

**Report following monitoring**

**Itec Training Solutions Ltd**

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Penarth Road,  
Cardiff,  
CF11 8TT**

**Date of visit: December 2025**

**by**

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

## Outcome of visit

The provider is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the provider from the list of providers in follow-up.

## Progress against recommendations from the core inspection

### **R1 Improve the rates at which learners achieve their apprenticeships and reduce the number of late completers**

The provider has continued to strengthen its approaches to improving timely completion. Timely achievement rates have improved as a result of more robust induction processes, communicating clearer employer expectations and a more selective approach to employer partnerships. Stronger monitoring arrangements, including six-week quality checks of new starters and routine daily reporting, now enable the provider to identify learners at risk of falling behind and to intervene more quickly.

Induction processes also support the earlier identification of English for speakers of other languages (ESOL) needs and additional support needs and, as a result, learners receive the support they need early in their programmes. A dedicated approach to higher apprenticeships, including capability checks at entry, is helping to support learner progress at these levels. Staff use completion plans effectively to support individual learners where delays arise.

Internal audit processes and improved individual learning plans (ILPs) provide clearer structures for planning and reviewing progress. Cancellation rates have reduced and staff respond quickly where sessions do not take place. Across the organisation, staff apply a more person-centred approach, offering flexibility and clear communication to help learners stay on track. Learners receive strong support from assessors and feel that they have sufficient time to complete work. Overall, there is a strengthened culture of high expectations, consistency and shared responsibility.

### **R2 Ensure that teaching, learning and assessment are consistently available, planned and delivered well to support individual learners' progress, including in their literacy and numeracy skills**

The provider has continued to develop its teaching, learning and assessment arrangements. A clearer framework now guides the quality of progress reviews, and the internal quality assurance (IQA) team monitor these rigorously, providing useful feedback

and coaching where required. Earlier identification of support needs, specialist resources, and additional staff training, enable more timely intervention. Learners benefit from personalised approaches, including adapted assessments, the choice of online and in-person delivery, and flexible deadlines.

Assessors receive beneficial training that strengthens their confidence and competence in key aspects of provision, including the delivery of essential skills. The improved co-ordination between the induction team, core delivery assessors and essential skills staff ensures earlier support for learners where need is identified. Revised learner progress review documentation, including strengthened assessment, target-setting and clear indicators of progress against targets, helps learners to understand their progress more clearly.

The provider has strengthened its support for higher apprentices through a dedicated delivery team, a more robust induction process, and more detailed checks of existing skills, knowledge and qualifications at the start of the programme. These arrangements ensure that learners begin with the right foundations, receive targeted support early on and, where appropriate, are able to progress through their learning more quickly. Assessors support Welsh-medium language needs where possible, with staff undertaking further development to meet learners' linguistic preferences.

### **R3      Ensure all employers meet their obligations to support the training of their apprentices**

The provider has further refined its expectations of employers through clearer service level agreements and a more prudent approach to selecting and maintaining employer partnerships. Employers who do not meet their obligations are monitored closely through a structured process and, where appropriate, the provider ceases to work with them.

Onboarding processes now ensure that employers have a clearer understanding of qualification requirements, including the need to release learners for off-the-job training. Employer engagement meetings, supported by clear progress reports, help identify and address concerns in a timelier way. Communication between the provider and employers is generally strong, with early contact helping to clarify expectations.

Employers increasingly discuss learner needs with assessors, leading to appropriate adaptations that help learners make the progress they are capable of. There are strong examples of employers contributing to reviews, planning rotas to support attendance and paying learners for off-the-job time. However, employer attendance at progress reviews remains variable, and these positive practices are not yet applied consistently across the provision. As a result, overall employer involvement in progress reviews continues to be limited.

The provider's firmer stance on employer responsibilities is recognised and is contributing to better levels of compliance and consequently, improved learning experiences. Nonetheless, improving employer participation in reviews and strengthening the consistency of employer engagement remains a priority for the provider.

**R4      Ensure effective and rigorous quality and oversight arrangements identify and address risks early and drive improvements in a timely way**

The provider continues to strengthen its quality and oversight arrangements. Comprehensive dashboards, daily emails highlighting key dashboard messages, and real-time reporting provide staff and leaders with clear, immediate visibility of learner progress, cancellations and emerging risks. These systems are used actively across the provider to prompt timely follow-up and intervention.

Senior leaders, middle leaders and the IQA team receive a well-structured suite of daily, weekly and fortnightly reports, supporting a more systematic and accountable approach to monitoring. Quality assurance processes, including self-assessment reports, quality development plans, internal audit arrangements, and oversight of completion plans, are now sharper and more precise. Staff at all levels articulate consistent messages about actions taken and the impact of these measures.

The organisation demonstrates a notable cultural shift towards openness, collaboration and a shared understanding of priorities and challenges. The IQA team continues to play a central role in reviewing quality, supporting assessment planning, and targeted coaching for delivery staff. Reporting arrangements allow for both retrospective reflection and forward planning, helping staff to identify risk early and respond appropriately.

Regular meetings, caseload reviews and cross-team communication contribute to strong, ongoing oversight. Clearer processes for escalating employer issues support greater compliance and risk management.