



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

**Report following monitoring
Level of follow-up: Estyn monitoring**

**t2 Group
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by

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

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The monitoring team

Mark Evans	Reporting Inspector
Steve Davies	Team Inspector
Steve Bell	Team Inspector
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Outcome of monitoring

T2 Group is judged to have made sufficient progress in relation to the recommendations following the core inspection in April 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the provider from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Improve success rates of learners, especially higher apprentices

Strong progress in addressing the recommendation

The provider has made strong progress in improving the rates at which learners achieve their training frameworks. In 2014-2015, learners on foundation apprenticeship, apprenticeship and higher apprenticeship programmes successfully completed their frameworks at rates above the national comparator for work-based learning providers in Wales.

In 2015-2016, learners continue to achieve their training frameworks at rates similar to national comparators. This shows a significant improvement in the success rates of higher apprenticeship learners over the previous two years. Learners undertaking apprenticeship and foundation apprenticeship programmes in health, public services and care and business, administration and law continue to achieve their training frameworks at rates similar to national comparators.

In 2016-2017, in higher apprenticeship, apprenticeship and foundation apprenticeship programmes, many learners are making strong progress towards completing their training programmes. However, a minority of learners progress through their programmes at too slow a rate and complete their programmes significantly later than the date at which they are expected to do so.

Recommendation 2: Improve learners' literacy and numeracy skills

Satisfactory progress in addressing the recommendation

The provider has introduced an appropriate range of training and resources for personal development managers to help them improve learners' literacy, numeracy and digital literacy skills. As a result, personal development managers are more confident in the delivery of these skills. However, these resources are not used consistently by all staff across the provision.

Almost all learners benefit from appropriate literacy and numeracy support from personal development managers in the workplace and in taught sessions. Personal development managers have a sharper focus on integrating literacy and numeracy into teaching and learning activities. Many learners use specialist learning area resources well to help them with spelling and numeracy. However, for learners on higher apprenticeship programmes, these resources do not always match their level of ability.

Many personal development managers correct learners' written work and give constructive comments about improvements that can be made in spelling and grammar. However, many personal development managers do not use the provider's literacy and numeracy marking guide well enough.

In a few cases, Essential Skills are not introduced early enough in the training programme. As a result, many learners are not aware of their literacy and numeracy development targets.

Recommendation 3: Effectively challenge learners to develop their full potential in practical competence and theory knowledge

Satisfactory progress in addressing the recommendation

Personal development managers undertake regular reviews of learners in their workplace and they record the outcomes of these reviews appropriately. However, personal development managers are inconsistent in the setting and monitoring of challenging targets for the completion of learner assessments. As a result, not all learners make the progress of which they are capable.

The provider held a series of useful meetings to carry out quality progress reviews on learner portfolios. Following the review, the provider facilitated useful targeted support for learners who are at risk of not completing their framework within the scheduled timeframe. This targeted support means that learners receive higher levels of support and greater challenge to complete assessments. However, the number of learners who take longer to complete their training frameworks remains too high.

T2 Group has identified and shared best practice regarding providing challenge across its training staff. As a result, staff received beneficial training that developed their understanding of key aspects, including questioning techniques and standardisation of assessments.

The provider has made useful progress in linking learner assessments to support the development of their skills in their workplaces. As a result, learners develop their skills using examples that are more relevant to their job role and responsibilities.

Recommendation 4: Ensure that Welsh speaking learners have appropriate opportunities to undertake learning and assessment in Welsh

Satisfactory progress in addressing the recommendation

The provider has a stronger focus on the importance of developing learners' Welsh language skills. They have increased the number and quality of resources to support the development of training and assessment through the medium of Welsh. These include the employment of additional Welsh speaking staff and the development and use of training and assessment materials in Welsh. The number of Welsh-speaking learners undertaking training through the medium of Welsh or bilingually has increased.

The provider has made a number of useful improvements to the way it provides appropriate opportunities for learners to undertake learning and assessment in Welsh.

The provider has revised its Welsh language and culture strategy. The strategy is a well-structured, detailed and appropriate document that shows how the provider promotes the Welsh language and culture of Wales.

In many cases, Welsh-speaking learners carry out their progress reviews in Welsh. However, the provider is not always proactive enough in encouraging Welsh-speaking learners to develop their Welsh language skills or complete work in Welsh. As a result, teaching and assessment staff miss opportunities to develop the Welsh language skills of learners.

The provider's advice and guidance staff emphasise the importance of Welsh language skills.

Recommendation 5: Make sure that learners access comprehensive advice and guidance when joining training programmes

Satisfactory progress in addressing the recommendation

The provider has strengthened its initial advice and guidance procedures. Initial advice and guidance staff have undertaken beneficial training to develop their skills further. The provider's account managers give all learners relevant advice and guidance information before they start their training programmes. They also provide a useful induction that covers all aspects of their apprenticeship framework. This helps learners better to understand their responsibilities and the requirements of their training programmes.

The provider monitors the quality of initial advice and guidance for learners through a number of key performance indicators. These include monthly telephone calls from account managers to employers, reviewing learner survey responses, interviewing early leavers, evaluating initial advice and guidance documents and auditing learner reviews.

Managers undertake useful scheduled observations of initial advice and guidance sessions to secure first-hand evidence of their effectiveness. They use this evidence appropriately to plan future staff training activities.

The provider has recently appointed a new initial advice and guidance manager and established a new team of recruitment staff who are the first point of contact for many learners seeking apprenticeships. They support employers well by providing clear recruitment advice and support. However, these developments are too recent to judge the full impact.

Recommendations

In order to maintain and improve on this progress, the provider should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.