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22 Gorffennaf /July 2022

## Ymweliad monitro prentisiaethau dysgu yn y gwaith

Annwyl/Dear Mark Dacey

Rhwng 7 a 9 Mehefin 2022, ymwelodd Sandra Barnard AEM a Mark Evans AEM â'r darparwr, ei bartneriaid 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 Grŵp Colegau NPTC (Partneriaeth Dysgu yn y Gwaith Academi Sgiliau Cymru), yn arwain partneriaeth o bum partner a 9 is-gontractwr i gyflwyno rhaglenni prentisiaeth ledled de a gogledd Cymru, a'r Canolbarth. Ar hyn o bryd, mae'r darparwr yn cyflwyno hyfforddiant i 3,268 o ddysgwyr ar draws 12 maes dysgu ar lefel 2, lefel 3, a phrentisiaethau uwch ar lefel 4 a 5. Y meysydd dysgu mwyaf yw peirianeg, technolegau gweithgynhyrchu, adeiladu a gwasanaethau iechyd cyhoeddus a gofal. Mae'r bartneriaeth yn cyflwyno prentisiaethau mewn nyrsio deintyddol hefyd.

Gofynnodd Llywodraeth Cymru i'r darparwr gefnogi 777 o ddysgwyr a ddadleolwyd o ddau ddarparwr hyfforddiant arall na ddyfarnwyd contract prentisiaeth iddynt.

Mae'r darparwr yn gweithredu system ffioedd rheoli dwy haen sydd wedi'i seilio ar lefel y cyfrifoldeb y mae partneriaid eraill yn ei ddal ar gyfer gweithgareddau allweddol o fewn y bartneriaeth dysgu yn y gwaith. Mae enghreifftiau o'r gweithgareddau hyn yn cynnwys partneriaid yn cyfrannu at y grŵp rheoli gweithredol neu'n arwain grŵp ymarferwyr. Mae pum grŵp ymarferwyr - yn canolbwyntio ar berfformiad; iechyd, diogelwch, a lles; darpariaeth i ddysgwyr, ymgysylltu â rhanddeiliaid a chydymffurfio. Mae aelodaeth y grwpiau hyn yn cynnwys un neu fwy o gynrychiolwyr o bob sefydliad partner ac is-gontractwyr. Mae'r darparwr, partneriaid ac 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 â phartneriaid ac is-gontractwyr, gan gynnig cymorth trwy wybodaeth reoli, casglu data, monitro ansawdd a digwyddiadau dysgu proffesiynol y gallant eu mynychu os ydynt yn dymuno gwneud hynny. Mae'r darparwr wedi cael profiad o recriwtio cryf ar draws y rhan fwyaf o feysydd dysgu. Fodd bynnag, cafwyd effaith

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arbennig o wael ar nyrsio deintyddol yn ystod y pandemig, gyda llawer o ddysgwyr yn gadael rhaglenni'n gynnar ac yn peidio â dychwelyd i'r diwydiant. Mae'r rhai sydd wedi parhau â'u hyfforddiant wedi cwblhau'r asesiadau oedd yn weddill ac wedi cyflawni eu fframweithiau. Ar ôl dechrau'n araf, mae recriwtio dysgwyr yn cynyddu erbyn hyn.



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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. Croesawon nhw'r cymorth gan staff yn ystod y pandemig, a'r opsiwn i ddod i'r coleg neu leoliadau hyfforddiant i ffwrdd o'r gwaith, lle nad oeddent yn gallu gweithio neu astudio, os nad oedd eu bywyd cartref yn gallu diwallu eu hanghenion unigol. Roedd staff y darparwr ar y safle i'w cynorthwyo yn ôl yr angen.

Ymgysylltodd grwpiau bach o ddysgwyr yn dda ag arolygwyr, ac roeddent yn hapus i siarad am eu profiad ers dechrau eu rhaglenni prentisiaeth. Mae'r rhan fwyaf o ddysgwyr yn nodi manteision rhai gweithgareddau dysgu ar-lein, yn enwedig y broses adolygu cynnydd, gan ei bod yn arbed amser a chostau teithio. Dywedodd llawer o ddysgwyr eu bod wedi cael anawsterau â dysgu ar-lein, o ganlyniad i broblemau cysylltedd, waliau tân diogelwch a medrau TG cyfyngedig. At ei gilydd, mae'n well gan ddysgwyr i'r rhaglenni gael eu cyflwyno 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.

Teimlai bron pob un o'r dysgwyr y gellid cael cymorth gan eu tiwtor neu asesydd yn gyflymach mewn sesiynau wyneb yn wyneb, yn enwedig os oeddent yn ansicr ynglŷn â sut i ymdrin â thasg a'i chwblhau, neu ble roeddent yn ansicr ynghylch cyfarwyddiadau ysgrifenedig neu ymarferion mewn mathemateg a gwyddoniaeth. Teimlai dysgwyr prentisiaeth lefel uwch fod dysgu ar-lein yn fwy buddiol i'w galluogi i reoli eu baich gwaith neu gyfrifoldebau 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, ac yn bwrw ymlaen â'u dysgu.

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### **Work-based learning apprenticeship monitoring visit**

Between 7 and 9 June 2022, Sandra Barnard HMI and Mark Evans HMI visited the provider, its partners and 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.

NPTC Group of Colleges (Skills Academy Wales WBL Partnership) leads a partnership of five partners and 9 subcontractors to deliver apprenticeship programmes across south, mid, and north Wales. The provider currently delivers training to 3,268 learners across 12 learning areas at level 2, level 3, and higher apprenticeships at level 4 and 5. The largest learning areas are engineering, manufacturing technologies, construction and health, public services and care. The partnership also delivers apprenticeships in dental nursing.

The provider was asked by the Welsh Government to support 777 displaced learners from two other training providers who were not awarded an apprenticeship contract.

The provider operates a two-tier management fee system which is based on the level of responsibility other partners hold for key activities within the work-based learning

partnership. Examples of these activities include where partners contribute to the operational management group or lead a practitioner group. There are five practitioner groups – focused on performance; health, safety, and wellbeing; learner provision; stakeholder engagement and compliance. Membership of these groups consists of one or more representatives from each partner organisation and subcontractors. The provider, partners and subcontractors have worked together for a long time and systems and processes are well established. The provider maintains regular contact with the partners and subcontractors offering support through management information, data collection, quality monitoring and professional learning events that they can attend if they wish to. The provider has experienced strong recruitment across most learning areas. However, dental nursing was particularly badly affected during the pandemic with many learners leaving programmes early and not returning to the industry. Those who remained in training have completed outstanding assessments and achieved their frameworks. After a slow start, learner recruitment is now picking up.



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Nearly all learners across most learning areas say they have received good support from their assessors and other provider staff. They welcomed the support from staff during the pandemic and the option to come into college or off-the-job training venues, where they could work or study if their home life could not accommodate their individual needs. Provider staff were on site to support them as required.

Small groups of learners engaged well with inspectors and were happy to talk about their experiences since starting their apprenticeship programmes. Most learners identify benefits of some online learning activities, particularly the progress review process as it saves time and travel costs. Many learners said they 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 and share ideas and experiences with their peers.

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 mainly in mathematics and science. Higher level apprenticeship learners felt that online learning is more beneficial to enable them to manage their workload or 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

A handwritten signature in black ink that reads 'Jackie Gapper'.

**Jackie Gapper**  
Cyfarwyddwr Cynorthwyol /  
Assistant Director