Report on the Medr Stakeholder Engagement Workshops

AUGUST 2024

The Edge Foundation Report on the Medr Stakeholder Engagement Workshops (July 2024)

Background

In July 2024, the Welsh Government asked the Edge Foundation to support with two stakeholder engagement sessions to gather views about the Commission for Tertiary Education and Research (Medr) in Wales. The Edge Foundation facilitated two workshops:

- Llandudno, Wednesday 3 July 2024
- Cardiff, Monday 8 July 2024

This paper is a summary of the findings across the workshops, including the interactive sessions using Mentimeter (Findings from Menti). These can be read in conjunction with Annex A and B.

In each of the workshops, discussions were wide-ranging and, at times, drifted outside the scope of the Strategic Priority being discussed. We have reflected these points as 'Additional Points' under the summary of the workshops.

We have also mapped the discussion points against some of the Objectives for Medr listed in the Strategic Equality Plan (signified by ** throughout the document).

Navigating this document

General Views Towards Medr (Findings from Menti)

There was a consensus amongst participants that Medr would be useful in enhancing collaboration in the tertiary space, allowing for a learner-centred approach and clarity of pathways through removing duplication. Participants also raised the opportunity for Medr to encourage economic growth by aligning tertiary education and research with industry needs. *See Annex A pp.12-15 and Annex B pp.21-33.*

However, there was also an understanding that there will be challenges in delivering Medr, most significantly in terms of funding. There is also the challenge of overcoming the culture of competition in the tertiary space and resistance to change. *See Annex A pp.16-19 and Annex B pp.34-46.*

Clarity is needed in terms of Medr's relationship with other arms-length bodies and legislation (e.g. Qualifications Wales; the Future Generations Act), and how they will manage overlapping roles and responsibilities.

- Funding: Some acceptance that long-term financial certainty is unlikely to be on the cards.
- Structure of administration/decision-making (e.g. working groups, committees) could be streamlined.
- An 'audit' of other bodies/initiatives (e.g. quality assurance of Careers Wales, Regional Skills Partnerships: are they doing what we want them to do i.e. identifying gaps?).

There were positive comments around 'Medr' branding, particularly as this shifts the focus to skills and ability, signalling a positive direction of travel.

Overall, participants were slightly inclined to believe that Medr would help address the long-term needs of tertiary education and research in Wales, with an average confidence score of **three out of five** in both workshops (*see Annex A p.20 and Annex B p.47*). While participants were broadly optimistic about Medr and the level of engagement demonstrated, they were concerned about the scale of the challenge and how much is still unknown in terms of funding and time needed to achieve these goals (*see Annex A pp.21-24 and Annex B pp.48-59*).

Views on Medr's Guiding Principles (Findings from Menti)

Working in Partnership

There was consensus amongst stakeholders that collaboration between tertiary education providers, schools, and employers needs to be improved, with both workshops rating the effectiveness of collaboration as **3.3 out 10** (*see Annex A p.28 and Annex B p.63*). The key barriers to collaboration were identified as competition (often driven by financial pressures), but other barriers included lack of communication and geography (*see Annex A pp.29-31 and Annex B pp.64-75*).

However, participants also shared examples of good collaboration for Medr to explore, such as degree apprenticeships, Welsh-language provision, the adult community learning sector and regional skills partnerships. More specifically, stakeholders encouraged us to look at:

- Conwy & Denbighshire Adult Community Learning Partnership
- Wales Innovation Network
- Social partnership in Colegs Cambria and Gwent
- National Training Federation for Wales and Colleges Wales
- Cardiff Commitment initiative
- KESS 2
- Cam wrth Gam scheme
- Reaching Wider
- South East Wales strategic alliance
- Jobs Growth Wales+ provider collaboration
- Parent Power
- North Wales Research and Insight partnership collaboration with schools on a Children's University
- Swansea Bay City Deal

See Annex A pp.32-24 and Annex B pp.76-83 for a full list of examples.

Equality of Opportunity

When asked what 'equality of opportunity' means to them, participants broadly gave the similar answers – equality of access to provision regardless of language or geography, supported by access to impartial advice and guidance (with equal

weight given to academic and technical pathways) to ensure everyone has access to the pathway that best suits them (*see Annex A pp.36-39 and Annex B pp.86-96*).

Participants, however, did not agree that we currently effectively address inequality in tertiary education in Wales, rating it **3.2 out of 10** (note that this was asked in the Cardiff workshop only – *see Annex B p.85*).

In both workshops, the top barrier to equality of opportunity was cited as being funding, with transport, geography and competition closely behind (*see Annex A p.41 and Annex B p.97*). Participants suggested that Medr could address these barriers through fair funding agreements (based on areas of deprivation), close and equal collaboration with all providers, enhanced careers advice, and clearly defined measures of success across the tertiary sector (*see Annex A pp.42-44 and Annex B pp.98-109*).

Sustainability

Participants defined 'sustainability' as long-term thinking (including in financial decisions) to ensure long-term survival and pointed out that this is well established in the Wellbeing of Future Generations Act (*see Annex A pp.54-56 and Annex B pp.135-143*). However, they also raised barriers that the new tertiary body will face in contributing to sustainability, such as short-term uncertain funding, unequal provision across areas (specifically rural areas), and political flux (*see Annex A pp.57-59 and Annex B pp.144-153*). In response to this, delegates recommended that Medr looks at a long-term financial commitment, sets long-term targets, and promotes collaboration between providers and within government (*see Annex A pp.60-62 and Annex B pp.154-162*).

Welsh Language and Culture

Participants were clear that the key to promoting Welsh-language provision is to increase the number of Welsh-speaking teachers. They also had other ideas such as broadening the range of courses offered in Welsh and promoting the employability benefits of speaking Welsh (*see Annex A pp.64-66 and Annex B pp.164-172*).

In both workshops, workforce and funding were identified as key barriers to expanding Welsh-language provision (*see Annex A p.67 and Annex B p.173*)

There are also benefits of studying and teaching in Wales' tertiary education sector, such as the collaborative, learner-centred approach, job opportunities in Wales, and the opportunity to develop bilingual skills (*see Annex A pp.68-70 and Annex B pp.174-182*).

Views on Medr's Strategic Priorities (Workshops)

Strategic Priority 1: Develop a tertiary system that prepares learners for a dynamic and changing economy where all can acquire the skills and knowledge they need to succeed in life and work.

There are plenty of strengths of the existing tertiary system and pockets of good practice that help prepare learners for life and work. Medr could support these to flourish and build on them to make system-wide change. For example, many providers have strong industry connections (including through alumni, Regional Skills Partnerships, Careers Wales, CAVC, the Cardiff Commitment, industry groups in mid-Wales) and where employers are engaging (e.g. in work-based learning, degree apprenticeships) it is anecdotally very good. There is a good grounding of trust in and between institutions and in some areas across Wales, there is support and planning to ensure provision meets local needs (e.g. Regional Skills Partnerships). Efforts at preparing learners for life and work (and widening participation) tend to be targeted at younger age groups and over-50s, but there is a gap in provision for the age group in between. In HE, delegates spoke about strong retention, completion and outcomes as positives of the current system.

However, we are severely limited in our capacity to meet skills needs by a lack of understanding about our future skills needs. There was some feeling that efforts to encourage participation in tertiary education (especially HE) should be driven by our skills needs, not to increase numbers for ulterior purposes (e.g. funding). While we can be fairly confident about our current skills shortages, it is important to prepare learners for future skills needs. This seems to be a particular challenge for schools but is crucial information that should better feed into their careers service. More needs to be done to gather intelligence but, crucially, that should include making better use of the data that is already collected from tertiary providers and the intelligence on the ground that schools, colleges, HE hold. *Medr might have a helpful role in bringing that information together in one place. **This could be integrated into an impact assessment under Objective One (1)(ii) of Medr's Strategic Equality Plan (SEP).***

There is a great deal of duplication of skills programmes and initiatives and, as a result, funding is spread thinly and short-term. It also makes the system difficult to navigate. It was suggested that perhaps Medr could have a role in streamlining or coordinating programmes across the tertiary system. Should there be an initial exercise, possibly with local authorities, to work out exactly what programmes and collaboration is happening and where? It was accepted that having a complete understanding of the full scale of partnerships across Wales will be a challenge for

an organisation of 120 people. This feeds into a wider point made that Medr could be the vehicle to use the money already in the system to promote better ways of working. ***This might fit nicely with Objective Two (3) of Medr's Strategic Equality Plan (SEP).***

The tertiary system must offer a wide range of different courses that are aligned with local skills needs (FE: local; HE: regional) and, in addition to adequate data collection, that depends on joined-up thinking and collaboration locally to ensure provision is varied and 'plugs gaps'. One barrier to that collaboration is time, particularly on the part of both schools and smaller employers. Overly bureaucratic impact evaluations and risk assessments (e.g. for work placements) need to be addressed. Could Medr help with a common risk assessment platform for employers to take on work experience pupils?

At the same time, however, it was noted that there are plenty of providers and organisations simply unwilling or lacking the expertise and leadership skills necessary to effectively collaborate. It was suggested there could be a role for Medr in taking informal partnerships into something more substantive, possibly even legally binding. ***Partnerships, but with some metal behind it! **This could be integrated into an impact assessment under Objective One (1)(ii) of Medr's Strategic Equality Plan (SEP).***

Regional Skills Partnerships were often raised by participants across the workshops in Llandudno and Cardiff as successful models for locally-led collaboration; however, there is certainly some regional variation in their effectiveness, despite considerable financial resource, at least in part affected by acute barriers to collaboration faced by certain parts of the country.

Feedback from some employers suggested that Personal Learning Accounts are a good opportunity to plug specific, priority skills gaps in the region.

Medr must be alert to the fact that there are also several barriers affecting our ability to prepare learners for the changing nature of work and life that sit outside of the tertiary education system. It was frequently noted that learners, parents and communities have fundamentally changed in the last 10 years, with learners often requiring more support/scaffolding. To resolve or address these challenges, Medr could have a role in aligning the tertiary system with other parts of the system: communities, health and social services, and earlier stages of the education system. How Medr connects with these parts of the system should be clearly articulated. ***This could be integrated into an impact assessment under Objective One (1)(ii) of Medr's Strategic Equality Plan (SEP).***

Understanding the pipeline into tertiary will be crucial – "Medr needs to know what is feeding it". Possibly in the past, we have tended to take an 'HE-down' approach, but what about Medr's role in looking at how schools build towards FE and HE? On a few separate occasions, it was suggested that the four purposes underpinning

the new Curriculum for Wales in schools could easily be engrained in Medr's goals, as a continuum through to tertiary education.

> **Strategic Priority 2 - Maintain and enhance the quality of the tertiary system, continue and intensify the work on widening participation and take steps to ensure a more equitable and excellent system for all.**

A. Maintaining and enhancing quality:

i. Determining 'quality':

- *Medr will need to clearly articulate what high-quality tertiary provision looks like to ensure we have a shared definition and understanding of what we are working towards. **The effectiveness of Medr's efforts to enhance quality against its definition could be integrated into an impact assessment under Objective One (1)(ii) of Medr's Strategic Equality Plan (SEP).*** This may also help with removing some duplication in the system. A definition of a high-quality tertiary system might include:

  - *A focus on equity, not equality*, given the changing nature of work, rates of unemployment, different backgrounds of learners etc. Providers should be prepared and equipped to offer different layers of support for different learners to access the system equitably. The current system can be too focused on access for school leavers going onto full-time education, but any focus on enhancing quality must also consider (e.g.) part-time, mature learners.
  - *A focus on outcomes, or the right outcome for the learner*, to allow them to progress to the next stage of their journey, whatever that is (i.e. not necessarily a qualification). Outcomes data is important to be able to promote the benefits of tertiary education and individual providers to attract learners from Wales and internationally. One challenge to this is the type and reliability of data isn't currently consistent across all tertiary provision and that will need to be resolved.
  - *Ambitious targets and high standards to raise Wales' international reputation.* This might also include consideration of what matters from the perspective of a prospective international student? E.g. The opportunities after study (i.e. outcomes/destinations), the student support offer – and the offer for their families.
  - *A focus on efforts to reduce inequalities of access and attainment through data.* Though, it was noted that targets may not be

appropriate or enough to improve fairness, given providers have different contexts. **This might support Medr with Objective Two (5) of its Strategic Equality Plan (SEP).**

ii.   Regulation

The findings in this section might support Medr with Objective Two of its Strategic Equality Plan (SEP).

- *An approach to monitoring or regulating quality should:*

  a) **Retain inspection or review in some form, as this is an important incentive for providers to do or stop doing things.** However, regulation of tertiary provision should not be combative, nor a 'tick-box' exercise (hence a broad definition of 'quality' might be needed).
  b) **Be mindful of the challenges faced by different communities and providers** (e.g. NEET population, rural transport and aspiration) **and type of provision** (e.g. vocational vs academic; "one model can't fit all"). The Children's University was cited as an example of good practice.
  c) **Consider whether there is sufficient research/evaluation of past practices (in Wales or internationally) to know what impacts good teaching and learning in tertiary education.** E.g. What is a low-value degree? Medr could support institutions to evaluate their own approaches and come to their own conclusions about what worked well in their respective contexts.

iii.   Funding:

The findings in this section might support Medr with Objective Two of its Strategic Equality Plan (SEP).

- **The long-term financial stability of the tertiary education system in Wales is clearly a significant concern and barrier to the efforts and changes required to realise ambitions of enhancing the quality of provision.** Though there is an understanding that there is very little money to go around, Medr might have the necessary strategic oversight to be able to work out how the money in the tertiary system could be used better and to lobby for change around the funding mechanisms/incentives.
- **Funding inevitably affects learner choice and participation, as limited funding or subject-specific funding affects the availability of provision.** Should it not be that funding benefits the learner, rather than the institution?
- **There are ongoing challenges within the Welsh Research and Innovation (R&I) landscape, including securing more funding directly to providers and making better use of the funding received, which Medr might be able to support with.** For example, there is currently no Welsh representation on the

UKRI Board (though there are representatives from NI and Scotland). The difficult wider HE funding landscape is also making it more challenging for institutions to secure competitive funding, and work collaboratively on projects and research grant applications. Medr might have a role to play in facilitating greater collaboration on projects where there is mutual interest through simple and mutually beneficial partnerships and processes.

> *Menti: How should we enhance the quality of provision in Wales?*
> - Clear measures of quality beyond exam results e.g. progression.
> - Alignment with employer needs.
> - Play to the strengths of the different parts of the system – specialism rather than duplication.
>
> (*see Annex A pp.50-51 and Annex B pp.124-133*).

B. <u>Widening participation:</u>

The effectiveness of Medr's efforts to widen participation amongst specific groups could be integrated into an impact assessment under Objective One (1)(ii) of Medr's Strategic Equality Plan (SEP).

A number of different groups of individuals for whom engagement in tertiary education may be a challenge were identified in conversations; these might be grouped as:

i. ***Those who became disengaged from learning in school, which then acts as a barrier to engagement in post-compulsory, tertiary education.*** For example, there was a great deal of concern about the growing NEET population (and the impact this has had on Welsh-domiciled applicant to HE numbers), the 'Covid generation' of learners who face additional challenges (e.g. mental health) and/or may struggle to commit to long courses; learners with SEND, and those whose confidence or aspirations have been knocked. There may also be a disconnect between what people want to study and what the economy needs.

- ***There is a tension between the current focus on 'qualifications' in Wales vs. skills.*** A move towards greater emphasis on skills – which depends on looking at what we measure in schools, colleges through assessment and accountability metrics, like exam results, which drives schools, colleges, universities and employers' behaviour; funding mechanisms for tertiary providers (e.g. X's offer must comprise Y% of accredited qualifications); the appropriateness of entry requirements for certain careers, like nursing; and cultural attitudes more generally – including short, sharp provision (e.g.

Personal Learning Accounts) and celebrating/rewarding skills development would potentially be more beneficial to re-engage these learners. ***It was widely accepted that such a transformation is not easy, and must be gradual, but Medr might well have a powerful role to play, at least, shifting some of those cultural attitudes around skills vs. qualifications and influencing Government on the structural/system-level factors.***

- It was also noted that Wales needs to be prepared meet possible increased demand from these individuals as they mature, should they face obstacles to/in employment later in later (e.g. with technological advances).

ii. ***Those who want to engage in tertiary education but are not able to due to other constraints.*** *Commonly raised constraints include:*

    a. ***Incoherent, complicated landscape of tertiary pathways and patchy availability of high-quality information, advice and guidance, particularly around vocational pathways*** – the extent to which this is culturally/structurally engrained is a particular concern. More information about apprenticeships is particularly in demand. Options are not clear, easy to navigate independently and can even be psychologically challenging to navigate. This is not just a challenge for school-aged learners, but there are many adults who may be uncertain about their career options and need better support.

    b. ***Financial*** – either the burden of taking on debt in order to study or experiencing financial hardship whilst studying, in spite of the student maintenance package, and the earnings prospects post-completion, even in cities like Cardiff (contributing to the 'brain drain') is a big barrier, particularly for disadvantaged young people. Vocational options, allowing you to earn while you learn, can ease some financial pressures, but this depends on improving the availability/quality of advice, and a cultural shift (improving 'parity of esteem'). It was noted that engagement funding through the local authorities worked well to engage adult learners on basic skills programmes.

    c. ***Language*** – Opportunities to study in Welsh are more limited at all levels, or bilingual provision often leans towards English. For providers, this may be to do with the availability of Welsh speaking teachers and/or the cost of maintaining bilingual courses where there is only a small number of Welsh speakers enrolled. For schools, this creates a problem whereby they are encouraging further Welsh language study at HE, but they struggle to provide the necessary courses to allow them to progress. Whether the additional funding

required to support smaller numbers of students can be justified is a tension within the existing funding system and a matter of prioritisation. Though, increasing the number of Welsh speakers will increase demand for Welsh medium provision. *A point for Medr to explore could be: what does high-quality, sustainable bilingual provision look like?*

d. *Geographical* – for rural, disadvantaged students, often provision ends at 16 or 18 in their local area, as they are required to travel at a cost. This makes equitable access most challenging in rural areas of Wales.

e. **Caring / family / work / other time-intensive responsibilities** – the availability (or marketing) and societal acceptance of provision that is flexible enough to fit around other commitments can be a challenge, often in the context of mature learners. There may well be some overlap with the first 'group' of individuals (above), especially given those with prior qualifications are more likely to retrain than those without former qualifications. *Could Medr look to address some of these barriers in collaboration with employers, providers and encourage school leavers back into education later in life?*

f. **Parity of esteem** – this came up in a variety of contexts (e.g. the point above) but most commonly around the concern that attitudes regarding vocational qualifications are negatively impacting the availability of information and advice about these pathways, which may be more accessible (e.g. flexible, modular) than traditional academic routes. It was suggested that *Medr could be a real force for good in changing cultural/societal attitudes by promoting the value of vocational and technical qualifications and careers (e.g. celebrating apprentices, vocational students).*

- *Cutting across many of these barriers to participation, there is a need to look at a more flexible tertiary system that allows for learners to 'dip in and out' and fit learning around other commitments, as a possible way forward.* This could include the ability to transfer credits simply, and possibly funded micro-credentials aligned to industry needs to open up pathways into sectors facing deficits. The Lifelong Loan Entitlement (LLE) in England was not necessarily cited as a positive example.

- *The use of digitally available learning in post-16 could also play a bigger role in widening access, particularly in combatting issues of flexible and rural provision, though it is important that digital approaches add to the*

learner experience, not take away. Many learners benefit enormously, in terms of the quality of teaching and the learner experience, from face-to-face provision and relationship building with their teachers and peers.

Menti: How should we make tertiary education in Wales more accessible and flexible?
- Clearer, more diverse pathways, supported by high-quality information, advice and guidance. Consider a credits system to support transitions.
- System-wide strategy across tertiary education at both national and local levels, aligned with skills needs. Facilitate collaboration between providers and centre the learner voice.
- Support with transport costs.
- Using tech to deliver hybrid learning.

(*see Annex A pp.47-48 and Annex B pp.111-120*).

Strategic Priority 3: Putting the learner at the heart of the system by focusing on the experience of learners in the tertiary system and their wellbeing.

Learner Voice:

Meaningful learner engagement is the key to success when it comes to equality, fair access, choice/opportunity and the experience of tertiary education. Young people want to know how their views will make a difference. We need to be aware of 'consultation fatigue' and provide other avenues for young people to express their views. We don't need to reinvent the wheel (e.g. the work of NUS, the National Students Survey in HE, Estyn already monitor learner involvement in governance in FE).

Then, responding to the needs of learners can be minimised or made more challenging for institutions by the competing interests in the tertiary system that act as a barrier to truly putting learners at its heart. For example, student choice over what and how they study and the availability of wraparound support is affected by funding decisions and accountability metrics.

Learner Choice:

Opening up conversations about different careers, post-compulsory study needs to happen much earlier in the education system so that learners can make informed choices. A focus on lifestyle, styles of learning, different types of

education (presented with parity) are as important as a focus on employment and life outcomes, as this can change through the learner journey. A focus instead on lifelong learning, rather than on the traditional 'decision points' could be beneficial for many learners. 'Swap don't drop' was also one example of effective practice in FE colleges to target disengagement from learners at risk of becoming NEET. *Medr might use its influence to address the challenge that many schools and colleges encourage young people to pursue certain courses or areas of study that help them meet their organisational targets (e.g. STEM subjects), compounded by the close relationship between school sixth forms and HE.*

Wellbeing:

Consistency in the provision of high-quality wellbeing support across the tertiary system is important for equitable access. A 'minimum wellbeing entitlement', a central resource pool of support for mental health and wellbeing and/or training for tertiary education staff to identify those who might be struggling could be potentially beneficial. FE mental health funding streams are proving to be effectively supporting learners.

> *Menti: How should we ensure learners are at the heart of a tertiary system?*
> - Wide and consistent learner engagement through accessible platforms (although beware of survey fatigue – make use of existing data too). Ask young people how best to involve them.
> - Put this as a standing item in all strategic decision making. Include learners in Medr committees.
> - Improve their understanding of different pathways.
> (*see Annex A pp.73-74 and Annex B pp.185-193*).

Strategic Priority 4: Ensure that the tertiary education system contributes to the economy and society.

There are already some positive examples of best practice across local authorities and the tertiary system when it comes to a strong civic mission that could be rolled-out more widely. Some local authorities (e.g. Conwy) have an extensive 'culture strategy', with good links and awareness of local industry skills needs. Similarly, many universities (e.g. Wrexham) have a significant economic and social impact (e.g. as large employers, adult skills courses, volunteering) and support innovation in the local economy through research.

One of the biggest challenges to civic mission and community engagement is that competing purposes of tertiary providers (and employers/community organisations) bring in funding. The financial incentives of civic engagement are either lacking or insufficiently promoted. In HE in particular, teaching and research are the primary functions and therefore prioritised. In the past, there have been some incentive payments for 'community-focused schools' but opening doors to the community (e.g. to offer evening classes, event spaces) is unviable because it costs (e.g. energy bills, security).

Similarly, the current accountability metrics for schools and colleges do not necessarily incentivise anything beyond delivering the curriculum, though there remains a question around how fit for purpose that curriculum is in preparing young people for life and work. The new Curriculum for Wales' focus on soft skills is welcome, but there isn't a qualification that assesses progress against those skills. Is this something that Medr could support to develop?

Menti: How do we ensure the system contributes to the wider economy and society in Wales?
- Collaboration with regional skills partnerships, employers, and the Association of Directors of Education in Wales. Medr as the convenor of employers, educators, and learners.
- Strategic thinking linked to skills needs in short, medium and long term.
- Strengthen research and innovation.

(*see Annex A pp.76-77 and Annex B pp.195-204*).

Additional Points:

- Collaboration between tertiary providers and the wider community/economy requires time. It is important that Medr's establishment isn't seen as an additional burden on providers. There are also many (who won't have been in the room) who are simply unwilling to engage – and we need to change hearts and minds. A few early, easy 'wins', demonstrating the beneficial impact of Medr, will be important for collective buy-in. ***Engaging these harder to reach stakeholders could be considered as part of meeting Objective Two (1) of Medr's Strategic Equality Plan (SEP).***
- New Zealand (lessons learned from move to tertiary system) and Austria (attitudes and quality of vocational education and training) were just two examples of international comparisons that Medr might wish to explore. There was considerable interest in learning lessons from existing practice.

- There was some feeling that there is constant churn of policy and initiatives. Medr should build on what works, without duplicating what is already being done.
- It was expressed that politicians "lack the courage to discuss what we are discussing on the ground" which has resulted in a lack of prioritisation of the post-16 education system in Wales, particularly in terms of funding. Having a one-party Government across Wales and in Westminster may aid in supporting growth across Wales.
- The Cardiff Commitment was discussed at length as an example of good tertiary collaboration, with interest from senior politicians in seeing this rolled out at scale.
- Medr could establish or adopt a common language across all providers when it comes to 'skills' so that we all have a common purpose/goal.

Views on Engagement (Findings from Menti)

Stakeholders were broadly happy with engagement at both workshops with 95% of participants in Llandudno and 100% in Cardiff agreeing that they had the chance to engage openly (*see Annex A p.79 and Annex B p.206*). In terms of future engagement, participants in both workshops favoured future events and smaller focus groups the most (*see Annex A p.80 and Annex p.207*) while participants in Cardiff shared ideas about other ways to engage (*see Annex B pp.208-210*).