



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

**A report on the work based learning provision of
Skills Academy Wales @ NPTC Group of Colleges**

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by

**Estyn, His Majesty's Inspectorate for Education and
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This report is also available in Welsh

About Skills Academy Wales @ NPTC Group of Colleges

Skills Academy Wales was established as a work-based learning partnership in 2009. Led by NPTC Group of Colleges, the partnership has been operating under a single Welsh Government contract for the delivery of apprenticeship programmes since August 2010. Five sub-contractor providers are considered founding partners of Skills Academy Wales and these collectively play a lead role, alongside NPTC Group of Colleges, in the strategic and operational leadership of the partnership. Skills Academy Wales also subcontracts delivery of apprenticeship provision to an additional nine sub-contractors.

The founding partners are: ACO Training Ltd; Coleg y Cymoedd; Gwendraeth Valley Community Enterprise Ltd trading as Jobforce Wales; ITeC Digital Training Ltd; Llanelli Rural Council (LRC Training); and NPTC Group of Colleges.

The nine additional sub-contractors are: Care Credentials Wales Ltd trading as Penguin; Fashion-Enter Ltd; Marr Corporation Ltd; Myrick Training Services Ltd; Neath Port Talbot Council (Skills and Training); Protech Training Academy Ltd; Sirius Skills Consulting Ltd; Tooth Fairies Ltd; and the Welsh Ambulance Service.

Skills Academy Wales caters for approximately 2,800 learners on Welsh Government funded apprenticeship programmes. The partnership operates throughout South-east, South-west and Mid Wales and has small provision in North Wales. It delivers level 2 to level 5 training programmes across the following:

- Agriculture, Horticulture and Land based Engineering
- Social Media and Digital Marketing, Technical Theatre
- Accountancy, Business Administration, Customer Service, Human Resource Management, Team Leading and Management
- Construction, Planning and the Built Environment
- Engineering and Manufacturing Technologies
- Hairdressing and Barbering
- Health, Public Services and Care
- Food Production, Hospitality, Professional Cookery
- ICT User, ICT Professional and IT Application Specialist
- Leisure Management, Sport, Sporting Excellence and Sports Development
- Cleaning and Facilities Management, Driving Goods Vehicles, Retail and Warehousing

Summary

Most Skills Academy Wales learners demonstrate strong workplace practice and apply theoretical concepts from their learning to the contexts of their workplaces effectively. Many undertake practical work to an appropriate standard and a few demonstrate higher level competency. Overall, many make at least appropriate progress towards completing their apprenticeship frameworks. The proportion of apprentices successfully completing their health and social care frameworks is improving. However, the number of these learners who complete late remains high; this reflects the challenges recently faced by these sectors nationally.

Learners are enthusiastic about their apprenticeships and motivated to develop their skills and knowledge. Learners are valued by their employers and contribute well to their organisations. Many learners understand the career paths open to them and are aware of how to progress to the next level of apprenticeship training.

Co-ordinated by the Health, Safety and Wellbeing Practitioner Group, the partnership draws well on the expertise of internal partners and sub-contractors, as well as specialist external agencies, to provide very good care, support and guidance to learners. The working relationships between learners, assessors and employers are generally very constructive. Learners are comfortable in turning to their assessors for support with their development and well-being. Learners are respectful of each other; they recognise and value the support of their apprenticeship peers and appreciate opportunities to share their experiences with them. Overall, learners' understanding of the risks of radicalisation and extremism is underdeveloped.

Assessors work well with employers to establish and maintain a productive ethos that encourages learner progress and career aspirations. Most tutors and assessors have valuable industry sector experience that they draw on well to enthusiastically support their learners' acquisition of knowledge and their development of workplace skills. Assessors and tutors helpfully adapt their approaches to support learners' different learning needs and preferred learning styles. They work collaboratively with learners to set suitable progress targets and deadlines. Many tutors and assessors question learners effectively and a few do this particularly skilfully. This helps to draw out and develop learners' knowledge and understanding. However, in a minority of sessions, assessors speak for too long and do not make the most of opportunities to draw input from learners. Overall, provision for learning and assessment through the medium of Welsh is underdeveloped.

Senior leaders have been careful to retain the benefits of the collective nature of the partnership since its formation. Partners hold important overall strategic and operational leadership roles. Different partners are also responsible for co-managing specific sub-contractors on behalf of the partnership. Senior leaders review the quality of provision and the performance of the partner providers and subcontractors fairly. When required, they collectively take decisive action to address any issues. In a few instances, the partnership's areas for development and improvement targets are not clear enough.

The partnership is responsive to changes in labour market needs and engages proactively with organisations that are planning regional investments and

developments, to ensure that a skilled workforce is available to support them. Together with the partnership's consistent attention to the training needs of smaller businesses, this responsiveness successfully helps to mitigate some of the workforce pressures being faced regionally and nationally.

Recommendations

- R1 Continue to improve the rates at which learners achieve their apprenticeships and reduce the number of late completers
- R2 Ensure that staff members develop all learners' understanding of the risks of radicalisation and extremism
- R3 Ensure that provision is in place to meaningfully develop learners' Welsh language skills based on their individual starting points

What happens next

The provider will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the provider to prepare a case study on its work in relation to anticipating labour market developments and proactive early engagement to meet the workforce needs of regional projects, for dissemination on Estyn's website.

Main findings

Learning

Most learners work well when completing tasks individually and in groups. Many learners know the progress they are making and what assessments and tasks they need to complete. These learners competently use the electronic tracking system to upload written tasks, to review marked work, and to monitor their progress routinely.

The majority of learners demonstrate appropriate recall of prior learning and speak confidently about their workplace experiences. They use and apply learning effectively in their job-roles when interacting with their employers, clients and customers. For example, dental nursing learners give clients clear and accurate advice regarding dental care and hygiene.

Most learners apply theoretical concepts to their job roles successfully. They are articulate and can clearly explain how theory relates to their daily activities. Most learners are confident when answering questions about their work and when communicating with their employers, assessors and peers. They make competent use of technical terminology and give clear examples of the work they have

undertaken. For example, warehousing and storage learners confidently explain the relevance of hazard awareness; they emphasise the importance of using personal protective equipment and the value of record-keeping. Train driving apprentices reflect on their knowledge and experiences to help develop their understanding of standard practices relating to train operations.

Many learners interact confidently with their assessors and other learners as part of one-to-one progress reviews and off-the-job group theory sessions. In a few cases, learners take ownership of their learning and negotiate realistic targets for the completion of assessments. In these cases, learners proactively identify assessments they need to complete and helpfully identify potential evidence sources related to their job roles.

Most learners demonstrate strong workplace practice. Learners work effectively with their employers, assessors and tutors to develop and improve a wide range of practical skills. In the workplace, they understand the processes they must follow when completing tasks and the importance of completing work to the appropriate standard in a timely manner. For example, electrical installation learners competently rewire a house to the required standard in the time allocated. When completing practical tasks and assessments, many learners complete them to at least an appropriate standard and a few demonstrate higher level competency. Aerospace engineering learners confidently examine, test and repair wiring harnesses for aircraft engines. Learners working to repair and refinish vehicle bodies, carefully assess and repair the damage to vehicles, before preparing them for paint refinishing. As a result of this practical skills development, learners become valued members of staff who contribute fully to the work of their employer.

Many learners demonstrate sound digital literacy skills when using a wide range of software applications. For example, learners in engineering manufacture demonstrate good digital literacy skills when collaboratively researching different materials and their properties. The majority of learners demonstrate sound writing skills and produce written work of at least an appropriate standard and a few produce work of a higher quality. In the best cases, learners structure their work well and pay good attention to presentation, spelling and grammar. However, as the majority of learners do not have clear targets for improving their literacy and numeracy skills beyond their essential skills qualifications, they do not have a clear understanding of what they need to do to improve. At the start of their apprenticeships, most learners undertake the Prentis-laith course. However, very few learners develop their Welsh language skills beyond this as part of their training or undertake any written work in Welsh.

Following the negative effects of the COVID-19 pandemic on education and training, learner success rates at Skills Academy Wales are improving across many learning areas. Health and social care remains the learning area with the biggest challenges. Success rates in this learning area are improving although the number of late completers remains high, reflecting the challenges currently faced by this sector nationally. Overall, many learners are making at least appropriate progress towards completion of their apprenticeship frameworks, and a few make stronger progress.

Well-being and attitudes to learning

In nearly all cases, the rapport between learners, assessors, and employers is resoundingly positive, with nearly all learners knowing how to access support within their learning environments and workplaces. Learners feel comfortable raising personal issues if these affect their engagement or performance in any way. Learners clearly welcome their assessors' interest in their well-being and their progress in the workplace. They readily share their feelings and explain their current challenges. Nearly all learners share that they feel safe in their workplaces and learning environments. However, few learners are able to explain the risks of extremism and radicalisation or discuss these in the context of their job roles or wider workplaces.

Many learners appreciate being able to connect with other apprentices to share their experiences and gain the support and companionship of their peers. They value opportunities to learn from each other, which helps to support their progress and also to reduce any work-related stress that they may feel. They respect each other and demonstrate this through active listening and questioning. In a level 3 plumbing and heating session, a group of initially shy and reluctant learners discuss their work respectfully, allowing for turn taking, inviting opinions, and offering encouragement and reassurance. A group of level 3 dental nursing apprentices discuss approaches to waste disposal in different surgeries. This generates a lively discussion with learners showing genuine interest, querying approaches, and debating best practice.

Learners value the varied and flexible approaches to learning that accommodate other demands placed on them. These approaches include being able to access learning remotely if there are challenges in terms of workplace commitments or geography. The ability to negotiate deadlines and workloads to accommodate specific pressures, as well as request different session times to fit in with work and family commitments, are also appreciated by learners. For example, a learner in a childcare setting worked with her assessor to reschedule her training to enable the extension of her work responsibilities to include the role of Additional Learning Needs (ALN) Co-ordinator for her employer.

Nearly all learners have realistic expectations of the demands that undertaking their apprenticeship frameworks will place on them at different times. This is a result of the useful advice and guidance they receive prior to starting their apprenticeship programmes, and the productive working relationships between learners and assessors. Learners benefit from ongoing advice and guidance about progression opportunities. For example, a leadership and management apprentice intends to progress directly from level three to a level five framework as her assessor has explained why he is confident that she is capable of this.

Most learners are aware of the recently expanded range of well-being resources available on the provider's online platforms, as well as the digital mental health and well-being service made available to them externally. However, only a very few learners have accessed and benefited from these. Most learners recall engaging with the ALN and well-being profiling tool during their induction period. One learner's use of the profiling tool led to the helpful identification of a previously undiagnosed ALN. However, overall, very few learners are aware of any support or adjustments being arranged for them following their use of these tools.

A few learners feel frustrated by the online portfolio system. They explain that they have experienced difficulties in navigating the platform, inconsistencies in the recording of submitted work, and difficulties in accessing assessor feedback. Those affected share that this can be stressful, although in most cases they quickly agree on suitable workarounds with their assessors.

Many learners talk positively about their sense of achievement. For example, a hospitality learner proudly shares that she has achieved her level 2 Essential Skills in numeracy and literacy despite having left school without any formal qualifications. Similarly, a joinery apprentice shares his pride at having been entered into a skills competition after his strong technical skills and significant progress were recognised by his assessor.

Learners speak positively about their increased confidence, acquisition of knowledge and skills development, and some share that their employers also recognise this progression. During their training, many learners have developed the confidence to question and respectfully challenge workplace practices. Examples of this include dental nurses querying the choice of surgical wipes. However, the majority of apprentices are not aware of how the partnership itself uses their views to help improve its effectiveness.

Many learners are enthusiastic and actively contribute to sessions. They take advantage of opportunities to draw on their workplace experiences to share their knowledge and to ask questions. For example, a level 3 IT apprentice shares his comprehensive knowledge and expertise of systems troubleshooting. Likewise, a level 3 aerospace engineering apprentice confidently explains how the controls in the cockpit of an aircraft link to the mechanics of the engine. However, in a few sessions, learners' contributions are limited. Where this happens, it is either because they do not willingly engage despite encouragement, or they are not presented with opportunities by their assessors or tutors.

Teaching, training, assessment and learning experiences

The partnership develops and updates its provision well to meet the needs of local and regional employers and to reflect national priorities. It takes a collaborative approach to provision planning, which helps to ensure effective co-ordination of provision and avoids unnecessary duplication or competition.

Partnership providers respond well to any changes in labour market demand and skills needs. For example, they have identified the need to develop provision for train and large goods vehicle (LGV) drivers, as well as provision for rail track maintenance. Providers also match and adapt delivery methods to meet specific employer and learner needs. For example, providers cater to the changing needs of national employers and niche sectors, such as dental nursing and government agencies, by delivering a few programmes online. However, providers' planning of opportunities for apprentices to undertake learning and assessment activities through the medium of Welsh is underdeveloped.

Partners engage well with employers to ensure appropriate collective involvement in shaping provision and delivery of on-the-job training. They also work together effectively to monitor the progress of learners towards achieving their qualifications

and apprenticeship frameworks. In the best cases, employers are actively engaged in the planning of learning and assessment. For example, an end-point assessment for a level 3 construction apprentice was planned with the employer to coincide with the building of a training room on the business premises.

Tutors and assessors have developed useful teaching and learning resources to support delivery of apprenticeship frameworks. In the best cases, they map qualification assessment criteria skilfully to job roles and use this to identify and plan opportunities for learners to use work-based evidence that occurs naturally as part of their work activities. In a few cases, learning resources and activities do not fully engage learners' interest or challenge them to achieve as well as they can.

Most tutors and assessors are enthusiastic, clearly enjoy their role, and are well experienced in terms of vocational specialisms. They make good use of their industry sector experience to develop and support learners with their learning as well as in their job roles. Nearly all tutors and assessors develop a strong rapport and a positive relationship with their learners and know them well. In a very few cases, links between college-based tutors and work-based assessors are not strong or effective enough. This leads to frustration among the small number of affected learners and employers.

Most assessors and tutors have high expectations of learners and provide them with appropriate encouragement and praise. Assessors undertake regular valuable progress reviews with individual learners. They successfully involve many in collaboratively setting suitable progress targets and deadlines.

Skills Academy Wales's partners, sub-contractors and employers work together well to ensure a productive learning and workplace ethos that encourages learners' ambitions and career aspirations. Providers' and employers' ongoing support for learners throughout their training programmes helps to successfully nurture them. Many learners benefit from valuable support provided by their workplace mentors or apprenticeship co-ordinators.

Tutors and assessors generally plan their sessions effectively to reflect qualification requirements and learning targets. However, a minority of sessions are overly assessor-led with extended periods of didactic input. This results in a few learners being passive for long periods with insufficient opportunities for them to contribute in a way that reinforces or extends their learning. This issue is most common during remote online sessions involving groups of learners.

Overall, assessors adapt their approaches effectively to support learners' individual needs. For example, when working with a level two storage and warehousing apprentice for whom English is a second language, an assessor uses contextualised examples of key terminology to support learner understanding. Another assessor sensitively and appropriately re-phrases questions to help a level two apprentice with additional learning needs understand what is required.

Overall, tutors' and assessors' questioning techniques are effective with many appropriately challenging learners to provide greater detail, explain their responses and consider alternative scenarios. A few assessors use questioning particularly skilfully to draw out and develop learners' knowledge and understanding.

Many assessors provide useful feedback to learners on both written and practical work. In a few instances, assessors do not regularly provide meaningful diagnostic feedback to help learners understand what they need to do to improve. In these instances, feedback is limited to superficial comments and simple requests for further detail.

The provider successfully supports a minority of learners to benefit from valuable additional training and achieve qualifications that are outside of the requirements of their apprenticeship frameworks. For example, a learner in a health care setting undertakes a manual handling 'train the trainer' programme. Other learners have also engaged with additional learning opportunities, including attention deficit hyperactivity disorder (ADHD) awareness training and first aid training. The partnership supports more able and talented learners to further enhance their vocational skills by encouraging them to participate in skills competitions.

Care, support and guidance

Skills Academy Wales is a well-established partnership that offers very good care, support and guidance to its learners. It successfully uses the expertise of its partners and sub-contractors to meet the needs of its learners. This ranges from providing valuable initial and ongoing advice and guidance to employers and learners, through to various types of on-programme support.

To help it offer valuable care and support, the partnership draws effectively on the knowledge and services of many external agencies. For example, child and adolescent mental health services (CAMHS), community mental health teams (CMHTs), Disability Wales, and Careers Wales. The partnership has also put in place a beneficial tailored programme of professional development to help assessors understand their learners' needs and how to support them so that they achieve to the best of their ability.

This year, the partnership has combined three of its practitioner groups that share common themes to form the Health, Safety and Wellbeing Practitioner Group. This group is joint-chaired by partners and works to a standard agenda to develop equality and diversity, health and safety, as well as safeguarding and prevent. The partnership-wide representation, together with the broad remit of the group, facilitate the worthwhile cross-fertilisation of ideas as the group discusses and plans partnership initiatives, including relevant professional development. Earlier this year, the partners and sub-contractors benefited from designated safeguarding person training. All partners and sub-contractors nominated representatives to attend, who then disseminated relevant aspects of what they had learnt throughout their own organisations.

Following the successful trial of a neurodiversity screening software application, the Health, Safety and Wellbeing Practitioner Group has recently extended the use of this application to foundation and level 3 apprentices across the partnership. This system helps learners to identify and communicate the potential barriers to their learning. It signposts learners to helpful relevant resources and alerts assessors to their learners' individual needs. It also provides assessors with helpful strategies to support their learners.

The results of the screening tool are forwarded to the partnership's recently appointed ALN Co-ordinator, who uses this information, together with information from local schools, to formulate individualised development plans. These plans are then shared with tutors and assessors, with progress records regularly monitored by the ALN Co-ordinator. This standardised approach across the partnership has been welcomed by partners and sub-contractors, and individual learners have begun to benefit from the resulting valuable support. However, it is too soon for the provider to gauge the full impact of these arrangements.

The partnership prides itself on the care, support and guidance that it offers to its apprentices, helping them to become independent learners and employees. It is working towards a universal learning support approach, where all staff members and employers make inclusive support accessible to all learners. This includes giving employers practical advice about how to help their apprentices. Where appropriate, this approach also encourages employers to enable their apprentices to directly engage with well-being and learning support offered by the partners. For example, a cohort of engineering learners have recently been given additional time by their employer to attend college for additional skills development sessions.

A valuable benefit of the partnership is the ability of all partners and sub-contractors to draw on the advice and guidance services of the lead provider's safeguarding team. This is particularly useful for smaller providers within the partnership who value the access to responsive, qualified practitioners who can help them with any issues they encounter.

The lead provider ensures that all learners receive training on safeguarding and Prevent during their induction. However, there are inconsistencies in learners' understanding of how to keep themselves safe from radicalisation and extremism, and tutors and assessors do not make sufficient use of appropriate opportunities to reinforce these aspects.

The lead provider has appropriate safeguarding policies and procedures in place with clear reporting mechanisms. Arrangements for safeguarding learners meet requirements and give no cause for concern.

Leadership and management

As the Welsh Government apprenticeships contract holder for Skills Academy Wales, NPTC Group of Colleges has been careful to retain the benefits of the collective nature of the partnership that was established in 2009. The partner organisations each play an important role in the strategic leadership and executive oversight of the partnership. They do this by taking collective responsibility for decision-making at the highest levels. Together, they have established an ethos of high expectations which permeates across the network of partners and sub-contractors.

Senior leaders have a keen focus on anticipating labour market developments. The partnership also proactively engages with regional projects early in the planning stages. It effectively identifies the development needs of the workforce and addresses any knowledge and skills gaps in a timely way. For example, funded by the Welsh Government, the partnership is working to identify the skills needs of the rail sector to align with the £400m development of a Global Centre of Rail Excellence

in Neath. This responsiveness is achieved via productive relationships with the Regional Skills Partnerships, City and Growth Deal projects, as well as large public sector organisations and commercial enterprises. This helps to support the establishment of enterprise developments and the expansion of existing businesses that benefit the region. For example, in 2016 Skills Academy Wales supported Swansea Bay University Health Board to establish the first NHS apprenticeship academy in Wales that has since trained over 500 apprentices.

Equally, Skills Academy Wales is careful to maintain a focus on the needs of the more than one thousand micro and small enterprises that rely on the partnership's consistent support to successfully recruit and train apprentices. This is helping to mitigate the significant workforce pressures that the provider has recognised across several key sectors such as social care, childcare, construction, engineering and logistics. With the support of the partnership, former apprentices have established themselves as sole traders, and some, for example in the electrical installation trade, have rapidly developed their successful businesses to employ dozens of local people.

The collaborative nature and structure of the partnership, together with the broad range of provision on offer, enables providers to support learners' successful progression to higher levels of learning. Progression planning between providers, enables learners to seamlessly move between the completion of their frameworks with one of the partnership's providers, to higher level training with another, more specialist provider.

Skills Academy Wales responded well to the challenges and disruptions faced by learners and employers due to the COVID-19 pandemic. For example, in response to the increasing pressure on employers within the Health and Social Care Sector, the partnership took on the delivery of the All Wales Induction Framework (AWIF), a responsibility that is typically placed on the employer. This reduced the demands on care providers, enabling them to devote their time to service users, and also introduced new employees to the training available to them.

The partnership's policies and procedures are clear, ensuring that the responsibilities of partners and sub-contractors are well understood. This helps to ensure that the efforts of the partners and the sub-contractors are aligned. The executive and operational leadership groups have a coherent picture of the strengths and areas for improvement across the different organisations. Three of the partners work closely with one or more sub-contractors on behalf of the partnership. This provides clear lines of accountability and makes the most of established working relationships between specific partners and their associated sub-contractors.

Using their clear reporting structure, the partnership regularly reviews its performance both holistically and on an individual provider level. Senior leadership meetings, such as the Operational Management Group, bring providers together at regular intervals to review key information such as learner progress and outcomes data. Quality assurance arrangements across the partnership are detailed and structured to enable different levels of reporting. These arrangements include standardised approaches to analysing stakeholder views and analysing partners' evaluations of teaching and learning. The collective stakeholder engagement practitioner group is effective in capturing the views of learners to inform the

partnership's work. This includes a worthwhile survey of each learner's preference of online, blended or in-person learning approaches.

The partnership's self-evaluation and improvement planning processes involve candid reflection by partners and sub-contractors on what is working well and key areas for improvement. The overarching evaluation appropriately considers learners' experiences as well as a range of suitable performance measures. Progress against the continuous improvement and operational plans is monitored on a quarterly basis and reviewed by the Operational Management Group. However, a few areas for development are not clearly identified by the partnership and a few improvement targets are not defined well enough.

The partnership takes robust action to address identified underperformance. In instances where improvement measures are not sufficiently effective, the partnership discontinues underperforming provision based on the recommendations of the Operational Management Group. In the very few cases where this has been necessary, the partnership has been able to scale up similar provision offered by other partners or sub-contractors, to seamlessly ensure that learners' and employers' training needs are met.

Skills Academy Wales uses its knowledge of the strengths and areas for improvement from across the partnership to plan worthwhile professional learning activities for assessors and tutors across seven key aspects. These include teaching, learning and assessment; equality, diversity and inclusion; as well as safeguarding, health and safety. Consistently strong engagement with these development activities has been further enhanced by the introduction of digital delivery. This enables practitioners from across the broad spectrum of sectors, geographical locations, partners and sub-contractors to discuss what works well and to learn effectively from each other.

Leaders have assembled and sustained a workforce of assessors and tutors who have valuable sector and industry specific experience. They successfully help their apprentices to develop into knowledgeable and skilled practitioners. These assessors care for and support their learners to overcome any personal and workplace challenges that they face. As a result, apprentices progress well in their learning and in their careers.

Evidence base of the report

Before the inspection, inspectors:

- analyse the outcomes from the learner and employer questionnaires and consider the views of teachers, trainers and assessors through their questionnaire responses

During the inspection, inspectors normally:

- meet the principal/chief executive, governors (where appropriate), senior and middle managers and individual teachers, trainers and assessors to evaluate the impact of the provider's work
- meet learners to discuss their work, to listen to them and to gain their views about various aspects of their provider
- visit a broad sample of sessions, including off-the-job, theory and practical training sessions
- visit a broad range of learners in their workplaces to observe their workplace skills, observe assessments, review their theory work and meet their employers
- look closely at the provider's self-evaluation processes
- consider the provider's quality improvement plan and looked at evidence to show how well the provider had taken forward planned improvements
- scrutinise a wide range of provider documents, including information on learner assessment, tracking and progress, records of meetings of managers and staff, meeting with sub-contractors and key partners and meetings with employers, information on learners' well-being, including the safeguarding of learners, and records of staff training and professional learning

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the partnership and from the Estyn website (www.estyn.gov.wales)

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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