

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Llwybrau at addysg a hyfforddiant ôl-16](#)

This response was submitted to the [Children, Young People and Education Committee](#) on the [Routes into post-16 education and training](#)

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Ymateb gan: Hyfforddiant Cambrian

Response from: Cambrian Training

The Children, Young People and Education Committee inquiry into Routes into post-16 education and training.

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The written evidence provided is not confidential and can be published as evidence provided by Cambrian Training.

1 Quality of information given to learners about the full range of post-16 options (vocational and academic routes post 16, i.e. further education, sixth form, apprenticeships and training, and onward to higher education)

1.1 A significant gap remains in the quality and joint marketing activities between schools, employers, and training providers to effectively promote apprenticeships. This gap is often attributed to a lack of awareness among careers officers in schools and a reluctance to present apprenticeships as a viable option for all pupils, regardless of academic attainment. To address this issue, careers services should start promoting apprenticeships at an earlier stage, presenting them as a parallel pathway to further and higher education. Providing clear, accessible information about apprenticeship programmes—including career progression opportunities, pay scales, and skills development—can help dispel misconceptions and encourage greater uptake.

1.2 Best practices for promoting apprenticeships involve directly engaging with employers to foster strategic and operational relationships while investing in the sector. This is not always the possible for schools due the diverse range of employers and sectors involved. Many employers have successfully embedded apprenticeships into their career pathways, making them a crucial component of their recruitment and retention strategies. This is often missed by schools. Cambrian Training has adopted this approach by building strong relationships at all levels within employers' structures, enabling a deep understanding of their business needs



and ensuring that apprenticeship programmes are optimised to align with their delivery models.

2. How effective careers support is at compulsory school age

2.1 We believe that there is insufficient careers support within schools. Collaboration with employers to offer meaningful work experience opportunities that align with students' career aspirations. Such initiatives would allow students to gain practical experience and develop industry-specific skills, thereby enhancing their employability and reinforcing the value of apprenticeships as a legitimate and rewarding career pathway.

3. Changes in routes post-18

No response

4. Welsh-medium provision

4.1 As an apprenticeship provider, although we can provide apprenticeships in Welsh, just 12.8% of learners choose to do some of their apprenticeship framework in Welsh. It is more often the learner's choice to move away from Welsh post 16, rather than provision being available in Welsh.

5 Equity of access

5.1 For learners post 16 transitions into apprenticeship which require to be employed within the workplace, there are practical barriers which reduce access. For example, roles that involve shift work, non-standard hours, or are located in areas with limited public transport—such as mid-Wales—individuals often face significant challenges related to transportation and accessing employment opportunities. This issue is particularly evident in industries such as hospitality, care, and food services, where flexible or extended working hours are common.

5.2 Additionally, the lack of reliable digital connectivity in some parts of Wales further compounds these challenges, limiting access to roles that offer hybrid or home-working options. It also creates barriers to studying remotely, making it more difficult to fully utilise the blended learning models offered within apprenticeship programmes.

5.3 Cambrian Training actively works to address accessibility issues by collaborating with supported employment specialists, such as Elite and Agoriad, and through its supported shared apprenticeship programme. These initiatives aim to help disabled and disadvantaged individuals gain access to apprenticeship opportunities. However, funding for such programmes is limited and does not provide sufficient support to meet the needs of all individuals who could benefit.



5.4 Furthermore, for those with additional learning needs, there is a lack of both funding and flexibility within current programmes to deliver the necessary support, coaching, and adjustments required to ensure equitable access and successful outcomes. Without enhanced funding and tailored support structures, these barriers will continue to restrict opportunities for individuals to access apprenticeships and realise their full potential in the workforce.

6. Post-16 destination data

No response

7. Welsh Government's role

7.1 We anticipate that the full range of post-16 opportunities will become more transparent with the launch of Medr this year, in doing so raising awareness of apprenticeship opportunities throughout Wales.