

Securing Value from Commissioned Education Places

Health Education and Improvement Wales

January 2026

About us

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Audit snapshot

What we looked at

- 1 We looked at how Health Education and Improvement Wales (HEIW) assesses and secures value for money when it invests in education and training. We have considered the overall arrangements, but we also looked in more detail at nursing education commissioning.
- 2 As this review aligns with themes in our [2022 Review of Annual Commissioning Arrangements](#), we have also followed up the recommendations we made in that review.

Why this is important

- 3 HEIW is responsible for planning, commissioning, delivering, and quality managing education and training for various health professions across Wales. It is important that there are sound arrangements in place to ensure the necessary value is secured from its significant investment to meet NHS Wales workforce needs.

What we have found

- 4 HEIW's planning and contracting approach has a good focus on actions that will add value for students and, ultimately, for NHS Wales. However, HEIW needs to improve how it assesses and communicates the impact and value of its education investments to help guide future priorities.
- 5 Our follow-up of the 2022 Review of Annual Commissioning Arrangements identified that HEIW has made good progress, although we have identified that the recommendation that relates to contract business meeting minutes requires further work.

What we recommend

- 6 We have made two recommendations which are focussed on enabling HEIW to understand and demonstrate the value of its education commissioning:
 - determining measures and analysing value for money of commissioned education; and
 - reporting at least annually on the value and impact of education commissioning to the Education Commissioning and Quality Committee.

Key facts and figures



The total funding requirement for Education Commissioning and Training for 2025-26 is £370 million.¹



Of the total funding above, around 90% of HEIW's budget is spent on education commissioning.



As of August 2025, the overall education course fill rate was 84% across 3,038 pre-registration places. Allied Health Professions courses are almost entirely filled.



There are nearly 1,800 funded training places in nursing.

Overall, these courses are 76% filled. While children's nursing training places are overfilled, only 41% of learning disabilities placements were filled.



In the academic year 2023-24, 113 nursing students either withdrew from the course or did not complete it due to academic failure. This represents a 'lost cost' of around £1 million.



HEIW has fully completed four out of five of [our 2022 Education Commissioning review](#) recommendations, with one marked as ongoing.

¹ The [HEIW Education and training plan 2025-26](#) indicates a £369.946 million total funding requirement for education and training.

Our findings

Embedding value for money in plans and contracts

HEIW's planning and contracting approaches effectively focus on achieving value for money

Developing education training plans

- 7 HEIW's expenditure on all education and training is substantial. Its annual reports indicate that education and training investment has positively increased above inflation, with the aim of creating a more sustainable workforce for Wales. With a £370 million total spend projected in 2025-26, it is incumbent upon it to create and demonstrate good value from this funding.
- 8 HEIW's education and training planning approach includes consideration of what actions will add value to NHS Wales. Although not an exact science, we see clear efforts from HEIW to collaborate with health boards and trusts to understand their short to medium-term workforce and training needs. Too many people trained would incur costs without a benefit to health bodies, but too few could result in workforce shortfall and drive costly agency use. HEIW use IMTPs, workforce plans and ongoing engagement with health bodies to inform their Education and Training Plan.
- 9 HEIW undertakes a number of practical steps as part of its planning processes to help ensure value is obtained from the investment in education and training:
 - **Developing dashboards and making good use of data to inform education training plans.** This includes:
 - A task and finish group to improve the quality of data which it records and analyses.
 - Developing and improving data intelligence to model strategic workforce planning (one of the 'deliverables' within its IMTP).

- Using predictive modelling to plan the right number of learners to meet future workforce needs. This also considers where there is likely lower than expected fill rates.
 - **Holding ongoing discussions with Health Boards and Trusts to plan sustainable career pathways.** For example, HEIW encourages organisations to support career progression for first-year nurses. This helps to create the capacity to employ new graduates and ensures a steady flow of trained professionals. This also encourages personal development to help build a sustainable and resilient workforce into more senior roles which supports workforce planning and sustainability.
 - **Taking action to improve retention.** While not directly within the scope of this review, it is positive that HEIW is complementing its nurse education commissioning with its nursing retention plan and a renewed commitment to strengthen retention efforts in the 2025 strategic nursing workforce plan, recognising more needs to be done.
- 10 HEIW works hard to balance the demand for education and training against the number of placements available with education providers. HEIW's strategic commissioning approach also provides some resilience as it works with and commissions a broad range of education providers.
- 11 With some courses running over several years by the time students have qualified, occasionally the landscape changes. In general, the demand for core roles is continuous and we understand that most who have successfully trained in Wales, work in NHS Wales. But there are occasions where HEIW have had to work through post-qualification recruitment challenges particularly for physicians' associates and paramedic practitioners.

Building value into education contracts

- 12 While value can be defined financially, there are also non-financial value adding actions to achieve benefits for students, employers and the wider population. HEIW is appropriately demonstrating that it is seeking to add broader value through its education contracting approaches.
- 13 HEIW contracts provide added value to students' learning experiences. For example, 20% of learning must be interprofessional learning. HEIW has looked at other models of interprofessional learning and developed a bespoke approach for Wales. This educational approach reflects the multi-disciplinary way of working currently used in many NHS settings and better prepares students for employment.
- 14 Contracts also require education providers to ensure students gain an understanding of compassionate leadership and improvement. This is embedded in all pre-registration training. This encourages effective communication skills, team working and understanding of the health care sector. These additional course requirements encourage an understanding of wider service quality issues within the workforce.
- 15 HEIW is now designing contracts to improve access for a wider range of potential students. This has broader value-adding benefits. These include creating a more diverse workforce, adding economic value, enabling social mobility and better representing the people which NHS Wales serves. The updated contracts require education providers to adjust entry tariffs to support students from challenging backgrounds, disadvantaged areas of Wales and hard-to reach communities. These include students who:
- have been in care or looked after for three months or more;
 - are young carers;²
 - live in an area of high deprivation;
 - have parents not educated to a Higher Education level; and
 - hold a protected characteristic and are underrepresented in higher education.

² Young adult carers are young people aged 16 to 25 who care, unpaid, for a family member or friend with an illness or disability, mental health condition or an addiction.

Delivering value for money

HEIW is delivering initiatives that demonstrate its intent to improve value and outcomes

Value adding actions to support students

- 16 HEIW can clearly demonstrate practical actions through the course of the year to drive improved value in its education commissioning approach. In particular, HEIW recognises the main reason for interruption of study is maternity leave. HEIW works with education providers to make changes to courses to support those with caring responsibilities. There are examples of initiatives which have made course times more accessible for students who have children. There is also support for students to return to learning after maternity leave. For example:
- Flexible Class Times: At Wrexham University, the paramedic course now runs from 9 am to 3 pm. This helps students who need to drop off and pick up children for childcare.
 - Support During Maternity Leave: At the University of South Wales, HEIW helped set up 'keeping in touch' days for students on maternity leave. These days help students stay connected and feel supported when they return to their studies.
- 17 HEIW is also working with partners to 'streamline' the process for qualified nurses to move straight into relevant nursing jobs. NHS Wales Shared Services Partnership (NWSSP) manages this process to make it easier and quicker for newly qualified nurses to start work. Once nurses finish their training and meet the required standards, NWSSP places them directly into one of their preferred roles. As a result, nurses do not need to go through an interview.

- 18 This 'streamlining' reduces health board recruitment costs and helps to ensure that those who train in Wales are employed in Wales. This process also gives health boards earlier assurance of the number of nurses that they will be gaining. For 2025, the Nurse and Operating Department Practitioners' streamlining scheme allocation matched 727 students to one of their four choices. 177 students were unallocated and then managed through a separate process which matches graduates to vacant posts.
- 19 HEIW also gathers feedback from students and healthcare providers about the student experience. Students can raise concerns through online 'speaking up safely' toolkits, student forums, and surveys. HEIW also holds regular informal meetings with education providers, practice assessors, and education facilitators to keep updated on general progress.
- 20 HEIW can demonstrate escalation processes are in place for students who raise concerns. It also has a strong focus on the quality of professional education and education standards. During 2025-26, HEIW has committed to enhance its approach to student and trainee engagement to help improve the quality and, ultimately, value of education and training. This includes:
- the introduction of learner stories at Board;
 - the reinstatement of the National Student Forum;
 - Executive Team visibility in student focus teams and trainee engagement; and
 - more visible Board reports on the themes from student and trainee feedback.

Return on training investment

- 21 HEIW is working to improve how it tracks the number of students who, upon course completion go on to work in NHS Wales. While it would be unrealistic to expect all students that train in Wales to work in Wales, the loss of graduates out of Wales and to the private sector represents a poorer return on investment for NHS Wales. Our [2023 workforce data briefing](#) highlighted that at that time 86% of nurses who completed training in Wales ended up working in Wales. HEIW is starting to better track employment after graduation, but it recognises that this needs improvement. It is working on an action plan to address this.
- 22 For context, while not the responsibility of HEIW for commissioning medical undergraduates, it is also worth noting that only 29% of the undergraduate students who undertook their primary medical training in universities in Wales ended up working in Wales. While not in HEIW's remit, this is a wider reflection on the value for money challenge for NHS Wales, because despite significant numbers of doctors undertaking their training here, the Welsh workforce does not always benefit from their employment.
- 23 Students who get a bursary (money to help pay for their training) must work in Wales for two years after they finish their course. If they do not, they may have to pay the money back. A recent limited assurance internal audit report identified areas for improvement for HEIW to manage the risks associated with the bursary scheme. It said HEIW could do more to track and gather evidence of students who had gone to work in the NHS in Wales. If HEIW effectively tracked those who work in NHS Wales for the first two years (and longer) they could demonstrate the longer-term value for money of its investment. HEIW fully accepts the internal audit report findings and has an action plan for improvement.³ These include and are not limited to:
- developing a comprehensive standard operating procedure;
 - a schedule for undertaking periodic bursary spot checks; and
 - developing a formal process for recovery of funds.

³ [HEIW response to Internal Audit report recommendations \(page 53 onwards\)](#)

Managing course attrition

- 24 There are also value for money challenges related to course attrition, for example, where students who drop out of courses before they complete them. Course attrition can be costly; more so when students have already completed one or two funded years.
- 25 We asked HEIW to calculate the cost of attrition for nursing students (**Exhibit 1**). At that point in time, 2023-24 data was available, but the 2024-25 analysis was not yet available.

Exhibit 1: costs of training nursing students who have withdrawn for the 2023-24 academic year

Reason	Headcount	Lost cost (£m)
Students withdrawn (Not relating to academic failure)	89	0.793
Students withdrawn (academic failure)	24	0.211
Total	113	1.004

Source: HEIW

- 26 HEIW understands and closely monitors course attrition levels. It builds attrition performance thresholds into contracts with education providers, which they jointly monitor. HEIW uses these thresholds to inform actions to reduce attrition and to escalate concerns where more students than anticipated drop out. HEIW also keeps a record of attrition rates throughout each programme to forecast the numbers of students completing their training.

- 27 The figures in **Exhibit 1** are an underestimation in that they show only the costs for the student's final year of training (it does not include prior years training costs if they left in years two or three). Also, this analysis is only for student nurses, therefore, the total for all professions will be higher. While the 'lost costs' associated with attrition are proportionately low, and will always exist, they represent an important part of the financial assessment of value for money and inform oversight and scrutiny.

Reviewing value for money

While quality and performance monitoring of education training remains strong, HEIW does not sufficiently assess or report on education commissioning value for money

Improving education and training quality

- 28 HEIW has robust arrangements to gather performance data from education providers, which informs performance reports. Education providers submit a monthly data return to HEIW. This includes information on student recruitment, leavers, transfers, graduations and interruptions of study. HEIW includes this information in Power BI dashboards.
- 29 HEIW established the Education and Training Oversight Group, which looks at data to spot patterns or unusual changes. Data from the Power BI dashboards inform performance reports presented to the Education, Commissioning and Quality Committee. This data underpins three formal contract meetings which HEIW has with each education provider every year and the Council of Deans.

- 30 HEIW also has robust arrangements to review and manage the quality of the education placements it commissions. HEIW uses data and provider feedback including ongoing conversations with education providers and trainee feedback to identify any quality issues. This information also helps shape regular Quality Assurance Reports for each discipline which relevant officers present at the Education, Commissioning and Quality Committee. Reports include recruitment and retention figures and feedback from trainee surveys with associated learning points and actions. As we have identified in our past audit work, there are good overall education quality assurance and escalation processes alongside formal escalation frameworks.
- 31 HEIW is, however, missing opportunities to report on the impact of the delivery of its Education and Training Plan. Each September, education providers submit a self-assessment which includes information on how they are performing against contracts and key performance indicators. There are opportunities to build information from these self-assessments into reports HEIW produces.
- 32 The Quality Assurance Report for Nursing and Health Professional report at the Education, Commissioning and Quality Committee in July 2025 helpfully includes:
- forecasts for student numbers;
 - progress milestones;
 - issues that need managing;
 - how many people are ready to be recruited into the NHS; and
 - how many students have been involved in streamlining.
- 33 However, going forward, there is an opportunity to develop reports to include how education providers are complying with KPIs in contracts and what difference this is making to the student experience. For example, reports could include the impact of initiatives such as:
- interprofessional learning and compassionate leadership and improvement training – whether students feel better prepared for the workforce because of these initiatives or whether Health Boards recognise this skill;

- initiatives for students with caring responsibilities – whether the care related initiatives are having an impact on attrition rates or enabling more applications from those with caring responsibilities;
- streamlining – what efficiencies are gained by this practice and whether it has positive impacts on both the employee and employer demonstrating the wider financial value of the initiative.

Financial aspects of value for money

- 34 HEIW is adding value into the education placements it commissions. However, in a strained financial environment it could do more to demonstrate and publicise the scale of the value it adds.
- 35 HEIW has completed an internal basic calculation of the return on investment of training health professionals through medium-term analysis of agency staffing cost avoidance in health bodies. This limited analysis shows that if HEIW trains one extra nurse who goes on to work in the NHS, it could save a Health Board between £202,000 and £439,000 over 10 years compared to using agency staff. HEIW is missing an opportunity to present more detailed longer-term value forecasts.
- 36 One of HEIW's IMTP priorities this year is to support Health Bodies with their planned care waiting list recovery because, at present, NHS bodies are outsourcing and insourcing at significant 'premium' cost to reduce waiting lists. This demonstrates HEIW is responding and aligning its priorities with wider NHS workforce challenges to add even more value.
- 37 There is also a clear opportunity to review the value for money (both costs and impact) of the International Student Nursing Scheme. After the COVID-19 pandemic, fewer people were applying to train as nurses. To address this, HEIW developed a project to bring international students to Wales to train as nurses within the NHS. One of the project aims was to improve integration for international students. By undertaking training in Wales, it is more likely students will build friendships and social networks and feel more connected to their workplaces. As a result, more students may stay in the Welsh NHS long term. The first group of students will graduate in 2025. HEIW has an opportunity to monitor and report aspects such as:
- how much the project cost;

- how many students stay/stayed working in NHS Wales; and
- student experience and feedback.

38 HEIW's reporting to the Education, Commissioning and Quality Committee and the Board on value for money could be improved. We have identified good examples through the course of our work where HEIW is taking action to add value. But there is both opportunity and a need to better understand the financial value achieved alongside areas where investment has not directly added value to NHS Wales. These areas are not limited to, but could include:

- improved analysis of cost avoidance – for example, where supply of new staff has demonstrably avoided additional agency staffing costs or reliance on premium outsourcing or insourcing arrangements;
- robust analysis costs of attrition across all professional groups and including prior years' education costs where students leave in years 2, 3 or 4;
- cost of student training where they finish training but do not successfully qualify; and
- cost of student training for students trained in Wales, supported by HEIW, but do not then go on to work in NHS Wales.

39 The Education, Commissioning and Quality Committee's terms of reference requires it to:

- seek assurance of the effective performance, monitoring, management and **value of education and training programmes and contracts**, including the identification and management of related risk; and
- recommend to the Board areas for investment/disinvestment in Education and Training Plans **taking into account value-based commissioning**.

40 While we see the Education, Commissioning and Quality Committee demonstrating strong oversight of the preparation of education training plans and education quality, its focus on the value for money of commissioned needs to be developed further.

41 There is a strong focus and significant investment of time in the preparation of the Education and Training Plan. Further analysis of the impact and value it has achieved following the end of each academic year would:

- provide assurance on value; and
- inform decision making and prioritisation in subsequent Education and Training Plans which are developed in the Autumn.

Recommendations

R1 Develop and apply a proportionate and evidence-based framework of measures to assess the value for money of commissioned education and training, drawing on both financial and non-financial indicators and comparative performance. This should focus on outcomes that are material, measurable and within the organisation's influence, including benchmarking against other UK nations (**paragraphs 28 to 34**). These could include, but are not limited to:

- lost opportunity costs in financial terms associated with course attrition, and those financially supported and trained in Wales but not subsequently employed in Wales;
- positive financial impact of any targeted action to reduce attrition;
- positive financial impact of employment 'streamlining' so that more of the students funded in Wales are employed in Wales and therefore adding value in Wales;
- updated analysis on impact of agency cost reduction across a broader range of professions; and
- employer satisfaction with training of new recruits following training.

R2 Prepare a report at least annually on value for money of education commissioning, following the academic year-end. This should enable the Education Commissioning and Quality Committee to discharge its Terms of Reference in respect of overseeing and scrutinising value and also help to inform future commissioning plan discussions. (**Paragraphs 38 to 40**)

Appendices

1 About our work

Scope of the audit

- We have reviewed HEIW's arrangements to maximise the value of its education commissioning expenditure, its processes and controls to secure better value for money, its approaches for recording and tracking whether it is using its resources effectively, and whether it is maintaining effective oversight.
- We considered the overarching value for money arrangements for education commissioning across the organisation, with specific additional testing on the practical arrangements in relation to Nursing education commissioning. We did not directly assess the quality of those arrangements.
- We also assessed the progress that HEIW has made on the recommendations made in our 2022 [Review of Annual Commissioning Arrangements](#) report.

Audit questions and criteria

Questions

Our audit addressed the following questions:

- Does HEIW plan how it will demonstrate the effectiveness of the value for money (VFM) of commissioned education places?
- Does HEIW undertake activities to assess and secure VFM of commissioned education places?
- Does HEIW monitor the effectiveness of VFM arrangements for commissioned education places?
- Has HEIW addressed the recommendations made in our 2022 review?

Criteria

Methods

We undertook the audit work between May and August 2025.

We reviewed the following key documents:

- Return on investment analysis
- Performance management frameworks
- Education Training Plans
- IMTP
- Quality Assurance Reports

We interviewed the following:

- Deputy Chief Executive/Director of Finance Planning and Performance
- Director of Education Strategy and Transformation
- Director of Nurse and Health Professional Education
- Chair Education, Commissioning and Quality Committee
- Director of Digital Development
- Head of pre-registration
- Deputy Director of Education Commissioning Quality
- Education and Improvement Project Manager

We also asked HEIW to complete and submit a self-assessment, setting out its view of progress against the 2022 recommendations. The self-assessment was completed and returned to us on 25 June 2025.

2 Progress on previous recommendations

Progress against previous recommendations

We made the following recommendations in our [2022 Review of Annual Commissioning Arrangements](#). We have highlighted the status of these recommendations based on our follow up review. HEIW has made good progress against previous recommendations.

2022 Recommendation 1

Target completion date:
September 2022

Complete

Workforce Information

Health Board Integrated Medium Term Plans (IMTP) are the main source of information used to determine required student numbers and placements. However, our work has identified that the quality of data and information within IMTPs relating to workforce planning is of variable quality.

HEIW should:

- a) work with the Welsh Government to strengthen annual and/or IMTP planning guidance to ensure that workforce commissioning requirements are clearly set out in core health body plans or supporting documents; and
 - b) work with health boards to identify and forecast longer-term workforce trends and needs to inform commissioning plans.
- a) HEIW acknowledge that it is their responsibility to collect education provider commissioning figures. HEIW use a template to collect the figures and HEIW review this annually. The October 2022 Audit Recommendations Tracker marked this recommendation as complete.
 - b) HEIW developed the Education Training Plan in collaboration with NHS Wales. HEIW have ongoing discussions with Health Boards and Trusts about workforce planning both in the short and medium term. Expanded use of data has helped

develop scenario-based modelling for the future workforce which informs the Education and Training Plan.

2022 Recommendation 2

Target completion date: April 2022

Contract business meeting minutes

Contract business meeting minutes. Minutes of the contract business meetings are not circulated in a timely manner. The minutes are circulated along with the papers of the next meeting, leaving a four-month lag. To improve the administration of contract business meetings HEIW should aim to circulate draft minutes within two weeks of the meeting taking place. The minutes can be formally confirmed as accurate at the next meeting.

Partial

HEIW marked the recommendation to circulate draft minutes within two weeks of the meetings as complete in the July 2022 Audit Recommendations tracker. However, HEIW stated in the self-assessment return for this audit that this is not always possible to achieve. As a result, we have marked this recommendation as partially complete.

2022 Recommendation 3

Target completion date: June 2022

University improvement action plans

Where HEIW identifies areas of underperformance or issues, universities are required to produce an action plan, which HEIW monitors. We found the action plans submitted by the universities were of varying quality and submitted in a variety of formats. HEIW should develop a standardised format for action plans

Complete

We recommended that HEIW should develop a standardised format that asked Universities to set out minimum criteria for action plans. HEIW marked this as complete in the October 2022 Audit Recommendations Tracker. HEIW and education providers have agreed a quality and performance framework

that as a minimum ask universities to set out:

- identified issues;
- mitigating/improvement actions;
- lead for each action;
- timescales for completion;
- space for progress updates.

but not a standard form for improvement/action plans. The action plans used by education providers do contain the criteria set out in the recommendation.

2022 Recommendation 4

**Target completion date:
September 2022**

Annual performance and quality report

There are two annual reports on the commissioning process, one on performance and one on quality. This is because performance and quality information are available at different times of the year and producing two reports avoids a reporting lag. However, separating the two reports means that HEIW is potentially missing key trends or issues. HEIW should identify ways in which they can bring together key themes and issues from the annual performance and quality reports to provide a more comprehensive picture of the commissioning process and education effectiveness.

Complete

We recommended that HEIW should identify ways in which they can bring together key themes and issues from annual performance and quality reports to provide a more comprehensive picture of the commissioning process and education effectiveness. HEIW marked this recommendation as complete in the October 2022 Audit Recommendations Tracker. HEIW and education providers have agreed a quality and performance framework. This brings performance and quality for commissioning together. Reports on performance and quality are regularly reported to the Executive Team and Education Commissioning and Quality Committee.

2022 Recommendation 5**Target completion date: February 2022****Reporting to Education
Commissioning and Quality
Committee**

The Committee receives regular reports on the quality of commissioned training, but the format of these reports is inconsistent and presented as a mixture of verbal and written updates. To strengthen assurance and to allow committee members to review information before the meeting, HEIW should present its quality assurance reports in a standardised, written format at each meeting.

Complete

In the previous review we found inconsistency in the presentation of reports to Education, Commissioning and Quality Committee, with a mix of verbal and written updates. We recommended that HEIW should report in writing on these issues to strengthen assurance and allow committee members to review information before the meeting. HEIW marked this as complete on the July 2022 Audit Recommendations Tracker. Quality Assurance Reports to the Education Commissioning and Quality Committee are regularly in written format. Alternatively, they may be presented as digital presentations which form part of the agenda or can be sent to attendees.

3 Management Response Form

Ref	Recommendation	Management response Please set out here relevant commentary on the planned actions in response to the recommendations	Completion date Please set out by when the planned actions will be complete	Responsible officer (title)
R1	<p>Develop and apply a proportionate and evidence-based framework of measures to assess the value for money of commissioned education and training, drawing on both financial and non-financial indicators and comparative performance. This should focus on outcomes that are material, measurable and within the organisation's influence, including benchmarking against other UK nations.</p> <p>These could include, but are not limited to:</p> <ul style="list-style-type: none"> a) lost opportunity costs in financial terms associated with course attrition, and those financially supported and trained in Wales but not 	<p>We will review and strengthen the current value for money framework for commissioned education and training by identifying a focused set of appropriate measures that are feasible, proportionate and analytically robust.</p> <p>This will include enhanced use of comparative benchmarking (for example, attrition rates, completion and workforce entry outcomes relative to England and Scotland), continued use of contractual KPIs as primary indicators of value, and targeted analysis where performance deviates from expectations.</p> <p>We will also assess data gaps and dependencies (including, for example,</p>	<p>Timescale – should be anchored to the timetable for commissioned programmes eg we will consider the range of measures ahead of, and to inform, the first report which we will produce by November 2026 to reflect performance in the 2025-26 academic session.</p>	<p>Director of Education Strategy and Transformation</p>

Ref	Recommendation	Management response Please set out here relevant commentary on the planned actions in response to the recommendations	Completion date Please set out by when the planned actions will be complete	Responsible officer (title)
	<p>subsequently employed in Wales;</p> <p>b) positive financial impact of any targeted action to reduce attrition;</p> <p>c) positive financial impact of employment 'streamlining' so that more of the students funded in Wales are employed in Wales and therefore adding value in Wales;</p> <p>d) updated analysis on impact of agency cost reduction across a broader range of professions; and</p> <p>e) employer satisfaction with training of new recruits following training.</p>	<p>cross-border workforce flows and agency spend) and set out, where appropriate, how these may be addressed over time or why they cannot currently be relied upon for routine value for money assessment. We will develop our approach iteratively.</p>		
R2	<p>Prepare a report at least annually on value for money of education commissioning, following the academic year-end. This should</p>	<p>R2 is therefore that we will produce a report at the end of each academic cycle eg by November to reflect outcomes in the previous academic session.</p>	<p>R2 is therefore that we will produce a report at the end of each academic cycle</p>	<p>Director of Education Strategy and Transformation</p>

Ref	Recommendation	Management response Please set out here relevant commentary on the planned actions in response to the recommendations	Completion date Please set out by when the planned actions will be complete	Responsible officer (title)
	enable the Education Commissioning and Quality Committee to discharge its Terms of Reference in respect of overseeing and scrutinising value and also help to inform future commissioning plan discussions.		eg by November to reflect outcomes in the previous academic session	

About us

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Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg.