

Consultation on a new regulatory system including conditions of registration and funding

Date: 15 May 2025

Reference: Medr/2025/02

To: All tertiary education providers

Respond by: 18 July 2025

More information: regulationadvice@medr.cymru

Theme: Regulation and Funding

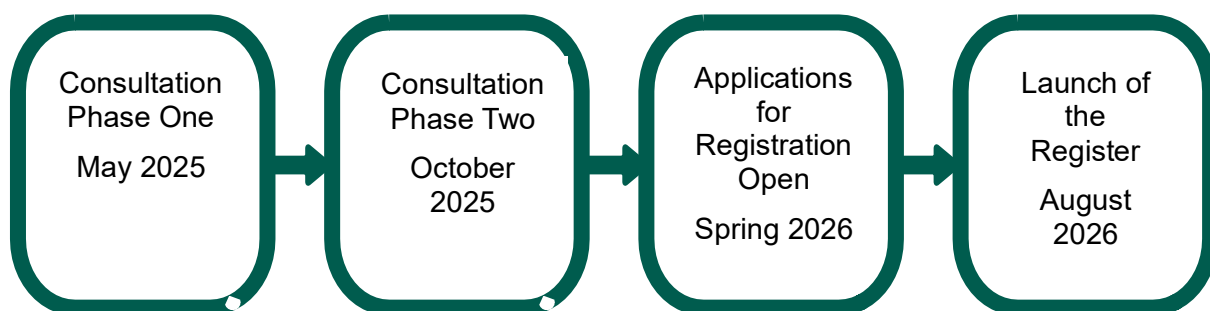
This consultation seeks views on elements of the new regulatory system for tertiary education and training providers in Wales. Further consultation will take place later in 2025 on the whole of the new regulatory system. The new system will be implemented in 2026.

All tertiary education and training providers and other stakeholders are invited to respond.



Introduction

1. The Tertiary Education and Research Wales Act 2022 ('The Act') sets out the requirements for a new regulatory system for tertiary education and training providers in Wales. This consultation seeks views on Medr's proposed:
 - **Regulatory Approach**, which sets out how we propose to act as a proportionate¹ and risk-based regulator, and a **Statement of Intervention Powers** including how those powers may be deployed ([Annex A](#)).
 - **Regulatory Framework** which includes a first part of the draft Conditions of Registration and Conditions of Funding; guidance on the requirements for compliance; information on arrangements for ongoing monitoring; and the process for how, and what type of, incidents and events must be reported to Medr ([Annex B](#)).
 - **Quality Framework**, which underpins the condition requirements and monitoring arrangements in respect of quality ([Annex C](#)).
2. This consultation has been published to satisfy the following requirements in the Tertiary Education and Research (Wales) Act 2022:
 - 27 (5) Initial Registration Conditions;
 - 28 (7) General Ongoing Registration Conditions;
 - 50 (4) Quality Assurance Frameworks, and;
 - 81 (3) Statement on Intervention Functions.
3. Stakeholders are invited to submit consultation responses via our [survey](#) by 18 July 2025.
4. We will also undertake a programme of engagement with stakeholders on these proposals.
5. Further consultation will take place later in 2025 on the whole of the new regulatory system including those elements not included in this consultation that are currently under development.



¹ Medr's regulatory approach and intervention powers set out principles by which we wish to develop a regulatory framework and environment that balances the harm associated with the scale and significance of the risks of non-compliance and/or poor performance, against the burden placed on providers.

Background

6. The Act sets out the system by which we will regulate tertiary education and training providers in Wales. The new system is to be based on a Register for higher education providers, with an associated **Regulatory Framework** comprised of Initial and Ongoing Conditions of Registration.
7. Some elements of the **Regulatory Framework** will also apply to other tertiary education and training providers in Wales via Conditions of Funding, as set out in the diagram below and table at paragraph 15. Medr will monitor compliance with Conditions of Funding, and has powers to intervene or alert Welsh Ministers, who also have powers to intervene in further education institutions.

Figure 1 - Regulatory Framework (* Conditions of Registration / Funding, for which views are sought in this consultation)

Conditions of Registration		Conditions of Funding
Initial	Ongoing	Funding
Financial Sustainability*	Financial Sustainability*	Financial Sustainability*
Governance and Management*	Governance and Management*	Governance and Management*
Quality*	Quality*	Quality*
Welfare of Staff and Students	Welfare of Staff and Students	Welfare of Staff and Students
	Regard to Advice and Guidance*	Regard to Advice and Guidance*
	Learner Protection Plan	Learner Protection Plan
	Learner Engagement Code	Learner Engagement Code
	Equality of Opportunity	Equality of Opportunity
	Complaints Process	Complaints Process
	Welsh Language	Welsh Language
Validation Arrangements	Validation Arrangements	
Fee Limits (HE Core Category Only)*	Fee Limits (HE Core Category Only)*	
Charitable Status (HE Core Category Only)*	Charitable Status (HE Core Category Only)*	
Information Provided to Prospective Students*	Information Provided to Prospective Students*	
	Notification of Changes which affect the Accuracy of Information*	
	Information, Assistance and Access	

- Yellow - Conditions of Registration that are also Conditions of Funding for non-registered providers (excluding school sixth forms)
 - Green - Conditions of Registration only (i.e. not Conditions of Funding)
8. Medr has duties in respect of the monitoring of compliance with Conditions of Registration and Conditions of Funding, and powers to intervene in the event of breaches of any conditions. Providers on the higher education Register are due to have all their higher education courses automatically designated for student support. Welsh Government is currently [consulting](#) on these arrangements.
 9. Our [Strategic Plan](#) articulates our vision for the next five years through a foundation aim and five interconnected strategic aims. Our foundation aim is “*To establish Medr as a highly effective organisation and trusted regulator*”. To support this aim, we have produced a statement of our approach, set out within our **Regulatory Approach and Intervention Powers**, which describes the guiding principles by which we will undertake our regulatory duties, with the aim of achieving our vision “*...to enable a tertiary education and research system which is centred around the needs of learners, society and economy with excellence, equality and engagement at its heart.*”
 10. Our approach sets out that we are committed to regulating in a manner that is transparent, proportionate, consistent and risk-based, and aligned with our values. This approach integrates the strengths of rules based (compliance) and goal-based (continuous improvement) regulation, with the intention of securing provider compliance and driving forward improvements. This has underpinned the development of the new regulatory system.
 11. Medr is developing monitoring arrangements in respect of compliance with each of the conditions. Where providers are in breach of Conditions of Registration or Conditions of Funding, we will have powers to intervene to address non-compliance. A statement of our intervention functions is set out within our **Regulatory Approach and Intervention Powers**.
 12. For providers of higher education, the Register of higher education providers in Wales (‘The Register’) forms the core of the new regulatory system. There will be two categories of registration for providers of higher education:
 - **Higher Education Providers (Core)** - Providers registered in this category will be eligible for automatic designation for Welsh Government student fee and maintenance support for higher education courses at the higher fee level, provided under the Teaching and Higher Education Act 1998. Providers in this category will also be eligible for Medr higher education grant funding.
 - **Higher Education Providers (Alternative)** – Providers registered in this category will be eligible for automatic designation for Welsh Government student fee and maintenance support for higher education courses at the lower fee level, provided under the Teaching and Higher Education Act 1998. Providers in this category will not be eligible for higher education grant funding.
 13. For providers seeking registration in either category, acceptance onto the Register will be conditional on compliance with Initial Conditions of Registration. Once registered, providers will need to comply with Ongoing Conditions of Registration. Similarly, those providers that are subject to Conditions of Funding will need to comply with those conditions on an ongoing basis. The requirements of some

conditions will be informed by other regulatory documents. The condition in respect of Quality will apply to all tertiary education and training providers, and will be underpinned by the **Quality Framework**.

Consultation

14. There is a statutory requirement for Medr to publish information on the requirements of the new regulatory system and to consult on much of this prior to final publication. This consultation and the further consultation planned for later in 2025 aim to satisfy this requirement.
 - Section 27 of The Act requires Medr to publish a document setting out the requirements in respect of Initial Conditions of Registration and to consult on these before publication.
 - Section 28 of The Act requires Medr to publish a document setting out the requirements in respect of General Ongoing Conditions of Registration and to consult on these before publication.
 - Section 50 of The Act enables Medr to publish Quality Frameworks subject to consulting before doing so.
 - Section 81 of The Act requires Medr to publish a Statement setting out how it proposes to exercise its intervention functions and to consult on this before publication.
15. Not all of the elements of the new system covered by this consultation apply to every tertiary education and training provider. The elements that are relevant to providers of different types of provision are set out in the table below. Some provision for which higher education providers are responsible is delivered through franchised or sub-contractual provision. Where this is the case, higher education providers should ensure that franchise or sub-contractual partners are alerted to the consultation and given the opportunity to respond, either separately or within the response of the franchising partner. Please note that specific course designation is not within the scope of this consultation.

Figure 2 – Overview of how aspects of the consultation apply to the tertiary sector

	Annex A	Regulatory Framework – Annex B			Annex C
Provision	Regulatory Approach and Intervention Powers	Conditions of Registration	Conditions of Funding ¹	Monitoring and Reportable Events	Quality Framework
Higher education (including franchised / sub-contractual)	✓	✓	✗ ²	✓	✓
Higher education courses specified by Welsh Ministers in regulation	✓	✗	✓	✓	✓
Further education	✓	✗	✓	✓	✓
Apprenticeships	✓	✗	✓	✓	✓
Adult community learning	✓	✗	✓	✓	✓
School sixth forms ³	✓	✗	✗	✗	✓
Other Tertiary ⁴	✓	✗	✗	✗	✓

¹ There may be terms and conditions for specific higher education grants beyond the conditions of funding.

² For franchise providers, the following conditions of funding apply under section 90(4) of the Tertiary Education and Research (Wales) Act 2022: Learner Protection Plans, the Learner Engagement Code and Regard to Advice and Guidance.

³ School sixth forms are not covered by Medr's conditions of registration or funding because they are part of the existing funding and regulatory framework that applies to schools and their maintaining local authorities.

⁴ This encompasses any tertiary education or training provision delivered in Wales by a provider that is not regulated or funded by Medr

Annex A - Regulatory Approach and Intervention Powers

This is relevant to:

- all tertiary education and training providers in Wales.

16. It is our intention to be a proportionate and risk-based regulator to achieve the aims set out in our Strategic Plan. In relation to our proposed Regulatory Approach:

To what extent do you agree that our Regulatory Approach will support our ability to fulfil the aims of our Strategic plan?

Strongly Agree / Agree / Disagree / Strongly Disagree

To what extent do you agree that our Regulatory Approach will support our intention to be a proportionate and risk-based regulator?

Strongly Agree / Agree / Disagree / Strongly Disagree

To what extent do you agree with the philosophy, principles and expectations set out in our Regulatory Approach?

Strongly Agree / Agree / Disagree / Strongly Disagree

Could the Regulatory Approach, as set out, be applied consistently across all tertiary providers?

Yes / Partially / No

If no or partially, please provide details of how it could be applied consistently.

Is the Regulatory Approach sufficiently reflected throughout the different Conditions of Registration and Conditions of Funding that are set out in this consultation?

Yes / Partially / No

If no or partially, please provide details of how it could be sufficiently reflected.

If you have any other comments related to our regulatory approach, please note here.

17. Our proposed Intervention Powers apply to all tertiary education and training providers in Wales as it sets out the range of our intervention powers and how these may be used to address issues of non-compliance with Conditions of Registration and Conditions of Funding. The document outlines those interventions specified under The Act and other potential non-specified interventions underpinned by Medr's statutory functions. The document also applies to providers of tertiary education and training delivered in Wales that are not regulated or funded by Medr, as it outlines some limited intervention powers in respect of quality.

To what extent do you agree that the interventions align to The Act's intentions?

Strongly Agree / Agree / Disagree / Strongly Disagree

To what extent do you agree that the Statement of Intervention aligns with our Regulatory Approach?

Strongly Agree / Agree / Disagree / Strongly Disagree

Would supplementary guidance for the Statement be helpful?

Yes / No

Please note the areas where supplementary guidance would be helpful.

This is relevant to:

- Higher education (including franchised / sub-contractual)
- Higher education courses specified by Welsh Ministers in regulation
- Further education
- Apprenticeships
- Adult community learning

18. This consultation seeks views on some of the Initial and Ongoing Conditions of Registration, as well as associated requirements and monitoring arrangements. There is commonality between some of the Conditions of Registration for higher education providers and the Conditions of Funding for other tertiary education and training providers. The draft Conditions of Registration / Funding, for which views are sought in this consultation are indicated by an asterisk in [Figure 1](#). The remaining conditions are currently under development and will be consulted upon later this year.
19. We have cast the requirements for each of the draft Conditions of Registration / Funding at a high-level. This allows us to apply the conditions to the full diversity of tertiary education and training providers that are to be regulated by Medr. In line with our Regulatory Approach, we have sought to minimise administrative burden on providers, wherever appropriate, placing emphasis on providers gaining their own assurance regarding compliance with conditions and proactively reporting issues to Medr. For our proposed [Regulatory Framework](#), we are seeking views on the following:

Monitoring Arrangements

20. Our Regulatory Approach has informed the way that we intend to monitor compliance with the Conditions of Registration / Funding, which is explained in our [proposed monitoring arrangements](#). Further detail on monitoring is provided under each condition. More information on monitoring will be provided as part of the consultation later in 2025.

In the Statement, we have provided two potential models for our approach to engagement with those providers that we monitor – do you have any comments in relation to this?

Do you have any other comments regarding the proposed approach to monitoring compliance with Conditions of Registration / Funding?

Financial Sustainability

21. The development of this proposed [Condition of Registration / Funding](#) has drawn on existing regulation and financial assurance arrangements in respect of higher education and further education providers, whilst taking into account the current and potential future environment for tertiary education in Wales. The requirements for this condition reflect the importance of Medr's role in monitoring the financial sustainability of all tertiary education providers in Wales. This condition applies to all registered providers in both categories as an Initial and an Ongoing Condition of Registration. It also applies to all funded providers as a Condition of Funding.

Could the condition in respect of Financial Sustainability be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Governance and Management (Including Financial Management)

22. Our proposed [Condition of Registration / Funding in relation to Governance and Management](#) (Including Financial Management) sets out our expectations in respect of the governance and management of providers, including how they manage their finances. In order to minimise burden, the condition places a degree of reliance on providers gaining their own assurance regarding compliance with their governing documents and relevant governance codes, with providers to periodically seek external assurance regarding the effectiveness of their governance arrangements. This condition applies to all registered providers in both categories as Initial and an Ongoing Condition of Registration. It also applies to all funded providers as a Condition of Funding.

Could the condition in respect of Governance and Management be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Quality

23. Our proposed [Condition of Registration / Funding in relation to Quality](#) draws upon the draft Quality Framework and embraces both baseline compliance and continuous improvement. This condition applies to all registered providers in both categories as an Initial and Ongoing Condition of Registration. It also applies to all funded providers as a Condition of Funding.

Could the condition in respect of Quality be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Regard to Advice and Guidance

24. Our proposed [Condition of Registration / Funding in relation to regard to advice and guidance](#) requires providers to give due regard to any advice or guidance issued by Medr. This condition applies to all registered providers in both categories as an Initial and Ongoing Condition of Registration. It also applies to all funded providers as a Condition of Funding.

Could the condition in respect of Regard to Advice and Guidance be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Information Provided to Prospective Students

25. Our proposed [Condition of Registration in relation to regard to Information Provided to Prospective Students](#) requires the information provided to prospective students to comply with consumer law including any guidance from the Competition and Markets Authority. This condition applies to all registered providers in both categories as an Initial and Ongoing Condition of Registration.

Could the condition in respect of Information Provided to Prospective Students be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Fee limits

26. Our proposed [Condition of Registration in relation to Fee Limits](#) requires registered providers in both categories to have a fee limit statement approved by Medr and to ensure that regulated course fees do not exceed the relevant fee limit. This condition applies as an Ongoing Condition of Registration.

Could the condition in respect of Fee Limits be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Notification of Changes Which Affect the Accuracy of Information

27. Our proposed [Condition of Registration in relation to Notification of Changes Which Affect the Accuracy of Information](#) aims to satisfy the requirement for mandatory ongoing Conditions of Registration relating to the accuracy of information contained in a provider's entry in the Register, as well as the notification of changes to a provider's tertiary status in Wales. The condition requires all registered higher education providers in both registration categories to notify us of any change which affects the accuracy of the information contained in the provider's entry in the Register or which affects the provider's status as a tertiary education provider in Wales. This condition applies as an Ongoing Condition of Registration.

Could the condition in respect of Notification of Changes Which Affect the Accuracy of Information be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Charitable Status

28. Our proposed [Condition of Registration in relation to Charitable Status](#) requires all registered higher education providers in the Higher Education Core Category to be charities. This condition applies as an Initial and Ongoing Condition of Registration.

Could the condition in respect of Charitable Status be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Reportable Events Process

29. Our [proposed Reportable Events Process](#) sets out our expectations for those incidents and events that need to be reported to Medr and how we should be notified of these. The process applies to all Registered and Funded providers and covers the reporting of Serious Incidents and other Notifiable events. The process flows from our Regulatory Approach, which places an emphasis on proactive self-reporting by providers. It also forms a key element of our approach to monitoring compliance.

Could the condition in respect of the Reportable Events Process be applied consistently across all tertiary providers?

Are the requirements of the condition proportionate?

Does this condition provide sufficient clarity regarding requirements?

Do you have any additional comments regarding the Conditions of Registration?
Please indicate which Conditions you are referring to in your response.

This is relevant to:

- **all tertiary education and training providers in Wales.**

30. Our proposed **Quality Framework** will support providers and Medr in ensuring that learners receive the highest-quality provision in a sector that strives for continuous improvement. It reflects provisions within the Act and takes into account Medr's broader duties and the Welsh Government's statement of priorities. It will apply to all provision of registered and funded tertiary education providers, including that provided on their behalf via franchise or sub-contractual arrangements.
31. The Quality Framework is intended to signal a new approach for quality and continuous improvement in tertiary education. There will be a further consultation in autumn 2025, which will include Learner Engagement Code and Learner Protection Plan guidance, together with the ways in which Medr will understand the performance of individual providers and the tertiary sector as a whole in relation to the Quality framework. This will provide an opportunity to give additional feedback relating to the Framework as we develop the monitoring and intervention processes.
32. The Framework aims to promote coherence with other parts of the education system in Wales and across the UK. Medr will aim to ensure that these quality arrangements have coherence with quality arrangements for compulsory education, particularly where individual providers, such as school 6th forms, deliver both compulsory and tertiary education.
33. Medr recognises that the landscape of tertiary education is complex and dynamic, so the Framework also aims to recognise the differences in each part of the sector, and to be adaptable to account for this, within an overarching approach. Providers will need to consider how they can align with the Framework in the context of their own mission and provision.
34. The Framework recognises that providers are subject to other requirements depending on the part of the sector in which they operate, and that it needs to minimise burden in enabling providers to comply with these. Medr will take account of these varying requirements (both statutory and non-statutory) as appropriate in its advice and guidance.
35. The Framework seeks to assure the quality of learning and teaching and promote continuous improvement (the term we use to encompass both improvement and enhancement activity). It recognises that each provider has primary responsibility for assuring its own quality and developing its own strategy for improvement, and reflects trust in the expertise and judgement of the tertiary education workforce. The Framework enables providers to use innovative approaches and change their approaches to delivery to achieve better outcomes for learners and better meet employer needs. Finally, it aims to balance the need for accountability and transparency across all parts of tertiary education, while streamlining reporting requirements.
36. The Framework acknowledges the current context for quality assessment, across the UK and beyond, and aims to add value in sustaining quality and driving continuous improvement. We are keen to understand any gaps and / or overlap that

you can identify, to help us consider how we may reduce burden and consolidate where possible. We have recognised in our definition of scope that our approach will need to evolve to as we develop our understanding in relation to some elements. This could include through collaborative work with providers and other agencies, and further guidance.

37. In due course we will need to determine whether or not we should formally designate a quality body to assess higher education. Work on this will be carried out to inform the next cycle of external quality assessments. We will also consider whether to adopt a common cycle length for the assessment of all tertiary education.
38. Medr will be held to account at sector level, and so we will need to define success in relation to the tertiary sector as a whole. The Quality Framework will help us to do this, including through setting priorities. However, sector level outcomes are impacted by performance at provider level. We therefore anticipate that we will need to engage at both sector and provider level to set expectations, intervening at provider level where appropriate.

Section A: Introduction, background and scope

To what extent do you agree that the drafting clearly sets out the statutory basis for the Framework and what it is intended to achieve?

Strongly Agree / Agree / Disagree / Strongly Disagree

Is the scope of the definition of quality appropriate?

Yes / No

If no, what further clarification is needed?

Section B: Principles

To what extent do you agree that the proposed principles are appropriate?

Strongly Agree / Agree / Disagree / Strongly Disagree

Section C: Criteria for assessing the quality of education

Which proposed features of the quality framework would have the most impact / add the most value in sustaining and improving quality over time?

Section D: Roles and responsibilities of Medr and providers regarding the quality of tertiary education

To what extent do you agree with the proposed approach, which identifies roles and responsibilities across each pillar?

Strongly Agree / Agree / Disagree / Strongly Disagree

What approach to external quality assessment adds the most value in terms of maintaining quality and driving improvement?

Section E: Processes for assessing the quality of education

The Framework sets out a range of data sets in supporting assessments of compliance with the quality Framework. To what extent do you agree that the proposed data sources are appropriate?

Strongly Agree / Agree / Disagree / Strongly Disagree

Are there any other priorities for consideration in relation to external quality assessment?

Yes / No

If yes, please note here

The Framework sets out a range of data sets in supporting assessments of quality. To what extent do you agree that the proposed data sources are appropriate?

Strongly Agree / Agree / Disagree / Strongly Disagree

Are there any other data that should be considered?

Yes / No

If yes, please note here

Section F: Intervention

Does the section provide clarity on how Medr will intervene to address issues relating to quality, standards and continuous improvement?

Yes / No

If no, what further clarification is needed?

Final reflections

Are there any gaps within the Framework that should be addressed?

Yes / No

If yes, please note here

Are there any particular elements within the current drafting that should be emphasised or strengthened?

Yes / No

If yes, please note here

If you have any further comments you would like to share regarding the Quality Framework, please note here:

Annex 1: Additional guidance for tertiary providers

Does this Annex take account of the key other documents and requirements for each part of the sector?

Yes / No

If no, what further information is required?

The Welsh language

39. This consultation seeks views on the impact of all of the above elements of the proposed regulatory system on the Welsh language.

Could the proposals be changed to increase positive effects, or decrease adverse effects on:

Opportunities for persons to use the Welsh language

Yes / No

Please provide details.

Treating the Welsh language no less favourably than the English language?

Yes / No

Please provide details.

Impact on the Well-being of Future Generations Act (2015)

40. This consultation seeks views on the impact of all of the above elements of the proposed regulatory system on the Well-being of Future Generations Act 2015.

Will the proposals contribute to the achievement of the national well-being goals set out in the Well-being of Future Generations Act 2015?

Yes / No / Partially

Please provide details

Impact on equality, diversity and inclusion

41. This consultation seeks views on the impact of all of the above elements of the proposed regulatory system on equality, diversity and inclusion.

Do the proposals take account of the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

Yes / No / Partially.

- advance equality of opportunity between persons who share a protected characteristic and persons who do not share it;

Yes / No / Partially.

- foster good relations between persons who share a protected characteristic and persons who do not share it:

Yes / No / Partially.

- reduce the inequalities of outcome which result from socio-economic disadvantage?

Yes / No / Partially.

If you have any further comments you would like to share regarding impact on equality, diversity and inclusion, please note here:

Impact Assessment

42. We have carried out an impact assessment screening to help safeguard against discrimination and promote equality. We anticipate a positive impact on race, sex, disability, age, religion and belief. We have also considered the impact of these proposals on the Welsh language, Welsh language provision within the tertiary sector in Wales, socio-economic characteristics and potential impacts towards the goals set out in the Well-Being of Future Generations (Wales) Act 2015.
43. The Quality Framework is designed to ensure that Medr can fulfil its responsibilities in relation to the quality assurance of tertiary education, which includes ensuring good quality opportunities for learners. It encompasses, broadly, all aspects of a learner's experience and, following our initial impact assessment, there is likely to be a positive-neutral impact on learners following its implementation.
44. The Framework includes a strong focus on data analysis, including learners' personal characteristics where available, which will allow Medr to identify trends and issues which could impact on learners with protected characteristics. There is a focus on education through the medium of Welsh, with Medr policy supporting the expansion of opportunities for learners to learn through the medium of Welsh if they choose to do so. The Framework also focuses on the professional development of the tertiary workforce which is likely to have a positive impact on learners.

Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

www.medr.cymru

2 Cwr y Ddinas
Stryd Tyndall
Caerdydd
CF10 4BZ

2 Capital Quarter
Tyndall Street
Cardiff
CF10 4BZ



Noddir gan
Lywodraeth Cymru
Sponsored by
Welsh Government