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Annwyl/Dear Ceri Murphy

## Ymweliad monitro prentisiaethau dysgu yn y gwaith

Rhwng 5 a 7 Gorffennaf 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 ITEC Training Solutions Limited (ITEC) yn arwain naw is-gontractwr i gyflwyno rhaglenni prentisiaeth ledled de, gogledd, canolbarth a gorllewin Cymru. Mae un is-gontractwr ar contract dod i ben. Ar hyn o bryd mae'r darparwr yn cyflwyno hyfforddiant prentisiaeth i 2,003 o ddysgwyr ar lefel 2, lefel 3, a phrentisiaethau uwch ar lefel 4 a 5. Gan weithio gyda'i is-gontractwyr, mae'r darparwr yn cyflwyno ystod amrywiol o feysydd dysgu, a'r mwyaf ohonynt yw iechyd a gofal cymdeithasol, sy'n cyfrif am 83 y cant o'r ddarpariaeth. Mae'r darparwr hefyd yn cyflwyno meysydd dysgu lletygarwch ac arlwy, gweinyddu busnes a gwasanaeth cwsmeriaid hefyd. Gofynnwyd i ITEC gan Lywodraeth Cymru i gefnogi 145 o ddysgwyr wedi'u dadleoli o un darparwr hyfforddiant na ddyfarnwyd contract prentisiaeth iddo.

Mae'r darparwr yn gweithredu system ffi reoli tair haen, yn seiliedig ar risg, a bennir gan lefel y cymorth sydd ei angen ar bob is-gontractwr. Mae'r darparwr yn cadw cyswllt rheolaidd â'r is-gontractwyr, gan gynnig cymorth trwy wybodaeth reoli, casglu data, monitro ansawdd a digwyddiadau dysgu proffesiynol i staff. Dywedodd yr is-gontractwyr yr ymwelodd arolygwyr â nhw eu bod yn gwerthfawrogi'r cymorth y maent yn ei gael gan reolwyr a staff ITEC.

Mae bron yr holl ddysgwyr iechyd a gofal cymdeithasol yn adrodd eu bod wedi derbyn cymorth da gan eu haseswyr yn ystod y pandemig. Mae wedi bod yn anodd, ac mae'n dal yn anodd, i aseswyr

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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.

ymweld â'u dysgwyr mewn rhai lleoliadau gofal a gweithleoedd eraill. O ganlyniad, fe wnaeth llawer o ddysgwyr syrthio ar ei hôl hi gyda'u dysgu a chymeront fwy o amser i gwblhau'u cymwysterau. Mae aseswyr a staff hyfforddi'n parhau i weithio'n galed i ddarparu ar gyfer patrymau shifft a phwysau gwaith dysgwyr, ac maent yn addasu dulliau cyflwyno i fod yn addas at anghenion dysgwyr. O ganlyniad, mae aseswyr yn dal i gynorthwyo dysgwyr a oedd ar raglenni yn ystod y pandemig i gwblhau asesiadau anorffenedig a'u prentisiaethau. Mae'r darparwr wedi nodi galw cyson gan ddysgwyr sy'n gwneud datgeliadau lles. Mae lles dysgwyr yn parhau'n ffocws allweddol i staff, yn enwedig cynorthwyo dysgwyr i wella'u gwydnwch. Mae'r darparwr wedi nodi bod y sectorau lletygarwch a manwerthu mewn cyfnod o ymadfer ar hyn o bryd, ond eu bod yn cael anhawster recriwtio'r niferoedd staff gofynnol. Mae hyn yn golygu bod y lefel recriwtio prentisiaid yn y maes dysgu hwn yn isel iawn.

Ymgysylltodd arolygwyr â grwpiau bach o ddysgwyr ynglŷn â'u profiadau diweddar a'r rheiny yn ystod y pandemig. Roedd yr holl ddysgwyr yn canmol yn fawr y cymorth a dderbyniant gan aseswyr a staff hyfforddi, yn enwedig y dysgwyr hynny ag anawsterau iaith, fel y dysgwyr hynny sy'n siarad Saesneg fel iaith ychwanegol. Hefyd, nododd dysgwyr y ffordd hyblyg y mae aseswyr wedi addasu i batrymau shifft dysgwyr, gan gynnwys gweithio shifft nos. Dywedodd llawer o ddysgwyr eu bod nhw a'u cyflogwyr wedi cael anawsterau gyda dysgu ar-lein ar ddechrau pandemig COVID-19 oherwydd diffyg sgiliau TG neu ddiffyg offer. Dywedodd y rhan fwyaf o ddysgwyr lefel dau a thri ei bod yn well ganddynt ddysgu wyneb yn wyneb, a dywedodd ychydig ohonynt mai cymysgedd o ddysgu wyneb yn wyneb a dysgu o bell sy'n well ganddynt gan ei fod yn eu galluogi i reoli'u hamser yn well yn ogystal â chyfarfod â'u cyfoedion i rannu syniadau, arfer orau, a phrofiadau. Yn gyffredinol, roedd yn well gan ddysgwyr lefel uwch ddysgu o bell am mai dyna oedd y model cyflwyno pan ddechreuont eu rhaglen ac mae'n bodloni'u harddull ddysgu yn well.

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

Between 5 and 7 July 2022, Sandra Barnard HMI and Mark Evans HMI visited the provider and their 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.

ITEC Training Solutions Limited (ITEC) leads a partnership of nine subcontractors to deliver apprenticeship programmes across south, north, mid, and west Wales. One sub-contractor is on a rundown contract. The provider currently delivers apprenticeship training to 2,003 learners at level 2, level 3 and higher apprenticeships at level 4 and 5. Working with its sub-contractors, the provider delivers a diverse range of learning areas with the largest being health and social care, making up 83 percent of the provision. The provider also delivers hospitality and catering, business administration and customer service. ITEC was asked by Welsh Government to support 145 displaced learners from one training provider who were not awarded an apprenticeship contract.

The provider operates a three tier, risk-based management fee system which is determined by the level of support each subcontractor requires. The provider maintains regular contact with the subcontractors, offering support through management information, data collection, quality monitoring and professional learning events for staff. Subcontractors visited by inspectors said they value the support they receive from ITEC managers and staff.

Nearly all health and social care learners report that they have received good support from their assessors during the pandemic. It has been, and still is, difficult for assessors to visit their learners in some care settings and other workplaces. As a result, many learners fell behind with their learning and took longer to complete their qualifications. Assessors and training staff continue to work hard to accommodate learners' shift patterns and work pressures and adapt delivery methods to suit their learners' needs. As a result, assessors are still supporting learners who were on-programme during the pandemic to complete outstanding assessments and their apprenticeships. The provider has identified a constant demand from learners making well-being disclosures. Learner well-being is still a key focus for staff, particularly supporting learners to improve their resilience. The provider has identified that the hospitality and retail sectors are currently in a period of recovery, but struggling to recruit the numbers of staff required. This means that the recruitment of apprentices in this learning area is very low.

Inspectors engaged with small groups of learners about their recent experiences and those during the pandemic. All learners were very complimentary about the support they receive from assessors and training staff, particularly those learners with language difficulties, such as those learners for whom English is an additional language. Learners also noted the flexible way that assessors adapted to learners' shift patterns including night shift working. Many learners commented that they and their employers experienced difficulties with online learning at the beginning of the COVID-19 pandemic due to a lack of IT skills or equipment. Most level two and three learners said that they prefer face-to-face learning with a few saying they preferred a mix of face-to-face and remote learning as it allows them to manage their time better as well as meeting their peers to share ideas, best practice, and experiences. Higher level learners generally preferred remote learning as it was the delivery model when they started their programme and it meets their learning style better.

Yn gywir/Yours sincerely



**Jackie Gapper**  
Cyfarwyddwr Cynorthwyol  
Assistant Director