

**CYNGOR GWLEDIG LLANELLI**  
Adeiladau Vauxhall, Vauxhall, Llanelli, SA15 3BD  
Ffôn: 01554 774103

**PWYLLGOR YMGYNGHOROL DATBLYGIAD A DYSG**

I'w gynnal yn Siambr y Cyngor Ddydd Iau, 27 Ebrill, 2017 am 4.45 y.p.

  
**CLERC Y CYNGOR**

21 Ebrill, 2017.

**AGENDA**

1. Derbyn ymddiheuriadau am absenoldeb.
2. Derbyn Datganiad o Fuddiannau gan Aelodau mewn perthynas â'r busnes i'w drafod.
3. Polisi ar Dyfodol Prentisiaethau – Llywodraeth Cymru – i dderbyn adrddiad gan y Rheolwr Hyfforddi ar flaenoriaethau Llywodraeth Cymru o safbwynt prentisiaethau.
4. Rhaglen Hyfforddeiaeth Hyfforddiant CGLI – ‘Ble Yr Ydyn Ni’ – i dderbyn a rhoi sylwadau ar gyflwyniad gan Swyddog Datblygu'r Rhaglen.
5. ESTYN – Newidiadau i'r Fframwaith Arolygu – i dderbyn adroddiad gwybodaeth gan y Rheolwr Hyfforddi r fframwaith arolygu cyffredin newydd a gyflwynir o Fedi 2017.
6. Cystadleuthau Sgiliau – i dderbyn adroddiad gan y Rheolwr Hyfforddi ar gyfleoedd i roi cynnig ar Gystadlaethau Sgiliau amrywiol, sy'n agored i'r Adran Hyfforddi a chytuno ar ymateb y Cyngor.

**Aelodau'r Pwyllgor:**

**Cyng.** M. V. Davies (Cadeirydd y Pwyllgor), J. S. Phillips (Is-Gadeirydd y Pwyllgor), S. M. Donoghue (Cadeirydd y Cyngor), T. Devichand (Arweinydd y Cyngor), R. E. Evans, C. A. Rees, W. V. Thomas.



**LLANELLI RURAL COUNCIL**  
Vauxhall Buildings, Vauxhall, Llanelli. SA15 3BD  
Tel: 01554 774103

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**LEARNING AND DEVELOPMENT CONSULTATIVE  
COMMITTEE**

To be held at the Council Chamber on Thursday, 27 April, 2017 at 4.45 pm  
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CLERK to the COUNCIL

20 April 2017.

1. To receive apologies for absence.
2. To receive Members' Declarations of Interest in respect of the business to be transacted.
3. The Future of Apprenticeships Policy – Welsh Government – to receive the Training Manager's report on Welsh Government's priorities in relation to apprenticeships.
4. The LRC Training Traineeship Programme – 'Where We Are' – to receive and comment on a presentation from the Programme Development Officer.
5. ESTYN – Changes to The Inspection Framework – A Focus on Teaching and Learning – to receive an information report from the Training Manager on a new common inspection framework to be introduced from September 2017.
6. Skills Competitions – to receive the Training Manager's report on opportunities to enter various Skills Competitions available to the Training Department and agree the Council's response.

**Members of the Committee:**

**Cllrs.** M. V. Davies (Chairman of Committee), J. S. Phillips (Vice - Chairman of Committee), S. M. Donoghue (Chairman of Council), T. Devichand (Leader of Council), R. E. Evans, C. A. Rees, W. V. Thomas.



**To the Chairman and Members of the  
Learning and Development Consultative Committee:**

Date of meeting – 27 April 2017

Dear Councillor,

**FUTURE OF APPRENTICESHIP POLICY IN WALES**

**1. PURPOSE OF REPORT**

- 1.1 To update members on Welsh Government priorities in relation to Apprenticeships.

**2. INTRODUCTION**

- 2.1 Welsh Government have published various priorities in relation to the delivery of Apprenticeship frameworks in Wales over the last 6 -12 months.
- 2.2 At the recent Policy Forum for Wales Keynote Seminar, a speech prepared for Julie James the Skills Minister was delivered (by proxy) and this summarised the main priorities that we as a Training Provider need to meet in 2017. A copy of the transcript of the speech is appended to this report for information.

**3. KEY FEATURES**

- 3.1 There exists a strong and successful Apprenticeship Programme in Wales.
- 3.2 Welsh Government have committed to creating a minimum of 100,000 apprenticeship opportunities in Wales.
- 3.3 There will be an emphasis in priority areas.
- 3.4 There will be an emphasis in higher level skills.
- 3.5 Equality of access and delivery through the medium of Welsh are also priorities.
- 3.6 The Apprenticeship Levy will have an impact in Wales.
- 3.7 The Welsh programme will continue to be based on national Occupational Standards and will be an all age programme although 16-19 year olds will be a priority.
- 3.8 Foundation Apprenticeship should be completed on route to progressing to level 3.
- 3.9 Quality delivery is a priority with emphasis on literacy and numeracy skills, teaching and learning standards meeting the requirements of a new Common Inspection framework.
- 3.10 Delivery Staff will be registered as practitioners with the Educational Workforce Council.

3.11 Providers are encouraged to enter Skills Competitions to showcase Welsh provision and success.

3.12 Employability has been identified as a key priority for tackling poverty.

**4. LONG TERM IMPLICATIONS**

4.1 The Training Department needs to meet the challenges laid down by Welsh Government to ensure continued success as a Training provider.

4.2 Recruitment and Development will need to be in priority areas.

4.3 The Training Manager will work with SAW partners to meet the challenges in preparation for future Tenders and Inspections.

4.4 The Quality of provision is key in securing a successful future for the department.

**5. SUSTAINABILITY AND WELL-BEING CONSIDERATIONS**

5.1

Strategic Aim	Core Value	National Well-Being Goal						
		1	2	3	4	5	6	7
Community Development	CD1, CD8	/	/					
Serving the Public	STP2 STP4	/	/					
Acting as a Local Voice								
Quality of Life								
(1) Environment								
(2) Social Inclusion	QL4	/		/				
(3) Safe and Healthy Places								
Sports, Leisure and Cultural Activities								
The Local Economy	LE1 LE2	/	/	/	/			
Local Democracy								
Partnership Working	PW1 PW2 PW6	/	/	/	/			
Communication	C1							
Health and Safety								
Resources	R1 R2	/	/					
Management and Control	MC3		/					

**6. PUBLIC INVOLVEMENT**

6.1 There was no public involvement for the purposes of this report.

**7. COLLABORATION OPPORTUNITIES**

7.1 Representation on National Training Federation Groups both locally and nationally.

7.2 A commitment to work with Skills Academy Wales partners to meet priorities.

**8. PREVENTATIVE MEASURES/CONSIDERATIONS**

8.1 Diversifying into priority areas such as Management and Higher Level Apprenticeships will be beneficial.

8.2 The Department needs to meet the needs of the Logistics Sector to maintain its niche provision in that area.

**9. CONCLUSION**

9.1 The department is well placed to meet Welsh Government priorities

9.2 To achieve success the Department will need to work in partnership with Skills Academy Wales Partners and the wider network of Work Based Learning Providers.

I await your deliberations at the meeting.

Yours sincerely,

**TRAINING MANAGER**

21 April 2017.





## **The future of apprenticeships policy - progress so far and next steps**

### **Andrew Clark, Deputy Director, Further Education and Apprenticeships Division, Welsh Government**

It's always good to have to stand in for somebody else at very short notice isn't it.

The speech I'm going to give this morning is verbatim as Julie James would have given, so when I am referring to I, the 'I' is Julie James, and the 'we' is Welsh Government rather than me, if you see what I mean.

So if I kick off.

We're living at a time when the economy is changing at a great pace and technology is a significant driver of that change. For all of us here there will be many challenges ahead as the skills that businesses require demand greater technical knowhow.

Apprenticeships offer a ladder of opportunity for people of all ages, they boost businesses and make a profound difference to the economy, productivity and social mobility. At their root apprenticeships change people's lives and this is why our investment in apprenticeships is so important.

Over the last five years we've been steadily increasing our investment in engineering and technical professions, we've been attracting new ventures and growing our technical sectors. From Aston Martin to TVR we've been positioning ourselves to attract high value businesses that help make a stronger future for our children and local opportunities for employers to flourish. We already have a successful apprenticeship programme in Wales, apprenticeship framework completion rates are strong, standing well above 80%. We've seen the expansion of higher apprenticeships so that they account now for over 20% of our starts. That's actually quite a significant increase over previous years.

On top of this Team Wales won 45 medals in the 2016 skills show and 4 out of the top 10 performing organisations were colleges and employers in Wales. What's more, Wales has secured 9 competitors in the UK squad for WorldSkills in Kazan in 2019 which is a fantastic achievement.

I'll digress just for a second, Kazan is in Russia, in case anybody doesn't know, I didn't know.

However, just as technology doesn't stand still, the same is true for apprenticeships. Our programme for Government taking Wales forward has set out our skills priorities for the next 5 years. We are supporting people seeking the employability skills needed to get quality jobs, we are creating a minimum of 100,000 quality apprenticeship opportunities and we are promoting innovation and connectivity.

A couple of days ago I launched our new apprenticeship policy for Wales, it's driven by investing in apprenticeships that deliver the highest gains, those apprenticeships that will support sustained development of businesses and communities. That policy is supported this year by an additional investment by Welsh Government of £15 million.

So we will address skills shortages, we will develop higher level skills, we will be increasing the take up of apprenticeships amongst the 16-19 year olds and we will continue to promote equality of access.

And last but by no means least we will deliver a larger number of apprenticeships through the medium of Welsh.

There are not enough apprenticeships in sectors where skills shortages are acute. In 2014/15 only 3% of our apprentices were following IT and telecoms, while only 8% were following engineering, that has to change.

Regional skills partnerships will be instrumental in understanding the skills need and demand across Wales, they will be working with employers to better understand the skills shortages and skills issues, particularly

employers paying the Apprenticeship Levy. They will be asked to prioritise demand so that we invest in the right apprenticeships.

We are also prioritising apprenticeships for people aged 16-19 by providing alternative opportunities for career progression. Currently too many young people struggle to get a foothold in the labour market, action will be taken to increase apprenticeships in STEM occupations, improve the quality of information available to 16-19 year olds, improve progression from the employability programme and develop opportunities to progress into higher level or degree apprenticeships.

We will be revising framework content to ensure that apprenticeships are designed to meet employer needs and are responsive to industry change. The Wales Employment and Skills Board will expand its remit to consider apprenticeships and advise on frameworks with the aim of delivering a maximum of 30 high performing apprenticeships to drive forward the Welsh economy.

The Diamond Review provides opportunities to develop stronger and more effective co-operation across educational sectors, which will support the expansion of higher level skills, including our higher apprenticeship offer. Providers and universities will need to work together to deliver flexible courses to different sectors, employers and occupations who may require different study modes.

The Hazelkorn Review also provides us with an opportunity to develop an expanded apprenticeship programme by pursuing a dual vocational training system in Wales, for example, through offering opportunity for on the job training and work experience as well as technical theoretical knowledge.

Apprenticeships in Wales are underpinned by National Occupational Standards developed in consultation with employers. The recent withdrawal of England from the NOS system has resulted in ourselves, Scotland and Northern Ireland adopting a "Celtic" approach. We will work together to meet our own national priorities. We are all keen to ensure that our apprenticeships remain founded on consistent standards that support quality.

As I said, the future economy is likely to be increasingly categorised by growth in jobs that require higher level skills and qualifications. In future years the focus will be on delivering apprenticeships at Level 3 and above where returns tend to be higher. We will be putting in place a phased reduction in entry level apprenticeships in non-priority sectors.

Foundation apprenticeships should normally be achieved en route to completing an apprenticeship at Level 3, there should be that automatic progression on to Level 3. But we continue to recognise the value of entry level skills, they're a useful platform to higher achievement and can be appropriate for some occupations, for example those in social care and in the construction industry. The economy needs trained people in these sectors.

We are also exploring if there are more appropriate interventions to support the skills at entry level outside of the apprenticeship brand.

I want to talk now about benchmarking and quality. Apprenticeship delivery is inspected by Estyn and monitored by the Welsh Government. We're aware that while the overall programme outcomes are good, providers need support to improve some aspects of delivery including literacy and numeracy teaching, the quality of marking and feedback and the upskilling of trainers and assessors. To help build capacity a dedicated head of quality has been appointed by the National Training Federation for Wales, her role involves coordinating continuing professional development for the sector, sharing good practice and developing a clear vision of what excellent work based learning looks like.

Further opportunities will be provided by the registration of workplace learning practitioners with the Education Workforce Council from April this year. This will provide, for the first time, comprehensive information on the workforce, levels of qualifications and development needs. Our measures of success should be linked to the core purpose of apprenticeships, that is getting people into meaningful employment. We have an agreement in principle from the UK Government to take part in their data linking programme in

England on learner destination. We intend to undertake a pilot in the spring of this year to allow us to monitor learners' progress and destinations.

Skills competitions help drive up standards and we are doing very well in Wales as I mentioned earlier. They allow apprentices to develop and showcase their skills at a UK and world level, improve self-confidence and self-esteem. They increase their motivation, raise aspiration and help young people prepare mentally and technically for their chosen career, we're encouraging providers to benchmark apprenticeship standards on the world stage.

Fostering a more equal Wales is another of our goals, improving access and equality is an essential part of our agenda. All learners and employers need to know what provision they can access, when recruitment takes place, and how long the programme takes. We will be improving the way learners and employers can access information on our programme. It's vital that we have a strong focus on supporting disabled people, young people and certain ethnic groups who are most at risk of living in low income households. We will continue to ensure that those groups currently underrepresented are given equal opportunities to benefit from apprenticeships and we've appointed an equality champion specifically to take this work forward.

As a Government, we've set ourselves a target of one million Welsh speakers by 2050. This is an ambitious target and we need to respond positively. Apprenticeships have a key role to play to ensure that we maintain and develop Welsh language skills. There is an increasing need for Welsh language skills from employers, especially within the healthcare, early years and public sectors, however there is scope for further development.

This is not something that learning providers can achieve in isolation, we as a Government have to support them and promote the value of Welsh language skills to learners, employers also have an important role to play in supporting those learners.

I would now like to say a few words about our broader approach in Wales.

X Employability has been identified as a key priority for tackling poverty, not least because of its focus on supporting people to enter, remain and progress in employment, we are committed to providing better jobs which are closer to home. We know it is important to focus on different aspects of employability. Getting people into employment is not just about increasing skills, it's also about looking holistically at the needs of the individual and the barriers they may face. The lack of employability skills is a significant barrier to finding work. We know employment offers the highest level of protection against poverty, the longer someone is out of work, the lower the chance of ever returning to work, and the higher the risk of poverty and social exclusion. Prevention and early intervention are key, they're principles which are also at the heart of the Wellbeing and Future Generations Act. Within the context of that Act it is critical we do all we can to improve the social economic, environment and cultural wellbeing of Wales. We will never deliver the Wales we want unless we do more to tackle poverty, improve prosperity and create a healthier and more equal Wales.

Lastly, I want to talk about the Apprenticeship Levy. We've been consulting, albeit informally, with employers throughout Wales over the last year and in response we are putting in place measures to support levy paying employers in Wales. We are establishing a team of advisors who will support them where their training falls in line with our priority sectors. This team will assess how current apprenticeships meet employer needs and how employers can maximise funding from the Welsh Government.

We have published a factual guide for Welsh Levy payers which sets out our approach in Wales and how they can access the programme. The Welsh Government will be investing significant additional funding to support employers, I mentioned earlier the £15 million annually on top of our current budget. This is despite there being no noticeable increase in funding available from the Welsh Government to Wales as a result of the Levy. We will be investing our resources across the private and public sector, working with employers to develop new frameworks that add and complement existing training plans.

Regional Skills Partnerships will consult with Levy paying employers to determine skills demands arising from the levy and ensure they are fully represented as part of their annual skills assessment. Their plans will then influence where we invest. Indeed we will be embedding employers into the decision making structure, both through the Regional Skills Partnership and the Wales Employment and Skills Board.

For those Levy paying employers who operate between nations, where apprentices spend at least 51% of their working hours in Wales, they will be eligible for Welsh funding. This reflects the approach being taken in England.

We recognise that employers will have workforce development needs for flexible short-term programmes in non priority areas. We are currently looking at how we can address these training needs where a full apprenticeship might not be appropriate. Once initial options and flexibilities are drawn up, we expect to consult with employers and other interested parties.

I'm sure you agree that our plan for apprenticeships is both ambitious and challenging. It requires committed action from every one of us, and I encourage you to work with us to make it a reality.

Thank you.

**To the Chairman and Members of the  
Learning and Development Consultative Committee:**

Date of meeting – 27 April 2017

Dear Councillor,

**CHANGES TO INSPECTION ARRANGEMENTS AND FOCUS ON TEACHING AND LEARNING**

**1. PURPOSE OF REPORT**

1.1 To update Members on ESTYN's new approach to performing inspections.

**2. INTRODUCTION**

2.1 There will be a new Common Inspection Framework from September 2017. Further information in relation to this is appended to the report.

2.2 ESTYN are asking Education and Training Managers to prioritise the improvement of Teaching and Learning.

**3. KEY FEATURES**

3.1 Reduced notice periods for inspections.

3.2 4 day inspections not 5.

3.3 There will be 5 key questions in the new Common Inspection Framework.

3.4 New focus on Wellbeing and Care Support and Guidance especially safeguarding.

3.5 Improved Teaching is key to raising standards.

**4. LONG TERM IMPLICATIONS**

4.1 The Training Department needs to meet the challenges laid down by ESTYN to ensure continued success as a Training provider.

4.2 The Training Department needs to pay particular attention to the management of Quality provision including Teaching and Learning and Safeguarding.

## 5. SUSTAINABILITY AND WELL-BEING CONSIDERATIONS

### 5.1

Strategic Aim	Core Value	National Well-Being Goal						
		1	2	3	4	5	6	7
Community Development	CD1, CD8	/	/					
Serving the Public	STP2 STP4	/	/					
Acting as a Local Voice								
Quality of Life								
(1) Environment								
(2) Social Inclusion	QL4	/		/				
(3) Safe and Healthy Places								
Sports, Leisure and Cultural Activities								
The Local Economy	LE1 LE2	/	/	/	/			
Local Democracy								
Partnership Working	PW1 PW2 PW6	/	/	/	/			
Communication	C1							
Health and Safety								
Resources	R1 R2	/	/					
Management and Control	MC3		/					

## 6. PUBLIC INVOLVEMENT

6.1 There was no public involvement for the purposes of this report.

## 7. COLLABORATION OPPORTUNITIES

7.1 Representation on National Training Federation Groups both locally and nationally.

7.2 A commitment to work with Skills Academy Wales partners to meet priorities.

## 8. PREVENTATIVE MEASURES/CONSIDERATIONS

8.1 Skills Academy Wales is at a mid-point in the inspection cycle.

8.2 To ensure a successful inspection LRC Training will need to meet the requirements of the new Common Inspection Framework.

8.3 LRC training should strive to achieve an 'Excellent' grade in its next inspection.

**9. CONCLUSION**

- 9.1 The training department needs to focus on the Quality of its provision to meet the new framework standards and ensure a successful inspection.
- 9.2 To achieve success the Department will need to work in partnership with Skills Academy Wales Partners.

I await your deliberations at the meeting.

Yours sincerely,

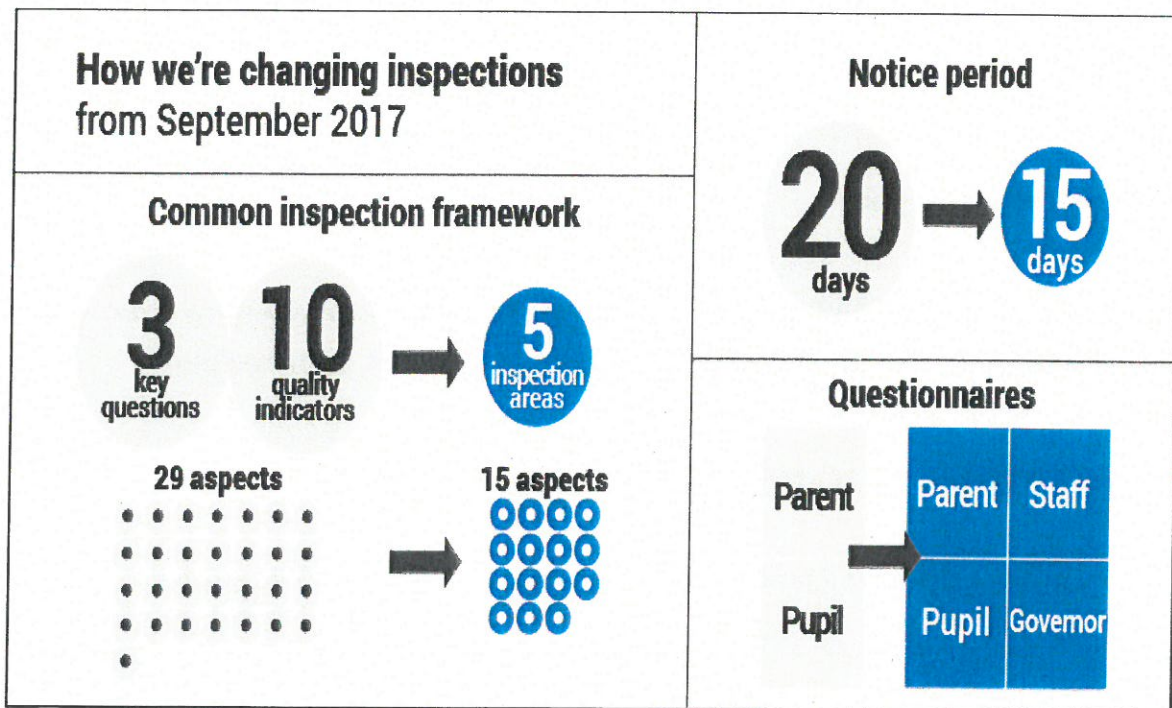
**TRAINING MANAGER**

21 April 2017.





# Changes to inspection arrangements from September 2017



Education in Wales is changing and so is Estyn's approach to inspection. We are committed to ensuring that inspection supports improvement by only focusing on the most important areas that help learners achieve.

The changes to inspections will take place from September 2017 and apply to all schools and work-based learning.

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## What we will inspect

The new Inspection Framework is less detailed but focuses on the most important aspects:

1. **Standards**
2. **Wellbeing and attitudes to learning**
3. **Teaching and learning experiences**
4. **Care, support and guidance**
5. **Leadership**

Inspectors will also focus on a thematic area which will help inform our thematic reports, the Chief Inspector's Annual report and advice to Welsh Government.

## What we will say

The current 4-point judgement scale will stay but its wording will be amended to focus on actions to be taken to support improvement:

- **Excellent** – Very strong, sustained performance and practice
- **Good** – Strong features, although minor aspects may require improvement
- **Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- **Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

Reports will be shorter and there will no longer be an overall judgement on current performance or prospects for improvement.

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Many aspects which we currently write about in our reports will only be included by exception, which means that they'll only be there if they're particularly strong or weak.

## The timeframe

- the notice period for inspections will be reduced to 15 days
- inspections will typically take 4 days rather than 5

## Inspection support

Our follow-up work is changing to be more supportive:

- providers in follow-up will get more flexible support to help them make positive changes faster
- local authority monitoring for providers in follow-up will cease and no providers will be placed in this category from September 2016 onwards.

## What's happening next

The new inspection guidance is still being refined and will be published for each sector in the summer term. We'll also be training our inspectors so they are fully skilled at inspecting under the new arrangements.

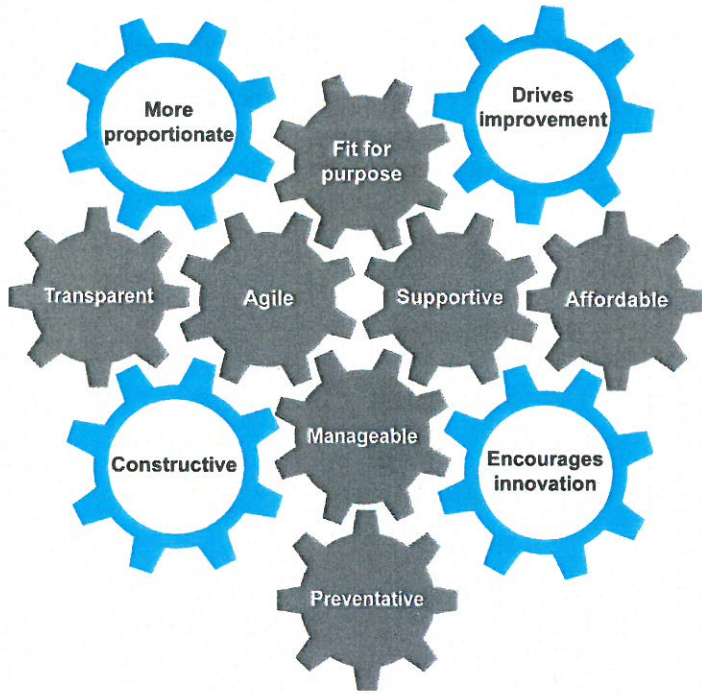
## Guiding principles for our new inspection arrangements

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## Education leaders need to focus on improving teaching and learning



The quality of teaching is the biggest influence on how well learners learn, but it is the weakest aspect of provision across most areas of education in Wales, according to the Chief Inspector's Annual Report published today. Overall, too few schools help staff to make the best of professional learning opportunities and do not routinely evaluate whether these activities result in improvements for learners. The report recommends that leaders should create better opportunities for teachers to develop their professional skills.

Chief Inspector Meilyr Rowlands says,

“What needs to be done to raise standards in education in Wales is becoming clearer and improving teaching will have a long-term effect on quality and standards in the classroom. The best teachers have high expectations, challenge their pupils, and think critically about their own practice. Leaders in education need to have a strong focus on providing suitable opportunities for the professional development of staff at all levels in order to nurture confident and creative teaching and learning.”

“It is by continuing to improve professional learning and school-to-school collaboration that we can drive out the variability that still exists in our education system.”

The Chief Inspector urges schools and other education settings to ask themselves how far their organisation has established a culture that encourages and fosters staff development and professional learning. The first chapter of the Annual Report contains ten sets of questions to help with this self-evaluation.

In schools like Severn Primary, Cardiff, that have improved the quality of their teaching, staff feel empowered and motivated to challenge current teaching practice and reflect on how best to improve teaching in their school. Additional case studies throughout the Annual Report highlight innovative ways that have improved the quality of teaching and learning, leadership and performance in schools and other education providers.

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Partnership Working	PW1 PW2 PW6	/	/	/	/				
Communication	C1								
Health and Safety									
Resources	R1 R2	/	/						
Management and Control	MC3		/						

## 6. PUBLIC INVOLVEMENT

6.1 There was no public involvement for the purposes of this report.

## 7. COLLABORATION OPPORTUNITIES

7.1 To interact with Post 16 Education and Training providers from all sectors..

7.2 A commitment to work with Skills Academy Wales partners.

## 8. PREVENTATIVE MEASURES/CONSIDERATIONS

8.1 Providers are able to showcase their organisations at Skills events such as those attached.

8.2 Providers are able to use successful case studies as examples of good practice when tendering for future contracts.

8.3 Skills competitions are excellent ways to network with the Commercial sector and increase business.

8.4 Skills competitions would have a positive impact on staff and learner morale.

## 9. CONCLUSION

9.1 The opportunity to enter learners and practitioners in Skills Competitions should be encouraged to promote the Training Department and Skills Academy Wales.

I await your deliberations at the meeting.

Yours sincerely,

**TRAINING MANAGER**

21 April 2017.





# Gwobrau Prentisiaethau Cymru 2017 Apprenticeship Awards Cymru 2017



## Gwobrau Prentisiaethau Cymru 2017

**Dydd Gwener 20 Hydref 2017  
yn y Celtic Manor, Casnewydd**

Mae Gwobrau Prentisiaethau Cymru yn dathlu llwyddiannau eithriadol dysgwyr, cyflogwyr ac ymarferwyr sy'n rhan o'r gwaith o ddarparu rhaglenni Prentisiaethau a Hyfforddeiaethau o ansawdd ar draws Cymru, a ariennir gan Lywodraeth Cymru gyda chymorth Gymdeithasol Ewrop.

Caiff Gwobrau Prentisiaethau Cymru eu trefnu ar y cyd gan Lywodraeth Cymru a Ffederasiwn Hyfforddiant Cenedlaethol Cymru (NTfW), a'u noddi gan Pearson PLC gyda chefnogaeth ein partner yn y cyfryngau, Media Wales.

### Dosbarthiadau

#### Dysgwr - Cyflogadwyedd

- Dysgwr y Flwyddyn – Hyfforddeiaethau (Ymgysylltu)
- Dysgwr y Flwyddyn – Hyfforddeiaethau (Lefel 1)

#### Dysgwr – Prentisiaethau

- Prentis Sylfaen y Flwyddyn
- Prentis y Flwyddyn
- Prentis Uwch y Flwyddyn

#### Cyflogwr – Prentisiaethau

- Cyflogwr Bychan y Flwyddyn (1- 49)
- Cyflogwr Canolig y Flwyddyn (50 - 249)
- Cyflogwr Mawr y Flwyddyn (250 - 4999)
- Macro-gyflogwr y Flwyddyn (5000+)

#### Ymarferydd Dysgu Seiliedig ar Waith

- Asesydd y Flwyddyn Dysgu Seiliedig ar Waith
- Tiwtor y Flwyddyn Dysgu Seiliedig ar Waith

Mae ffurflenni cais ar gyfer Gwobrau Prentisiaethau Cymru bellach ar gael ar wefan NTfW yn [www.ntfw.org](http://www.ntfw.org) neu ffoniwch **029 2049 5861**.

Y dyddiad cau ar gyfer derbyn ffurflenni cais wedi'u llenwi fydd **hanner dydd ar 23 Mehefin 2017**. Os hoffech i ni roi'ch enw ar y rhestr ddsbarthu, ebostiwch [gwobrau@ntfw.org](mailto:gwobrau@ntfw.org).

## Apprenticeship Awards Cymru 2017

**Friday 20 October 2017  
at the Celtic Manor, Newport**

The Apprenticeship Awards Cymru celebrate the outstanding achievements of learners, employers and practitioners involved in the delivery of quality Apprenticeship and Traineeship programmes across Wales, funded by the Welsh Government and supported by the European Social Fund.

The Apprenticeship Awards Cymru is jointly organised by the Welsh Government and the National Training Federation for Wales (NTfW), sponsored by Pearson PLC with support from our media partner, Media Wales.

### Categories

#### Employability - Learner

- Traineeships Learner of the Year (Engagement)
- Traineeships Learner of the Year (Level 1)

#### Apprenticeships - Learner

- Foundation Apprentice of the Year
- Apprentice of the Year
- Higher Apprentice of the Year

#### Apprenticeships - Employer

- Small Employer of the Year (1-49)
- Medium Employer of the Year (50 - 249)
- Large Employer of the Year (250 - 4999)
- Macro Employer of the Year (5000+)

#### Work-Based Learning Practitioner

- Work-Based Learning Assessor of the Year
- Work-Based Learning Tutor of the Year

Application forms for the Apprenticeship Awards Cymru are now available from the NTfW website at [www.ntfw.org](http://www.ntfw.org) or call **029 2049 5861**.

The closing date for completed application forms is **12 noon on 23 June 2017**. If you would like to be added to the distribution list, please e-mail [awards@ntfw.org](mailto:awards@ntfw.org).

# VQ Awards

## 6 June 2017

Who will you be nominating for a VQ Award this year?

Nominations are now open for the 10th Annual VQ Awards which celebrates those who use technical, practical and vocational qualifications to achieve success. The awards take place on 6 June 2017 at St Davids Hotel and Spa and publicity for the winners will follow on VQ Day 7 June 2017.

With a brand new category, **VQ Trainer of the Year**, this year's VQ Awards 2017 will recognise achievement in four areas:

1. VQ Learner of the Year (Intermediate Level)
2. VQ Learner of the Year (Advanced Level)
3. VQ Trainer of the Year
4. VQ Employer of the Year

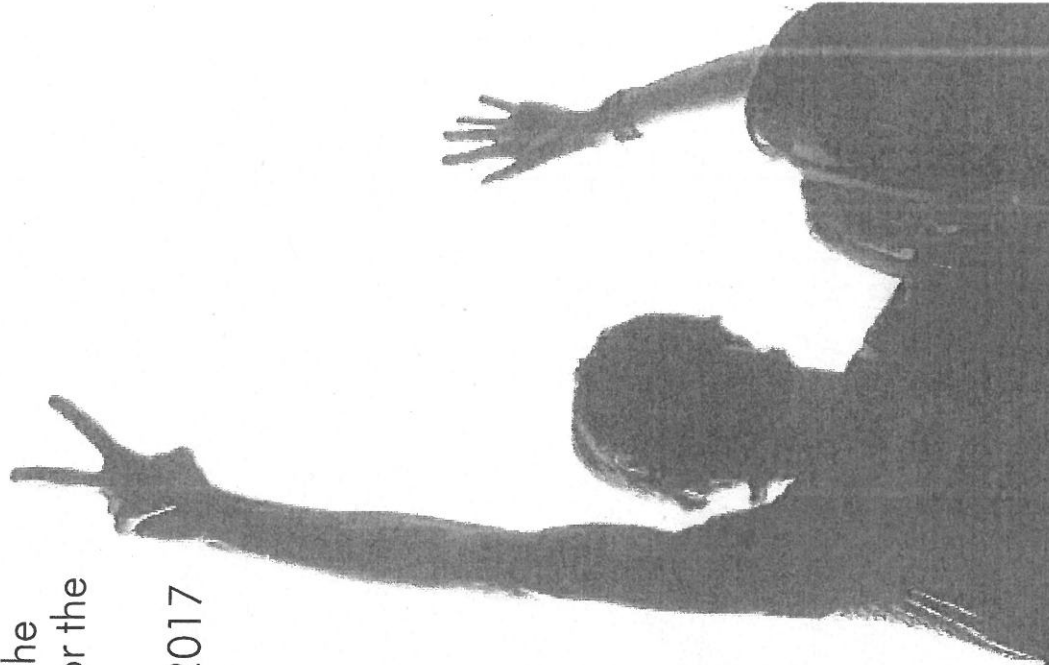
For further details on how to nominate please go to: [www.vqday.wales/vq-awards](http://www.vqday.wales/vq-awards). Deadline for applications is before midday on 21 April 2017.

# VQ Day

## 7 June 2017

VQ Day is an annual celebration to raise the status of high quality technical, practical and vocational learning and achievement.

Join us in the VQ Day celebrations on 7 June 2017. To find how to get involved go to [www.vqday.wales](http://www.vqday.wales).



# Gwobrau VQ 6 Mehefin 2017

Pwy fyddwch chi'n enwebu am Wobr VQ eleni?

Mae enwebiadau ein degfed Gwobrau VQ Blynyddol ar agor. Maent yn dathlu y rhai sy'n defnyddio cymwysterau technegol, ymarferol a galwedigaethol i sicrhau llwyddiant. Cynhelir y Gwobrau ar noswaith 6 Mehefin yng Ngwesty St. David's Hotel and Spa.

Gyda chategori newydd, **Hyfforddwr VQ y Flwyddyn**, mi fydd Gwobrau VQ yn cydnabod llwyddiant mewn pedwar categori:

1. Dysgwr VQ y Flwyddyn (Lefel Canolradd)
2. Dysgwr VQ y Flwyddyn (Lefel Uwch)
3. Hyfforddwr VQ y Flwyddyn
4. Cyflogwr VQ y Flwyddyn.

Am fwy o fanylion ar sut i enwebu ewch at [www.vqday.wales/vq-awards/cy](http://www.vqday.wales/vq-awards/cy).  
Tertfyn amser derbyn ceisiadau yw cyn canol dydd 21 Ebrill 2017.

## Diwrnod VQ 7 Mehefin 2017

Dathliad blynyddol yw Diwrnod VQ sy'n codi statws dysgu technegol, ymarferol a galwedigaethol o ansawdd uchel.

Ymunwch yn y dathliadau ar Ddiwrnod VQ ar 7 Mehefin. I wybod mwy, ewch at [www.vqday.wales/cy](http://www.vqday.wales/cy).



Prince's Trust

**CELEBRATE  
SUCCESS  
AWARDS**

# Guidance for Nominators

Series 2016/17

Thank you for taking the time to nominate a young person for The Prince's Trust Celebrate Success Awards. You could be helping them reach the next stage of a life changing journey.

**This guidance comes in two parts:**

**Part 1: General Guidance**

**Part 2: Specific Guidance for each of the seven Award categories**

Please make sure you read through the general guidance and specific guidance for the relevant categories before you begin completing a nomination form.

Believe us - you'll struggle to write a winning nomination without it!

## Part 1:

### General Guidance for all nominators

#### **Who can be nominated for a Celebrate Success Award?**

Any young person supported by The Prince's Trust who meets the criteria for each of the Awards as detailed in the specific guidance for each Award category.

#### **Has the young person ever been a Celebrate Success winner or finalist before?**

- No, they haven't been a winner or finalist before: Great, go ahead and fill in the nomination form.
- Yes, they have been a winner or finalist before: They can only be nominated for the Young Ambassador Award, provided they meet the criteria.

#### **Filling in the Nomination Form**

Once you have decided who to nominate and for which award(s), download the new nomination form. The following guidance is relevant to all Award categories, but please make sure you also check the specific guidance for the relevant Award categories.

#### **Deadline**

The deadline for nominations is Friday 10th June 2016. But, guess what? You don't need to leave it till the last minute, so start your nomination as soon as you can.

#### **Award categories**

There are seven Awards categories in total and you can use one nomination form for up to two categories, provided you meet all of the relevant criteria.

# Programmes

## Awards

	Educational Achiever	Breakthrough Award	Community Impact Award	Rising Star Award	Enterprise Award	Young Ambassador	Young Achiever
xi	X	X	X	X			X
Fairbridge	X	X		X			X
Get into		X		X			X
Get started		X		X			X
Team		X	X	X			X
Enterprise				X	X		X
Mentors		X		X			X
Local Programmes		X		X			X
Development Awards				X			X
Active Young Ambassador						X	

## **Nominee's Details**

Contact details are incredibly important, so please take care when filling them in and give us as much information as possible. We know, for example, that young people often change their mobile phone number, so a landline or email address is a good backup.

## **Nominator's Details**

Likewise, we may need to contact you – especially if your nominee is shortlisted. If your contact details change after you've sent in your form, please email your local Celebrate Success Team with the new information. We may need to contact you any time between now and Spring 2017. See contacts at the end of this document.

## **Champion(s)' Details**

As well as celebrating our amazing young people, we want to recognise the Champions who make their success possible.

As a nominator, you are already a Champion (hurrah!) unless you choose not to be. You can also add an additional Champion to the form. This is someone who has played a key role in helping the young person/people achieve success through their Prince's Trust programme. A Champion should not be a nominee's personal friend or relative, but someone associated with their Prince's Trust journey, such as:

- Prince's Trust staff
- Outreach Development Workers
- Delivery Partners
- Development Tutors
- Team Leader / Project Leader
- Employer, Colleagues
- Mentors
- School / head / teacher
- Funder
- Volunteers
- xl Adviser

## **The Nominee's Journey**

This is the most important part of the form, because it's where you bring the nominee's story to life. For each nominee, we want to know what life was like before The Prince's Trust; how they succeeded on our programmes; and what they have achieved since.

Make sure you also read the specific guidance for the categories you are entering as we may need particular information (especially in the Enterprise and Community Impact categories).

Complete the nomination form as fully as possible. Use examples and facts and figures to support your answers. e.g. 'Sarah's attendance at school increased dramatically, going from 30% attendance to 95% as a result of xl' rather than 'Sarah's attendance at school increased'.

The nomination form is also used when we tell the stories of our finalists, so please put your information in chronological order. e.g. 'Sam was taken into care, started struggling at school, fell in with the wrong crowd and was eventually excluded from school.'

### **In Their Own Words**

If you have a quote from the nominee or someone else involved in their journey, please include it here. It doesn't have to be long, but it could help the judges get a real flavour of their story.

### **Sum it Up**

If you were writing an article for a local paper about your nominee's success, what would the headline be? The shorter the better and please feel free to be creative.

### **One More Thing**

Is there anything else you think the judges should see in order to strengthen the nomination? This could include comments from peers, family, teachers, team leaders or employers. It might include pictures of community projects or social enterprises. It's really up to you!

### **Past Offences, Data Protection and Consent**

These sections are really important, in order to protect the wellbeing of the young people and the reputation of The Trust.

We have included all the information you need on the nomination form itself, so please read it carefully.

### **Submit Your Nomination**

Now you've completed all the hard work, you can submit your form. Nominations must be submitted electronically via email and we are sorry, but we can't accept handwritten forms.

Please email or send your completed nomination form to the Celebrate Success Team at your local office along with any supporting evidence.

### **The Judging Process**

The judging for Celebrate Success will take place in each region/country during July/August. The judges will consider all the nominations received and shortlist them down to three finalists per Award category.

All entrants will be informed if they have been shortlisted for the Award by the end of September. The judges' decision is final and no correspondence will be entered into.

### **Celebrate Success Awards**

The three shortlisted finalists will be invited to an Awards Ceremony in their region/country.

Those shortlisted may be required to be filmed by The Prince's Trust in September or October 2016 and also to take part in media and promotional activity associated with Celebrate Success.

Following the regional events in November/December, all region/country Award winners will be put forward for further shortlisting for the Celebrate Success UK finals which will take place in Spring 2017 in London.

Good luck and thanks a million for taking part.



## Part 2: Specific Guidance

### Educational Achiever of the Year Award

Recognising young people who have overcome barriers and developed new skills to improve their future prospects through re-engagement with education.

#### Who is eligible?

Any individual supported by The Prince's Trust who has participated in an xl club (either at school or xl outside the mainstream) and achieved a Prince's Trust qualification. Or a young person who has participated in the Fairbridge programme and successfully engaged for at least 80 training hours. From this, the nominee should be able to demonstrate new skills to enable them to move back into education, sustained employment or training.

#### What the judges will be looking for:

- The journey travelled by the young person
- How xl or the Fairbridge programme has specifically helped the nominee to overcome barriers and improve their skills
- The determination and achievements of the nominee in using these new skills to enable them to move back into education, employment or training

#### The Nominee's Journey

##### a) Before The Prince's Trust

How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

What was life like for the young person before xl or Fairbridge and what barriers did they face? How did they feel about school/education? What were the nominee's prospects for the future and what impact did this have on their performance, behaviour and attendance?

Please be as specific as possible giving examples to back up your statements.

##### b) During their time with The Prince's Trust

How did the young person benefit from xl or Fairbridge; did they learn any new skills; what was their most significant achievement; did they gain a Prince's Trust qualification?

How did their participation affect the nominee's relationships with others

Please be as specific as possible, giving examples and figures (e.g. attendance rates).

##### c) Now and the future

How has the nominee's life improved since taking part in xl or Fairbridge? What is life like now for the young person and what are they currently doing? Are they closer to moving back into employment, education or training? What plans do they have for the future and how has xl or Fairbridge influenced this? Please be as specific as possible and include examples.

## Part 2: Specific Guidance

### Breakthrough Award

Recognising the progress of young people who have developed new skills to enable them to make positive steps towards facing their challenges and stabilising their lives.

#### Who is eligible?

Any individual supported by The Prince's Trust who has built skills (such as confidence, communication, reliability, resilience, setting and achieving goals, working with others). The nominee should demonstrate that these new skills have enabled them to make positive steps (such as reducing drug/alcohol abuse or stopping offending behaviour) or move towards a positive destination (such as job centres, mental health support or another Prince's Trust programme). This Award focuses on the soft outcomes of a young person, rather than hard outcomes (entry into jobs, education, training, volunteering).

#### What the judges will be looking for:

- The journey travelled by the young person
- How support from The Prince's Trust has specifically helped the nominee to develop new skills
- How the nominee has used these new skills to help them overcome barriers and move their life forward

#### The Nominee's Journey

##### a) Before The Prince's Trust

How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

What was life like for the young person before they got involved with The Prince's Trust? What barriers did they face? What were the young person's thoughts about the future and did they have any aspirations? How did this impact their performance, behaviour and attendance? Please be as specific as possible and include examples.

##### b) During their time with The Prince's Trust

How did the nominee get involved in The Trust? What skills has the nominee built as a result of their support from The Trust? How did the nominee's relationship with others change? What was it about The Prince's Trust support that helped them change their life? Please be as specific as possible and include examples.

##### c) Now and the future

What is the young person doing now? Have they made positive steps since their support from The Prince's Trust or are they moving towards a positive destination? If the nominee had not become involved with The Prince's Trust what do they think they would be doing? How does the nominee feel about life now? What plans does the nominee have for the future? Please be as specific as possible and include examples.

## Part 2: Specific Guidance

# Community Impact Award

Recognising the positive contribution young people make to their local community or school whilst developing their own skills.

### Who is eligible?

Any club, Team or group supported by The Prince's Trust that has worked together to undertake a community project. It should be evident that the project has specifically helped the young people in their personal development.

### What the judges will be looking for:

- The barriers faced by the group prior to their involvement with The Prince's Trust
- Details about the project and the impact that it has had on the wider community or school
- The personal development of the group: how the community project helped to develop the team members and improve their future prospects
- How far the team members have come from the beginning of the community project to the project's completion and how The Trust's intervention contributed e.g. improved team work, increased motivation

### Nominee's Details

In the 'Name' box, please include the following information:

Name of the Community Project

Name of the group / Team

Name of key contact (e.g. Team leader)

### The Nominee's Journey

#### a) Before The Prince's Trust

Please list all the team members and their ages. How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

Please also outline how the nominees felt about their life prior to involvement with The Prince's Trust and what the particular barriers they faced.

Please be as specific as possible and include individual examples.

#### b) During their time with The Prince's Trust

Please give a summary of the community project, including when the project took place, why the team chose this project and what work was carried out. Was the project innovative and did the group come up with the idea themselves?

You should cover how the project has benefited the local community and explain how it made a

positive difference to the lives of people in the community.

Please be as specific as possible and include examples

c) Now and the future

Did the project specifically help the team to learn any new skills and overcome any problems, either individually or as a team? What other skills did they develop during their time on the programme/in the team? Did the project help the group to develop outstanding partnerships?

What are the team members doing now and what are their future plans and how has the community project influenced this? Has the project helped them overcome specific barriers? Have any of the nominees signed up for training, taken part in community/youth work or participated on another Trust programme? How is the project currently being maintained and is it sustainable in the future?

Please be as specific as possible and include examples.

## Part 2: Specific Guidance

### Rising Star Award

Recognising young people who have overcome barriers and are in sustainable employment.

#### Who is eligible?

Any individual supported by The Prince's Trust who has been in sustainable, full or part-time employment (over 16 hours per week) for a minimum of six months. Please note that this cannot include those who are currently self-employed as a result of the Enterprise programme. The nominee should have overcome substantial obstacles and should be able to demonstrate how their participation on a programme specifically helped them to find sustainable employment.

#### What the judges will be looking for:

- The journey travelled by the young person and the barriers they faced
- How The Prince's Trust has specifically helped the nominee to change their life and helped them move into sustainable employment
- What the nominee is doing now and their future prospects and plans

#### The Nominee's Journey

##### a) Before The Prince's Trust

How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

What was life like for the young person before they got involved with The Prince's Trust? What particular problems did they face? What were the young person's thoughts about the future and did they have any aspirations?

Please be as specific as possible and include examples.

##### b) During their time with The Prince's Trust

How did the nominee get involved in The Trust? What was it about The Prince's Trust support that helped them change their life? Did they learn any new skills, develop personally? Did the nominee's relationship with others, or behaviour / attitude improve?

Please be as specific as possible and include examples.

##### c) Now and the future

What did the young person do after they finished The Trust programme and what are they doing now? If the nominee had not become involved with The Prince's Trust what do they think they would be doing? How does the nominee feel about life now? Does the nominee have realistic plans for the future?

## Part 2: Specific Guidance

### Enterprise Award

Recognising young people who have overcome barriers and achieved success in creating a sustainable business or social enterprise.

#### **Who is eligible?**

Any individual supported by The Prince's Trust who has been helped to start up in business or create a social enterprise. They must have been trading for at least six months. The nominee should have overcome substantial barriers, must be up to date with his/her loan repayments (if applicable) and the enterprise/business should be able to demonstrate potential for long-term viability.

#### **What the judges will be looking for:**

- The journey travelled by the young person; the barriers they faced prior to support from The Prince's Trust
- The success of the business/enterprise and how The Prince's Trust has specifically helped the nominee to change their life
- The future plans of the business/enterprise

#### **The Nominee's Journey**

##### a) Before The Prince's Trust

How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

What was life like for the young person before they got involved with The Prince's Trust? Did they face any particular problems or barriers? How did the nominee feel about the future - did they have any plans or aspirations? Please be as specific as possible and include examples as evidence.

##### b) During their time with The Prince's Trust

Please give a brief summary of what the business/enterprise is and does, including why the nominee felt it would be successful and, if applicable, how the business has grown over time.

What support did the nominee receive from a business mentor and how did this help them?

Did The Prince's Trust help the nominee/business in any other way? Please be as specific as possible, giving examples.

Please provide the gross turnover and gross profit figures for up to three years.

Does the business/enterprise employ any staff, either full-time or part-time?

Has the nominee met their original business/enterprise plan, or has it been necessary to adapt the plan?

## Part 2: Specific Guidance

# Young Ambassador of the Year Award

Recognising young people who are inspiring others through their personal experience of turning their lives around.

### Who is eligible?

Any individual supported by The Prince's Trust and has been an active Young or Job Ambassador for at least six months. The nominee should use their experiences before, during and after their involvement with The Trust to inspire and engage other young people and supporters. Please note that although Job Ambassadors have not been excluded from any category, Young Ambassador of the Year is the most suitable category to nominate a Job Ambassador for. The nominee should not be nominated for this category if their employment, training or education is temporary and is due to be completed before December 2016.

### What the judges will be looking for:

- The journey travelled by the nominee
- The commitment and dedication of the nominee towards being a Young Ambassador. How the nominee has used their own experiences to inspire others to become involved with The Trust
- Personal development of the young person – has the nominee developed new skills as a result of being a Young Ambassador?

### The Nominee's Journey

#### a) Before The Prince's Trust

How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

What was life like for the young person before they got involved with The Prince's Trust? What barriers did they face?

#### b) During their time with The Prince's Trust

What has the Young Ambassador done since they first came to The Trust – do they have a job / business? Is the nominee committed to their role as a Young Ambassador? How have they used their position and experience to help inspire and engage other young people and stakeholders?

Please be as specific as possible and include examples.

#### c) Now and the future

How has the nominee developed and made personal improvements or achievements during their time as a Young Ambassador? E.g. have they become more confident or has their attitude / behaviour improved?

Please be as specific as possible and include examples.

Has the nominee had to overcome any specific problems or barriers since starting the business/enterprise and how has he/she overcome them? Please be as specific as possible, giving examples to back up your statement.

If applicable, how has the nominee impacted on the local community as a result of starting his/her business? Please give examples.

c) Now and the future

How has life changed for the nominee after getting involved with The Prince's Trust and how does the nominee feel about their life now? What new skills or personal qualities has the nominee developed as a result of the support from The Trust and/or starting the business/enterprise. What are the nominee's future plans? Is the business/enterprise sustainable?

Please be as specific as possible.



## Part 2: Specific Guidance

### Young Achiever of the Year Award

Recognising inspiring young people who have overcome barriers to transform their lives.

#### **Who is eligible?**

Any individual supported by The Prince's Trust who has been in permanent full or part-time employment (including voluntary work), training or education for a minimum of 12 months. The nominee should be an inspiring individual who has overcome substantial barriers and made a long-lasting positive impact on their life.

The nominee should not be nominated for this category if their employment, training or education is temporary and is due to be completed before December 2016.

#### **What the judges will be looking for:**

- The journey travelled by the young person; the barriers they faced and how the nominee has overcome these
- How The Prince's Trust has specifically helped the nominee to turn their life around and move into a positive outcome
- What the nominee is doing now and their long-term future prospects and plans

#### **The Nominee's Journey**

##### a) Before The Prince's Trust

How did they qualify for support from The Prince's Trust? Were they underachieving in education and/or unemployed (if so, for how long?) Were they from any of the target backgrounds that The Trust prioritises e.g. a care leaver or looked after child, a single parent, offender, ex-offender, refugee or asylum-seeker or a young person with disabilities? Do they have any of the target needs that The Trust prioritises e.g. mental health, offending behaviour, homelessness, drug/alcohol misuse and educational underachievers?

What was life like for the young person before they got involved with The Prince's Trust? What particular problems did they face? What were the young person's thoughts about the future and did they have any aspirations? Please be as specific as possible and include examples.

##### b) During their time with The Prince's Trust

How did the nominee get involved in The Trust? What was it about The Prince's Trust support that helped them change their life? Did they learn any new skills, develop personal qualities e.g. team working, increased confidence, or make any particular achievements?

Please be as specific as possible and include examples.

##### c) Now and the future

What did the young person do after they finished The Trust programme and what are they doing now? If the nominee had not become involved with The Prince's Trust what do they think they would be doing? How does the nominee feel about life now? What plans does the nominee have for the future?

# Contact Details

## Southern Region

### London and the South East

The Prince's Trust Morgan Stanley Centre,  
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### South West

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## Central Region

### East of England

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### East Midlands

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### West Midlands

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## Northern Region

### North East

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### North West

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# Press Contacts

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## **North**

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## **South**

**Hollie Varney** - 020 7543 7350

## **Scotland**

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## **Northern Ireland**

**Christine Crawford** - 028 989 5021



**Prince's Trust**

