



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

**A report on**

**Itec Training Solutions Ltd  
ITEC House  
Penarth Road  
Cardiff  
CF11 8TT**

**Date of inspection: October 2016**

**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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## Context

Itec Training Solutions is a privately owned training provider with six training centres across Wales. The provider delivers a number of Welsh Government funded apprenticeship training programmes including business administration, customer service, management and hospitality. It also delivers the traineeship and engagement training programmes.

The provider contracts with a number of other delivery partners. These are:

- Plato Wales
- ELT Wales Limited
- Mountain View Residential and Respite Services Ltd
- LMJ Training and Recruitment
- Rossett Training
- Bethany Training
- Impact Learning and Data Company
- Llamau

## Summary

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

### Current performance

Overall, the rates at which learners attain their training frameworks are at or slightly above the national average for work-based learning. Learners on Traineeship Engagement and Traineeship Level 1 programmes have a learning activity success rate significantly below the national comparators, with a three year trend of underperformance. Unpublished data is beginning to show improvement with an upward trend.

Most learners have appropriate literacy skills according to their level of study and write with correct spelling, punctuation and grammar. Around half of learners take Essential Skills qualifications above the level required by their framework. The majority use self-study materials effectively to improve their literacy and numeracy skills.

The quality of teaching, training and assessment is adequate. Almost all staff have high expectations for their learners and give them appropriate support to achieve their qualification aims. However, a few staff do not challenge learners enough and learners do not always progress at a pace suitable to their ability.

Most staff delivering the traineeship programme use an appropriate range of teaching methods. There is a good mix of tutor input and learner activity, which makes classroom activities enjoyable and engaging for learners, particularly those learners who have difficulty in settling down in a classroom environment.

The safeguarding policies and procedures are comprehensive for the main provider. However, the provider does not go far enough in its monitoring of the safeguarding practices of its sub-contractors to assure itself that all learners are safe.

### Prospects for improvement

The provider's prospects for improvement are judged as adequate because:

- The provider uses a set of appropriate values and aims to support the delivery of its work-based learning contract. The provider's vision and core values are shared appropriately through their strategic plan.
- Senior managers collect, analyse and share a wide range of learner performance data regularly. However, managers and staff at all levels do not demonstrate a clear understanding of the provider's performance and what they need to do to secure improvement. The provider does not clearly link key performance indicators and quality probes to their strategic plan and self-assessment report.
- The provider's self-assessment report is too descriptive and not evaluative enough. The provider often over-states its strengths and states sector norms as

excellent practice. The provider often does not realistically identify shortcomings and areas for improvement.

- The provider has a range of effective partnerships with employers and other agencies.
- The provider does not do enough to promote the language and culture of Wales to all learners.
- Managers and staff do not demonstrate a clear understanding of performance and how to improve it.
- Self-assessment processes across the provision are not robust enough.

## Recommendations

R1 Improve the rates at which learners successfully complete their frameworks or qualifications, particularly those learners on the traineeship programmes

R2 Do more to promote the Welsh language and culture effectively across all provision

R3 Make sure that assessors and tutors improve all learners' literacy and numeracy skills from their starting points

R4 Make sure that safeguarding monitoring arrangements capture intelligence well enough from across all provision, including sub-contracted programmes, in order to provide the Managing Directors with assurance that all learners are safeguarded

R5 Improve the rigour, effectiveness and impact of management systems, including the communication, management and monitoring of sub-contractors

R6 Improve the rigour and effectiveness of self-assessment and development planning

### What happens next?

Given the adequate judgements, a team of inspectors will undertake a monitoring visit approximately one year after the publication of the inspection report. The visit will be to assess the progress made by the provider against the recommendations.

## Main findings

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

Adequate

#### Standards: Adequate

Overall, learners achieve their apprenticeship frameworks at all levels at rates equal to or slightly higher than the national comparators. However, while learners on a minority of pathways (for example, engineering; health, public services and care) achieve their frameworks at rates higher or substantially higher than the national comparators, learners on a few other pathways achieve at rates lower than the national comparator, with a trend of underperformance.

Learners on Traineeship Engagement and Traineeship Level 1 programmes have a learning activity success rate significantly below the national comparators, with a three year trend of underperformance.

The provider's own unpublished data for 2015-2016 is robust and indicates an overall improvement in apprenticeship framework success rates and in the performance of traineeships.

Male and female learners succeed at broadly similar levels, and learners with disabilities and British and minority ethnic learners succeed at rates in line with other learners at the provider. Most learners complete their apprenticeship frameworks on time.

Many learners make good progress in their programmes and develop their practical skills and theory knowledge well. Most learners on apprenticeship programmes link the knowledge they have gained through their studies to their job roles effectively. For example, an IT apprentice has used guidance from his tutor to develop ways of gathering feedback from software users to refine his systems, leading to improved efficiency in meeting customers' orders. Most learners produce well-structured portfolios and around half use electronic portfolios effectively to organise their work and submit assignments for assessment.

A majority of learners on traineeship programmes make sound progress, and develop confidence and an appropriate range of skills. These learners contribute positively to sessions and work well with their tutors and learning coaches to set and complete useful learning targets. However, in a minority of sessions, learners do not participate sufficiently and make little progress in developing new knowledge and skills.

Most learners have appropriate literacy skills according to their level of study and write with correct spelling, punctuation and grammar. Around half of learners take Essential Skills qualifications above the level required by their framework. The majority use self-study materials effectively to improve their literacy and numeracy skills.

Only a very few of the provider's learners speak Welsh as a first language and a small proportion of these learners take their qualifications through the medium of

Welsh. A few learners, mostly on traineeship programmes, complete useful units raising their awareness of Welsh language and culture. However, too few learners, particularly on apprenticeship programmes, develop their Welsh language skills or their understanding of Welsh heritage and culture through their programmes.

### **Wellbeing: Good**

Learners feel safe in their workplace and learning environments. They are aware of their rights and responsibilities, and have a firm understanding of health and safety. They show a good understanding of safe working practices. In work environments they use personal protective equipment where it is appropriate. Learners in child and adult care industries can evaluate scenarios well to analyse risks. Child care learners have a clear understanding of safeguarding and their responsibilities if they identify potential safeguarding issues.

Most learners are aware of the importance of a positive healthy lifestyle. Learners on traineeships, in particular, take part in worthwhile activities to promote healthy living. For example, learners maintain an allotment and grow vegetables and they are involved in group projects to raise awareness of smoking and alcohol and drug abuse.

A few learners benefit from breakfast clubs that have recently been established following feedback from learner focus groups. Learners attending these have improved their punctuality and eat a proper breakfast.

Overall, learners are well motivated and enjoy their learning. They have positive working relationships with their training advisers, assessors, tutors and learning coaches and value their training experience. A few learners have access to a beneficial counselling service. Most learners take pride in the quality of their work and produce good quality evidence for their portfolios. Most learners gain in confidence in the workplace throughout their programmes.

Learners take part in national and local community projects and have raised money for a range of charities and local organisations.

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

Overall, the provider delivers a broad range of training programmes to meet the needs of learners, employers and the community. The provider has a positive working relationship with small, medium and multinational companies throughout south, mid and north east Wales. It uses labour market intelligence well to develop programmes in response to local needs. There are a few opportunities for vulnerable learners to access training programmes through a project with a third sector organisation. The bespoke construction taster sessions for 14-19 school provision meet the needs of specific learners and aid progression from school to further vocational study.

All learners complete an initial assessment and diagnostic test at the start of their training programme. Training advisers and assessors work well with learners to complete appropriate individual learning plans, and about half of learners access online resources to develop and improve their literacy and numeracy skills further. However, there is a lack of consistency in the effectiveness of target setting and monitoring progress of learners' skills across the provision.

In the majority of cases, training advisers and assessors plan appropriate opportunities for learners to complete Essential Skills Wales (ESW) qualifications. However, not all training advisers and assessors make effective use of naturally occurring opportunities to check and develop the learners' literacy and numeracy skills within their vocational pathway. Learners who have previously achieved ESW qualifications that meet their framework requirements are not always challenged enough to develop their skills at a higher level.

The provider has reviewed its Welsh language strategy and is beginning to implement an action plan to improve its Welsh provision. The introduction of the 'word of the week', Welsh language booklet and online Welsh sessions are useful resources. However, these resources are not embedded effectively enough across the provision. Very few training advisers and assessors provide learners with opportunities to develop and improve their Welsh language skills. The majority of Itec's documentation is currently not available bilingually for learners to access. For example, the recently adapted learner progress review form, which is used regularly by learners and assessors, and Itec's values and vision diagram, are not available bilingually.

Overall, the provider promotes education for sustainable development and global citizenship appropriately. In the best cases, learners develop a good understanding of sustainability in their learning and workplace environments, for example with the recycling project in a nursery setting, an eco-friendly allotment project and the plan-it eco initiative. However, across the apprenticeship provision there are not enough naturally occurring opportunities to improve understanding of sustainable development and global citizenship.

### **Teaching: Adequate**

Training advisers, assessors and tutors are generally well qualified and have up-to-date subject knowledge, occupational and industry skills. Generally, tutors plan taught sessions well. Learners work together well in pairs or small groups particularly on the traineeship programmes. Most learners on level 4 and level 5 apprenticeship programmes are encouraged to think for themselves and decide how to organise their work to fit with their qualification. However, a few assessors do not let these learners take ownership of their qualification.

Almost all staff have high expectations for their learners and give them appropriate support to achieve their qualification aims. However, a few staff do not challenge learners enough and learners do not always progress at a pace suitable to their ability.

Most staff delivering the traineeship programme use an appropriate range of teaching methods. There is a good mix of tutor input and learner activity, which makes



classroom activities enjoyable and engaging for learners, particularly those learners who have difficulty in settling down in a classroom environment. Training resources are generally of a suitable quality.

Learners on the apprenticeship programmes gain appropriate practical skills suitable to their job role. Generally, employers provide good support and a range of suitable training opportunities in the workplace.

Almost all tutors and assessors develop learners' literacy and numeracy skills to a suitable level. However, in a very few cases, staff do not correct spelling and grammatical errors in learners' written work. As a result, learners do not always know what they need to do to improve.

Assessors have positive working relationships with their learners and employers. They work with a wide range of local and national employers to secure high quality work environments for learners. Almost all assessors carry out comprehensive and detailed progress reviews with their learners. They set appropriate targets for learners to work towards their qualification aim. However, in a minority of cases, employers are not involved in the review process to agree and set targets related to the learner's job role.

Assessment practices are variable. Generally, learners understand how they will be assessed and what evidence they need to collect. Most assessors give learners constructive oral and written feedback. However, in a few cases assessors' questioning techniques are weak, and do not allow the learner enough time to formulate an answer. The majority of learners use an e-portfolio system. This enables learners to upload their work and other assignments, track their progress and communicate with their assessor. However, the system is relatively new, and has not been fully developed for all learners to use across the provider and its sub-contractors. Assessors monitor learner progress through a variety of different tracking systems. Staff meet on a monthly basis to monitor learners' progress and review their profiled completions and contract requirements.

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

The provider has detailed health, safety and wellbeing policies and guidance, which set out clearly the responsibilities of staff, sub-contractors and learners. The provider routinely undertakes health, safety and wellbeing checks on all work placements. Learners are helped to develop their own understanding about health, safety and wellbeing, through learning activities, and discussion at regular progress reviews.

Learner progression routes are coherent and provide generally good opportunities for learners to progress from trainee to apprenticeships. Induction for new learners provides clear advice about the demands of the particular training programme and its potential impact upon work and home life. Learners are well supported in all programmes by their learning coaches, tutors and assessors.

The provider works particularly well with those learners who are at risk of becoming not in education, employment or training. It has an effective outreach programme targeted at young people, many of whom have significant and challenging needs, which draws them into learning and employment opportunities. Itec's flexible approach to traineeships and its valuable support for these young people improve their chances of remaining in training and progressing into employment.

Itec's in-house counselling service responds to learners needs quickly and effectively. Through this important in-house counselling provision, Itec monitors learners' issues well, and they use this intelligence well to improve curriculum planning and staff professional development. Itec also uses its good relationships with community based support services well, for example in providing parenting advice, health and life style advice, mental health support, and housing support.

Itec's safeguarding policies and procedures are comprehensive. Itec appropriately covers its duties to prevent people from being drawn into terrorism, safe recruitment practices, differentiated safeguarding training for all staff, safeguarding case referrals and management reporting. However, Itec does not go far enough in its monitoring of the safeguarding practices of its sub-contractors to assure itself that all learners are safe.

The provider has comprehensive processes in place to assess learners' educational support needs. Itec makes reasonable adjustment for those learners with additional learning needs, which includes, for example, ensuring that assessment processes reflect learners' needs, and the provision of a discrete group aimed at providing support and skills development for learners with autism. The quality team monitors these processes well and makes beneficial use of the various forms and plans that are produced, as well as observations of taught work, to triangulate learner support. However, Itec does not have sufficient oversight and evaluation of provision for all the learners with additional needs based in its sub-contractors' provision.

### **Learning environment: Good**

The provider promotes equality and diversity across its provision appropriately. It has clear policies and procedures to monitor and eliminate all forms of discrimination. There is an appropriate quality and diversity action and development plan that identifies actions, responsibilities and timescales that are reviewed on a timely basis.

The provider uses equality impact assessments well as a tool to ensure that equality, social inclusion and community cohesion issues are considered when drawing up policies and proposals.

The provider has a range of useful resources to promote equality and diversity. Many are accessible on the provider's intranet website for staff and learners. However, these intranet resources are not available to sub contractors' staff or their learners.

All learners are encouraged to express themselves in a positive way and are most are treated fairly. Most learners have a basic understanding of equality and diversity and know whom to go to if they have problems. However, in the majority of reviews, equality and diversity matters are introduced as a discrete subject rather than being contextualised or naturally occurring within learners' programmes. This reduces their impact, and a few learners have an inaccurate definition of equality.

Training centres are suitably located, for example in city and town centres, and easily accessible for learners via public transport links. All training centres are well resourced and learners have good access to ICT resources.

Classroom accommodation is well maintained and displays of learners' work provide a stimulating and vibrant learning environment. All training centres have regular maintenance checks and four centres have recently undergone upgrading and refurbishment. Vocational workshops are generally well-maintained to a good standard. One training centre has a very well-equipped motor vehicle classroom, with frame mounted examples of suspension and braking systems to help learners understand vehicle components and systems.

At almost all training centres, there are many displays of learners' own work and examples of various projects undertaken. Classroom walls include posters and information boards, as well as good displays that relate to literacy and numeracy.

One training centre has a public-access café that enables hospitality learners on traineeship programmes to gain a realistic experience in preparing and serving food to the public.

Work placements offer learners beneficial opportunities to develop their vocational and practical skills and are generally of a good standard.

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

The provider's two managing directors have set a useful vision and strategic direction for the delivery of their work-based learning contract. They are supported well by a senior leadership team and a group of middle managers. The provider uses a set of appropriate values and aims to support the delivery of its work-based learning contract. The provider's vision and core values are shared appropriately through their strategic plan. Managers and staff have defined roles and responsibilities that they understand well.

Managers collect, analyse and share a wide range of learner performance data regularly. However, managers and staff at all levels do not demonstrate a clear understanding of the provider's performance and what they need to do to secure improvement. The provider does not clearly link key performance indicators and quality probes to their strategic plan and self-assessment report. Performance improvement targets are not aligned well enough to strategic objectives. As a result, the self-assessment report is not used as the key management tool to monitor and drive continual improvement across the provider.

The provider demonstrates a clear understanding how well each sub-contractor and delivery partner is performing. However, they do not do enough to monitor the range of activities undertaken by sub-contractors and identify areas for improvement.

The provider charges all sub-contractors a management fee. The fee payable is on a sliding scale based on the level of support the sub-contractor requires. The greater the level of support results in a larger management fee being paid by sub-contractors. The provider uses comprehensive documentation that indicates the requirements of sub-contractors. However, the documentation does not clearly state what bespoke support each sub-contractor will receive for the management fee they pay.

Communication across the provider is appropriate. Staff receive a useful range of information relating to training activities. Managers use one-to-one meetings with assessors to monitor the performance of assessors and learners suitably. The provider undertakes a comprehensive range of scheduled and informal meetings to share information and review the progress of learners. However, informal meetings are not always documented and, as a result, key information is not recorded or shared effectively with other staff.

The provider uses appropriate staff performance management procedures to review the performance of its staff. Performance reviews are linked suitably to continual professional development activities.

The provider has responded well to local and national priorities for education and training. It contributes well to local initiatives and managers are involved in networks of professional practice that include the National Training Federation for Wales.

### **Improving quality: Adequate**

Overall, the provider's self-assessment report is too descriptive and not evaluative enough. The provider often overstates its strengths and describes sector norms as excellent practice. The provider does not identify shortcomings and areas for improvement well enough.

Senior managers provide the majority of the input into the self-assessment report. As a result, staff at all levels do not have a sound knowledge of the contents of the report or have a full understanding of the issues identified within the document.

The provider's quality development plan identifies a large number of key areas for improvement. The document does not always set clear targets for improvement or set clear milestones for monitoring and reviewing progress against targets. There is a lack of coherence between the self-assessment report and the quality development plan.

The provider uses a wide range of methods to gain the views of learners. These include learner surveys, questionnaires and learner forums. The results of these surveys are analysed, and action plans agreed and shared suitably with staff and learners. However, benchmarking data from the learner voice and employer surveys is not used across all sub-contractors to improve quality.

The provider holds regular performance meetings, quality audits and compliance checks to monitor the performance of sub-contractors. However, it does not do enough to monitor sub-contractors' performance and address issues. For example, there is no formal process in place to check whether sub-contractors identify and refer safeguarding issues appropriately.

The provider works closely with other organisations and quality networks to share practice and improve performance. Staff have represented the provider within the National Training Federation for Wales network for a number of years. The provider's staff take an active role in a range of networks, including the Learning Difficulty Network, City and Guilds ESW network and Careers Wales Rhondda Cynon Taff work-based learning forum. These networks have led to shared projects such as the Essential Skills Wales pilot project.

The provider has not made enough progress in addressing the recommendations from the last inspection.

### **Partnership working: Good**

The provider has strong partnerships with a broad range of organisations. It contributes well to planning suitable provision for learners at a local and national level. A useful partnership engagement strategy sets out clearly the partners with whom the provider needs to engage and makes clear what these partnerships aim to achieve.

The provider offers suitable support for its sub-contractors. Sub-contractors have access to training that the provider offers, such as in ISO systems. Many sub-contractor staff observe those in other partners. However, systems for peer observation are not consistent across sub-contractors and therefore do not inform development planning coherently.

The provider has developed many valuable external partnerships that give opportunities to meet the needs of learners who are hardest to reach. The provider collaborates particularly well with others who have a common interest in helping these vulnerable learners to progress. For example, a partnership with Llamau helps challenging learners to develop behaviour more appropriate to the workplace.

Close links with Youth Offending Services provide helpful opportunities for young offenders to access training opportunities. Partnerships with Communities First target support for learners from areas of deprivation. The provider has linked with one local authority to improve progression opportunities for looked after children. In nearly all areas, staff make a strong contribution to local groups that monitor those learners who are not in employment, education or training, tailoring opportunities to those learners who need support to progress into further training or employment.

The provider has positive links with secondary schools. For example, it has developed construction projects in local communities with learners from schools to help them gain a positive insight into work-based learning as an option when they leave school.

Itec works well with Careers Wales staff to improve learners' awareness of work-based learning opportunities. Itec also makes a helpful contribution to the work of the National Training Federation for Wales.

### **Resource management: Adequate**

The provider has strategies, procedures and processes in place to support effective resource management. The financial controller, human resource manager and the quality team work together well to plan and monitor resources for Itec and its sub-contractors and meet regularly to review performance. They set budgets and distribute staff profiles through sub-contracting arrangements. Staff and managers are very aware of contract compliance.

The provider creates useful opportunities for the continuous professional development of its own staff, including 'partnership days' across the sub-contractors. Managers and staff use monthly one-to-one meetings well to discuss any individual

training requirements. However, Itec records do not contain any information about the levels of training among sub-contractor staff. It therefore remains unclear whether Itec assures itself well enough that sub-contractor staff are appropriately informed about important topics such as health and safety and safeguarding matters, or that they are appropriately trained to manage issues within these areas.

All staff have completed initial literacy and numeracy assessment tests to help them to understand their own skills development needs. In addition, staff delivering essential skills are in the process of being upskilled to level 2 or level 3. This is an ongoing programme to support the delivery of ESW qualifications.

The provider has an effective recruitment programme to ensure appropriate deployment of staff across occupational routes. A comprehensive induction programme covers important subject areas such as codes of conduct and various corporate training and development activities.

As standards achieved by learners are adequate, the provider gives adequate 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.	1107	509 46%	559 50%	31 3%	8 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.	1093	418 38%	560 51%	101 9%	14 1%	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.	1097	514 47%	530 48%	48 4%	5 0%	Mae fy nghyfnod ymsefydlu wedi helpu i mi ymgynefino yn fy rhaglen hyfforddi.
I get good personal support from my trainers or assessors.	1102	657 60%	418 38%	22 2%	5 0%	Rydw i'n cael cymorth personol da gan fy hyfforddwr neu aseswr.
There are other effective types of support available for me.	1087	340 31%	690 63%	51 5%	6 1%	Mae mathau effeithiol eraill o gymorth ar gael i mi.
I understand why I was initially assessed at the start of my training programme.	1102	465 42%	595 54%	37 3%	5 0%	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.	1087	419 39%	612 56%	53 5%	3 0%	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.	1087	486 45%	534 49%	60 6%	7 1%	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.	1085	500 46%	534 49%	47 4%	4 0%	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.	1079	403 37%	593 55%	76 7%	7 1%	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.	1046	375 36%	605 58%	53 5%	13 1%	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.	311	102 33%	144 46%	45 14%	20 6%	(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.	279	87 31%	135 48%	40 14%	17 6%	(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.	1092	607 56%	459 42%	23 2%	3 0%	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.	1094	514 47%	544 50%	29 3%	7 1%	Mae staff yn gweithredu yn unol â safbwyntiau dysgwyr .
Staff help me to understand and to respect people from different backgrounds.	1088	533 49%	517 48%	33 3%	5 0%	Mae staff yn fy helpu i ddeall a pharchu pobl o wahanol gefndiroedd.
Learners show respect and support one another well.	1057	486 46%	516 49%	43 4%	12 1%	Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.
Staff help me to learn and to make progress.	1081	539 50%	517 48%	21 2%	4 0%	Mae staff yn helpu i mi ddysgu a gwneud cynnydd.
When required, I have access to good quality work placements.	955	371 39%	528 55%	44 5%	12 1%	Pan fydd angen, gallaf fanteisio ar leoliadau gwaith o ansawdd da.
My employer supports me well to undertake my training programme.	1065	510 48%	504 47%	43 4%	8 1%	Mae fy nghyflogwr yn rhoi cymorth da i mi ddilyn fy rhaglen hyfforddi.
I feel safe and free from harassment in my workplace.	1082	591 55%	464 43%	18 2%	9 1%	Rydw i'n teimlo'n ddiogel ac yn rhydd oddi wrth aflonyddwch yn fy ngweithle.
I enjoy my learning.	1090	537 49%	516 47%	37 3%	0 0%	Rydw i'n mwynhau fy nysgu
Staff use good quality learning materials.	1092	509 47%	543 50%	34 3%	6 1%	Mae staff yn defnyddio deunyddiau dysgu o ansawdd da.
My trainers/assessors have good knowledge of their subject.	1097	671 61%	402 37%	20 2%	4 0%	Mae gan fy hyfforddwyr/aseswyr wybodaeth dda am eu pwnc.
Staff give me useful feedback on how I can improve my work.	1100	585 53%	477 43%	34 3%	4 0%	Mae staff yn rhoi adborth defnyddiol i mi ar sut gallaf i wella fy ngwaith.
My learning will help me to achieve my goals.	1099	579 53%	498 45%	17 2%	5 0%	Bydd fy nysgu yn helpu i mi gyflawni fy nodau.
Taking part in this training programme has helped me to improve my life skills.	1061	432 41%	561 53%	58 5%	10 1%	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.	1032	274 27%	538 52%	189 18%	31 3%	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.	1079	372 34%	606 56%	85 8%	16 1%	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.	1105	640 58%	428 39%	27 2%	10 1%	Byddwn yn argymhell y darparwr hyfforddiant hwn i bobl eraill.



## Appendix 2

### The inspection team

Sandra Barnard	Reporting Inspector
Steve Bell	Team Inspector
Gerard Kerslake	Team Inspector
Stephen Davies	Team Inspector
Mark Evans	Team Inspector
Alun Connick	Team Inspector
Lesley Rasmussen	Peer Inspector
Reginald Hughes	Peer Inspector
Alma Williams	Peer Inspector
Melanie Thomas	Nominee