

Meeting Title:	Wales WBL Quality Meeting
Date of meeting:	12/06/2026
Attendees:	Becky Morris (ACT, Chair), Stacey Boreham (Coleg Cambria, Vice Chair) James White (Coleg Cambria), Anne James (Cambrian Training), Adele Bubear (Gower College Swansea), Vicky Galloni (Itec), Jude Holloway (Educ8 Training), Rebecca White (NPTC Group)
Apologies:	Nicola Thornton-Scott (NPTC Group), Brian Jones (Grŵp Llandrillo Menai), Vicky Spender (B-WBL), Sarah Thorn (CAVC), Emma McCutcheon (Educ8 Training)

	Completed		On-track and time		Overdue
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Actions

Owner	Action Item	Status
BM & SBo:	Share the group's feedback and concerns regarding WBL representation and policy flexibility with Medr during the upcoming quarterly meeting.	
BM & AJ:	Connect separately to discuss the ongoing challenges with qualifications and awarding bodies (such as City and Guilds), and add this topic to the network's priority list.	
BM:	Contact Matt at Estyn to confirm their upcoming key thematics (investigating the focus on reading).	

Owner	Action Item	Status
BM:	Look into creating a shared Microsoft Teams group to facilitate communication, link-sharing, and updates outside of scheduled meetings.	
BM & SBo:	Send out a summary communication over the next few weeks detailing the network's direction and future priorities.	
AJ:	Provide feedback to the group regarding experiences on the Medr cognitive testing and pilot programs.	
All Attendees:	Email BM and Stacey to confirm which specific Medr groups you are currently attending.	
All Attendees:	Complete the initial feedback form if you have not done so already.	

No	Item/Action
1.	<u>Meeting Summary</u> Administration and Terms of Reference The meeting opened with thanks to members for their attendance, participation in the vice-chair appointment process and contributions to the recent network survey. Members reviewed and approved the network's Terms of Reference, with no amendments raised.

No	Item/Action
2.	Medr engagement and emerging arrangements Members held an open and constructive discussion about their experiences of Medr events, consultations, pilots and emerging arrangements. There was recognition and appreciation that Medr is actively engaging with the sector and providing opportunities for providers to contribute. Members welcomed this engagement and were keen for the dialogue to continue. The discussion also identified several areas where members felt engagement and emerging arrangements could be strengthened: • Visibility of work-based learning: Members felt that WBL has not always been sufficiently visible within wider tertiary events and discussions, which have sometimes appeared more strongly focused on higher and further education. Greater WBL representation and more explicit use of WBL-related examples would help providers understand how emerging proposals will operate in their context. • Clarity and coordination: Members would welcome greater clarity about where WBL expertise sits within Medr, how providers can engage with the appropriate colleagues and how related engagement activities are coordinated. • Funding and performance arrangements: Members raised questions about how funding models, performance expectations and definitions of learner outcomes will operate for learners with different needs and starting points. There was particular interest in ensuring that arrangements retain sufficient flexibility for learners who may require longer or more individualised support. • Inclusive recruitment and progression: Members were keen to ensure that performance arrangements recognise different forms of learner progress and do not create unintended disincentives to recruiting learners who face additional barriers. • Alignment with Estyn: Members would welcome further clarity about the alignment between Medr's reporting and quality expectations and Estyn's self-evaluation and inspection requirements. A coherent approach would help providers respond effectively while minimising unnecessary duplication. Members also identified positive aspects of the emerging arrangements, including Medr's willingness to engage with the sector and the potential to avoid learners remaining on programmes unnecessarily where they are ready to progress more quickly. The network agreed that its collective feedback would be shared constructively through the appropriate engagement arrangements. Members supported continued collaboration and would be happy for the network to act as a route for testing proposals, sharing provider experience and identifying potential implications for WBL learners and providers.

No	Item/Action
3.	Network Goals and Future Priorities The findings from the recent member survey were presented and discussed. Members endorsed the following priorities for the network: • Sharing effective practice and innovation. • Supporting providers and strengthening collaboration. • Using quality and performance intelligence to support improvement. • Promoting quality assurance and continuous improvement. • Maintaining a focus on learner outcomes and experiences. • Responding collectively to regulatory and strategic developments. Members were keen for future meetings to lead to clear actions and practical outcomes while continuing to provide a trusted space for open and constructive discussion.
4.	Qualifications and awarding organisations Members identified changes in qualification availability and developments involving awarding organisations as an emerging area of interest. The network will consider how sector-wide risks can be identified earlier, how relevant information can be shared effectively and how disruption to programme delivery and learner progression can be minimised. There may be opportunities to work with Medr, NTfW and other relevant stakeholders to understand the scale of emerging issues and identify where a coordinated sector response would be beneficial.
5.	Estyn thematic priorities Members discussed the importance of understanding Estyn's developing thematic priorities and how these will relate to its new inspection framework. Reading was identified as a possible area of focus. The network will seek further information to support provider preparation and promote alignment between regulatory and quality expectations.

No	Item/Action
6.	Communication between meetings Members supported establishing a shared Microsoft Teams space through which providers can exchange relevant links, updates, resources and discussion points between scheduled meetings. The network chairs will explore the practical arrangements for establishing this space.
7.	Medr pilots and WBL representation Members who have participated in Medr's Learner Voice Survey cognitive testing and pilot activity will share their experiences with the network so that common themes and learning can be identified. The network will also map members' participation in Medr groups, meetings and engagement activities. This will help to: • Understand where WBL is currently represented. • Identify gaps or duplication in representation. • Improve the flow of information to the wider provider network. • Strengthen coordination across different engagement routes. The network would welcome opportunities to share relevant findings with Medr and NTfW and to consider how different sector engagement routes can complement one another.