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31 Mawrth / March 2022

Ymweliad monitro prentisiaethau dysgu yn y gwaith

Annwyl / Dear Yana Williams

Rhwng 28 Chwefror a 3 Mawrth 2022, ymwelodd Sandra Barnard AEM a Mark Evans AEM â'r darparwr a'i is-gontractwyr i adolygu cyflwyno ei raglenni prentisiaeth yn ystod blwyddyn gyntaf eu contract gyda Llywodraeth Cymru. Mae'r llythyr hwn yn crynhoi'r adborth o'r ymweliad hwn.

Mae Coleg Cambria yn cyflwyno rhaglenni prentisiaeth ar draws 11 maes dysgu ar lefel 2, lefel 3, a phrentisiaethau uwch. Ar hyn o bryd, mae'r darparwr yn cyflwyno hyfforddiant i 2,448 o ddysgwyr. Y meysydd dysgu mwyaf yw peirianeg, technolegau gweithgynhyrchu, adeiladu ac iechyd a gofal cymdeithasol. Trwy ei is-gontractwyr, mae'r darparwr hefyd yn cyflwyno hyfforddiant mewn meysydd dysgu fel adeiladu, peirianeg sifil, a busnes, gweinyddu a rheoli. Mae'r darparwr yn gweithio gyda phump o is-gontractwyr i gyflwyno rhaglenni prentisiaeth ar hyd a lled gogledd a chanolbarth Cymru. Gofynnodd Llywodraeth Cymru i'r darparwr gefnogi 119 o ddysgwyr wedi'u dadleoli o ddau ddarparwr hyfforddiant arall na ddyfarnwyd contract prentisiaeth iddynt.

Mae'r darparwr yn codi ffi rheoli llinell gyffredin ar gyfer pob un o'r is-gontractwyr. Mae'r darparwr a'r is-gontractwyr wedi gweithio gyda'i gilydd am amser hir, ac mae systemau a phrosesau wedi hen ennill eu plwyf. Mae'r darparwr yn cynnal cyswllt rheolaidd gyda'r is-gontractwyr gan gynnig cymorth trwy wybodaeth rheoli, casglu data, monitro ansawdd a digwyddiadau dysgu proffesiynol y gallant eu mynychu os ydynt yn dymuno.

Dywed bron pob un o'r dysgwyr ar draws y rhan fwyaf o feysydd dysgu eu bod wedi cael cymorth da gan eu haseswyr a staff eraill y darparwr. Mae'r rhai oedd ar ei hôl hi â'u dysgu wedi dal i fyny erbyn hyn, ac yn teimlo'n fwy cadarnhaol ac wedi'u cymell.

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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.

Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

Croesawon nhw'r cymorth gan staff yn ystod y pandemig, a'r opsiwn i ddod i'r coleg i weithio os na allai eu bywyd cartref ddarparu ar gyfer eu hanghenion unigol. Roedd staff y darparwr ar y safle i'w cynorthwyo yn ôl yr angen.

Yng ngrŵp ffocws y dysgwyr, ymgysylltodd dysgwyr â thrafodaethau yn dda, ac roeddent yn hapus i siarad am eu profiad yn ystod y pandemig, ac ar ei ôl. Mae'r rhan fwyaf o ddysgwyr yn cydnabod manteision gweithgareddau dysgu ar-lein, yn enwedig y broses adolygu cynnydd, gan ei bod yn arbed amser a chostau teithio. Fodd bynnag, dywedodd dysgwyr y byddai'n well ganddynt i'w cyflogwr gael ei gynnwys yn y broses adolygu ar-lein, fel eu bod yn gwybod ar ba dasgau neu weithgareddau y mae angen iddynt ganolbwyntio. Roedd ychydig o ddysgwyr wedi cael anawsterau â dysgu ar-lein, oherwydd problemau cysylltedd, waliau tân diogelwch a medrau TG cyfyngedig. At ei gilydd, mae'n well gan ddysgwyr ddysgu wyneb yn wyneb yn yr ystafell ddosbarth gan ei fod yn eu galluogi i gyfarfod a chymysgu â dysgwyr eraill, a rhannu syniadau a phrofiadau gyda'u cyfoedion. Mae'r rhan fwyaf o ddysgwyr mewn meysydd galwedigaethol fel peirianeg, peirianeg drydanol ac adeiladu yn cydnabod nad yw dysgu ar-lein yn gwbl addas ar gyfer y masnachau hyn. Er enghraifft, mae'n hynod anodd cysylltu tasgau ymarferol yn glir â sesiynau theori a gyflwynir ar-lein.

Teimlai bron pob un o'r dysgwyr y gellid cael cymorth gan eu tiwtor neu'u hasesydd yn gyflymach mewn sesiynau wyneb yn wyneb, yn enwedig pan roeddent yn ansicr ynghylch sut i ymdrin â thasg, a'i chwblhau, neu ble roeddent yn ansicr ynghylch cyfarwyddiadau neu ymarferion ysgrifenedig. Teimlai dysgwyr prentisiaeth lefel uwch fod dysgu ar-lein yn fwy buddiol i'w galluogi i reoli eu baich gwaith a'u cyfrifoldebau teuluol. At ei gilydd, roedd pob un o'r dysgwyr yn falch o fod yn ôl yn y gwaith neu'n mynychu gweithgareddau hyfforddiant i ffwrdd o'r gwaith gyda'u cyfoedion, a gwneud cynnydd â'u dysgu.

Work-based learning apprenticeship monitoring visit

Between 28 February and 3 March 2022, Sandra Barnard HMI and Mark Evans HMI visited the provider and its subcontractors to review the delivery of its apprenticeship programmes in the first year of their Welsh Government contract. This letter provides a summary of feedback from this visit.

Coleg Cambria delivers apprenticeship programmes across 11 learning areas at level 2, level 3, and higher apprenticeships. The provider currently delivers training to 2,448 learners. The largest learning areas are engineering, manufacturing technologies, construction and health and social care. Through its subcontractors, the provider also delivers training in learning areas such as construction civil engineering, and business administration and management. The provider works with five subcontractors to deliver apprenticeship programmes across north and mid Wales. The provider was asked by the Welsh Government to support 119 displaced learners from two other training providers who were not awarded an apprenticeship contract.

The provider charges a flat line management fee for all the subcontractors. The provider and subcontractors have worked together for a long time and systems and processes are well established. The provider maintains regular contact with the subcontractors offering support through management information, data collection, quality monitoring and professional learning events that they can attend if they wish to.

Almost all learners across most learning areas say they have received good support from their assessors and other provider staff. Where they were behind with their learning, most have now caught up and are feeling more positive and motivated. They welcomed the support from staff during the pandemic and the option to come into college to work if their home life could not accommodate their individual needs. Provider staff were on site to support them as required.

At the learner focus group, learners engaged in discussion well and were happy to talk about their experience during and after the pandemic. Most learners recognise the benefits of online learning activities, particularly the progress review process as it saves time and travel costs. However, learners said they would prefer their employer to be involved in the online review process, so they knew what tasks or activities they need to focus on. A few learners had experienced difficulties with online learning, due to connectivity issues, security fire walls and limited IT skills. Overall, learners prefer face-to-face classroom delivery as it allows them to meet and mix with other learners, share ideas and experiences with their peers. Most learners in vocational areas such as engineering, electrical engineering and construction recognise that online learning is not wholly suitable for these trades. For example, it is particularly difficult to clearly link practical tasks to theory sessions that are delivered online.

Almost all learners felt that the support from their tutor or assessor could be accessed more quickly in face-to-face sessions, particularly where they were unsure of how to approach and complete a task, or where they were unclear about written instructions or exercises. Higher level apprenticeship learners felt that online learning is more beneficial to enable them to manage their workload and family responsibilities. Overall, all learners were pleased to be back at work or attending off-the-job training activities with their peers and progressing with their learning.

Yn gywir / Yours sincerely



Jackie Gapper

Cyfarwyddwr Cynorthwyol /
Assistant Director