given good advice about what I can do when I have finished my training programme.	266	65 24%	121 45%	69 26%	11 4%	Rydw i wedi cael cyngor da ynglŷn â'r hyn y gallaf ei wneud pan fyddaf wedi gorffen fy rhaglen hyfforddi.
My induction has helped me to settle in to my training programme.	267	85 32%	135 51%	40 15%	7 3%	Mae fy nghyfnod ymsefydlu wedi helpu i mi ymgynffwrdd yn fy rhaglen hyfforddi.
I get good personal support from my trainers or assessors.	273	159 58%	90 33%	18 7%	6 2%	Rydw i'n cael cymorth personol da gan fy hyfforddwyr neu aseswyr.
There are other effective types of support available for me.	253	59 23%	135 53%	54 21%	5 2%	Mae mathau effeithiol eraill o gymorth ar gael i mi.
I understand why I was initially assessed at the start of my training programme.	267	92 34%	143 54%	24 9%	8 3%	Rydw i'n deall pam y cefais fy asesu ar ddechrau fy rhaglen hyfforddi.
I know what I need to do to improve my literacy and numeracy.	253	79 31%	138 55%	32 13%	4 2%	Rydw i'n gwybod beth mae angen i mi ei wneud i wella fy llythrennedd a rhifedd.
I regularly work with my trainer/assessor to set targets for this improvement.	258	106 41%	107 41%	37 14%	8 3%	Rydw i'n gweithio gyda'm hyfforddwr/asesydd yn rheolaidd i osod targedau ar gyfer y gwelliant hwn.
The targets I have set with my trainer/assessor have helped me to improve.	261	105 40%	119 46%	34 13%	3 1%	Mae'r targedau rydw i wedi eu gosod gyda'm hyfforddwr/asesydd wedi helpu i mi wella.
I know how I will be supported in English, Maths and IT.	248	86 35%	106 43%	51 21%	5 2%	Rydw i'n gwybod sut byddaf yn cael cymorth mewn Saesneg, Mathemateg a TG.
Staff give me learning opportunities and support in Welsh and/or English according to my choice.	266	121 45%	125 47%	19 7%	1 0%	Mae staff yn rhoi cyfleoedd dysgu a chymorth i mi yn Gymraeg a/neu Saesneg fel rydw i'n dewis.
(Welsh speaking learners only) Should I wish to do so, I can access support for my learning through the medium of Welsh.	117	63 54%	49 42%	3 3%	2 2%	(Dysgwyr sy'n siarad Cymraeg yn unig) Pe bawn i'n dymuno gwneud hynny, rydw i'n gallu cael cymorth ar gyfer fy nysgu trwy gyfrwng y Gymraeg.
(Welsh speaking learners only) Should I wish to do so, I am able to complete assessments through the medium of Welsh.	119	62 52%	47 39%	8 7%	2 2%	(Dysgwyr sy'n siarad Cymraeg yn unig) Pe bawn i'n dymuno gwneud hynny, rydw i'n gallu cwblhau asesiadau trwy gyfrwng y Gymraeg.
Staff show all learners respect and listen to their views and concerns.	269	153 57%	107 40%	7 3%	2 1%	Mae staff yn dangos parch at bob un o'r dysgwyr ac yn gwrandao ar eu safbwyntiau a'u pryderon.

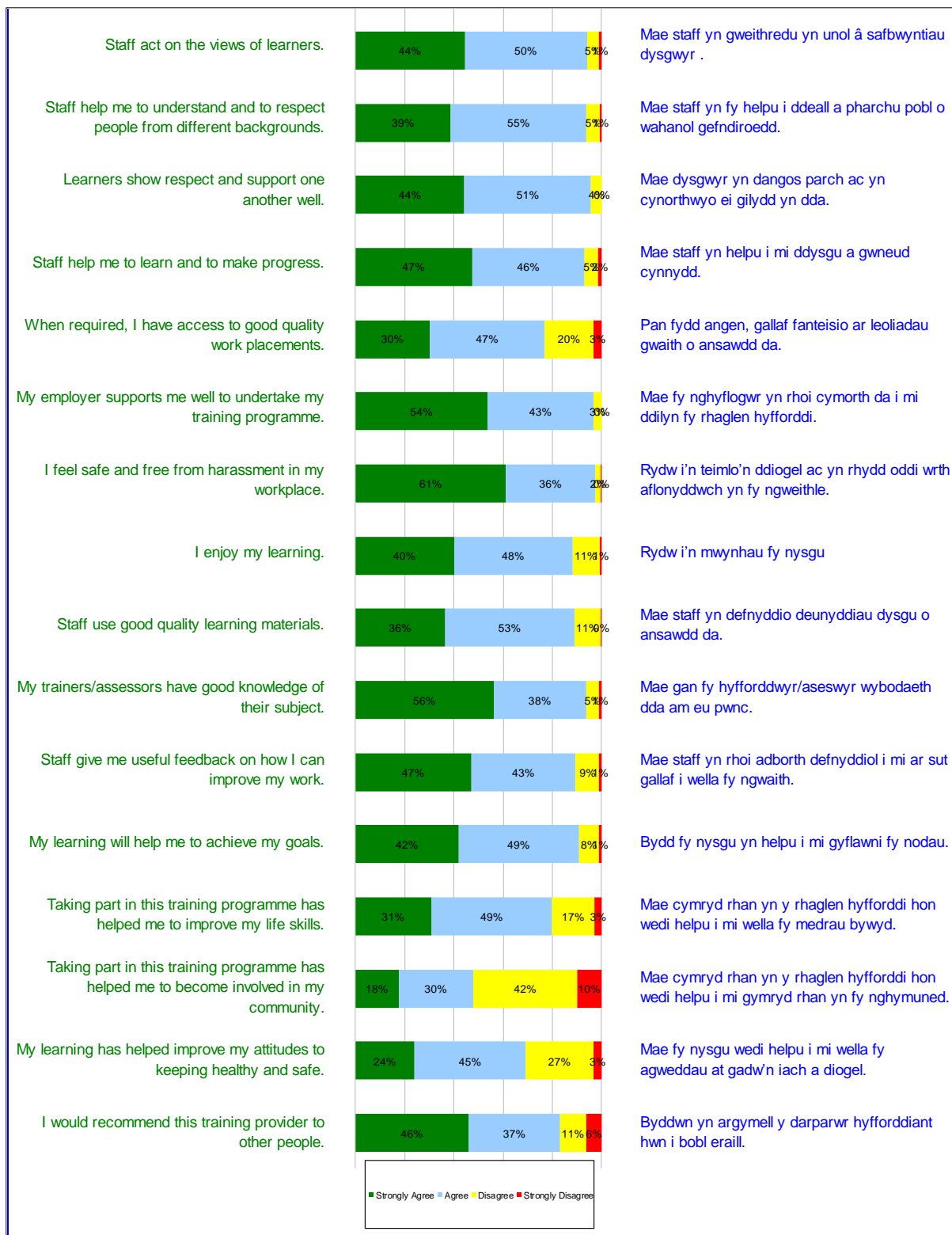
Staff act on the views of learners.	268	119 44%	133 50%	13 5%	3 1%	Mae staff yn gweithredu yn unol â safbwyntiau dysgwyr .
Staff help me to understand and to respect people from different backgrounds.	250	97 39%	138 55%	13 5%	2 1%	Mae staff yn fy helpu i ddeall a pharchu pobl o wahanol gefndiroedd.
Learners show respect and support one another well.	239	106 44%	123 51%	10 4%	0 0%	Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.
Staff help me to learn and to make progress.	266	126 47%	122 46%	14 5%	4 2%	Mae staff yn helpu i mi ddysgu a gwneud cynnydd.
When required, I have access to good quality work placements.	178	54 30%	83 47%	35 20%	6 3%	Pan fydd angen, gallaf fanteisio ar leoliadau gwaith o ansawdd da.
My employer supports me well to undertake my training programme.	271	146 54%	116 43%	9 3%	0 0%	Mae fy nghyflogwr yn rhoi cymorth da i mi ddilyn fy rhaglen hyfforddi.
I feel safe and free from harassment in my workplace.	271	166 61%	98 36%	6 2%	1 0%	Rydw i'n teimlo'n ddiogel ac yn rhydd oddi wrth aflonyddwch yn fy ngweithle.
I enjoy my learning.	270	108 40%	130 48%	30 11%	2 1%	Rydw i'n mwynhau fy nysgu
Staff use good quality learning materials.	255	93 36%	134 53%	27 11%	1 0%	Mae staff yn defnyddio deunyddiau dysgu o ansawdd da.
My trainers/assessors have good knowledge of their subject.	272	153 56%	102 38%	14 5%	3 1%	Mae gan fy hyfforddwyr/aseswyr wybodaeth dda am eu pwnc.
Staff give me useful feedback on how I can improve my work.	268	126 47%	114 43%	25 9%	3 1%	Mae staff yn rhoi adborth defnyddiol i mi ar sut gallaf i wella fy ngwaith.
My learning will help me to achieve my goals.	271	114 42%	132 49%	22 8%	3 1%	Bydd fy nysgu yn helpu i mi gyflawni fy nodau.
Taking part in this training programme has helped me to improve my life skills.	250	77 31%	123 49%	43 17%	7 3%	Mae cymryd rhan yn y rhaglen hyfforddi hon wedi helpu i mi wella fy medrau bywyd.
Taking part in this training programme has helped me to become involved in my community.	226	40 18%	68 30%	96 42%	22 10%	Mae cymryd rhan yn y rhaglen hyfforddi hon wedi helpu i mi gymryd rhan yn fy nghymuned.
My learning has helped improve my attitudes to keeping healthy and safe.	238	57 24%	108 45%	65 27%	8 3%	Mae fy nysgu wedi helpu i mi wella fy agweddau at gadw'n iach a diogel.
I would recommend this training provider to other people.	273	126 46%	101 37%	29 11%	17 6%	Byddwn yn argymhell y darparwr hyfforddiant hwn i bobl eraill.

## Learner Questionnaire / Holiadur Dysgwyr

All Gender, All Ages







## Appendix 2

### The inspection team

Alun Connick	Reporting Inspector
Gerard Kerslake	Team Inspector
Vanessa Morgan	Team Inspector
Stephen Davies	Team Inspector
Sandra Barnard	Team Inspector
Mark Evans	Team Inspector
Ian Dickson	Team Inspector
Linda Thomas	Nominee