

Agenda – Public Accounts and Public Administration Committee

Meeting Venue:	For further information contact:
Committee Room 3 and Video	Fay Bowen
Conference via Zoom	Committee Clerk
Meeting date: 6 July 2022	0300 200 6565
Meeting time: 09.00	SeneddPAPA@senedd.wales

This meeting will be broadcast live on www.senedd.tv

(Private pre-meeting)

(09:00 – 09:15)

1 Introductions, apologies and substitutions

(09:00)

2 Papers to note

(09:15 – 09:45)

2.1 Letter from the Chief Executive and Clerk of the Senedd on Recommendation 1 in the Committee's report on the Scrutiny of Accounts 2020–21

(Pages 1 – 8)

2.2 Letter from the Chief Executive and Clerk of the Senedd on Recommendation 3 in the Committee's report on the Scrutiny of Accounts 2020–21

(Pages 9 – 149)

2.3 Letter from the Welsh Government on Escalation and Intervention Frameworks

(Pages 150 – 157)

3 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the following business:

(09:45)

Items 4–7.



- 4 Legal Briefing on the Legislative Consent Motion on the Trade
(Australia and New Zealand) Bill**
(09:45 – 10:50) (Pages 158 – 168)
- (Break)**
(10:50–11:00)
- 5 Care Home Commissioning: Consideration of the draft report**
(11:00 – 12:00) (Pages 169 – 203)
- 6 Auditor General for Wales report: The new Curriculum for Wales**
(12:00 – 12:15) (Pages 204 – 270)
- 7 Auditor General for Wales Report: Tackling the Planned Care
Backlog in Wales**
(12:15 – 12:30) (Pages 271 – 307)

Manon AntoniazziPrif Weithredwr a Chlerc y Senedd
Chief Executive and Clerk of the Senedd

Agenda Item 2.1

Mark Isherwood MS
Chair of Public Accounts and Public Administration Committee
Senedd Cymru
Tŷ Hywel
Cardiff Bay
CF99 1SN

13 June 2022

Dear Mark

Information on the Commission's underspends and reallocation of any underspend during 2021-22

Further to the letter dated 2 February 2022 responding to your [Committee's report on the Scrutiny of Accounts 2020-21](#), I am pleased to provide a final update in relation to Recommendation 1.

Recommendation 1. In the interests of greater transparency we recommend, that in advance of annual scrutiny of the accounts, the Commission provide the Committee with details summarising and collating underspends and setting out any decisions taken to reallocate underspends. It would be helpful for this to be in a similar format to the letter provided to the Finance Committee

Attached is an update, as at 31 March 2022, detailing the impact Covid-19 and other matters have had on the 2021-22 financial position, including any savings and extra costs. A similar annex has been provided to the Finance Committee by Commissioner Ken Skates MS. If there is any further information that would assist your Committee, please do not hesitate to let me know.

Yours sincerely





Siwan Davies

Clerc Dros Dro'r Senedd / Acting Clerk of the Senedd



Croesewir gohebiaeth yn Gymraeg neu Saesneg. We welcome correspondence in Welsh or English.



Senedd Cymru
Bae Caerdydd, Caerdydd, CF99 1SN

 Contact@senedd.cymru
 0300 200 6565

Welsh Parliament
Cardiff Bay, Cardiff, CF99 1SN

 Contact@senedd.wales
 0300 200 6565

Annex 1

Recommendation 1. In the interests of greater transparency we recommend, that in advance of annual scrutiny of the accounts, the Commission provide the Committee with details summarising and collating underspends and setting out any decisions taken to reallocate underspends. It would be helpful for this to be in a similar format to the letter provided to the Finance Committee

The following note provides the Committee with a summary of the costs and savings related to the impact of COVID-19 and other matters. It covers the following:

1. Impact on the Annual Leave Provision and staff wellbeing
2. Impact on the level of vacancies, turnover and capacity constraints.
3. Impact on Service Area Budgets – general non-staff expenditure
4. Impact on the Project Fund
5. Impact on the funding provided to the Commission to fulfil the obligations of the Remuneration Board's Determination on Members Pay and Expenses.

1. Impact on the Annual Leave Provision and staff wellbeing

As highlighted in a previous letter, International Accounting Standard (IAS) 19 - Employee Benefits requires the Commission to accrue for the cost of any unused leave entitlement accrued by Commission staff at 31 March in each financial year.

The provision as at 31 March 2020 was around £800k (representing 6.9 days of annual leave and 2 days of flexible leave accrued by each member of Commission staff). By 31 March 2021 this provision was around £1.3 million (an extra provision of £0.5m), as a result of certain staff not being able to take leave and others who have not wanted to take leave during the pandemic in 2020-21.

This higher than normal level of untaken leave continued into 2021-22; however, where we could have expected this provision to reduce, this was not the case by mid-year (September 2021). An amount of £150k was therefore ringfenced within the budget (i.e. not used for other purposes) to mitigate against the risk of any further increase in the level of untaken leave.

The actual provision required at 31 March 2022 was however lower than at 31 March 2021, following an active encouragement for staff to take annual leave in the recess week leading up to Christmas 2021. The 2021-22 year-end calculation released £100k from the provision for accrued annual leave, resulting in £250k of unutilised budget within the staffing cost budget at 31 March 2022.



Table 1

	31-Mar-20	31-Mar-21	31-Mar-22
	£'000	£'000	£'000
Provision at year end	£800	£1,300	£1,200
Increase/(Decrease)		£500	(£100)

The provision for untaken annual leave remains higher than normal/pre-pandemic and this continues to be actively addressed to ensure the wellbeing of staff.

2. Impact of increased vacancies, turnover and capacity constraints.

As noted in a previous letter (2 February 2022) the uncertainty of the pandemic has resulted, during the past 18 months, in a reduced turnover of staff. Naturally as the pandemic has continued, the Commission is once again experiencing a return to more normal levels i.e. an increased turnover. This increase, combined with a number of other factors, led to an increased level of vacancies to be filled during the second half of 2021-22 and this has continued into 2022-23, adding to the increasing pressure on Commission staff. The increased level of vacancies resulted in around £700k of unutilised staffing budget.

Alongside an increased level of turnover, other factors contributing to the high level of vacancies, include:

- specific posts temporarily frozen during the past two years as a result of reduced services during Covid which have now been released for recruitment,
- posts temporarily frozen pending the election and resulting Commission strategy, being released for recruitment,
- new additional posts created to support the new capacity pressures arising from hybrid ways of working, increasing cyber and physical security threats, increasing information governance and health and safety demands and new Committee structures,
- a shortage of applicants in difficult to recruit posts, for example fixed term posts and sought-after specialisms such as business analysts and data analytics, and;
- Executive Board decision to reduce the pace of recruitment in some areas to ensure that new capacity requirements in 2022-23 are affordable.

Executive Board are working actively with recruiting managers to prioritise vacancies, flex existing internal resource where possible, and focus resourcing efforts in those areas which present particular market difficulties.



3. Impact on Service Area Budgets – general expenditure

The impact of the COVID-19 pandemic on the general day-to-day expenditure of the Commission has been varied during 2020-21 and 2021-22 and the table below provides information on areas where activity has not yet returned to pre-pandemic levels i.e. the table shows the variance between the original budget and actual expenditure (not the actual expenditure).

Table 2 – Reduced costs or savings against Service Budgets

Savings against Budget	2020-21 £	2021-22 £
Reduced Utility costs	130,000	125,000
Police and Security Costs	175,000	72,000
Staff travel Costs	150,000	121,000
MS related Commission expenditure*	168,000	168,000
External translation costs	47,000	76,000
Education and Events	78,000	202,000
Printing and Postage	117,000	222,000
Hospitality	31,000	22,000
Training and Recruitment	89,000	-
Total	985,000	1,008,000

*includes e.g. MS training, stationery and international engagement costs. All are funded from the Commission's operational budget.



The following table provides an overview of other items that have impacted the 2021-22 service budgets, resulting in a net reduction in service area expenditure of £792,000.

Table 3

	2021-22 £
Savings against budget as per Table 4	(1,008,000)
Depreciation	(150,000)
Expenditure greater than budget:	
• Cleaning	26,000
• Cloud services	118,000
• Consultancy and legal costs	49,000
• Archiving	29,000
• Broadband	55,000
• Recruitment	24,000
• Planned/reactive maintenance	37,000
Reduced income - net of costs	28,000
Total	792,000



4. Impact on the Project Fund

The 2021-22 Budget highlighted £0.96 million of expenditure to be funded from the Commission's Project Fund. The 2021-22 project fund budget was set at a lower level than in 2020-21 and 2022-23 (£1.515 and £1.5 million respectively) in order to contain the Commission operational budget increase to within 1%. The actual expenditure on the project fund during 2021-22 was £1.965m. This increase was funded from the net COVID-19 related savings noted in Table 3.

Table 4 – Covid Impact on Project Fund Budget

	Budget 2021-22	Actual 2021-22
Project Fund 2021-22	Amount £'000	Amount £'000
Legislative Workbench Software	£240	£240
Engagement and Outreach Activities	£200	£41
EFM Project Expenditure	£245	£423
Physical Security Enhancements	-	£101
Sustainability Enhancements (See Table 5)	-	£323
Fire door replacements	-	£111
ICT Project Expenditure	£275	£217
Finance System Upgrade	-	£144
Commission Laptop cyclical renewal – b/f from 2022-23	-	£365
Total	£960	£1,965
Increase		£1,005

Early identification of underutilisation of the:

- engagement and outreach project fund budget,
- the budget areas noted in table 3 above, and
- the staffing costs budget

during 2021-22, led the Commission to cautiously consider whether the available funds could be prioritised elsewhere.

Reallocation of these funds enabled the additional security, sustainability and finance system enhancements (shown in table 4) to proceed without the requirement for a supplementary budget and also enabled the Commission laptop replacement project to be accelerated from 2022-23 to pre-empt any inflationary price rises and/or delays and shortages.



The Commission also noted and responded promptly to the Finance Committee’s recommendation, included in its Report on the Scrutiny of the Senedd Commission Draft Budget 2022-2023:

Recommendation 8 (Finance Committee). *The Committee recommends that the Commission prioritises and implements changes associated with its Carbon Neutral Strategy 2021-2030 that are simple and cost-effective at the earliest opportunity.*

The Commission accelerated expenditure on sustainability related initiatives earmarked for 2022-23, during 2021-22. Items included:

Table 5

Description	2021-22
Additional Electric Vehicle Charging points	£15,000
UPS Battery Replacements	£18,000
Solar Photovoltaic Installation – Feasibility Study	£20,000
Ty Hywel LED's Phase 4	£105,000
Ty Hywel LED's Phase 5	£105,000
Ty Hywel Heating Improvements	£60,000
Total	£323,000

In summary, a net amount of £792k (Table 3) was released from the non-staff service area budgets; £950k was also released from the staffing budget, giving a total of £1.7 million.

This £1.7 million was used partly to supplement the lower level of project funding initially allocated in 2022-23 (£1 million, Table 4) and the remaining amount (£700k) remained unutilised at 31 March 2022. The Commission is unable to carry forward this funding and the corresponding cash requirement was not drawn from the Welsh Consolidated Fund.



5. Impact on the funding provided to the Commission to fulfil the obligations of the Remuneration Board's Determination on Members Pay and Expenses.

The impact of the COVID-19 pandemic on the funding provided to fulfil the obligations of the Remuneration Board's Determination has been varied as shown in Table 6 below. The 2021-22 figures were also impacted by the 2021 Senedd election.

The following table shows the actual expenditure in 2019-20, 2020-21 and 2021-22.

Table 6

Expenditure – £'000	Actual 2019-20	Actual 2020-21	Actual 2021-22
MS Salary Costs	6,246	6,236	6,165
MSSS Salary Costs	7,313	8,073	7,767
Travel Costs	280	47	146
Office and Other Costs	1,118	1,238	1,364
Total	14,956	15,595	15,442

Overall expenditure against the Determination budget was higher during 2020-21 than both 2019-20 and 2021-22, despite the freeze in MS pay and reduced expenditure on travel seen in 2020-21. This was due to lower than normal turnover of MS support staff, leading to lower than anticipated vacancies and a higher total salary cost.

MS Support staff costs were lower during 2021-22, due to an increased level of vacancies as a result of the 2021 election. Travel costs increased during 2021-22 but remained lower than 2019-20.

The total underspend against the 2021-22 budget provided to the Commission to fulfil the obligations of the Remuneration Board's Determination was £178k, this was not drawn from the Welsh Consolidated Fund during 2021-22.

(All figures are subject to audit).



Prif Weithredwr a Chlerc y Senedd
Chief Executive and Clerk of the Senedd

Mark Isherwood MS
Chair of Public Accounts and Public Administration Committee
Senedd Cymru
Tŷ Hywel
Cardiff Bay
CF99 1SN

29 June 2022

Dear Mark

Public Accounts and Public Administration Committee Report on the Scrutiny of Accounts 2020-21

Further to my correspondence on 2 February 2022 in response to the **Public Accounts and Public Administration Committee report on the Scrutiny of Accounts 2020-21**, I am writing to update the Committee on progress in responding to the different components of recommendation 3 of which are addressed in turn in the Annex. I also attach full copies of 2021/22 Equality Data Monitoring and Annual Report(s) which are due to be published alongside the Commission's Annual Report and Accounts shortly for your interest.

I do hope this provides insight into the work of the Commission as an employer in its continued commitment to furthering inclusion for all. Do let me know if there is any further information that Committee Members require as a result of this letter and/or accompanying reports.

Yours sincerely





Manon Antoniazzi

cc Senedd Commissioners, Executive Board



Croesewir gohebiaeth yn Gymraeg neu Saesneg. We welcome correspondence in Welsh or English.



Senedd Cymru
Bae Caerdydd, Caerdydd, CF99 1SN

 Contact@senedd.cymru
 0300 200 6565

Welsh Parliament
Cardiff Bay, Cardiff, CF99 1SN

 Contact@senedd.wales
 0300 200 6565

Public Accounts and Public Administration Committee Report on the Scrutiny of Accounts 2020-21 – Progress against recommendations

Recommendation 3. *We recommend that the Senedd Commission continues to work to understand drivers resulting in the low representation within their workforce from ethnic minority communities and lower socio-economic groups and strengthens policies and takes actions to reduce perceived barriers and pay gaps for these and other diverse groups*

Accepted (ethnic minority communities)

The Commission is working continuously to ensure that it understands and resolves the low representation within the workforce from ethnic minority communities, particularly at senior grades.

Noted (lower socio-economic groups)

Since April 2021, the Commission has included socio-economic data within its recruitment processes which will provide an understanding of the socio-economic diversity of the applicant pool in the first instance. The information will be reviewed alongside the Commission's annual Diversity and Inclusion reporting mechanisms in May 2022.

Ethnic Minority Community Representation in the Commission's Workforce

The Commission continues to work to understand and resolve the low representation within the workforce from ethnic minority communities at senior grades/decision-making level.

As of 31 March 2022, 4.2% of our workforce identifies as being from an ethnic minority community. We can infer from our workforce data that there is an uneven distribution of staff who identify as being from an ethnic minority across our workforce: 80% of staff who identify as being from an ethnic minority community are in the two lowest pay bands (TS and M3), with 5% of staff who identify as being from an ethnic minority community employed at E2/E1/Senior Level. It is important to note that as the sample size is very small the data is sensitive to changes even when a single person joins or leaves the organisation.

The Commission acknowledges that our progress in addressing underrepresentation at senior levels is difficult to resolve quickly. In part, this is because of low turnover in these grades. However, ongoing and planned activities – such as the flagship YMLAEN internship programme - are having a positive impact and are foundational steps to enable the Commission to improve the diversity of its staff across the workforce in the longer



term. Representation has improved since the end of March, and 5.2% of our workforce identifies as being from an ethnic minority community currently.

Activities undertaken/ongoing:

- A focus on advertising, branding, and barriers to application processes for all jobs to deliver against the Commission's stretch key performance indicator to *increase the number of applications year-on-year from ethnic minority candidates*. Working alongside our Workplace Equality Networks, we have reviewed how and where we advertise our roles, amended our recruitment processes, and created bespoke advertising strategies for campaigns. We have enhanced job description/candidate pack design and advertised our roles as agile in terms of both location and working pattern where possible all with a view to attracting the widest range of talent beyond the Cardiff Travel-to-Work area. This has resulted in an increase from 4.8% of total applications from ethnic minority candidates in 2016, to 11% in 2021/22. This is dependent on the number of available vacancies in any given year but we will keep working to develop in this area.
- We have enhanced vacancy interview/assessment design, focussed on increasing panel diversity and diversity training to ensure that the growing diversity of the application pool is also reflected in our offers of appointment. This year, we are encouraged that our conversion rates from application to interview sift and interview sift to offer of employment have improved for ethnic minority applicants. 7.5% of jobs were offered to people from an ethnic minority community this year, compared with 3.2% in 2020-21. We will continue to monitor our recruitment data and address any differentials accordingly.
- We have implemented the Commission's first online recruitment (candidate tracking) system which has enabled a far more mature data set, and resulted in better targeted approaches and embedded a candidate and hiring manager feedback mechanism, which together with our existing monitoring protocols, and our partnerships with external bodies and other Parliaments, supports our continued focus on measuring our activities using real time data and information to keep making improvements.
- In terms of senior appointments, we have continued to monitor the Commission's ethnic minority pay gap and taken action to close this gap by addressing the uneven distribution of ethnic minority staff in our workforce through attraction and recruitment and understanding how we can develop the talent of our existing ethnic minority staff.
- We have appointed an Executive Search Partner to support our ability to diversify the talent pipelines, create candidate packs to attract a wide audience and enhance panel diversity for senior Commission appointments and public and Crown appointments. They will shortly support us with the recruitment of an Independent Advisor to the Commission with a special interest in inclusion.



- Finally, we have redesigned our award-winning Apprenticeship Scheme. It now operates on a targeted cycle of Apprenticeship opportunities, followed by Graduate Internship opportunities. In this way we can best ensure that we provide opportunities both at the lower-graded apprenticeship level, and at the more experienced graduate levels. This year we have partnered with the Windsor Fellowship to launch a new internship programme, entitled YMLAEN, offering opportunities to four individuals from an ethnic minority community to undertake a bespoke training and development programme within different teams within the Commission, commencing early June 2022.

Planned activities:

The Commission is committed to driving momentum over the next six months, developing our emerging Resourcing and Talent Management Strategy with a focus on:

- Piloting communications and job descriptions in community languages, to assess reach and efficacy of attraction methods.
- Harnessing the talent of our existing staff through identifying career pathways and scoping the provision for career coaching support for all staff, with tailored approaches for existing ethnic minority staff and disabled staff in particular.
- Revising our candidate guidance on our recruitment webpages alongside staff stories.
- Reviewing the YMLAEN programme, collaborating with interns to gather feedback real time to ensure that the programme is both dynamic and responsive, and supports interns to recommend the Commission as a great place to work.
- Updating our recruitment panel training toolkit and widening further the diversity of our bank of panellists.
- Using labour market intelligence to keep abreast of approaches to attraction in a post-pandemic recruitment landscape, taking a blended approach through both digital and face-to-face recruitment outreach activities.

Lower Socio-economic Background: Commission's Workforce

The Commission noted the Committee's recommendation to seek to understand more about the socio-economic background profile of its workforce. A large number of the activities undertaken to transform our recruitment and selection processes above are focussed on creating greater accessibility to a diverse range of applicants in the broadest sense, including socio-economic reach.

Activities undertaken/ongoing:

- The new on-line recruitment (candidate tracking) system has enabled the Commission to include the Social Mobility Commission's socio-economic



background questions as part of its recruitment diversity monitoring processes (since April 2021). This will provide a first-year data set of the socio-economic diversity of the recruitment applicant pool in the first instance for 2021-22.

- The baseline data forms part of the Commission's Recruitment and Workforce Diversity Monitoring Report for 2021-22 (attached). First year data analysis suggests that there is no divergence across from the national benchmarks across all benchmarks with exception of a predominance of internal and external applicants whose parental occupation was from a professional background. However, the overall success rates for each occupation group (i.e. professional, intermediate and working class) are broadly comparable. At this stage it is too early to draw inferences. We look forward over the next three years, as we build a richer, longer-term picture of applicant data in relation to socio-economic background.

Planned activities:

With our first-year data in hand, we are now in a better position to use the candidate and line manager feedback mechanism to evaluate the impact of the changes to the Commission's resourcing and selection changes in this area, and to maintain momentum by:

- Working with Trade Union partners to roll out socio-economic monitoring to the Commission's workforce to gain an insight into its socio-economic make-up.
- Developing a clear plan for the use and storage of this new level of information. Phasing the questions into the recruitment phase has provided Commission staff with a developed understanding of how this data collection can be effectively communicated to staff. The communications plan details the method of collection, assurances around its use and storage in line with data protection law and what we plan to do with the data once analysed i.e. publish alongside the existing diversity monitoring datasets. This is with a view to maximising our response rates to provide a robust data set for the Commission's workforce.

The Committee may wish to note that the Social Mobility Commission streamlined and simplified its questions in July 2021, and we are using the new model in the current financial year.

Senedd Commission
June 2022



Diversity and Inclusion: Annual Report 2021-22

June 2022



The Welsh Parliament is the democratically elected body that represents the interests of Wales and its people. Commonly known as the Senedd, it makes laws for Wales, agrees Welsh taxes and holds the Welsh Government to account.

An electronic copy of this document can be found on the Senedd website:
www.senedd.wales

Copies of this document can also be obtained in accessible formats including Braille, large print, audio or hard copy from:

Welsh Parliament
Cardiff Bay
CF99 1NS

Tel: **0300 200 6565**

© Senedd Commission Copyright 2022

The text of this document may be reproduced free of charge in any format or medium providing that it is reproduced accurately and not used in a misleading or derogatory context. The material must be acknowledged as copyright of the Senedd Commission and the title of the document specified.

Diversity and Inclusion: Annual Report 2021-22

June 2022





PEIDIWCH

Back Page 17
Senedd Cymru
Welsh Parliament

Contents

Foreword	6
Our Year in Highlights	8
Our Approach to Diversity and Inclusion	9
Our Values.....	10
Making Senedd Business inclusive	11
Promoting Inclusion Beyond Wales	17
Diversity and Inclusion in our Work - Business as Usual	19
Outreach and Engagement.....	23
Our People	29
Developing our new strategy for the Sixth Senedd	46
Consolidated Diversity and Inclusion Actions (Workforce, Recruitment and Pay) - Annual Reporting 2022.....	50

Foreword

This report provides an update on activities related to diversity and inclusion over the period from 1 April 2021 to 31 March 2022.

We could not be more delighted that the legislature in which we work is Senedd Cymru! We have made great strides towards promoting diversity and inclusion, and in ensuring these principles are at the heart of what we do as a Parliament. The report demonstrates that as an organisation, the Senedd Commission is committed to:

- Fostering an inclusive organisational culture;
- Behaving as a progressive employer, which attracts and retains the widest range of talent;
- Ensuring that all our employees realise their full potential, irrespective of their background; and
- Ensuring that everything we do is underpinned by our values of respect, passion and pride, and that the Members of the Senedd and the wider public are being served with excellence, resilience and adaptability.

We are grateful to our Commission colleagues who have remained committed to providing the best service possible during the pandemic to ensure the effective running of the Senedd, whilst remaining safe and well.

This year, we have continued to make strides to being a more inclusive organisation. We have continued to monitor and review our recruitment processes. Our workplace equality networks have provided support and guidance to our colleagues and are helping us with our goal to be inclusive and representative organisation. We have also launched our graduate internship programme for people from ethnic minority communities.

We want to ensure that diversity and inclusion remain pivotal to running the Senedd in an inclusive way. However, if we have learnt anything over the past Senedd term it is that we cannot be complacent, there is still much work to be done. We look forward to building on our achievements throughout the Fifth

Senedd. As always, we welcome your feedback on this report and on how we might consider doing things differently in the future.



Manon Antoniazzi

Chief Executive and Clerk to the Senedd



Joyce Watson MS

Senedd Commissioner with responsibility for employees and equalities

Our Year in Highlights



The Employers Network for Equality & Inclusion (ENEI) awarded the Senedd Commission a Silver award in the **Talent Inclusion & Diversity Evaluation (TIDE)** benchmarking scheme.



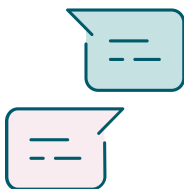
The Senedd Commission has again been named as one of the top ten family-friendly employers in the UK.



Collected and analysed socio-economic background data for job applicants.



Continued to reduce gender and ethnicity pay gaps and this year introduced disability pay gap reporting.



Improved conversion rates from interview to job offer for disabled and ethnic minority candidates.



Increase in the number of applications from people who identify as Trans for external roles

Our Approach to Diversity and Inclusion

In the first year of the Sixth Senedd, we are committed to being accessible to the people of Wales and beyond. We do this by making it relevant, easy and meaningful for people to interact with and contribute to the work of the Senedd. We support these commitments by continuing our focus on being a diverse and inclusive employer, enabling all of our staff to realise their full potential.

Diversity and Inclusion Strategy

Throughout this reporting year work has been underway on developing a new strategy for the Sixth Senedd.

The Diversity and Inclusion Team has gathered the views of a range of internal customers to inform emerging diversity and inclusion objectives for the Sixth Senedd. We have engaged with Commission staff, senior management and Members of the Senedd and their staff. The draft objectives will be subject to a period of external consultation to help shape the Commission's new strategy.

Dignity and Respect

We are committed to providing an inclusive culture that is free from harassment and we expect that everyone - including visitors, Members of the Senedd, Members' staff and Senedd Commission staff are treated with dignity and respect. Every May, we carry out a Dignity and Respect Survey, ensuring that we continue to introduce any necessary changes to build on the right culture. The policy and accompanying procedures are currently being reviewed and will be re-launched in 2022.

Our Values



RESPECT

We are inclusive, kind, and value each other's contributions in delivering excellent services



PASSION

We are purposeful in our support of democracy and pull together to make a difference for the people of Wales



PRIDE

We embrace innovation and celebrate our achievements together as a team

WE ARE **ONE TEAM**

Making Senedd Business inclusive

Colleagues across the organisation work innovatively to build diversity and inclusion into the work of our Parliament.

Committee Effectiveness Programme

Commissioned under the Senedd Research Academic Fellowship in the final year of the Fifth Senedd, with the agreement of the Chairs' Forum, Professor Diana Stirbu was tasked with exploring the power, influence, and impact of Senedd committees. The aim was to develop a framework to evaluate the effectiveness of committees in the Sixth Senedd. The resultant report made 13 recommendations, split across two themes:

- Creating the conditions for effective committees; and
- Conditions for effective evaluation.

Recommendation 5 in the report is to **Make diversity monitoring common practice**, for committee engagement activities, evidence gathering and committee witnesses. A pilot phase has been undertaken testing different approaches to monitoring engagement with committees. This work will be analysed before future steps are taken. More information on the importance of collecting monitoring information is available in our article [Why the Senedd values diverse evidence](#)

The Committee Effectiveness Programme has been established to ensure that this important work is taken forward within the Commission's high governance standards.

Our Citizen Engagement Senior Manager has worked with Professor Stirbu to highlight how widening the scope of public engagement can enhance committee effectiveness. They have said:

On 23 February, Professor Diana Stirbu and I delivered a seminar to the International Parliament Engagement Network. The audience came from all over the world, including New Zealand, Brazil, Nigeria, Venezuela, and Romania. It was truly an international network.

Diana led the seminar and drew from the report Power, Influence and Impact of Senedd Committees that she developed for the Welsh Parliament, to reflect on what makes for effectiveness in committee work. The seminar focused on how public engagement can enhance committee effectiveness. I was asked to speak about the work of the Citizen Engagement Team; how we deliver our service; our evolution; and examples of how our work has supported committee effectiveness.

Below is a quote below which illustrates the seminar:

"There genuinely is international interest in what's going on in Wales, and that Wales is able to in some sense punch above its weight, including resource-wise, in terms of having an influential impact on different parliamentary practices with respect to engagement. How broadly can we take the lessons derived from Wales, not only in better storytelling but for good, actual, effective, meaningful, impactful, parliamentary engagement?" - Seminar attendee

Further information is available on the report below.

- Senedd Research blog: [How effective are Senedd committees?](#)
- A summary of the report: [Summary research brief](#)
- The full report: [Power, Influence and Impact of Senedd Committees](#)

Increasing the diversity of research expertise and evidence

The Senedd's first knowledge exchange strategy launched in November 2021. It aims to strengthen our links with the research community, to broaden, deepen, and diversify the evidence available to Members and committees.

Recent research about how the research community engages with the UK Parliament found that women, people from ethnic minority communities, and disabled people disproportionately face barriers to engagement, such as a lack of knowledge and time.

Our new approach to knowledge exchange aims to diversify the research expertise and evidence to which we have access by understanding and breaking down these barriers. It will do this by:

- Increasing the pool of researchers who are aware of, skilled, and motivated to engage with the work of the Senedd;
- Using data from the committee evidence diversity monitoring pilot project to understand the experiences of engaging with the Senedd and how barriers can be removed;
- Designing external and internal guidance and support to increase the diversity of people that engage; and
- Providing a wider range of opportunities for researchers to engage to account for different circumstances.

Work has already started to increase awareness and skills of the research community, through training, guidance, engagement opportunities, alongside a newsletter, the development of areas of research interest, and partnerships with institutions and individuals.

Committee Outreach

Alongside these important new developments in our approach to assessing and improving committee effectiveness and the knowledge exchange strategy, committees have continued to work with the engagement team to broaden and diversify participation in their inquiries and consultations. In particular, committees have sought to find new ways to enable the voice of individual citizens to be heard, with an increased focus on the importance of hearing lived experience.

Here is one example of that work:

The Equality and Social Justice Committee undertook an inquiry into childcare and parental employment: the pandemic and beyond. The COVID-19 pandemic brought issues around gender equality, childcare and employment to the fore. This inquiry sought to address these issues by focussing on the barriers that childcare provision can present for parents, particularly women, entering and progressing in the labour market.

As part of the inquiry, our Citizen Engagement Team facilitated a series of focus groups and one-to-one interviews with parents from across Wales. In total, 59

participants across all Senedd regions, in both urban and rural areas, shared their views.

Whilst the majority of participants were parents, a small number contributed in their professional capacity as staff working in a childcare setting or with parents. Participant composition varied and included, single parent households; parents in receipt of benefits; parents with health issues and/or children with additional needs; ethnic minority parents; parents from faith backgrounds; parents from migrant backgrounds and parents for whom English was not their first language.

The views and experiences shared by participants were collected into a **report** summarising engagement and informed the Committee's work and the recommendations made to the Welsh Government in its report, '**Minding the future: the childcare barrier facing working parents**'. In its response, the Welsh Government accepted, or accepted in principle, all recommendations made by the Committee.

Once the report was published, an update was sent to all participants providing a link to the report and explaining the next steps. A number of quotes from participants were used in the Committee's report (albeit anonymised), so they were able to see the direct influence they had on the Committee's work and its recommendations. We also arranged for one of the participants to speak during a panel **event** held by the Senedd on childcare for International Women's Day. You can view the event here: <https://senedd.wales/visit/whats-on/international-womens-day-2022/>



Following report publication and the Welsh Government's response (which was also shared with focus group participants), our engagement team arranged for one of the groups to visit the Senedd to take a tour and view the plenary debate from the

gallery. The women were ecstatic afterwards, and were really pleased to see their views, experiences and ideas, reflected in the Committee's work.

<https://twitter.com/SeneddWales/status/1511350288413827077>





Promoting Inclusion Beyond Wales

We continue to be a global parliament, working with other bodies to promote accessibility and inclusivity. We share best practice and learn from other parliamentary bodies to better support our Members and the work of the Senedd.

Commonwealth Parliamentarians with Disabilities (CPwD)

The Senedd is an active member of the **Commonwealth Parliamentarians with Disabilities (CPwD)** network of the Commonwealth Parliamentary Association (CPA). The CPwD network was established to champion and increase the representation of disabled people in Commonwealth parliaments. The Senedd is represented by Mark Isherwood MS. This year, to support the work of the CPwD, our Diversity and Inclusion Team developed a Disability-Inclusive Parliament checklist to assess what policies, practices and functions legislatures might have in place to support and further access for disabled parliamentarians. This checklist has been used by parliaments across our region to identify best practice and gaps in provision.

Hannah Johnson - Senedd knowledge exchange lead and international parliamentary equality expert

Hannah is internationally recognised as an expert in advancing equality and human rights through parliamentary work. She has provided advice to UN and EU democracy support programmes around the world for many years, including in Fiji, Ukraine, Egypt, the Gambia, and Sudan.

Hannah is currently seconded part-time as a senior gender adviser to INTER PARES; a global parliamentary strengthening project run by International IDEA. In this role she works with MPs, parliamentary staff, civil society, and academics in Malaysia, Bhutan, Chile, and Niger to advance gender equality through parliamentary oversight and law-making.

Hannah also **recently published a guide to gender-sensitive scrutiny**, which brings together good practice from around the world together with practical guidance for parliaments.



Photo credit: INTER PARES

Hannah presenting to the Bhutan workshop on gender scrutiny of legislation, policy and budget.

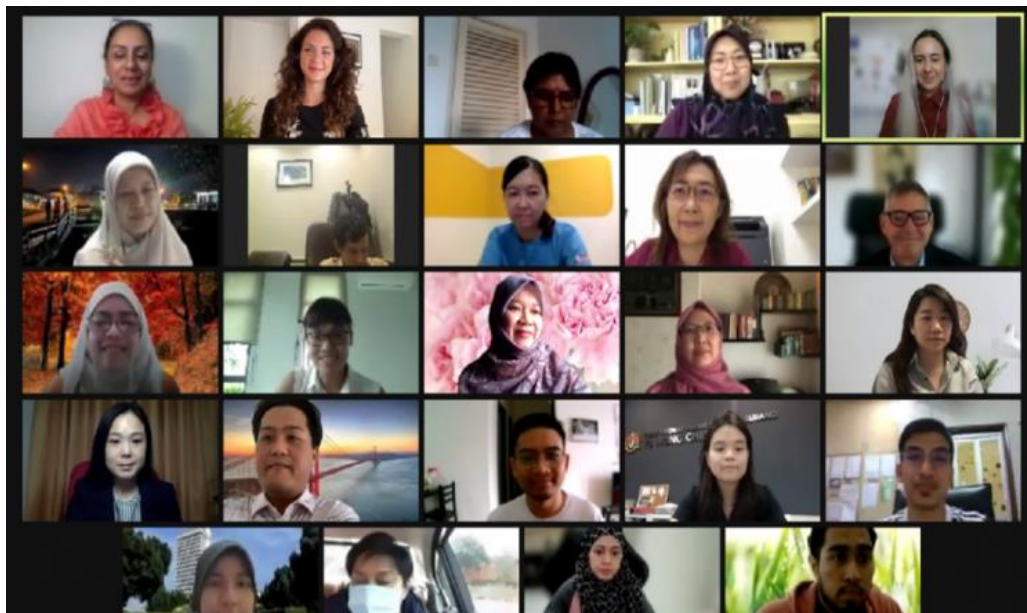


Photo credit: INTER PARES

Hannah and attendees at the gender-sensitive law-making and oversight workshop.

Diversity and Inclusion in our Work – Business as Usual

We support Senedd Commission staff to build diversity and inclusion into their work to ensure inclusive decision-making, service design and delivery, access to our estates and by taking into account diversity and inclusion when buying-in goods and services. We also support Members of the Senedd to consider diversity and inclusion into their roles as employers, as service providers and into their work as caseworkers, scrutineers and legislators, and by engaging with the people of Wales.

Remuneration Board

The Board published its **strategy** for its term, which includes reference to addressing diversity and inclusion considerations, in particular, ‘Objective 3: A sustainable Determination The Board will seek to deliver a sustainable model of support, which takes account of diversity needs, the climate change emergency and long-term finances in Wales’.

As part of its consultation activities, the Board has continued to ask questions about the equality impacts on people to inform its work.

Research and Information for Members of the Senedd

Mainstreaming equality and human rights issues is a fundamental part of the work undertaken by the Senedd Research team for Members of the Senedd and their staff, and widely accessible to the public via the Senedd’s website and social media.

At the start of the sixth Senedd, Senedd Research **published a collection of articles** analysing some of the key issues Members of the Senedd are likely to

address in the coming years. Many of the articles focused on equality issues, and one in particular asked the question **Are we at a tipping point of inequality?**

The pandemic, particularly its long-term impact and recovery, continued to dominate the political agenda. In response, Senedd Research published articles highlighting equality issues and the unequal impact of the pandemic on specific groups of people. Here are some examples:

- **Coronavirus: equality issues**
- **The impact of the pandemic on inequality**
- **The impact of COVID-19 on Welsh bus services**
- **Water poverty**
- **Inequalities in vaccine take-up**
- **Equality and poverty**

Articles on **the draft Race Equality Action Plan, children's rights** and **gender and women's health** (published on International Women's Day) all focused on the equality issues facing particular groups of people. Articles on **changes to the immigration and asylum system, refugees, the European Union Settlement Scheme** and **human rights more generally** continued the spotlight on issues facing migrants. And since the Russian invasion of Ukraine, a number of articles have focused on the **humanitarian response** and **support for refugees in Wales**.

As well as publishing research articles, Senedd Research also provided research and advice to various Senedd committee inquiries covering a wide range of equality issues, including:

- The Equality and Social Justice Committee's inquiry **Minding the future: The childcare barrier facing working parents** summarised in **this article** and its inquiry into **Debt and the pandemic**, summarised in **this article**;
- Local Government and Housing Committee's inquiry into the **provision of sites for Gypsy, Roma and Travellers**;
- The Children, Young People and Education Committee's report on the **Nationality and Borders Bill** and **consultation into the priorities for the Committee** during the sixth Senedd;

- The Culture, Communications, Welsh Language, Sport, and International Relations Committee inquiry into [Participation in sport in disadvantaged areas](#);
- The Petitions Committee's inquiry [into a Universal Basic Income pilot for Wales](#); and
- The Health and Social Care Committee's inquiry into [Mental health inequalities](#), summarised [in this article](#)

In terms of supporting Members in their scrutiny of the Welsh Government draft budget, the team produced a guide to mainstreaming equality with suggested questions. The Finance Committee carried out citizen engagement work which included exploring equality-related issues, and its [scrutiny of the draft budget 2022-23](#) specifically covered equality issues including recommendations on gender budgeting.

Throughout the year, Senedd Research has also delivered training on equality-sensitive scrutiny to clerks, researchers and the Equalities and Social Justice Committee, and will continue to support scrutiny of equality issues by Senedd committees.

Accessible Estate

We continually review the accessibility of our estate, undertaking monthly maintenance audits as well as acting on feedback and adopting best practice. During this reporting period, we have undertaken further work to improve the physical accessibility of our estate, including:

- Considering access requirements for all refurbishment work that has been carried and completing Equality Impact Assessments as required;
- Continuing with the program of installing LED lighting to improve visibility in the Senedd and other areas across the estate;
- An external audit conducted on induction loop provision in meeting rooms and common areas throughout the estate with recommendations implemented;
- Installation of new, accessible platform lift in the Pierhead building;
- Installation of an accessible electric vehicle charging point bay in Ty Hywel;

- Design and development of plans to upgrade the accessible toilets, and toilets for everyone, in the Pierhead building which will be delivered in 2022/23.

Taking into account diversity and inclusion when buying-in goods and services

Equality is included as part of our sustainability risk assessments at the very start of the procurement process. It also forms part of our pre-qualification exercise for suppliers. Suppliers who fail to demonstrate their commitment to equality will not be successful in winning our business.

Post contract-award, we conduct regular contract review meetings with our suppliers and one of the standard agenda items is corporate social responsibility. We also have equality clauses in our terms and conditions.

We are an accredited real living wage employer, and we pay above the living wage rate to our in-house contractors. We are committed to ensuring fair and transparent employment practices are in place throughout our supply chain. Consequently, we seek to work with our suppliers to monitor and ensure fair employment practices and, acting reasonably, we reserve the right to request changes to any of those practices we consider to be unfair.

All our Contractors are invited to join our Workplace Equality Networks and attend events and training.

Outreach and Engagement

One of our ongoing objectives is to engage with all of the people of Wales and to champion the work of the Senedd. As a parliamentary body, it is important that the Senedd represents all of the people of Wales and that everyone has access to our work, our building and our information. As last year, due to the Covid-19 pandemic, we have adapted our engagement activities from face-to-face to virtual activities.

Celebrating Diversity and Inclusion

We have continued to mark diversity events throughout the year, both internally and externally. We have used social media to promote the Senedd as an inclusive parliament and held events to mark different diversity and inclusion occasions.

‘Windrush Cymru: Celebrating the Lives and Journeys of a Generation’

The Senedd hosted an exhibition that highlighted how the Windrush Cymru Elders have influenced and enriched Welsh life. Told in their own words, the exhibition features a glimpse at stories by 10 people – known as Windrush Cymru Elders - whose own journeys, or that of their family, brought them to Wales during a period of immigration between 1948 and 1988. The exhibition explores the challenges of building a new life in a country very different from their birthplace, finding work and the attitudes of people towards them, then and now.

On 22 September 2021, the Windrush Cymru Elders visited the Senedd to see how their experiences have been brought to life by the exhibition which is part of Race Council Cymru’s Windrush Heritage Project.

Mrs Roma Taylor, Founder and Chair of the Windrush Cymru Elders, said:

“I’m so pleased and so proud of this exhibition, it’s a precious moment for each and every one of us. It’s our stories and if we don’t get them out then no one will know. The Windrush is a very painful and emotional subject, but all of our stories have to

go out. It's important to us, our children and our grandchildren and for schools. Everyone has to know we have been through a lot. God has brought us through. Tiger Bay was the best place to live, I came over in '59. Everybody was for everybody, everyone looked after everyone, and you had no problems."

Welsh Language Music Day: Raising the profile of black voices in Wales

In February 2022, we celebrated **Welsh Language Music Day** by reflecting on the Official Opening of the Sixth Senedd, where artists from across Wales came together to write and perform as part of the Tân Cerdd project. The result was 'Ymuno', a bilingual drum and bass track.

One of the performances was by Tân Cerdd, a not-for-profit organisation set up in the wake of the Black Lives Matter protests to raise the profile of black voices in Wales. They performed a song they wrote specially for the Official Opening entitled 'Ymuno'.

Composed by Eädyth Crawford and Lily Beau, it also features the voices of prominent black Welsh artists Aleighcia Scott, Skunkadelic (Afrocluster), Vanity Jay (Baby Queens), Dionne Bennett, and SZSW. It speaks of hope for the future and how all voices are stronger together.

When asked how she felt about the performing at the Official Opening, Aleighcia Scott said:

"I enjoyed performing at the Senedd because to me it represents the positive changes to come for Wales - it is an honour to be a part of that and to have been chosen to do so."

Reflecting on the theme of the opening and the creative process behind the song, Lily explained.

"I've always found [finding my voice] hard, especially coming from Wales as a black woman. As an artist, finding my voice is in itself a journey."

Trans Awareness Week / Trans Day of Remembrance

Our Diversity and Inclusion Team and PLWS LGBTQ+ network worked with our Branding and Exhibitions teams to create a display to mark Trans Awareness Week and Trans Day of Remembrance. The memorial was created to help us to remember those who have been murdered as a result of transphobia and to bring attention to the continued violence endured by the transgender community.



LGBTQ+ History Month

We marked LGBTQ+ History Month by lighting up the Senedd in the colours of the rainbow flag to celebrate all those who pushed for progress and who continue to work toward a better, safer future for all. We also flew the Progress Pride flag across our estate and shared a [blog](#) about collecting LGBTQ+ histories and the importance of political activism.



International Women's Day

To mark International Women's Day, we developed a suite of activity, both internal and external.

Video clips from [Gwir Gofnod o Gyfnod - Setting the Record Straight](#) were showcased in the Senedd. Between 2019 and 2021, [Women's Archive Wales](#) and the Senedd collected stories, photos and political papers from women Assembly and Senedd Members past and present.

We also hosted a panel of speakers who shared experiences of childcare and parental employment and discussed what can be done to overcome the challenges faced. Panellists explored the findings of the Equality and Social Justice Committee's most recent report '**Minding the Future: the childcare barrier facing working parents**'.

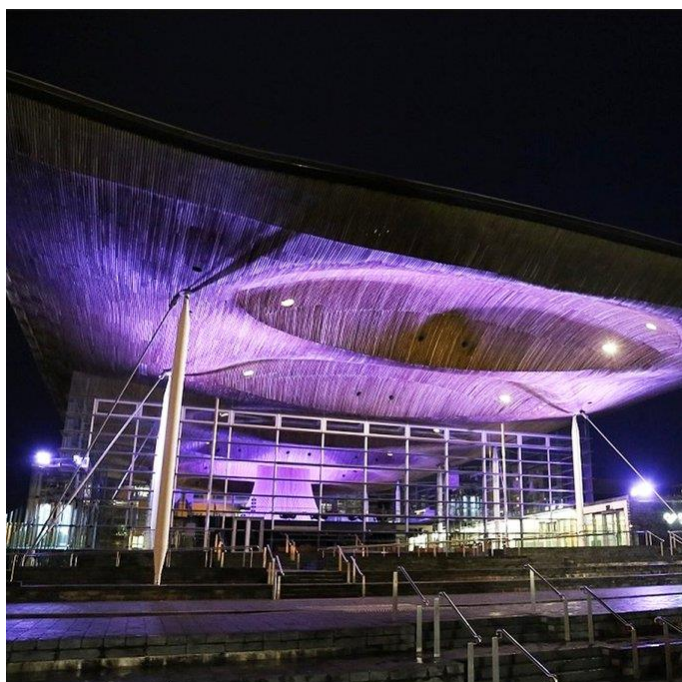
We recorded and shared a video of Natasha Asghar MS about being the first woman of colour elected to the Senedd, and her hopes for the future where women are equally represented, can have their voices heard and support other women to fulfil their potential.

In addition, INSPIRE – our gender equality network, committed to walk the equivalent distance of the Welsh coastal path to raise money for a domestic abuse charity, and our Health and Wellbeing team raised awareness of endometriosis by sharing information, staff experience of endometriosis and shared a range of external resources.



International Day of Disabled People (IDDP)

To mark IDDP, we published a blog article on **hidden disabilities** to raise awareness and promote the work that we have done to be a disability inclusive organisation. The Senedd was lit up in purple to mark IDDP on 3 December.



The Senedd was also lit purple for **Holocaust Memorial Day** as part of the Light the Darkness campaign to remember those affected by the holocaust and genocide.

Welsh Youth Parliament

The second **Welsh Youth Parliament** online election took place in November 2021. Nearly 300 candidates fought for one of the 40 constituency seats, and thousands of online votes were cast by young people aged between 11-18 during the three-week campaigning period to elect the members of the second Welsh Youth Parliament.

20 of the 60 seats are returned by partner organisations to ensure the representation of diverse groups of young people on the Welsh Youth Parliament. Following a competitive application process, 18 **partner organisations** were selected ranging from organisations such as Llamau, Learning Disability Wales and Race Council Cymru to name a few, and each held their own elections within their organisations to return Members to the Welsh Youth Parliament.

By meeting regularly, consulting with other young people and conducting inquiries, the Welsh Youth Parliament will discuss the issues that matter most to young people in order to bring their views to the attention of the elected politicians of the Welsh Parliament.

Welsh Youth Parliament Members have voted to focus on three main priority issues during their two-year term: Mental Health and Wellbeing; Climate and Environment; and Education and the School Curriculum.

The Welsh Youth Parliament will spend their two-year term focusing on these three priority issues, consulting with young people and ensuring that the voices of young people in Wales are heard on a national level by decision makers.

The Right Hon. Elin Jones MS, Llywydd of the Senedd, said,

“Young people contribute greatly to our society and have just as much a stake in our country as everyone else - it is crucial that they have an opportunity to get involved in our democracy. The Welsh Youth Parliament provides a fantastic platform for voices and perspectives that are often ignored. It allows Wales' young people to set the agenda and focus on what matters to them.”

Describing her excitement at getting elected, Qahira Shah, the new Welsh Youth Parliament Member for Cardiff South and Penarth, said,

“Campaigning was a real eye-opener. I pushed myself into situations which I had never experienced before, such as talking to my year group and going door-to-door in my

neighbourhood, searching for potential voters. There are so many ideas I am excited to discuss with fellow members of the Welsh Youth Parliament. I'm keen to see the change in Wales for youth; whether it's environmental issues or tackling inequalities in society, giving a voice to the voiceless is crucial and we won't see substantial progress until we listen and act. Campaigning and voting may have ended, but I'm only just beginning!"

Facebook /WelshYouthParliament

twitter /WelshYouthParl

Instagram /welshyouthparliament

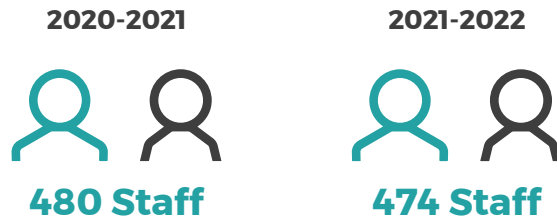
Our People

Throughout the pandemic, our teams across the Senedd Commission have continued to pull together to provide a safe, inclusive Senedd. In turn, the wellbeing and safety of our workforce remains to be a priority. Diversity and inclusion is built into all of our people processes.

Workforce, Recruitment and Pay Diversity Monitoring 2021-22

Summary of Data Insights (as of 31 March 2022)

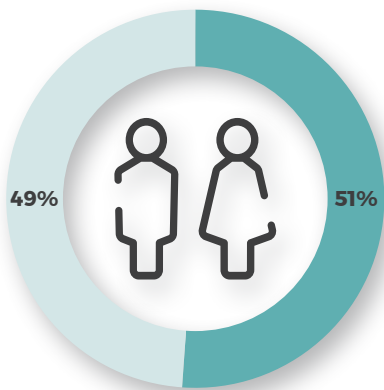
HEADCOUNT



SEX AND GENDER

51% women and **49%** men (as last year) No staff have identified as non-binary. Women represent **50.0%** of staff in our three most senior pay bands.

Gender split

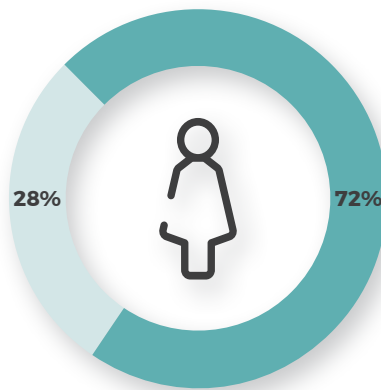


Detail:

49% Men

51% Women

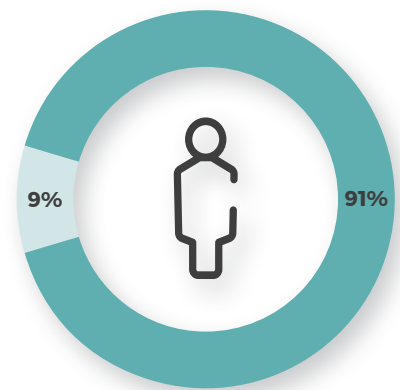
Working Pattern



Women:

28% Part time

72% Full time

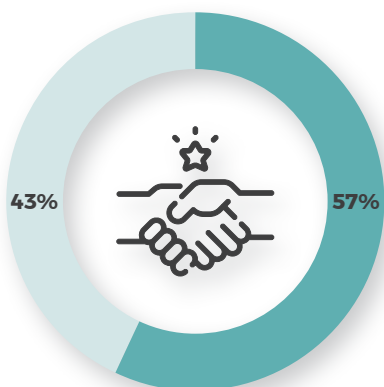


Men:

9% Part time

91% Full time

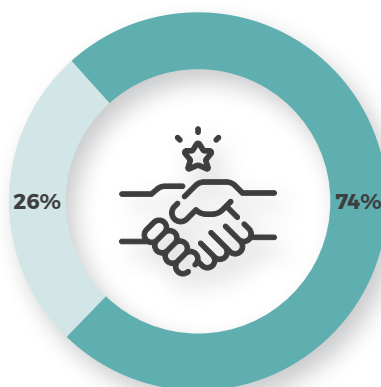
Recruitment



External job offers:

43% offered to men

57% offered to women



External job offers:

26% offered to men

74% offered to women

Gender Identity / Gender Reassignment

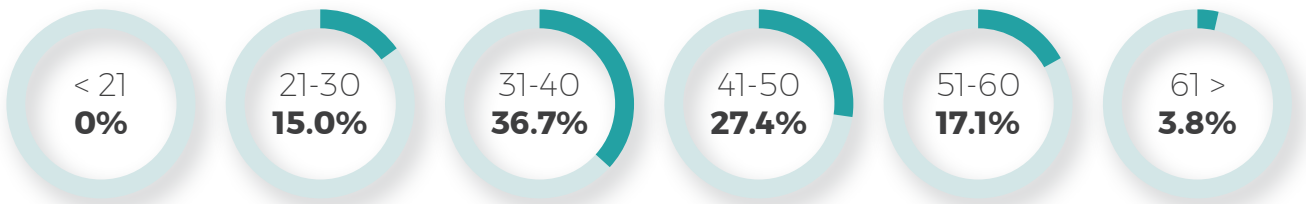


No members of staff have identified as trans.

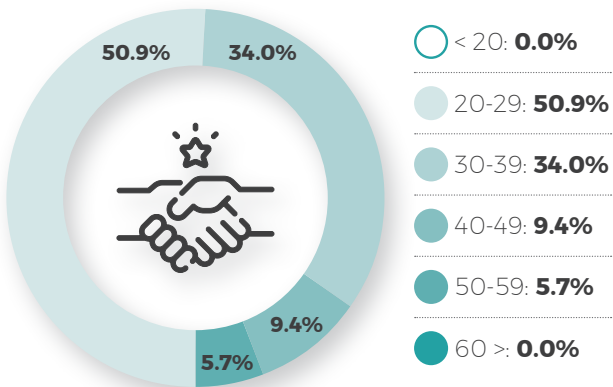
2.6% of total applications for external roles were from applicants who identified as trans compared to **0.5%** of applicants in 2021.

AGE

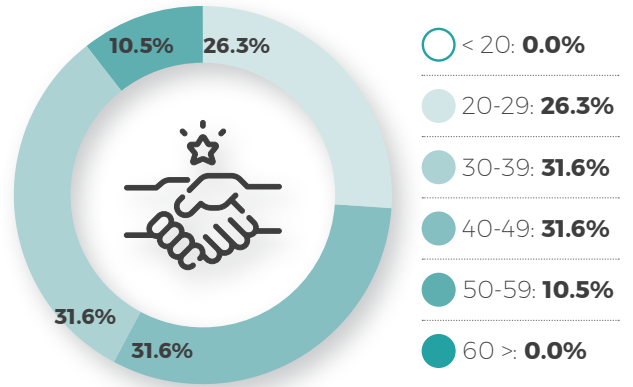
20.9% of our workforce is aged 51 and over. Up from 18.8% last year



External job offers



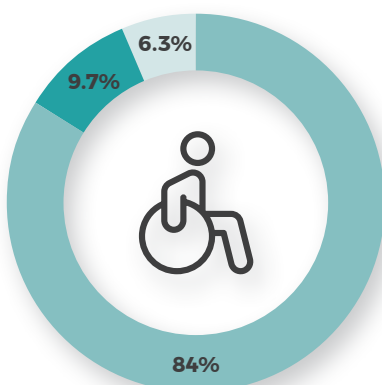
Internal job offers



DISABILITY

Workforce disability declaration rate increased from 88.0% (2020-21) to 90.3% (2021-22).

Workforce



- Disabled: 6.3%
- Non-disabled: 84%
- Prefer not to say: 9.7%

Recruitment

2020-2021



0.0% of external jobs offered to disabled applicants

2021-2022



9.4% of external jobs offered to disabled applicants

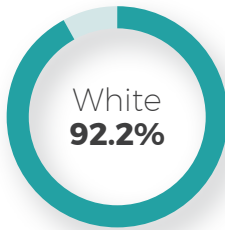


5.3% of internal jobs were offered to disabled applicants

ETHNICITY

80.0% of staff who identify as ethnic minority are in pay bands TS and M3

Workforce



A year-on-year increase in the percentage of total applications from ethnic minority candidates: **4.8%** in **2016** to **11.0%** in **2022**

Recruitment

2020-2021



3.2% of external jobs offered to ethnic minority applicants

2021-2022



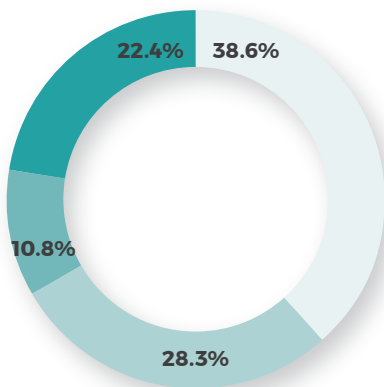
7.5 % of external jobs offered to ethnic minority applicants



5.3% of internal jobs were offered to ethnic minority applicants

RELIGION / BELIEF

Workforce



- None: **38.6%**
- Christian: **28.3%**
- Other Religion: **10.8%**
- Prefer not to say: **22.4%**

Recruitment



External job offers

No religion / belief: **60.4%**

Christian: **15.1%**

Other: **17.0%**

Prefer not to say: **7.5%**



Internal job offers

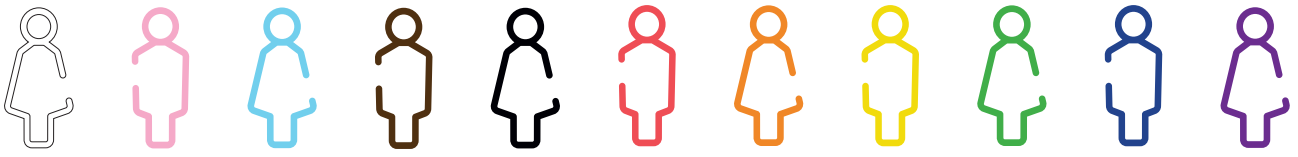
No religion / belief: **31.6%**

Christian: **31.6%**

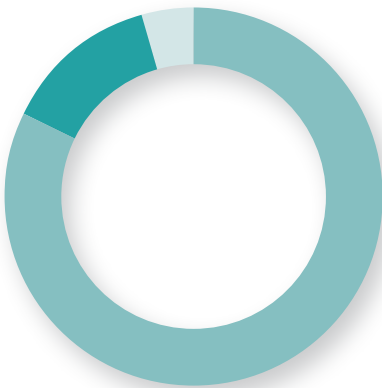
Other: **21.1%**

Prefer not to say: **15.8%**

SEXUAL ORIENTATION



Workforce



- LGBTQ+: **4.2%**
- Heterosexual: **82.3%**
- Prefer not to say: **13.5%**

Recruitment

2020-2021



9.7% of external jobs offered to LGBTQ+ applicants

2021-2022



5.7% of external jobs offered to LGBTQ+ applicants



No LGBTQ+ staff were offered a job as part of an internal exercise

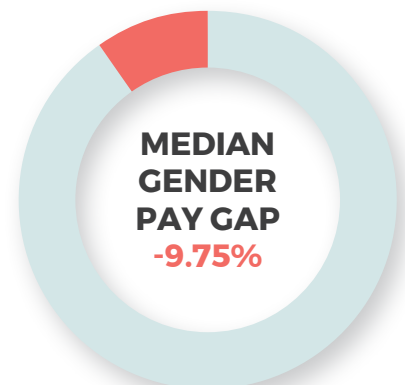
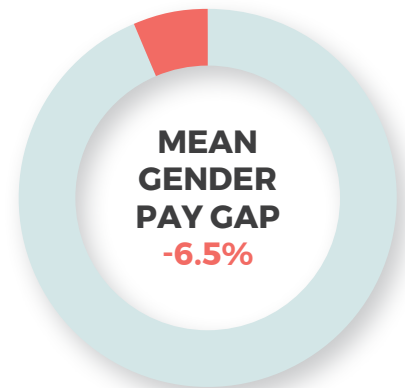
PAY GAP REPORTING

Gender

As with previous years, the Commission continues to experience an inverse gender pay gap, where women overall are paid more than men.

This bucks the national trend, which in April 2021 was 7.9%. Whilst the median pay gap has continued (as with previous years) to very slightly decrease, the mean pay gap this year has increased.

This can partly be attributed to a restructure of salaries at Executive Board level, as well as a 60:40 female to male split at E1 /Grade 6 level this year, compared to last year when it was 50:50 (as a result of two new joiners).



PAY GAP REPORTING

Ethnicity

As with previous years, the Senedd continues to have a significant ethnicity pay gap. This is mainly due to:

- A limited number of ethnic minority staff employed by the Commission as an overall percentage of the overall workforce; and
- The uneven distribution of ethnic minority staff, who are mainly being employed at lower bands on the pay scale

Caution is needed when reviewing this pay gap, as due to the small numbers of staff declaring themselves to be of an ethnic minority, even small changes to our staffing profile will have an impact.

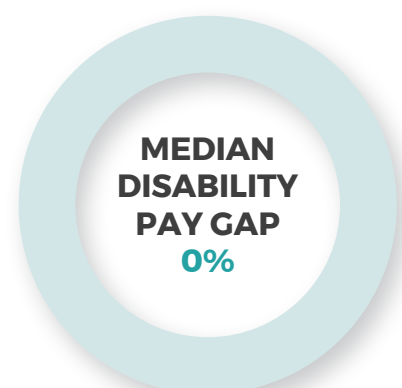


Disability

The Commission has no pay gap against median pay for staff with a disability / staff with no disability.

When looking at the mean pay gap, there is a small inverse pay gap, where staff with a disability overall are paid slightly more than staff with no disability.

Caution is needed when reviewing this pay gap, as due to the small numbers of staff identifying as having a disability, even small changes to our staffing profile will have an impact.



Supporting Our People during the Covid-19 Pandemic and Learning for the Future

The welfare and inclusion of our staff has been at the core of the Commission's approach to the pandemic, whether people are working on the premises or remotely.

We have continuously taken a measured approach to keeping all users of the estate safe whilst working on the estate, adapting to Government legislation and Public Health messages, whilst supporting the business of the Senedd to continue. Our focus on welfare and inclusion, ensuring that all building users felt equally safe, has encouraged all building users to consider each other's needs. We have actively supported all building users to follow the most up to date guidance on using the estate safely, including Lateral Flow Testing before entering the estate, and masks when circulating, and a redesigned building occupancy. The Senedd's internal Track and Trace procedure has supported business continuity, and a new desk booking system ensured both physical distancing throughout the estate, and opportunities to redesign a long lasting healthy workplace for the future.

Our HR, Estates and ICT Teams have worked closely to ensure that staff working remotely, either some or all of the time, have appropriate display screen equipment (DSE), including any reasonable adjustments and ergonomic requirements. As agile working will be a continuing feature of our future ways of working, we have procured a DSE online system which will continue to support those working remotely or on the estate.

Regular wellbeing support has been provided to all, whether on the estate or contributing remotely, focused on physical and mental wellbeing. Robust planning, informed conversations and individual risk assessments are the heart of returning to the estate, and will continue to inform inclusive future ways of working. Our Workplace Equality Networks, and particularly the MINDFUL network have continued to hold virtual drop-in sessions, creating a space for general chat and advice to all as and when needed.

Recognising the great numbers of estate users with caring responsibilities we have continued to provide adaptable support in this area, ensuring that our emerging agile ways of working can both deliver the business of the Senedd, and support Commission staff, Members, and their staff to support their caring commitments. Recognising that a number of our estates users live alone or in difficult circumstances, we have focussed efforts on maximising connectivity

between staff and teams. We have provided support for anyone experiencing domestic abuse during lockdown, including a safe place to work, and the introduction of a confidential loan facility for those in need. Regular wellbeing and business continuity pulse surveys, communication and all-staff meetings have ensured that we have tailored our approach to meet the needs and allay concerns effectively. These measures have similarly informed prioritisation and our business continuity resilience; providing us with new insights and practices for the future.

Workplace Equality Networks

Throughout the pandemic, our Workplace Equality Networks have continued to contribute to identifying and addressing problems for under-represented and disadvantaged groups and individuals within our organisation. They work hard to provide peer-support to colleagues, raise awareness of inclusion issues, and help impact-assess decision making to help build a stronger and more inclusive organisation. By providing pastoral support and promoting inclusion, the networks contribute to staff wellbeing and engendering a sense of belonging.

Participation in a network is a great opportunity for our staff to develop skills that they may otherwise not have the opportunity to develop in their jobs, such as critical analysis, event organising and blog writing.

Individual members of our networks work closely with our Organisational Development and Learning team to identify opportunities for progression, career development and learning goals. Farha is a member of REACH and was recently recruited to a permanent position. This is what she had to say:

“The Senedd Commission truly commits to investing in employees through various learning and development opportunities. I appreciate the advice and guidance provided to me by the Organisational Development and Learning team which has helped me to secure a permanent position within the organisation.

From the application stage to the interview preparations, the team were incredibly helpful, supportive and encouraging. They arranged an application form writing course for me and helped me to prepare for the interview, which helped to increase both the strength of my application and my confidence when applying for the position.

The support and advice provided has been invaluable and I'm incredibly grateful for the opportunities provided to me by the organisation which have helped me to progress within my career. "

Here is a sample of the kind of things that two of our networks have been involved with:

PLWS – Our LGBTQ+ Workplace Network

The past year has certainly been unique and unprecedented. Throughout it PLWS members and Allies have:

- Raised awareness of LGBTQ+ issues among staff and Members, including blogs for National Coming Out Day and LGBTQ+ History Month, and creating a bitesize *Gender Diversity in the Workplace* learning module delivered during Trans Awareness Week;
- Worked with the Communications and Engagement teams to ensure the Senedd marked and celebrated international LGBTQ+ Days on social media and internal communication platforms, including Trans Day of Visibility and International Non-binary People's Day
- Liaised with other networks, including the UK Houses of Parliament LGBT+ workplace network – ParliOUT, to discuss the activities of the respective networks and to build on our existing collaboration.
- Maintained social interaction and provided wellbeing support to one another.
- Continued its commitment to being a critical friend to the organisation and contributing to equality impact assessments for policy reviews including working flexibly, domestic violence, and returning to the estate;
- Meeting with Commissioners to discuss current issues affecting LGBTQ+ staff in the workplace.

REACH - Our Race, Ethnicity And Cultural Heritage network

REACH has continued to support colleagues and promote race equality.

Highlights include the following:

- The REACH Co-chairs attended the BAME into Leadership Conference. Mahima, one of the Co-chairs stated:

“The comments made by numerous panel members allowed us to focus on the benefits of the event. The biggest lesson that I learnt personally is to never be afraid of expressing any of the barriers to representation in our workplace.”

- Members of the network participated in a roundtable discussion on diversity and inclusion in the public sector, hosted by the Institute for Government as part of their “Future Leaders Series: How can the public sector equip itself to deliver more inclusive policies and services”.
- Providing feedback on policy development.



Recruiting Employees

Virtual recruitment

Throughout this reporting period we have continued to deliver virtual recruitment. We have undertaken equality impact assessments of our process to minimise any potential barriers to inclusion. We have also provided guidance for hiring managers as to how to recruit inclusively in a virtual setting and have reviewed our onboarding arrangements to ensure an inclusive and warm virtual welcome.

Recruitment and Selection

Over the last reporting year, we have:

- Advertised our roles as agile in terms of both location and working pattern where possible;
- Strategically partnered with an executive search agency to diversify the talent pipelines and panels for senior Commission appointments and public and Crown appointments;
- Continued to monitor recruitment processes and enhance assessment design, create bespoke advertising strategies for campaigns, enhanced panel diversity and job description/candidate pack design, all with a view to attracting the widest range of talent;
- reviewing and where appropriate acting on candidate and hiring manager feedback; and
- Included a geographic location question and socio-economic background diversity questions for external candidates and reported alongside our wider findings in the Senedd Commission's Workforce and Recruitment Diversity Monitoring Report.

YMLAEN Graduate Internship for people from an ethnic minority background

This year, we have partnered with the Windsor Fellowship to launch a new internship programme, entitled YMLAEN, offering opportunities to four individuals from an ethnic minority background.

We are committed to attracting talent from a wide range of backgrounds and recognise the value in reflecting the diversity of the Welsh population. The successful interns will be located in four different service areas - Committee

Services, Strategic Transformation Service (STS), Communications Service, and Engagement Service.

Although the internship does not offer or guarantee a substantive role at the end of the 12-month period, the aim is for interns to develop the skills and gain the experience required for a Management Band 2 role within the Senedd Commission or elsewhere.

Training at the Senedd means that the successful interns will be at the heart of Welsh politics, developing their skills and knowledge on how to best navigate and assist a busy and exciting workplace. The Internship is an excellent opportunity that has been designed to provide interns with the understanding and ability to develop within a diverse and inclusive organisation.

We received an incredible 63 applications, interviewed 16 final applicants and offered placements to four successful interns.

Manon Antoniazzi, Chief Executive and Clerk of the Senedd said:

“We believe the workforce is stronger when it better reflects Wales’ modern and diverse communities. This is an exciting opportunity for graduates to develop their skills and understanding in a high-profile and fast-paced environment at the heart of Welsh democracy.”

Joyce Watson MS, Senedd Commissioner with responsibility for equalities, added:

“This internship programme is a great addition to the ongoing work of the Senedd Commission to ensure our workforce reflects the diversity of Wales. The programme will offer mentoring, coaching and guidance from experienced Senedd employees. It will also provide exciting opportunities for skills building and career development, with invaluable exposure to activities to help prepare for their future careers.”

Employee Wellbeing Pulse Surveys and People Survey 2022

In 2021-22, three Wellbeing pulse surveys were conducted, to ask questions against the different pillars of the Commission’s Wellbeing Strategy (physical wellbeing, mental wellbeing, connectivity / social wellbeing, and financial wellbeing). Questions were also asked to assess attitudes to Covid-19 and working from home. Average response rates across these surveys was 66%. Overall findings related to Diversity and Inclusion include:

- Staff feel supported and connected to their team: overall, 92% of respondents agree or strongly agree, however ethnic minority respondents were least likely to agree (71%)
- Staff feel that their line manager cares about their wellbeing: 96% of respondents overall agree or strongly agree, but ethnic minority respondents (80%), and respondents aged 50-59 (91%) were least likely to indicate their line manager cares about their wellbeing.
- 64% of respondents have suffered stress / anxiety over the last 6 months. 1 in 5 respondents rated their mental health as poor or very poor. Respondents who consider themselves to have a disability, ethnic minority respondents and respondents aged over 60 had the lowest average scores.
- 14% of respondents rate their physical wellbeing as poor or very poor. Respondents who consider themselves to have a disability, respondents aged over 60, and respondents aged 50-59 had the lowest average scores.

In addition to the regular pulse surveys that have given us an indication of the ongoing needs and wellbeing of our staff, we undertook our annual engagement survey in November 2021. Once again the survey provided those who completed it with their individual results and an action plan with suggestions for addressing issues they'd identified, based on the first six core themes of: Reward and Recognition; Information Sharing; Empowerment; Well-being; Instilling Pride; and Job Satisfaction.

With a survey response rate of 71%, employees scored 75.5% overall within the Six Steps to Workplace Happiness framework used within this survey, nearly 5% higher than other parliaments. Organisational culture scored very positively at 77.7% within the staff engagement index, more than 6% higher than other parliaments and civil service bodies. Other key overall results related to Diversity and Inclusion include:

- I feel happy at work: 71.2% responded positively
- My employer cares for my well-being: 78% responded positively
- I am treated with respect: 79.4% responded positively
- My views are heard at work: 72.9% responded positively

- I think that the Senedd respects individual differences (e.g. cultures, working styles, backgrounds, ideas, etc.): 77.4% responded positively
- The Senedd Commission is committed to creating a diverse and inclusive workplace: 78.1% responded positively
- Do you feel sufficiently secure/comfortable to be yourself in work? 91.2% said yes and only 8.8% said no

However there was a marked contrast in the results among staff members from ethnic minority communities who scored 64% positively for 'I think that the Senedd respects individual differences', 62% positively for 'The Senedd Commission is committed to creating a diverse and inclusive workplace', 70% positively for 'I am treated with respect' and 59% positively for 'My views are heard at work'.

Positive scores among females from ethnic minority communities were slightly lower than their male counterparts, and less than half (45%) of them felt it was safe to challenge the way things are done in the Senedd compared to 56.3% of respondents overall feeling it is safe to challenge the status quo.

The contrast between positive scores from the overall average and those from specific groups of staff with other protected characteristics (e.g., disability, sexual orientation) was not as significant as that returned by staff from ethnic minority communities. Further work will be undertaken with the Race, Ethnicity and Cultural Heritage Network in order to identify the reasons behind these disparities and to jointly develop appropriate responses and solutions.

Diversity and Inclusion Week 2021

Diversity and Inclusion Week is an annual Senedd Commission event to celebrate difference, to learn more about some of our colleagues, and to consider how the Commission promotes inclusion. We invite our staff to consider their personal role in helping the Senedd to become a more inclusive organisation for our colleagues, as well as the Members and the public that we serve.

This year our theme was our organisational core values of >Respect >Passion >Pride. We looked at how D&I has become embedded in the work of the Senedd, the progress that was made in the Fifth Senedd and looking forward to the work that we have ahead of us in the Sixth Senedd. We shared a range of interesting resources covering a wide range of issues and intersectional identities.

Diversity and Inclusion Learning

We have adapted our learning and development provision to include a blend of virtual courses, e-learning and on-site training as we have navigated our way through the challenges of the pandemic. We have delivered a range of formal and informal training, including face-to-face training, workshops, and guidance and online resources ensuring that diversity is promoted is meaningful and accessible. All our training is underpinned by the concepts of diversity and inclusion.

During this reporting period, colleagues have accessed a range of training with a big focus on understanding mental health, managing stress, mindfulness and resilience to support them during the Covid-19 pandemic.

Our new Leadership Development programme, TANIO, has focused on our senior leadership cohort during this first year, and is designed to support diverse and inclusive leadership practices as the ask of our leaders continues to evolve. We have also delivered training to support line managers and host teams in preparation for our YMLAEN internship, including dignity and respect, race and cultural awareness and unconscious bias.

Working alongside other Parliaments, we have created and piloted an inter-parliamentary coaching network programme, training together, and coaching across Parliaments to support inclusive practices and a diversity of thought.

We have supported the induction and training of Members and their staff following the Sixth Senedd election. Information provided to Members at induction included signposting to relevant support and training. Members also have access to a series of intranet pages where they can access up to date guidance and information on equality, diversity and inclusion. The ongoing training offer for Members and their staff includes a range of diversity-focused training, including introductions to diversity and inclusion, dignity and respect training, unconscious bias, and mental health first aid.

We continue to expand our approaches to ensure Commission staff, Members and Members' Support Staff can access training remotely and continue to support our workplace equality networks to help foster support in line with our values.

Safeguarding and Inclusion of All

As the traditional ways of engaging with the public and with each other have adapted during the last two years, we have taken the opportunity to refocus on safeguarding in support of our commitments to welfare and inclusive outreach.

All of our staff who work directly in a supervisory capacity with young people are DBS checked to the highest (“enhanced”) level and have received extensive bespoke training by the NSPCC taking into consideration our unique and specific needs with the Welsh Youth Parliament. Our policies have been updated and Designated Safeguarding Officers have received refresher training including safeguarding of young people, vulnerable adults and support for victims of domestic violence.

As part of their commitment to safeguarding, and recognising the role places individuals in a position of trust, it is advised that each Member of the Senedd has a clear safeguarding code of conduct, policy and procedure in place to cover the delivery of their role. Safeguarding guidance documents have been developed to help Members write their safeguarding policy and accompanying safeguarding procedures. Level 1 and 2 child protection and safeguarding courses provided by the NSPCC are both available for Members and their staff. This year, the Children and Young People Committee have elected to undertake Safeguarding training together. This is now available for all Committees.

All events involving children and young people are also risk assessed, with safeguarding a key element in any assessment.



Developing our new strategy for the Sixth Senedd

We have identified existing and emerging workstreams which are informing the development of the Sixth Senedd's Diversity and Inclusion Strategy.

The following workstreams have been included in a set of draft priority objectives for internal and external consultation. The consultation was available on our website including in accessible formats, supported by a communications campaign.

The workstreams include:

Strategy and Governance

- Developing a new strategy through involvement and consultation.
- Aligning our workplace equality networks, senior champions and TUS colleagues through an Inclusion Board to give strategic oversight of our annual delivery of D&I objectives.
- Work cross-organisationally with Business in the Community Cymru to reach and engage with underrepresented groups.
- Work with strategic partners and commission expert advice where necessary.
- Annual D&I delivery plan published - with actions consolidated from all recruitment, diversity and pay data monitoring activities and also ethnic minority action plan and Comms/Engagement. This aligns with our People Strategy.

Leadership, Culture and Values

- Refresh D&I induction and refresher training.
- Continue to support the development of our workplace equality networks, chairs and champions - further defining roles, senior accountability and responsibilities.

- Develop a new behavioural framework which takes account of our organisational values.

Recruitment and Employment

- Continue to operate agile, inclusive recruitment that is likely to be virtual and takes account of our organisational values (post-Covid).
- Review our benchmarks for recruitment and workforce data in light of the pandemic and remote working and identify relevant and appropriate benchmarks to assess the efficacy of our efforts.
- Continue to monitor underrepresentation in our workforce and use advertising strategies to reach a wider audience and increase the diversity of our talent pipeline.
- Review conversion rates for external campaigns for ethnic minority and disabled applicants.
- Re-imagine our approach to talent management (development and progression).
- Design and implement an ethnic minority Graduate Internship.
- Continue to monitor and take action to reduce our gender and ethnicity pay gaps.
- Monitor socio-economic disadvantage of applicants and our workforce to gain insights that might inform decision-making and service design (as advised by the Senedd's Public Accounts and Public Administration Committee).
- Gather candidate and hiring manager feedback to help improve our processes.

An Accessible, Inclusive Parliament

- Support a drive in diversity and inclusion through attraction and recruitment for Public/Crown Appointments for which we manage campaigns and appointments.
- Link up our employer brand with Communications, Engagement and Outreach activities.

- A citizen-led approach to engagement with the people of Wales that effects behavioural change in people who have not to date participated in the work of the Senedd.
- Decision-making continues to take account of D&I at highest level i.e., equality impact assessments for projects and investments considered by Executive Board.
- Service area-specific D&I objectives.



Consolidated Diversity and Inclusion Actions (Workforce, Recruitment and Pay) – Annual Reporting 2022

Workforce and Recruitment Actions

- Review benchmarks, comparators and key performance indicators for workforce and recruitment for Sixth Senedd in light of Census 2021 data available in 2023.
- Develop a Resourcing and Talent Management Strategy that supports inclusive resourcing and talent management of existing workforce.
- Continue to monitor conversion rates across the protected characteristics for internal and external campaigns of all candidates and make any required changes to processes.
- Develop a new behavioural framework which aligns with our organisational values.
- Refresh candidate guidance, hiring manager training and include inclusive recruiting principles in Recruitment Policy following Recruitment Team training. Pilot different advertising strategies, including translation into community languages and targeted outreach.
- Continue to work with workplace equality networks to identify how to better support progression of all staff including staff with protected characteristics.
- Monitor diversity of hiring panels and increase the number and diversity of panel members.
- Gather and analyse data on social mobility diversity of employees.

Equal Pay Audit and Pay Gap Monitoring Actions

- We will undertake another mid-year pay audit in Autumn term 2022 to identify progress with regards to equal pay / pay gaps.
- We will continue to encourage staff to declare their personal information, with a particular focus on Religion / Belief, due to the lower

declaration rates in this area and Disability, as we believe that many people with hidden disabilities, mental ill health, dyslexia and other long term health conditions, who could identify with this definition of disability on our system, are not reflected in this data.

- We will work with staff to ask them to declare socio economic status in future, in order that we can report on and monitor the impact of this factor on pay.
- Representation across the workforce, and especially at more senior pay bands, continues to be a key issue for staff from an ethnic minority background, and for Muslim employees. We will continue to seek to encourage people from these groups to apply for roles with the Commission, and work with existing staff from these groups to ensure equal opportunity to development and progression.
- We have implemented a new pre-employment medical health checks, to encourage better discussion with staff from the start of their employment regarding disability / underlying health conditions, to help reduce stigma / concern around reporting of disability, and better enable us to identify and make reasonable adjustments. We will continue to review the implementation of this, and how this helps recruit and retain staff with a disability.
- Due to the pay difference for part-time males vs full-time males, we will look to promote / encourage more awareness of flexible working options amongst more senior grades.

Diversity and Inclusion: Workforce and Recruitment Monitoring Report

June 2022



The Welsh Parliament is the democratically elected body that represents the interests of Wales and its people. Commonly known as the Senedd, it makes laws for Wales, agrees Welsh taxes and holds the Welsh Government to account.

An electronic copy of this document can be found on the Senedd website:
www.senedd.wales

Copies of this document can also be obtained in accessible formats including Braille, large print, audio or hard copy from:

Welsh Parliament
Cardiff Bay
CF99 1NS

Tel: **0300 200 6565**

© Senedd Commission Copyright 2022

The text of this document may be reproduced free of charge in any format or medium providing that it is reproduced accurately and not used in a misleading or derogatory context. The material must be acknowledged as copyright of the Senedd Commission and the title of the document specified.

Diversity and Inclusion: Workforce and Recruitment Monitoring Report

June 2022





Contents

- 1. Introduction 5**
- 2. Workforce Monitoring 7**
- 3. Senedd Commission Workforce Data Insights 13**
- 4. Recruitment Monitoring Data Insights 29**
- 5. Senedd Commission Recruitment Data Insights 31**



1. Introduction

Our workforce supports the efficient running of the Welsh Parliament (Senedd) by providing services to Members of the Senedd, their staff and the public.

Each year, we collect, analyse and publish diversity data on our workforce profile and recruitment activity. We have a separate report on our **equal pay audit and pay gap reporting**. Our **consolidated action plan** draws together all the actions we need to undertake across these reports.

The information below sets out an analysis of the diversity profile of our workforce, alongside both internal and external recruitment monitoring data. From this information, we are able to examine the diversity profile of our workforce, the people we attract to apply for jobs and to whom we offer employment. We use the analyses of these monitoring exercises to help inform our approach to being an inclusive recruiter and employer, in order to meet the diverse needs of staff and to try to ensure that our workforce is representative of the diversity of the public that we serve.

The preparation and publication of this report meets the public sector duties set out in the Equality Act 2010 (the Act). The report contains analyses of data which accords with the protected characteristics as defined by the Act.

Benchmarking

We use data from the 2011 Census, namely the Cardiff Travel to Work Area (TTWA) data set to compare the characteristics of our workforce and job applicants to the wider Cardiff population in terms of people of working age. Going forward into the Sixth Senedd, we will review the appropriateness of this comparator, given the changes brought about by the pandemic resulting in remote/hybrid working and also await the Census 2021 data (to be available in 2023). Therefore, for the purposes of this reporting period, we use the TTWA data throughout this report.

Terminology

Following consideration of the appropriateness of the acronym B.A.M.E., involving discussions with our Race, Ethnicity and Cultural Heritage Network (REACH), the Senedd Commission agreed to start using the term 'ethnic minority' going forward.

Socio-Economic Background Data Collection and Analysis

Since 1 April 2021, we have asked applicants for internal and external recruitment schemes about their socio-economic background to help us better understand who is applying to work with us. We will collect this data for our workforce, using our self-service HR portal during the next reporting period.

Privacy

Raw data is only seen by a small number of key staff in the HR Team and is held securely on a confidential basis and in line with data protection legislation. In terms of our workforce data and its presentation, where there are small numbers of staff, we have merged certain categories within the tables to ensure that individuals' privacy is protected and in line with data protection legislation.

We have the following privacy notice to provide information on how we collect, use and store data from our applicants.

Recruitment of Commission Staff

2. Workforce Monitoring

Our Approach to Workforce Monitoring

Our workforce data is collated via our HR Payroll system and relates to staff directly employed by the Senedd Commission. The workforce data presented in this report is as of 31 March 2022.

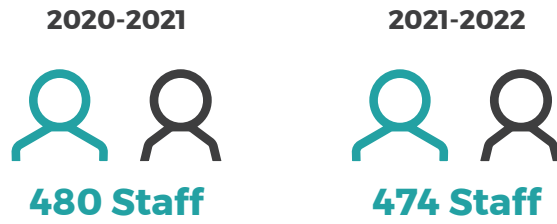
One of our identified on-going actions is to further increase the number of staff who self-identify their diversity characteristics and update them on our HR Payroll system. We include declaration rates alongside our workforce data.

Action to address under-representation in our workforce

We continue to take steps to address under-representation within our workforce, including identifying and removing barriers to inclusion. We are encouraging applications from the widest pool of talent and are developing a Resourcing and Talent Management Strategy which aligns with our diversity and inclusion activities. Ongoing activities include:

- providing unconscious bias training for all recruitment panels and ensuring they are made up of a diverse range of staff;
- regularly reviewing our recruitment practices based on data insights and offering advice to hiring managers on inclusive job description design, advertising strategies and assessment design;
- reviewing and where appropriate acting on candidate and hiring manager feedback;
- creating bespoke advertising strategies for campaigns to optimise talent attraction; and
- sharing our diversity and inclusion strategy with our executive search partners to instruct them to diversify the talent pipeline for our senior appointments and the public and Crown appointments for which we provide resourcing support.

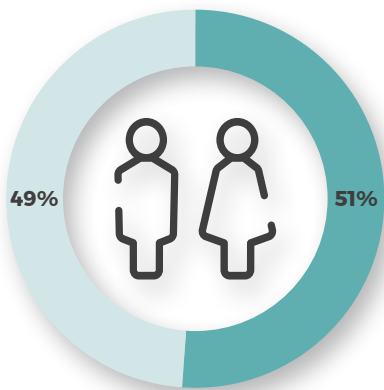
HEADCOUNT



SEX AND GENDER

51% women and 49% men (as last year) No staff have identified as non-binary. Women represent 50.0% of staff in our three most senior pay bands.

Gender split

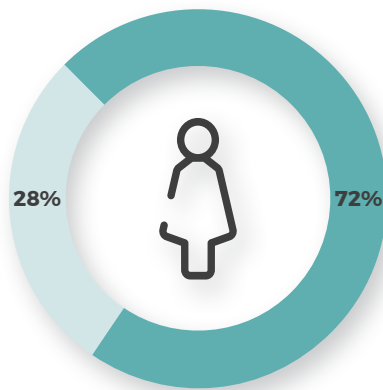


Detail:

49% Men

51% Women

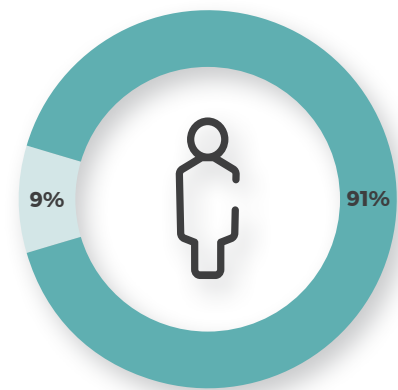
Working Pattern



Women:

28% Part time

72% Full time

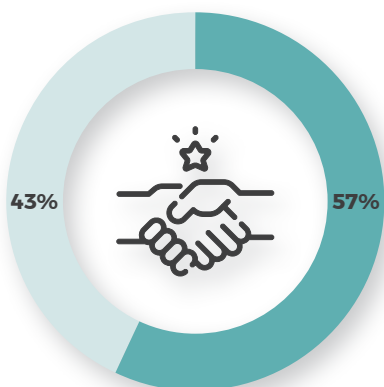


Men:

9% Part time

91% Full time

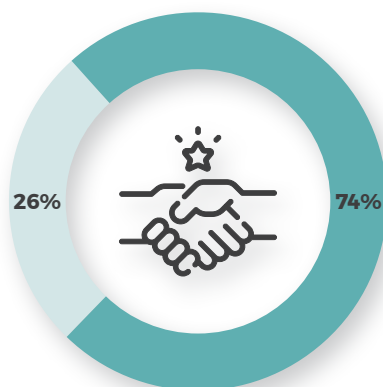
Recruitment



External job offers:

43% offered to men

57% offered to women



External job offers:

26% offered to men

74% offered to women

Gender Identity / Gender Reassignment

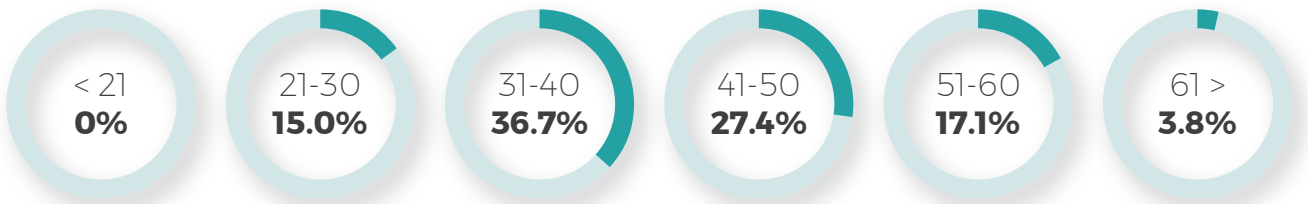


No members of staff have identified as trans.

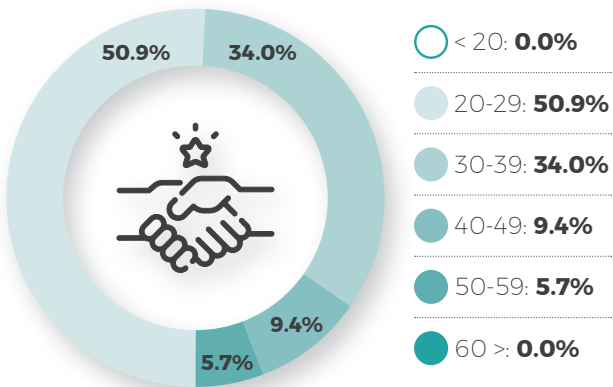
2.6% of total applications for external roles were from applicants who identified as trans compared to 0.5% of applicants in 2021.

AGE

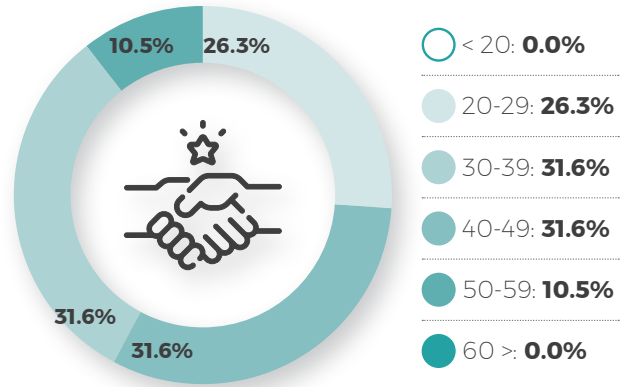
20.9% of our workforce is aged 51 and over. Up from 18.8% last year



External job offers



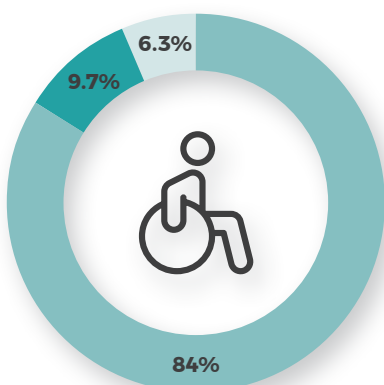
Internal job offers



DISABILITY

Workforce disability declaration rate increased from 88.0% (2020-21) to 90.3% (2021-22).

Workforce



- Disabled: 6.3%
- Non-disabled: 84%
- Prefer not to say: 9.7%

Recruitment

2020-2021



0.0% of external jobs offered to disabled applicants

2021-2022



9.4% of external jobs offered to disabled applicants

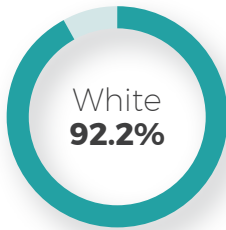


5.3% of internal jobs were offered to disabled applicants

ETHNICITY

80.0% of staff who identify as ethnic minority are in pay bands TS and M3

Workforce



A year-on-year increase in the percentage of total applications from ethnic minority candidates: **4.8%** in **2016** to **11.0%** in **2022**

Recruitment

2020-2021



3.2% of external jobs offered to ethnic minority applicants

2021-2022



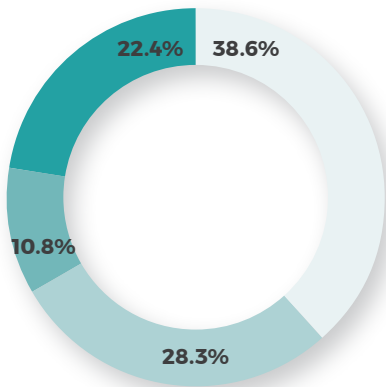
7.5% of external jobs offered to ethnic minority applicants



5.3% of internal jobs were offered to ethnic minority applicants

RELIGION / BELIEF

Workforce



- None: **38.6%**
- Christian: **28.3%**
- Other Religion: **10.8%**
- Prefer not to say: **22.4%**

Recruitment



External job offers

No religion / belief: **60.4%**

Christian: **15.1%**

Other: **17.0%**

Prefer not to say: **7.5%**



Internal job offers

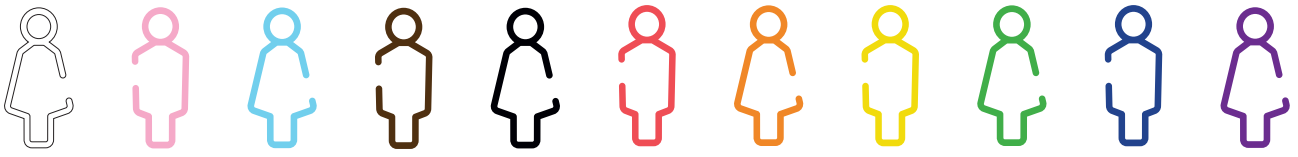
No religion / belief: **31.6%**

Christian: **31.6%**

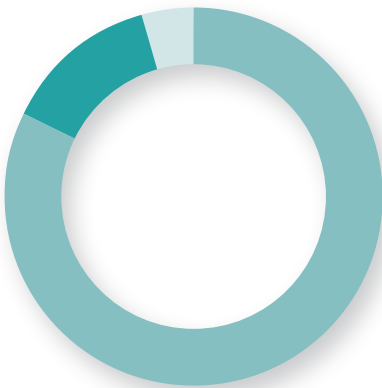
Other: **21.1%**

Prefer not to say: **15.8%**

SEXUAL ORIENTATION



Workforce



- LGBQ+: **4.2%**
- Heterosexual: **82.3%**
- Prefer not to say: **13.5%**

Recruitment

2020-2021



9.7% of external jobs offered to LGBQ+ applicants

2021-2022



5.7% of external jobs offered to LGBQ+ applicants



No LGBQ+ staff were offered a job as part of an internal exercise

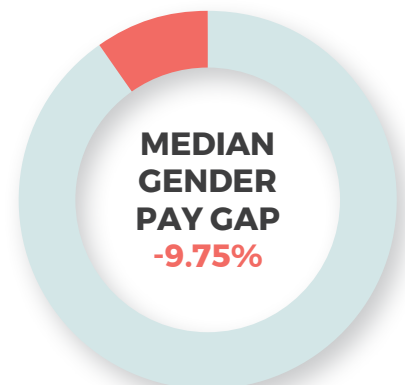
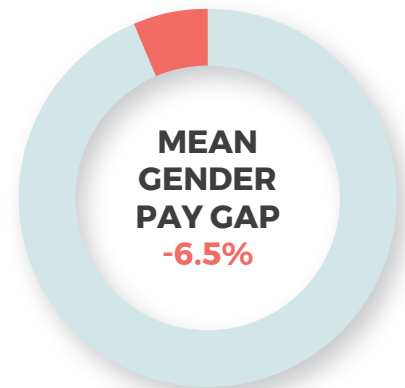
PAY GAP REPORTING

Gender

As with previous years, the Commission continues to experience an inverse gender pay gap, where women overall are paid more than men.

This bucks the national trend, which in April 2021 was 7.9%. Whilst the median pay gap has continued (as with previous years) to very slightly decrease, the mean pay gap this year has increased.

This can partly be attributed to a restructure of salaries at Executive Board level, as well as a 60:40 female to male split at E1 /Grade 6 level this year, compared to last year when it was 50:50 (as a result of two new joiners).



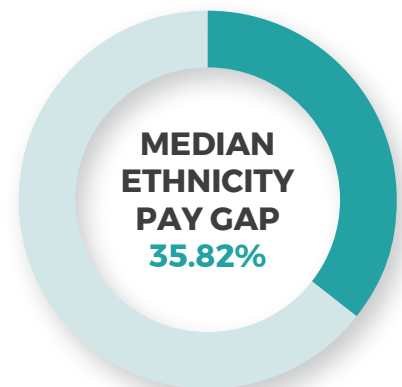
PAY GAP REPORTING

Ethnicity

As with previous years, the Senedd continues to have a significant ethnicity pay gap. This is mainly due to:

- A limited number of ethnic minority staff employed by the Commission as an overall percentage of the overall workforce; and
- The uneven distribution of ethnic minority staff, who are mainly being employed at lower bands on the pay scale

Caution is needed when reviewing this pay gap, as due to the small numbers of staff declaring themselves to be of an ethnic minority, even small changes to our staffing profile will have an impact.

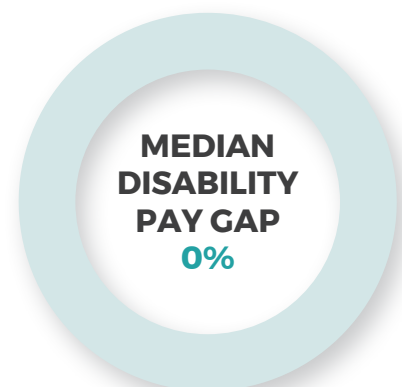


Disability

The Commission has no pay gap against median pay for staff with a disability / staff with no disability.

When looking at the mean pay gap, there is a small inverse pay gap, where staff with a disability overall are paid slightly more than staff with no disability.

Caution is needed when reviewing this pay gap, as due to the small numbers of staff identifying as having a disability, even small changes to our staffing profile will have an impact.



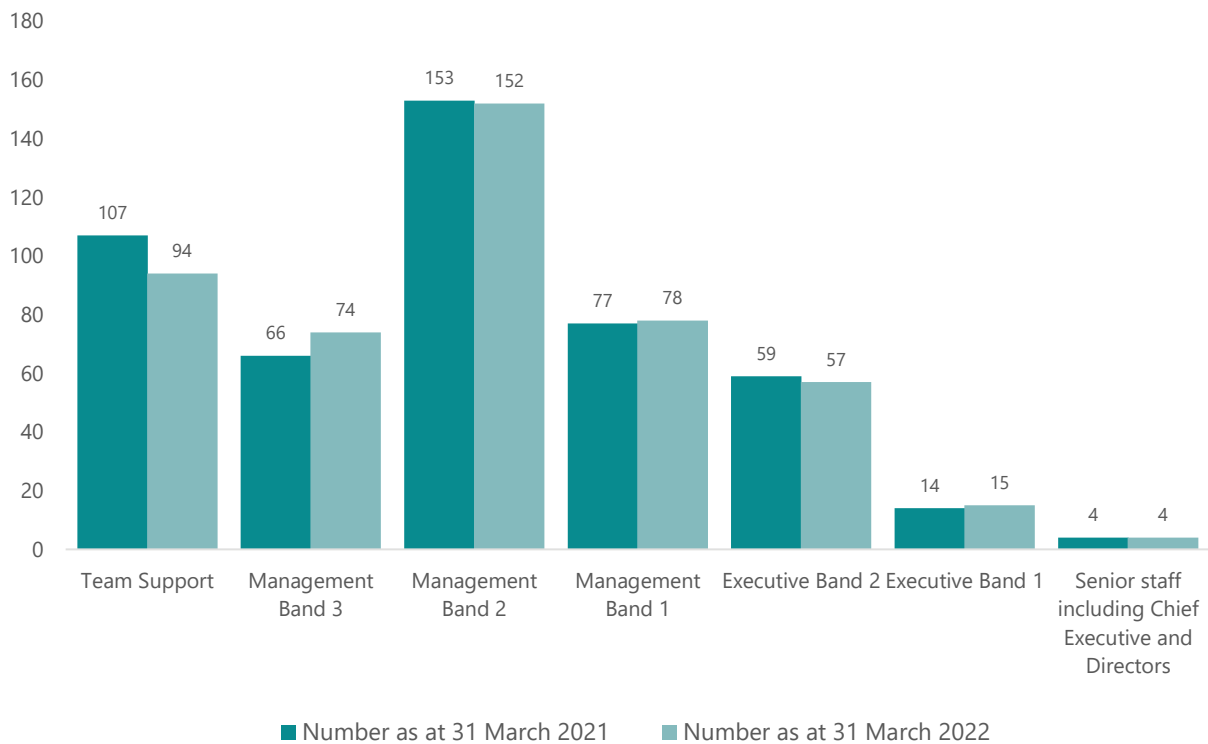
3. Senedd Commission Workforce Data Insights

Headcount

The headcount as at 31 March 2022 is 474 staff. This compares with 480 staff in the last reporting period. This figure does not include staff who were either seconded to the Senedd Commission or are agency staff. Our headcount this year has therefore decreased by six staff.

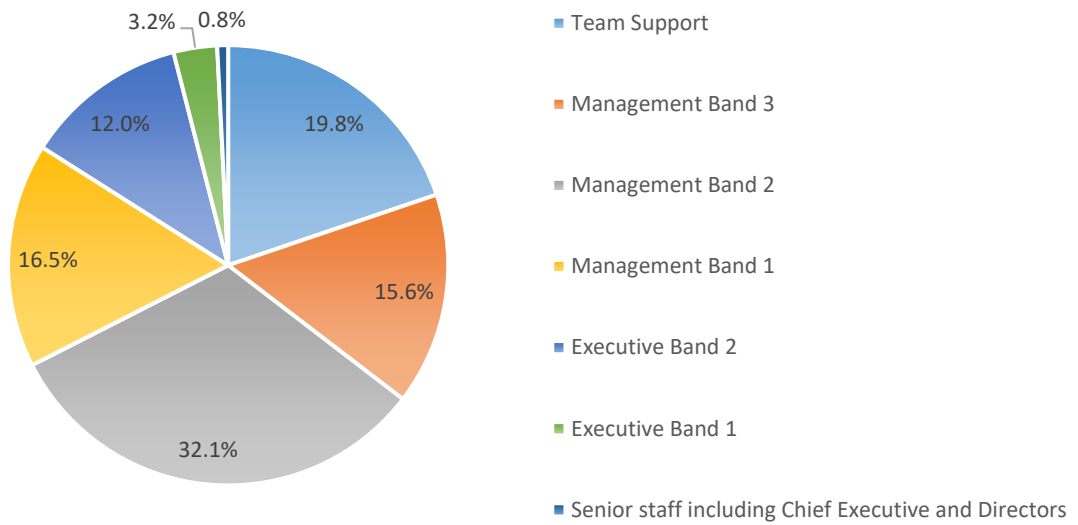
Workforce Composition by Grade (Pay band)

Graph 1: Workforce Composition by Grade (Pay band)



Workforce Composition by Grade/Pay band comparing 2022 and 2021 data

Chart 1: Percentage of Staff by Grade/ Pay band (as at 31 March 2022)

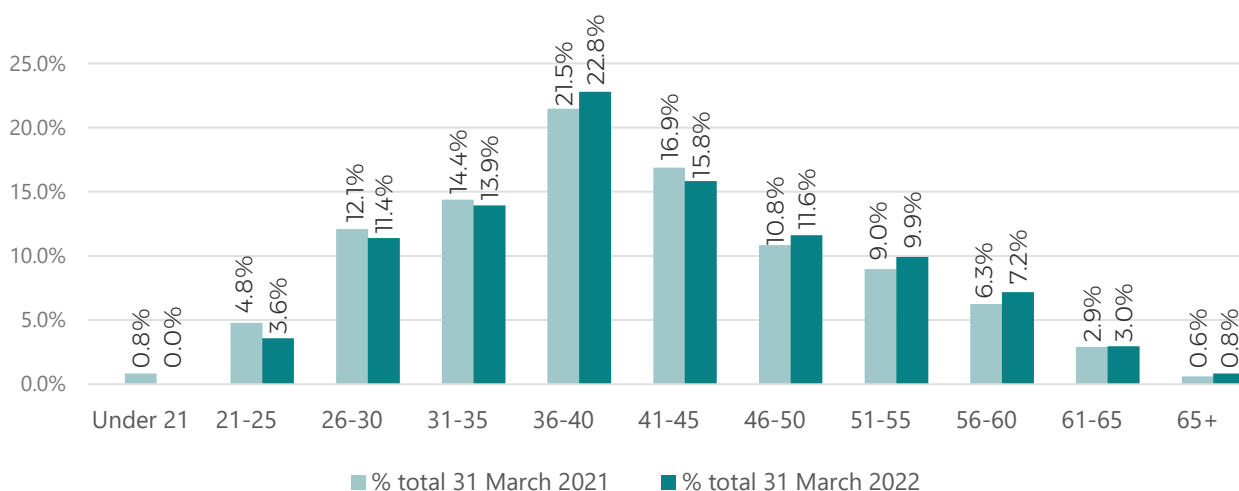


Analysis:

The largest group of staff is at Management Band 2 at 32.1% which was also the case in the last reporting period. The Executive Band 1 and Senior staff cohort has increased from 3.7% of our total workforce to 4.0% - an increase from 18 staff to 19. The biggest change is in the Team Support band, dropping from 22.3% of our total workforce to 19.8% - a drop from 107 staff to 94.

Workforce composition by Age

Graph 2: Workforce Composition by Age comparing 2022 and 2021 data



Declaration Rate: 100%

Analysis:

The highest percentage of our workforce (22.8%) is situated in the 36 to 40 age range, this was also the age range with the highest percentage increase compared to 2020-21 with an increase of 1.3%.

Compared to 2020-21, the percentage of people aged 51 and over has increased slightly, from 18.8% to 20.9% but this is still less than the figure from the 2011 Census which states that 23.9% of people who are economically active and employed in the Cardiff TTWA are aged 50 to 64.

Also notable is the slight increase in the 61 and over cohort from 3.5% in 2021 to 3.8% in this reporting year.

According to data from the 2011 Census, 14.3% of people in the Cardiff Travel-to-Work Area (TTWA) who are economically active and employed are aged under 24. This compares to 3.6% of our workforce who are aged 25 and under. This fall from 5.6% in 2021 can be partly explained by the absence of a new apprenticeship scheme in this reporting period.

20.9% of our workforce is aged between 51 and 65. This is up from 18.8% last year.

Workforce composition by Disability

Graph 3: Workforce Composition by Disability comparing 2022 and 2021 data

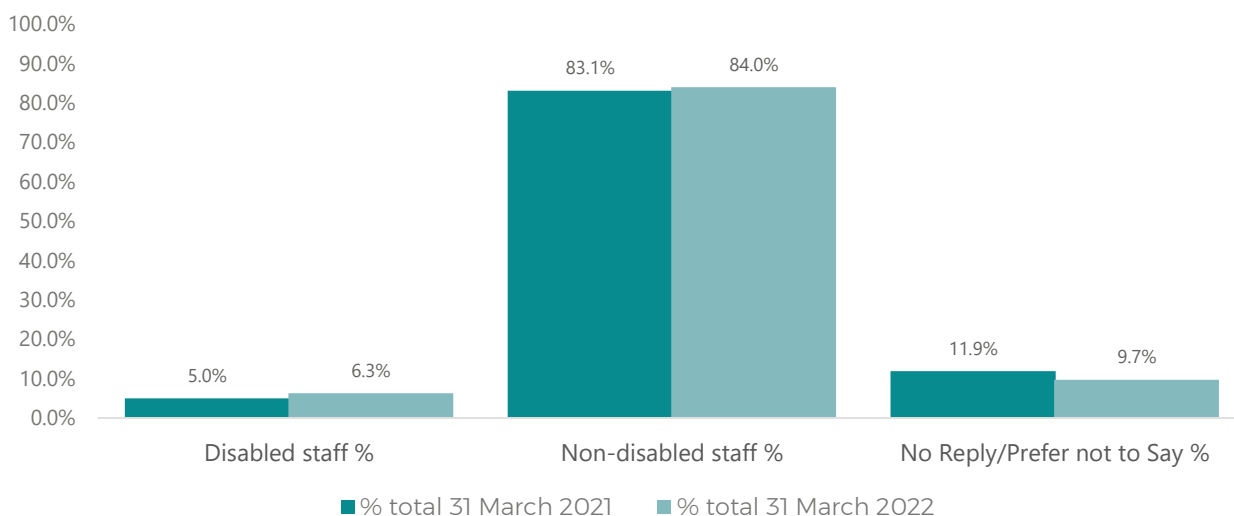


Table 1: Workforce Composition - Disability Status by Grade as at 31 March 2022

Grade	Total staff		Disabled staff		Non-disabled staff		No Reply/Prefer not to Say	
	number	number	number	%	number	%	number	%
TS	94	3	3	3.2	78	83.0	13	13.8
M3	74	4	4	5.4	65	87.8	5	6.8
M2	152	13	13	8.6	121	79.6	18	11.8
M1	78	4	4	5.1	66	84.6	8	10.3
E2, E1 & Senior*	76	6	6	7.9	68	89.5	2	2.6
Total	474	30	30	6.3	398	84.0	46	9.7

*merged to protect individuals' privacy

Declaration Rate: 90.3%

Analysis:

Following a series of internal staff messages, we are pleased that the declaration rate has slightly increased from 88.0% to 90.3%, with the percentage of staff declaring a disability increasing from 5.0% to 6.3% of our total workforce. We will continue to encourage all disabled staff to record their disability on our HR system, as we believe that many people with hidden disabilities, mental ill health, dyslexia and other long term health conditions, who could identify with this definition of disability on our system, are not reflected in this data. 9.7% of our

workforce have not declared whether they have a disability or long term health condition.

The 2011 Census states that 8.3% of people who are economically active and employed in the Cardiff TTWA have a long term health problem or disability that limits their day-to-day activities. As 6.3% of our workforce currently identifies as disabled, we would like this figure to align more with the Cardiff TTWA figure. We realise that this could involve encouraging staff to self-identify as disabled staff, but also we need to be sure that we are attracting disabled people to apply for work with us. We will therefore take account of this as part of a wider strategy to address underrepresentation in our workforce. Our recruitment data shows that this reporting year, the conversion rates to offer of employment from sift, have improved from last year. Whilst this is encouraging, we will continue to monitor our processes and feedback across the protected characteristics, to work to remove any potential or actual barriers to applying or securing employment with us.

Workforce Composition by Ethnicity

Graph 4: Workforce Composition by Ethnicity comparing 2022 to 2021 data

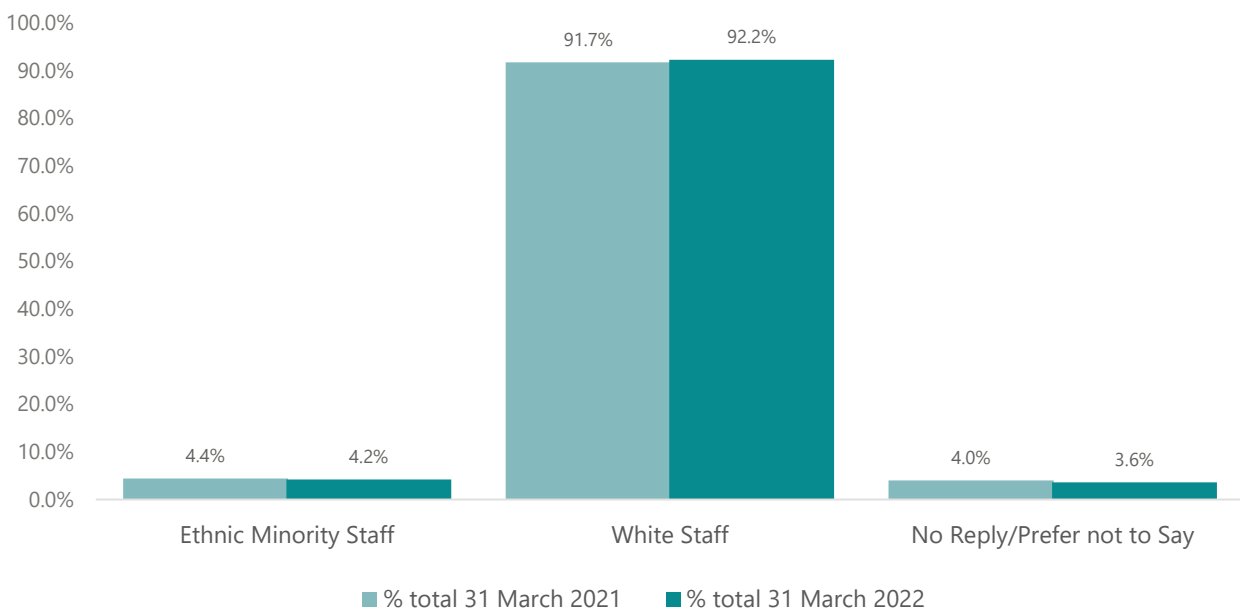


Table 2: Workforce Composition: Ethnicity by Grade as at 31 March 2022

	Total staff	Ethnic Minority Staff	White Staff		No Reply/Prefer not to Say		
	number	number	%	number	%	number	%
Total	474	20	4.2	437	92.2	17	3.6

In order to protect individuals' privacy, we are unable to present data by pay grade but we have provided a high-level analysis below.

Declaration Rate: 96.4%

Analysis:

5.3% of the E2, E1 and Senior grades identifies as either being from an ethnic minority or did not disclose their ethnicity.

The percentage of ethnic minority people in the total workforce has decreased slightly from 4.4% last year to 4.2% in this reporting year.

The 2011 Census states that 6.8% of people who are economically active and employed in the Cardiff TTWA identify as from an ethnic minority. We continue to work to aim for closer alignment with the TTWA figure. As per the previous two reporting years, this year, the TS and M3 grades exceed this comparison figure.

50% of our staff who identify as from an ethnic minority (10 out of 20) are employed at our lowest paid level (TS grade). This has decreased from 57.1% from 2020-21. It is important to note that the sample size is very small, so the data is sensitive to changes even when a single person joins or leaves the organisation.

We can infer from the data that there is an uneven distribution of staff who identify as from an ethnic minority across our workforce. 80.0% of staff who identify as from an ethnic minority are in the two lowest pay bands (TS and M3), slightly down from 81.0% in 2021, but still higher than 70.0% in 2020.

We will work hard to ensure that we increase representation in bands M1 and beyond (both through more staff self-identifying on our HR system as from an ethnic minority background, and employing more staff at all levels, particularly at senior/ decision-making level). The Commission has a stretch indicator to increase the number of applications year-on-year from candidates that identify as from an ethnic minority. Through the Fifth Senedd, this has risen from 4.8% of total applications in 2016, to 11.0% this year. This year, we are encouraged that our conversion rates from application to sift and sift to offer of employment have improved for ethnic minority applicants. We will continue to examine our

processes further to identify and work to remove any potential or actual barriers, across all protected characteristics.

We have continued our engagement with Business in the Community (BITC), and the Race at Work Charter and continually reviewed our action plan to address underrepresentation in the Senedd's workforce, which involves supporting our existing ethnic minority colleagues to fulfil their potential and ensuring we take appropriate steps to attract the widest and diverse range of talent to apply for jobs with us. Our senior champion for ethnic minority colleagues and our Race, Ethnicity and Cultural Heritage (REACH) workplace equality network, are raising the profile of the network, both internally and externally.

This year, we are pleased to launch YMLAEN, our graduate internship scheme specifically aimed at people from an ethnic minority background. The interns will be recruited at a unique level, between M3 and M2 allowing them to apply for M2 positions in the Senedd should vacancies become available. The internship is a time-limited training scheme with no guaranteed job at the end but with the aim of enhancing the employability of the scheme's participants.

Workforce Composition by Gender Identity/Gender Reassignment Status

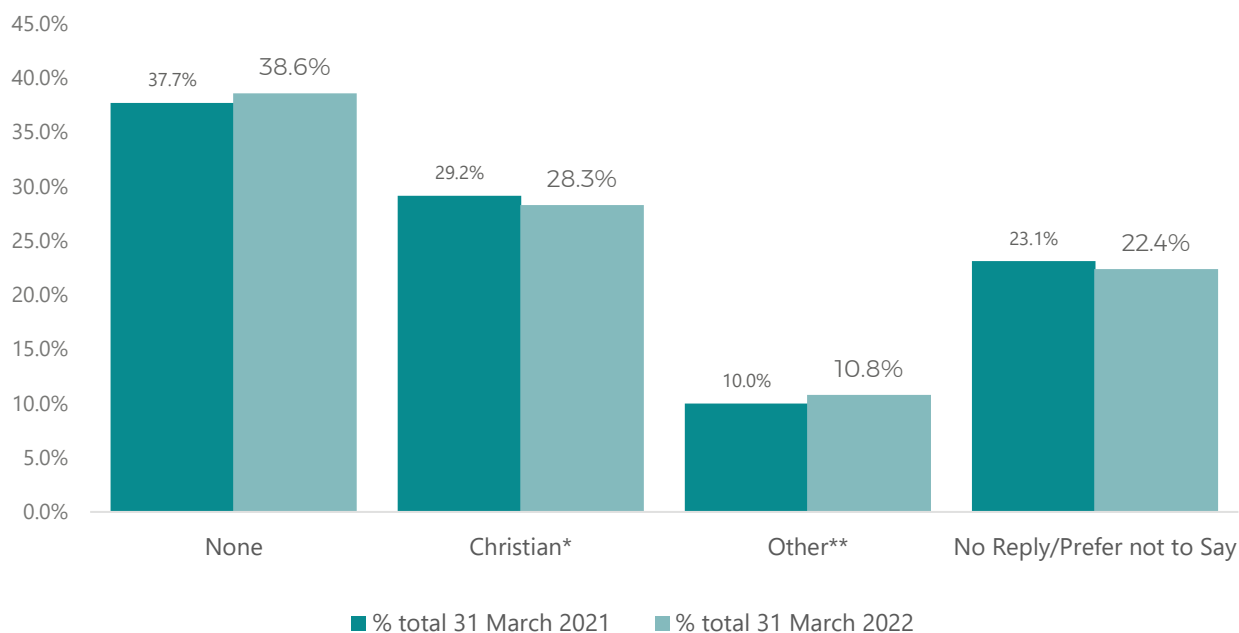
No members of staff have identified as trans on our HR self-serve IT system as at 31 March 2022.

For twelve consecutive years from 2009 to 2020, the Senedd Commission has been listed as one of the top LGBTQ+ inclusive organisations in the UK in Stonewall's Workplace Equality Index, including being named the top employer in the UK in 2018. We celebrate this success and continue to promote the Senedd Commission as an employer of choice on social media platforms and in our recruitment literature.

Staff have the ability to update their personal data on the HR System and we are also encouraging staff to ensure their information is correct and up to date.

Workforce Composition by Religion/Belief

Graph 5: Workforce Composition by Religion/Belief comparing 2022 to 2021 data



*Christian - Christian, Roman Catholic, Church in Wales, Church of England, Baptist/Methodist

**Other - Agnostic, Atheist, Buddhism, Hinduism, Muslim, Other, Zoroastrian

Table 3: Workforce Composition - Religion / Belief by Grade as at 31 March 2022

Grade	Total staff	None		Christian*		Other**		No Reply/Prefer not to Say	
		number	%	number	%	number	%	number	%
TS	94	39	41.5	24	25.5	13	13.8	18	19.1
M3	74	37	50.0	18	24.3	5	6.8	14	18.9
M2	152	58	38.2	42	27.6	16	10.5	36	23.7
M1	78	30	38.5	22	28.2	8	10.3	18	23.1
E2, E1 & Senior** *	76	19	25.0	28	36.8	9	11.8	20	26.3
Total	474	183	38.6	134	28.3	51	10.8	106	22.4

*Christian - Christian, Roman Catholic, Church in Wales, Church of England, Baptist/Methodist

*Other - Agnostic, Atheist, Buddhism, Hinduism, Muslim, Other, Zoroastrian

*** merged to protect individuals' privacy

Declaration Rate: 77.6%

Analysis:

As last year, the declaration rate is still lower than we would wish it to be, and we will continue to encourage staff to update their personal information on our HR system.

38.6% of staff who filled in their data on our HR system declared no religion or belief (none), which is slightly higher than last year’s 37.7%.

Overall, since last year there is a rise in declaration of ‘no religion or belief’ at TS (41.5%), M3(50.0%) and M1(38.5%). There was however a slight drop in declaration of ‘no religion or belief’ at M2 grade (38.2%).

It is difficult to draw any conclusions from this data set other than it could demonstrate a diversity of religious belief (including non-belief) in our workforce. We are a faith-friendly workplace, and we have flexible working arrangements in place for staff who wish to observe prayer and/or religious events and holidays; we have two on-site quiet rooms for staff and visitors to use should they wish to (as access to the estate is resumed as Covid-19 restrictions ease).

Workforce Composition by Sex

Graph 6: Total Workforce Composition by Sex

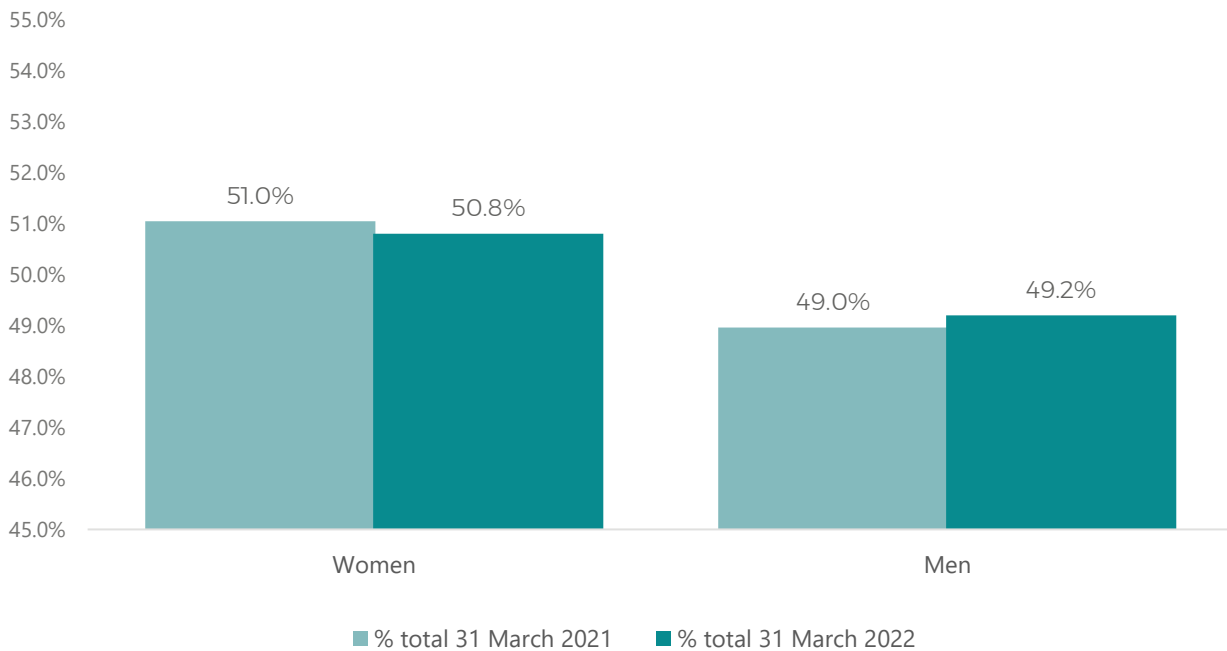


Table 4: Workforce Composition - Sex by Grade

Grade	Total staff		Women		Men	
	number		Number	%	number	%
TS	94		37	39.4	57	60.6
M3	74		33	44.6	41	55.4
M2	152		88	57.9	64	42.1
M1	78		45	57.7	33	42.3
E2, E1 & Senior*	76		38	50.0	38	50.0
Total	474		241	50.8	233	49.2

Declaration Rate: 100%

Analysis:

This reporting period sees a near equal split at 51%/49% between women and men in our overall workforce composition, which is consistent with last year’s reporting. No staff have identified as non-binary.

More men than women are represented in the lowest two grades, with women having higher numbers at both M2 and M1 grades. This could be attributed to the prevalence of men within the security service and of women at M2 and M1 grades in the Translation and Reporting Service.

There is a 50/50 equal split at E2, E1 and Senior level: women currently represent 50.0% of staff in our three most senior bands. This meets the ambition set out in the 50:50 by 2020 Campaign.

Working Pattern by Sex/Gender

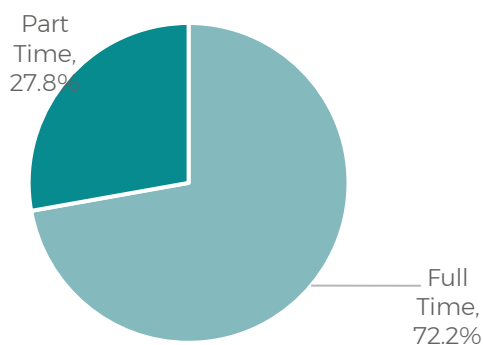
Table 5: Working Pattern by Sex/Gender

Grade	Women		Men		Total workforce
	Full- Time	Part- Time	Full-Time	Part-Time	
	%	%	%	%	%
TS	73.0	27.8	82.5	17.5	19.8
M3	84.8	15.2	90.2	9.8	15.6
M2	63.6	36.4	92.2	7.8	32.1
M1	73.3	26.7	97.0	3.0	16.5
E2, E1 & Senior*	78.9	21.2	100.0	0.0	16.0
Total	72.2	27.8	91.4	8.6	100.0

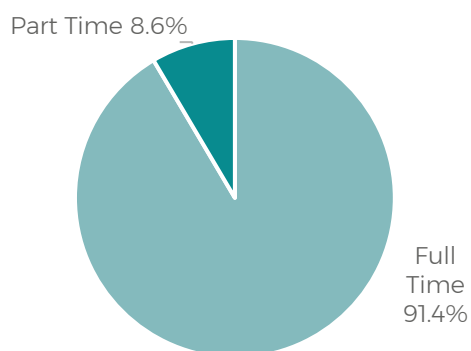
Here, we provide percentages, rather than numbers to protect individuals' privacy.

Charts 2 and 3: Working Patterns of Women and Men as at 31 March 2022

Working patterns of women as at 31 March 2022



Working patterns for men as at 31 March 2022



Analysis:

The 2011 Census data shows that 37.3% of women in the Cardiff TTWA work part-time. Our snapshot data on 31 March 2022 shows that, 27.8% of women in our workforce work part time, a decrease from 28.6% in March 2021 and 31.1% in March 2020.

The 2011 Census data shows that 9.9% of men in the Cardiff TTWA work part-time. During this reporting period, 8.6% of men in our workforce work part time, an increase from 6.4% in March 2020.

Our staff use a number of flexible working options, as either a formal or informal arrangement. Informal flexible working options include: compressed hours, annualised flexi leave and working from home. Anecdotally, we are aware that many members of staff, including men at senior level, utilise these arrangements. The figures in Table 5 refer to formal arrangements only where a member of staff has formally reduced their hours.

As last year, the data shows that men are less likely to work part-time than women in our workforce. As last year no men at the top three grades (E2-Senior) worked part time. Due to Covid-19 restrictions, the majority of our staff have worked remotely and/or had hybrid working arrangements alongside flexibly/adjusted working patterns to accommodate business needs and caring responsibilities.

Workforce Composition by Sexual Orientation

Graph 7: Workforce Composition by Sexual Orientation comparing 2022 to 2021 data

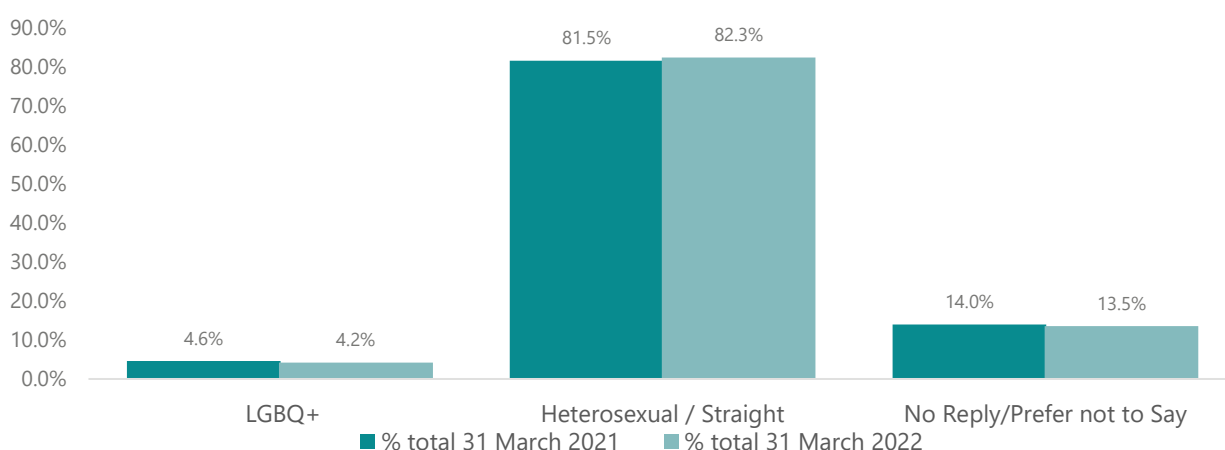


Table 6: Workforce Composition-Sexual Orientation by Grade as at 31 March 2022

	Total staff		LGBQ+		Heterosexual / Straight		No Reply/Prefer not to Say	
	number	%	number	%	number	%	number	%
Total	474		20	4.2	390	82.3	64	13.5

In order to protect individuals' privacy, we are unable to present the data by pay grade but we have provided a high-level analysis below.

Declaration Rate: 86.5%

Analysis:

The number of no reply/prefer not to say dropped from 14.0% last year to 13.5% this year. Whilst the declaration rate of staff continues to rise, the rate of 86.5% (86.0% last year) is lower than we would like it to be. We periodically remind and encourage staff to update their personal data on our HR system.

The number of staff who identify as Lesbian, Gay, Bisexual or other minority Sexual Orientation (LGBQ+) has decreased since the last reporting period, representing a slight drop from 4.6% of our total workforce to 4.2%. We can infer from the data that there is an even distribution of LGBQ+ staff across our pay bands, with 3.9% of staff who identify as LGBQ+ at pay bands E2, E1 and Senior level (combined). There currently is no comparative data available for the Cardiff TTWA for LGBQ+ people who are economically active and employed. However, Stonewall references the UK Government's estimate that 5-7% of the population identify as LGBQ+.

Assuming that some of the population included in the 5-7% estimate will be people who are not economically active or in employment (possibly due to their age), our workforce percentage of 4.2% could be considered broadly representative. We await the availability of Census 2021 data to increase our understanding of the UK LGBQ+ population level.

Maternity and Co-Parental Leave

Maternity Leave and Returners

27 women were on maternity leave during this reporting period. 15 women returned from maternity leave, 5 of whom changed their work pattern (of these, 4 women reduced their hours).

Co-Parental/Paternity Leave

Four partners took co-parental/paternity leave and 1 changed their work pattern on their return to work.

Shared Parental Leave

One member of staff took shared parental leave during this period.

Training

Currently, we do not gather data for training (or application for training) in a manner which we can analyse by protected characteristic.

Grievance and Disciplinary Related to Protected Characteristics

In this reporting period, we received no complaints relating to a protected characteristic and undertaken no grievance or disciplinary procedures based on a protected characteristic.

Exit Interview Data

When staff leave the Senedd Commission, they are invited to undertake an optional exit interview using set questions. Our HR Business Partners encourage staff to undertake the interview and offer to discuss any issues raised. We use the insights from this activity to better understand reasons for our turnover rates and identify whether we need to take any action.

During this period, 32 people left the Senedd Commission. Of these, 12 leavers undertook a formal exit interview, 7 men and 5 women.

We measure the following demographics of leavers: age, ethnic group; sexual orientation; disability and religious beliefs and in order to protect individuals' privacy, we have not broken this down further for the purposes of this report. The data does not show any disproportionate number of leavers from any demographic group. The demographics of those that participated in exit interviews were:

Age

- 20-24 (4 people)
- 25-29 (3 people)
- 35-29 (1 person)
- 40-44 (1 person)
- 55-59 (1 person)
- Over 60 (2 people)

Ethnic Group

- 9 White - Welsh, English, Scottish, Northern Irish, British
- 1 Any other White background
- 1 Any other ethnic group
- 1 no reply

Sexual Orientation

- 8 Heterosexual / Straight
- 2 LGBTQ+ staff
- 1 Prefer not to say
- 1 no reply

Disability

- 9 No disability
- 1 Sensory impairment, Mental Health condition
- 1 Learning disability
- 1 Mental Health condition

Religious beliefs

- 4 Christian (all denominations)
- 3 No religion / belief
- 2 Atheist
- 1 Muslim
- 1 Buddhist
- 1 Prefer not to say

The reasons given by the twelve staff for leaving the Commission included:

- retirement
- ending of temporary contract
- management style
- pursuing further education opportunities
- dissatisfaction with pay / lack of promotion opportunities
- workload, management style, harassment / discrimination

We will continue to monitor our leavers' exit data and act on insights where required, to make improvements to policies or identify where interventions are needed which include but is not limited to e.g. learning and development for line managers, policy design, workforce planning, job design and reviewing the labour market landscape.

4. Recruitment Monitoring Data Insights

Context

Shift from Face-to-Face to Virtual Recruitment

In response to the ongoing challenges posed by the Covid-19 pandemic, we shifted our face-to-face recruitment activities to virtual recruiting. We endeavoured to make this as seamless as possible and conducted equality impact assessments of our process to minimise any potential and actual barriers to inclusion. We continue to monitor our processes to ensure any barriers to inclusion are identified and removed.

Our Approach to Recruitment Monitoring

The Senedd Commission's recruitment policy is designed to be flexible: managers can access a series of prompt questions to assist them to determine whether they need to advertise vacancies internally or externally.

The recruitment data presented in this report covers both internal and external recruitment schemes that closed with appointments during the reporting period of 1 April 2021 to 31 March 2022, captured on our online applicant tracking system. As such, this includes schemes which were advertised in the 2020-21 reporting period where the appointment was not made until after 1 April 2021. The external recruitment data includes Senedd Commission staff who applied for vacancies which were advertised externally.

Occasionally, we will outsource senior appointments to our executive search partner. In this reporting year, we outsourced two senior level campaigns to our partner and this data does not form part of the online applicant tracking system (ATS) data set. Going forward, we will ensure that we are able to capture outsourced campaigns on our ATS.

Year	Number of Applications for External Roles	Number of External Schemes	Number of Applications for Internal Roles	Number of Internal Schemes
2019-20	894	64	45	23
2020-21	833	29	57	15
2021-22	952	53*	64	19

*The total number of external schemes was 55 but two senior vacancy campaigns were outsourced to our executive search partners (thus our totals for external schemes are set at 53 for the purposes of this report).

We provide candidates with reassurance as to how their data will be treated in accordance with data protection legislation. Candidates are required to fill out the equalities monitoring data and/or use the prefer not say option. This has eliminated the 'no replies' giving us a richer data set.

The internal recruitment data covers schemes that closed between 1 April 2021 and 31 March 2022 and includes all internal schemes, whether temporary or permanent.

Understanding our recruitment statistics

The recruitment tables below for both internal and external recruitment schemes track the success rates of applicants throughout the recruitment process as follows:

Under **“Applications Received”** we present the number of applicants per category and that number as a percentage of the total number of applications.

Under **“Successful at sift”** we present the number of applicants per category who have been invited to interview and that number as a percentage of the number of applicants in that category.

Under **“Offer of employment”** we present the number of applicants per category who have been offered a job and that number as a percentage of those who were successful at sift.

Under **“Overall success rate”** we present the success of people in that category as a percentage - i.e. the percentage of total applicants from that category who have been successful.

Finally, we present the **“percentage of total jobs”** that were offered to people in each category.

5. Senedd Commission Recruitment Data Insights

Age

Table 7: Internal Recruitment by Age

Age Range	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Job Offers
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous year	
<20	1	1.6	0	0.0	0	0.0	0.0	0.0	0.0
20 - 29	26	40.6	17	65.4	5	29.4	19.2	38.9	26.3
30 - 39	20	31.3	18	90.0	6	33.3	30.0	36.0	31.6
40 - 49	11	17.2	8	72.7	6	75.0	54.5	18.2	31.6
50 - 59	5	7.8	4	80.0	2	50.0	40.0	0.0	10.5
60>	1	1.6	0	0.0	0	0.0	0.0	0.0	0.0
Prefer Not To Say	0	0.0	0	0.0	0	0.0	0.0	0.0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	31.6	100.0

Analysis:

As last year, the majority of both applications and offers of employment are associated with those applicants aged 20-49, however this year, six applicants were in the 50 - 60+ age range.

Last year our data suggested that staff aged 40-49 were less likely to be as successful as those aged 20-39 throughout the recruitment process. This year, the overall success rate for applicants aged 40-49 is the highest out of all the age ranges at 54.5%.

Table 8: External Recruitment by Age

Age Range	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Job Offers
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous year	
<20	11	1.2	2	18.2	0	0.0	0.0	0.0	0.0
20 - 29	408	42.9	100	24.5	27	27.0	6.6	3.3	50.9
30 - 39	285	29.9	96	33.7	18	18.8	6.3	4.9	34.0
40 - 49	141	14.8	39	27.7	5	12.8	3.5	2.6	9.4
50 - 59	84	8.8	25	29.8	3	12.0	3.6	3.8	5.7
60>	5	0.5	1	20.0	0	0.0	0.0	8.3	0.0
Prefer Not To Say	18	1.9	4	22.2	0	0.0	0.0	0.0	0.0
Total	952	100.0	267	28.0	53	19.9	5.6	3.7	100.0

Analysis:

As last year, most applications continue to be from 20-39-year-olds, with the highest number of appointments from this group.

The number of applications received from applicants aged over 50 has decreased from 92 in 2020-2021 to 89 during this reporting period. 5.7% of total job offers were made to people aged over 50, a decrease from 12.9% of jobs offered in 2020-2021. This is significantly below the Census 2011 Travel to Work Area (TTWA) data that states that 23.9% of economically active people in the TTWA are aged 50-64.

The over 60 age range has also seen a slight decrease in applications from 12 last year to 5 this year with no-one aged over 60 successful in being offered employment this year.

Disability

Table 9: Internal Recruitment by Disability

Disability	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous year	
Disabled	6	9.4	2	33.3	1	50.0	16.6	20.0	5.3
Non-Disabled	57	89.1	44	77.2	17	38.6	29.8	31.9	89.5
Prefer Not To Say	1	1.6	1	100.0	1	100.0	100.0	100.0	5.3
Total	64	100.0	47	73.4	19	40.4	29.7	31.6	100.0

Analysis:

In 2020-2021, five disabled applicants applied for internal vacancies and four were successful at sift. During this reporting period, two out of six applicants were successful at sift, and one was offered employment, giving an overall success rate of 16.6%, which is lower than the success rate of 29.8% for non-disabled staff.

The number of internal candidates that chose Prefer Not To Say decreased from three last year to one this year. We will continue to work on making sure that staff are comfortable in declaring a disability/long-term health condition and will work with our disability network to encourage disabled staff to consider how best to support their development and progression within the organisation.

Table 10: External Recruitment by Disability

Disability	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
Disabled	97	10.2	21	21.6	5	23.8	5.2	0.0	9.4
Non-Disabled	821	86.2	239	29.1	47	19.7	5.7	4.3	88.7
Prefer Not To Say	34	3.6	7	20.6	1	14.3	2.9	0.0	1.9
Total	952	100.0	267	28.0	53	19.9	5.6	3.7	100.0

Analysis:

The 2011 Census states that 8.3% of people who are economically active and employed in the Cardiff TTWA have a long-term health problem or disability that limits their day-to-day activities. 10.2% of applications received were from people who identified as disabled compared to last reporting year's figure of 8.5%. The number of applications from applicants that identify as disabled has increased from 71 in 2020-21 to 97 during this reporting period.

The percentage of disabled people Successful at Sift has increased from 16.9% last year to 21.6% in this reporting year.

Five applicants who identified as disabled were offered employment this year compared to zero applicants in the last reporting period. Going forward, when and where there are disparities in conversion rates across the protected characteristics for applicants, we will examine our data in detail and make any required changes to processes.

This year, 34 applicants preferred not to declare their disability status, compared with 16 applicants last year (also 42 no replies last year). We need to ensure that candidates feel confident to be able to provide these details and will ensure that our recruitment webpages include stories from our staff including disabled staff and showcase the work of Embrace, our disability workplace equality network.

Last year, the overall success rate for applicants who identify as disabled was 0% compared with 5.2% in this reporting year. This year, the success rate for applicants who identify as disabled is more in line with that of applicants who do not identify as disabled (5.2% and 5.7% respectively).

Ethnicity

Table 11: Internal Recruitment by Ethnicity

Ethnicity	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
Ethnic Minority	5	7.8	5	100.0	1	20.0	20.0	0.0	5.3
White	58	90.6	42	72.4	18	42.9	31.0	34.7	94.7
Prefer Not To Say	1	1.6	0	0.0	0	0.0	0.0	0.0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	31.6	100.0

Analysis:

7.8% of applications came from staff who identified as ethnic minority for internal recruitment schemes during this reporting period. All five applicants were successful at sift, and one member of staff was successful in securing a job offer, compared with the two previous reporting periods where no staff who have identified as ethnic minority have been offered employment in an internal recruitment exercise.

One applicant selected 'Prefer Not to Say'.

We will continue to monitor conversion rates for internal and external campaigns for all candidates and make any required changes to processes. We can examine what types of roles candidates applied for and identify any potential and actual barriers in our recruitment process and adjust them accordingly. This year, the success rate for ethnic minority applicants is 20.0% compared with 0.0% last year. The success rate for white candidates remains broadly similar falling to 31.0% this year from 34.7% last year.

We continue to progress work with our REACH network and are collaborating with the Organisational Development and Learning Team to ensure that network members continue to receive the appropriate training and support that they need to further progress within the organisation.

We actively promote the Senedd as an inclusive employer and are a Race at Work Charter signatory.

Table 12: External Recruitment by Race / Ethnicity

Ethnicity	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
Ethnic Minority	105	11.0	14	13.3	4	28.6	3.8	1.6	7.5
White	823	86.4	247	30.0	49	19.8	6.0	4.0	92.5
Prefer Not To Say	24	2.5	6	25.0	0	0.0	0.0	0.0	0.0
Total	952	100	267	28	53	19.9	5.6	3.7	100.0

Analysis:

The 2011 census states that 6.8% of people who are economically active and employed in the Cardiff TTWA identified as being from an ethnic minority background. The number of total applications from people who identified as ethnic minority has increased to 105 this year, compared to 64 ethnic minority applicants last year. This year’s figure of 105 constitutes 11.0% of total applications (in comparison to last year’s figure of 7.7%), which exceeds the ethnic minority population in the Cardiff TTWA.

Last year, 23.1% of white applicants were successful at sift, compared to this year, where 30.0% of white applicants were successful at sift. Last year 12.5% of applicants who identified as ethnic minority were successful at sift, compared to this year where 13.3% of ethnic minority applicants were successful at sift. This tells us that white candidates are over twice as likely to be successful at sift than ethnic minority candidates.

Prefer Not to Say has increased from 1.7% last year to 2.5% this year.

There has been an increase in ethnic minority candidates’ overall success rate from 1.6% (2020-21) to 3.8% this year. There has also been an increase in the success rate of White applicants, from 4.0% (2020-21) to 6.0%.

7.5% of jobs (4 out of 53) were offered to people from an ethnic minority background. This figure slightly exceeds the Cardiff TTWA.

We are taking steps to address underrepresentation of ethnic minority employees in our workforce through talent management and to promote the Senedd

Commission as an employer of choice so that our workforce represents a more diverse cross section of society.

Gender Reassignment / Gender Identity

Table 13: Internal Recruitment by Gender Reassignment / Gender Identity

Gender Identity	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous year	
Trans	1	1.6	0	0.0	0	0.0	0.0	0.0	0.0
Cisgender	63	98.4	47	74.6	19	40.4	30.2	30.0	100.0
Prefer Not To Say	0	0.0	0	0.0	0	0.0	0.0	33.3	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	31.6	100.0

Analysis:

This year, one member of staff who applied for internal jobs identified as trans compared to zero applicants last year.

The number of Cisgender applications rose from 50 last year to 63 this year. The number of applications successful at sift rose slightly from 70.0% last year to 74.6% this year.

Last year, seven members of staff selected ‘no reply’ or prefer not to say’, compared to zero this year.

The Senedd Commission is a trans-inclusive employer and as with last year, the continues to explore with our LGBTQ+ network PLWS, what we can do to encourage internal applicants to share data concerning their trans status.

Table 14: External Recruitment by Gender Reassignment / Gender Identity

Gender Identity	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
Trans	25	2.6	3	12.0	0	0.0	0.0	0.0	0.0
Cisgender	889	93.4	254	28.6	52	20.5	5.8	4.1	98.1
Prefer Not To Say	38	4.0	10	26.3	1	10.0	2.6	0.0	1.9
Total	952	100.0	267	28.0	53	19.9	5.6	3.7	100.0

Analysis:

The number of applications from people who identify as trans has increased from four in last year’s reporting period to twenty-five this year. The percentage of applicants successful at sift who identify as trans is 12.0% compared with 28.6% for applicants who identify as cisgender.

Last year, the number of applicants who stated no reply was 86 and prefer not to say was fourteen. This year, 38 people opted for the prefer not to say option (as our application system asks for a response or prefer not to say, no reply is now not an option).

While there are no comparative statistics for the Cardiff TTWA in relation to people who identify as trans, the Government Equalities Office¹ estimates that there are approximately 200,000-500,000 trans people in the UK. Stonewall² estimates that there are 600,000 trans and non-binary people in the UK. The Census 2021 data will be able to give some more insights into the UK trans population when the information becomes available next year.

We will continue to encourage all applicants to declare their gender identity and will continue to promote the Senedd as an inclusive employer in order to encourage applications from trans people.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721642/GEO-LGBT-factsheet.pdf

² <https://www.stonewall.org.uk/truth-about-trans#trans-people-britain>

Religion / Belief

Table 15: Internal Recruitment by Religion / Belief

Religious Belief	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
None	32	50.0	22	68.8	6	27.3	18.8	27.3	31.6
Christian*	16	25.0	13	81.3	6	46.2	37.5	17.6	31.6
Other**	12	18.8	8	66.7	4	50.0	33.3	60.0	21.1
Prefer Not To Say	4	6.3	4	100.0	3	75.0	75.0	37.5	15.8
Total	64	100	47	73.4	19	40.4	29.7	31.6	100.0

*Christian - Christian, Roman Catholic, Church in Wales, Church of England, Baptist/Methodist

**Other - Agnostic, Atheist, Buddhism, Hinduism, Muslim, Other, Zoroastrian

Analysis:

Like last year, most applications this year came from people who identified as having no religion or Christian (50.0% and 25.0% of applicants respectively). This year, 18.8% of applications were from people who identified as having other religious beliefs, which is higher than the 17.5% of applicants in 2020-2021.

Last year, people who declared no religion or belief were offered 33.3% of jobs. This year, the figure is similar, with 31.6% of jobs being offered to people who declare no religion of belief. This year, 31.6% of jobs were also offered to people who declared Christian, up from 16.7% last year.

For other religions and beliefs, there has been a drop from 33.3% of job offers to 21.1% this year.

Prefer Not to Say declarations have decreased to 6.3% from last year's figure of 14.0%.

Table 16: External Recruitment by Religion / Belief

Religious Belief	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
None	361	37.9	120	33.2	32	26.7	8.9	2.1	60.4
Christian*	269	28.3	68	25.3	8	11.8	3.0	3.0	15.1
Other**	232	24.4	54	23.3	9	16.7	3.9	6.0	17.0
Prefer Not To Say	90	9.5	25	27.8	4	16.0	4.4	5.3	7.5
Total	952	100.0	267	28.0	53	19.9	5.6	3.7	100.0

*Christian - Christian, Roman Catholic, Church in Wales, Church of England, Baptist/Methodist

**Other - Agnostic, Atheist, Buddhism, Hinduism, Muslim, Other, Zoroastrian

Analysis:

52.6% of applicants declared a religion or belief which is a slight increase from 47.8% in 2020-2021.

The percentage of applicants who opted for Prefer Not to Say has increased from 9.0% in 2020-2021 to 9.5% in this reporting period.

This year, most of the jobs were offered to people who identified as having no religion or belief (60.4%) compared to last year (22.6%). This year, 17.0% of total job offers were made to applicants having a minority religion or belief (17.0%), followed by Christian (15.1%).

The percentage of applications from people who declared Other Religions has increased from 19.9% in 2020-21 to 24.4% in 2021-2022.

Sex

Table 17: Internal Recruitment By Sex

Gender	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous year	
Female	36	56.3	27	75.0	14	51.9	38.9	33.3	73.7
Male	28	43.8	20	71.4	5	25.0	17.9	30.0	26.3
Non-binary and Other	0	0.0	0	0.0	0	0.0	0.0	50.0	0.0
Prefer Not To Say	0	0.0	0	0.0	0	0.0	0.0	0.0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	31.6	100.0

Analysis:

Thirty-six women applied for internal jobs compared to twenty eight men. This year, no applicants identified as non-binary and other.

Although the percentages for applicants successful at sift are broadly similar (75.0% success at sift for women, and 71.4% for men), women are more likely to be offered a job than men. Women had an overall success rate of 38.9% compared to 17.9% for men. Women were offered 73.7% of total jobs within this reporting period, up from 61.6% in 2020-2021. Men were offered 26.3% of total jobs within this reporting period, down from 33.3% in 2020-2021.

We will examine conversion rates, what roles were applied for and identify if any potential and actual barriers exist and adjust our processes accordingly.

Table 18: External Recruitment by Sex

Gender	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
Female	453	47.6	141	31.1	30	21.3	6.6	3.8	56.6
Male	476	50.0	122	25.6	23	18.9	4.8	4.1	43.4
Non-binary and Other	10	1.1	0	0.0	0	0.0	0.0	0.0	0.0
Prefer Not To Say	13	1.4	4	30.8	0	0.0	0.0	0.0	0.0
Total	952	100.0	267	28.0	53	19.9	5.6	3.7	100.0

Analysis:

Ten applicants declared a non-binary or other gender identity, but none were successful at sift.

This year, broadly similar numbers of women and men applied for jobs (47.6% and 50.0% of applicants respectively). As last year, the data shows that similar figures were recorded throughout the recruitment process: 21.3 % of women were successful at sift, compared to 18.9% of men, a rise for both groups compared to last year: 16.7% of women were successful at sift, compared to 17.8% of men.

In 2019-2020, 60.2% of job offers were made to women and 38.6% of job offers were made to men. In 2020-2021, 48.4% of jobs were offered to women, and 51.6% of jobs were offered to men. This year, 56.6% of jobs were offered to women and 43.4% offered to men.

We ensure that all of our recruitment panels have diversity and inclusion training, including unconscious bias training. All of our recruitment panels have a gender balance.

Sexual Orientation

Table 19: Internal Recruitment by Sexual Orientation

Sexual Orientation	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous year	
LGBQ+	3	4.7	1	33.3	0	0.0	0.0	57.1	0.0
Heterosexual / Straight	61	95.3	46	75.4	19	41.3	31.1	32.5	100.0
Prefer Not To Say	0	0.0	0	0.0	0	0.0	0.0	10.0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	31.6	100.0

Analysis:

Three people who identified as LGBQ+ applied for an internal scheme, representing 4.7% of all internal applications, down from 12.3% of all applications in 2020-2021. No applicants who identified as LGBQ+ were offered a job. Last year, 22.2% of total jobs offered were offered to people who identified as LGBQ+.

We are confident that the support and development available for LGBQ+ staff continues to represent best practice. In 2020, we were named by Stonewall as the number one employer in Wales and one of the Top Ten LGBTQ+ employers in the UK.

Table 20: External Recruitment by Sexual Orientation

Sexual Orientation	Applications Received		Successful at Sift		Offer of Employment		Overall Success		% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	% of Previous Year	
LGBQ+	139	14.6	27	19.4	3	11.1	2.2	3.9	5.7
Heterosexual / Straight	741	77.8	217	29.3	48	22.1	6.5	4.1	90.6
Prefer Not To Say	72	7.6	23	31.9	2	8.7	2.8	0.0	3.8
Total	952	100	267	28	53	19.9	5.6	3.7	100.0

Analysis:

The total percentage of applicants who identify as lesbian, gay, bi or other sexual orientation (LGBQ+) has risen from 9.2% to 14.6%, which is higher than the UK Government's estimate of 5 -7% of the local populations identifying as LGB+.

5.7% of job offers were made to people who identify as LGBQ+, down from 9.7% in 2020-2021. 90.6% of job offers were to applicants who identified as heterosexual/straight, compared with 87.1% in 2020-21. The disparity in total job offers between candidates who identify as LGBQ+ and heterosexual/straight warrants further review. We will examine conversion rates, what roles were applied for and identify if any potential and actual barriers exist and adjust our processes accordingly.

The overall success rate figures suggest that heterosexual / straight applicants are almost three times as successful as LGBQ+ applicants in getting offered a job (6.5% and 2.2% success rates respectively).

We actively promote the Senedd as a LGBQ+ inclusive employer by attending Pride events, promoting our LGBTQ+ workplace network and our status as one of the most inclusive employers in the UK, promoting our support for International Day Against Homophobia, Biphobia and Transphobia, and celebrating LGBTQ+ History Month. We are a Stonewall Diversity Champion and were featured in the top ten of Stonewall's Workplace Equality Index for six consecutive years, including being ranked the top employer in the UK in 2018.

Geographic Diversity of Applicants

This year, we have in-year data from July 2021 to March 2022 relating to the geographic diversity of our applicants. As this is the first time we have collected this data, this year's partial data will serve as our baseline data for this characteristic going forward.

Table 21: Internal Applicants by Geographic Location

Location	Number of Apps
Bridgend	1
Cardiff	28
Carmarthenshire	2
Conwy	1
Gwynedd	2
Merthyr Tydfil	2
Neath Port Talbot	2
Newport	5
Rhondda Cynon Taf	7
Swansea	1
Vale of Glamorgan	7
Total Candidates	58

Analysis:

It is difficult to draw conclusions from the data but the majority of our internal applicants are domiciled in Cardiff. There is an absence of applicants from the Mid Wales region but this is likely to be historic as our main office is based in Cardiff Bay with a smaller office in Colwyn Bay.

Table 22: Geographic Location of External Applicants

Location	Number of Apps
Anglesey	2
Blaenau Gwent	9
Bridgend	39
Caerphilly	52
Cardiff	353
Carmarthenshire	19
Ceredigion	1

Location	Number of Apps
Conwy	4
Denbighshire	3
England	58
Flintshire	2
Gwynedd	13
Merthyr Tydfil	11
Monmouthshire	12
Neath Port Talbot	23
Newport	31
Pembrokeshire	5
Powys	9
Rhondda Cynon Taf	69
Swansea	33
Torfaen	16
Vale of Glamorgan	81
Wrexham	4
Northern Ireland	1
Scotland	1
Outside UK	12
Prefer not to say	10
Total Candidates	873

Analysis:

Again, it is difficult to draw conclusions from the data but we could infer that agile / hybrid working arrangements might have encouraged external applications from people across Wales, the UK and beyond as where we are able to, we advertise our roles as agile (hybrid).

Socio-economic background of applicants

In 2021, the Senedd's Public Accounts and Public Administration Committee requested that the Senedd Commission collect socio-economic background diversity data of both its job applicants and workforce. The Recruitment Team piloted the use of socio-economic background questions³ for both internal and external applicants for this reporting period using the online applicant tracking system. We are using these findings to inform what best way to gather data on socio-economic background of our workforce from the next reporting period.

In July 2021, the **Social Mobility Commission revised the questions for employers to measure socio-economic background**. We gathered data on the previous questions from April 2021 but will utilise the revised questions for our next reporting year.

Which type of school did you attend for the most time between the ages of 11 and 16?

Table 23: Internal Applicants by Type of School Attended

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	
A state-run or state-funded school	60	93.8	44	73.3	17	38.6	28.3	89.5
Attend school outside the UK	0	0	0	0	0	0	0	0
Independent or fee-paying school	1	1.6	1	100.0	1	100.0	100.0	5.3
Prefer not to say	3	4.7	2	66.7	1	50.0	33.3	5.3
I don't know	0	0	0	0	0	0	0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	100.0

³ Social Mobility Commission Cross Sector Toolkit

Analysis:

93.8% of applicants for internal jobs declared that they attended a state-run or state-funded school compared with 1.6% who declared an independent or fee-paying school. This compares to the national benchmark: 7.5% attended independent schools. While 1.6% of total applications came from those who attended independent or fee-paying schools, they had a 100% success rate. 5.3% of jobs were offered to those who attended independent or fee-paying schools.

Table 24: External Applicants by Type of School Attended

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	
A state-run or state-funded school	820	86.1	241	29.4	50	20.7	6.1	94.3
Attended school outside the UK	57	6.0	9	15.8	2	22.2	3.5	3.8
Independent or fee-paying school	43	4.5	9	20.9	1	11.1	2.3	1.9
Prefer not to say	27	2.8	8	29.6	0	0.0	0.0	0.0
I don't know	5	0.5	0	0.0	0	0.0	0.0	0.0
Total	952	100	267	28	53	19.9	5.6	100.0

Analysis:

86.1% of applicants for external jobs declared that they attended a state-run or state-funded school compared with 4.5% who declared an independent or fee-paying school. This compares to the national benchmark: 7.5% attended independent schools. 6.0% of applicants attended school outside the UK.

94.3% of total job offers were made to applicants who said they went to a state-run or state-funded school, compared with 1.9% of applicants who said that they were from an independent or fee-paying school and 3.8% of applicants who attended school outside the UK.

If you finished school after 1980, were you eligible for free school meals at any point during your school years?

Table 25: Internal Applicants by Free School Meals Eligibility

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	
No	42	65.6	32	76.2	13	40.6	31.0	68.4
Yes	12	18.8	8	66.7	3	37.5	25.0	15.8
I don't know	5	7.8	4	80.0	1	25.0	20.0	5.3
Prefer not to say	3	4.7	2	66.7	1	50.0	33.3	5.3
Not applicable (finished school before 1980 or went to school overseas)	2	3.1	1	50.0	1	100.0	50.0	5.3
Total	64	100.0	47	73.4	19	40.4	29.7	100.0

Analysis:

In its cross-sector toolkit for employers, the Social Mobility Commission notes that eligibility for free school meals (at any point during a pupil’s school years) is a measure of extreme economic disadvantage. 65.6% of applicants for internal roles were ineligible for free school meals, compared with 18.8% of applicants who were eligible for free school meals. This compares with the national benchmark: 15% of pupils at state-funded schools are eligible for free school meals.

The overall success rate for those eligible for free school meals at 25.0% compares with 31.0% for those ineligible for free school meals.

15.8% of jobs were offered to those who were eligible for free school meals. This also compares with the national benchmark: 15% of pupils at state-funded schools are eligible for free school meals.

Table 26: External Applicants by Free School Meals Eligibility

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	
No	612	64.3	195	31.9	38	19.5	6.2	71.7
Yes	164	17.2	36	22.0	8	22.2	4.9	15.1
I don't know	84	8.8	15	17.9	4	26.7	4.8	7.5
Prefer not to say	40	4.2	13	32.5	2	15.4	5.0	3.8
Not applicable (finished school before 1980 or went to school overseas)	52	5.5	8	15.4	1	12.5	1.9	1.9
Total	952	100.0	267	28.0	53	19.9	5.6	100.0

Analysis:

In its cross-sector toolkit for employers, the Social Mobility Commission notes that eligibility for free school meals (at any point during a pupil’s school years) is a measure of extreme economic disadvantage. 64.3% of applicants for external roles were ineligible for free school meals, compared with 17.2% of applicants who were eligible for free school meals. This compares with the national benchmark: 15% of pupils at state-funded schools are eligible for free school meals.

The overall success rate for those eligible for free school meals at 4.9% compares with 6.2% for those ineligible for free school meals.

15.1% of total job offers went to applicants eligible for free school meals (compares with the national benchmark: 15% of pupils at state-funded schools are eligible for free school meals). 71.7% of total job offers went to applicants who were ineligible for free school meals.

What is the highest level of qualification achieved by either of your parent(s) or guardian(s) by the time you were 18?

Table 27: Internal Applicants by Highest Parental Qualification

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	
Degree or equivalent (e.g. first or higher degrees, postgraduate diplomas, NVQ/SVQ Level 4 or 5)	23	35.9	19	82.6	8	42.1	34.8	42.1
Below degree level (e.g. A level, SCE Higher, GCSE, O level, SCE Standard/Ordinary, NVQ/SVQ, BTEC)	22	34.4	16	72.7	4	25.0	18.2	21.1
Above degree level (e.g. MA, MSc, MPhil, PhD)	12	18.8	7	58.3	5	71.4	41.7	26.3
No qualifications	0	0.0	0	0.0	0	0	0	0.0
Prefer not to say	6	9.4	5	83.3	2	40.0	33.3	10.5
I Don't know	1	1.6	0	0.0	0	0.0	0.0	0.0
Not applicable	0	0.0	0	0.0	0	0.0	0.0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	100.0

Analysis:

54.7% of applicants for internal jobs had either parent/guardian educated to degree level and above. The overall success rate for applicants that had a parent/guardian educated to degree level is 34.8% and for applicants that had a parent/guardian educated above degree level is 41.7%. This compares to 18.2% for applicants with either a parent/guardian educated below degree level.

42.1% of total job offers were made to applicants with either parent/guardian educated at degree level, compared with 21.1% educated below degree level.

Table 28: External Applicants by Highest Parental Qualification

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of Total Jobs
	Number	% of Total Apps	Number	% of Apps	Number	% Successful at Sift	% of Current Year	
Degree or equivalent (e.g. first or higher degrees, postgraduate diplomas, NVQ/SVQ Level 4 or 5)	344	36.1	108	31.4	19	17.6	5.5	35.8
Below degree level (e.g. A level, SCE Higher, GCSE, O level, SCE Standard/Ordinary, NVQ/SVQ, BTEC)	347	36.4	85	24.5	17	20.0	4.9	32.1
Above degree level (e.g. MA, MSc, MPhil, PhD)	130	13.7	41	31.5	10	24.4	7.7	18.9
No qualifications	56	5.9	12	21.4	4	33.3	7.1	7.5
Prefer not to say	35	3.7	11	31.4	1	9.1	2.9	1.9
I don't know	30	3.2	9	30.0	2	22.2	6.7	3.8
Not applicable	10	1.1	1	10.0	0	0.0	0.0	0.0
Total	952	100	267	28.0	53	19.9	5.6	100.0

Analysis:

49.8% of applicants (474) for external roles had either parent/guardian educated to degree level and above.

The overall success rates of applicants with either parent/guardian being educated above degree level and either parent/guardian having no qualifications are broadly comparable at 7.7% and 7.1% respectively. Similarly, the overall success rate of applicants with either parent/guardian educated to degree level or equivalent at 5.5% is broadly comparable to applicants with either parent/guardian educated below degree level.

35.8% of total job offers were made to applicants with either parent/guardian educated to degree level and 32.1% of total job offers were made to applicants with either parent/guardian educated below degree level.

Please tell us about the occupation of your main household earner when you were aged 14

The tables below have been condensed to group occupations together e.g. Professional, Intermediate and Working Class - this is to provide clarity for the reader. Sub questions relating to whether the main household earner was an employee or self-employee have not been analysed as it is difficult to draw meaningful conclusions from this data. The Social Mobility Commission has rationalised this question to overcome this.

Table 29: Internal Applicants by Occupation of Main Household Earner

	Applications Received		Successful at Sift		Offer of Employment		Overall Success	% of total jobs
	Number	% of total applications	Number	% of applications	Number	% successful at sift	% of current year	
Professional	40	62.5	31	77.5	12	38.7	30.0	63.2
Intermediate	4	6.3	2	50.0	1	50.0	25.0	5.3
Working class	4	6.3	2	50.0	1	50.0	25.0	5.3
Prefer not to say	15	23.4	11	73.3	5	45.5	33.3	26.3
I don't know	1	1.6	1	100.0	0	0.0	0.0	0.0
Retired	0	0.0	0	0.0	0	0.0	0.0	0.0
This question does not apply to me	0	0.0	0	0.0	0	0.0	0.0	0.0
Total	64	100.0	47	73.4	19	40.4	29.7	100.0

Analysis:

National Benchmarks:

- Professional: 34%
- Intermediate: 38%
- Working Class: 29%

The majority of applications for internal roles came from applicants whose main family earner when they were aged 14 was in a professional occupation (62.5%) which exceeds the national benchmark of 34%.

63.2% of total job offers went to applicants whose main family earner when they were aged 14 was from a professional occupation: this figure is almost double the national benchmark of 34%. This compares to 5.3% of total job offers to applicants

whose main family earner when they were aged 14 was in an intermediate occupation (considerably lower than the national benchmark of 38%) and 5.3% of total job offers to applicants whose main family earner when they were aged 14 was in a working class occupation (also lower than the national benchmark of 29%). It is notable that 26.3% of total job offers went to candidates who opted to not disclose information about their main family earner when they were aged 14.

As this is baseline data we will monitor our datasets going forward to ascertain whether there are any emerging trends/differentials.

Table 30: External Applicants by Occupation of Main Household Earner

	Applications Received		Successful at sift		Offer of Employment		Overall Success	% of total jobs
	Number	% of total applications	Number	% of applications	Number	% successful at sift	% of current year	
Professional	474	49.8	147	31.0	31	21.1	6.5	58.5
Intermediate	72	7.6	16	22.2	6	37.5	8.3	11.3
Working class	270	28.4	67	24.8	8	11.9	3.0	15.1
Prefer not to say	75	7.9	23	30.7	4	17.4	5.3	7.5
I don't know	34	3.6	10	29.4	3	30.0	8.8	5.7
Retired	12	1.3	1	8.3	0	0.0	0.0	0.0
This question does not apply to me	15	1.6	3	20.0	1	33.3	6.7	1.9
Total	952	100.0	267	28.0	53	19.9	5.6	100.0

Analysis:

National Benchmarks:

Professional: 34%

Intermediate: 38%

Working Class: 29%

The majority of applications for external roles was made from candidates where the main family earner at aged 14 was from a professional occupation (49.8%) and compares to the national benchmark of 34%. This is followed by 28.4% of candidates where the main family earner at aged 14 was from a working class occupation, compared to the national benchmark of 29%.

58.5% of total job offers were made to candidates where the main family earner at aged 14 was from a professional occupation – this figure exceeds the national benchmark of 34%.

The overall success rate at 8.3% was highest from candidates where the main family earner at aged 14 was from an intermediate occupation. 11.3% of total job offers were made to candidates where the main family earner at aged 14 was from an intermediate occupation which is significantly lower than the national benchmark of 29%. This compares to 15.1% of total job offers being made to candidates where the main family earner at aged 14 was in a working class occupation.

Again, as this is baseline data, we will monitor our datasets going forward to ascertain whether there are any emerging trends/differentials.

Diversity and Inclusion: Equal Pay Audit, Gender, Ethnicity and Disability Pay Gap Reporting

June 2022



The Welsh Parliament is the democratically elected body that represents the interests of Wales and its people. Commonly known as the Senedd, it makes laws for Wales, agrees Welsh taxes and holds the Welsh Government to account.

An electronic copy of this document can be found on the Senedd website:
www.senedd.wales

Copies of this document can also be obtained in accessible formats including Braille, large print, audio or hard copy from:

Welsh Parliament
Cardiff Bay
CF99 1NS

Tel: **0300 200 6565**

© **Senedd Commission Copyright 2022**

The text of this document may be reproduced free of charge in any format or medium providing that it is reproduced accurately and not used in a misleading or derogatory context. The material must be acknowledged as copyright of the Senedd Commission and the title of the document specified.

Diversity and Inclusion: Equal Pay Audit, Gender, Ethnicity and Disability Pay Gap Reporting

June 2022





Contents

1.	Introduction	4
2.	Definitions	5
3.	Scope	8
4.	Equal Pay Audit 2022	10
5.	Insights and Analysis.....	12
6.	Gender Pay Gap Reporting	18
7.	Ethnicity Pay Gap Reporting	20
8.	Disability Pay Gap Reporting	22
9.	Equality Objectives /Action Plan/Priorities.....	24
10.	Annex 1: Pay Scale by Grade (effective as of 01/04/2021).....	25

1. Introduction

The purpose of this report is to provide information relating to the Senedd Commission's 2022:

- Equal Pay Audit;
- Gender Pay Gap figures;
- Ethnicity Pay Gap figures;
- Disability Pay Gap figures.

The purpose of providing this data is to ensure that pay practices are free from unfairness and discrimination on any grounds related to a protected characteristic. The overall objective is to identify the actions that the Commission can take to ensure there is ultimately no overall difference in pay between different groups.

2. Definitions

What is an Equal Pay Audit?

'An equal pay audit is an assessment tool that is used to determine whether an employer is meeting its obligations under the Equality Act 2010 to provide different groups of staff **equal pay for equal work**. An equal pay audit involves:

- Comparing the pay of protected groups (sex, age, disability, sexual orientation, race, and religion or belief) who are doing equal work within the Commission;
- Investigating the causes of any pay differences within these groups; and
- Identifying any actions required to close any gaps that cannot be justified on grounds other than one of those characteristics.¹

It should be noted, that where the amount of representation of a protected group in a particular pay grade is less than 5 people or less than 5% of the group is within that pay grade, this is too small to make any meaningful finding.

What do we mean by Gender Pay Gap reporting?

The Gender Pay Gap is the percentage difference between the average (mean and median) earnings of men and women across a workforce. It is different to equal pay, which considers the pay of men and women doing the same for equal or similar work. Instead, it is the difference between what men typically earn in an organisation compared to what women earn, irrespective of their role or seniority or type of work.

In line with the **Equality Act 2010 (Gender Pay Gap Information) Regulations 2017**, employers need to publish six calculations showing:

- mean gender pay gap in hourly pay;
- median gender pay gap in hourly pay;
- mean bonus gender pay gap;
- median bonus gender pay gap;

¹ Equality and Human Rights Commission – Equal Pay Audit Toolkit

- proportion of males and females receiving a bonus payment; and the
- proportion of males and females in each pay quartile.

What do we mean by Ethnicity Pay Gap reporting?

We have voluntarily published our Ethnicity Pay Gap information since 2019. The Ethnicity Pay Gap measures the difference in pay between all employees who have identified as ethnic minority employees and those who employees who have identified as White in the Senedd Commission’s workforce. The Commission reports the Ethnicity Pay Gap against the same measures as those for the Gender Pay Gap.

What do we mean by Disability Pay Gap reporting?

This year, for the first time, we have voluntarily published our Disability Pay Gap information. The Disability Pay Gap measures the difference in pay between all employees who have identified as having a disability, and those employees who have identified as not having a disability. The Commission reports the Ethnicity Pay Gap against the same measures as those for the Gender Pay Gap.

It should be noted that the Commission works in line with the **Government Statistical Service (GSS) definition** of “disabled”². However, with regards to the data analysed as part of the Disability Pay Gap here, employees were asked to self-identify whether they have a disability, and no objective assessment against the definition above, has been applied to the employee group for the purposes of Disability Pay Gap reporting.

Mean and Median

Throughout the report, the information used looks at both the ‘mean’ (average) and the ‘median’ (middle) pay. This allows us to have due consideration for the average pay for the different groups, but also use the median calculations to identify areas where the mean may have skewed the overall data.

Mean is the average hourly rate of pay, calculated by adding the total hourly pay rate for all employees then dividing that figure by the number of employees.

² ‘A person who has a physical or mental health condition or illness that has lasted or is expected to last 12 months or more, that reduces their ability to carry-out day-to-day activities.’

To calculate the median, the pay rates for all employees are arranged in order from lowest to highest. The median is the hourly rate which appears exactly in the middle.

In line with the Gender Pay Gap reporting website, percentages throughout this report have been rounded to one decimal point.

3. Scope

Due to some differences in which Equal Pay audits and Pay Gaps are reported, there are some differences in scope between these. The below table summarises these:

	Equal Pay Audit	Gender/Ethnicity/Disability Pay Gap
Period of time taken into account	31 March 2022 only (1 day)	1-31 March 2022 (1 month)
Definition of pay	Full Time Equivalent Salary including allowances ("Total pay")	Actual salary for the whole of March (which may be pro-rated for Part Time staff) after salary sacrifice deductions (except childcare vouchers) and including allowances
Headcount	474	460
All staff on perm/temp contracts employed on 31 March were included except:	Internal secondments and staff currently on career breaks or anyone not on a pay band	Internal secondments and staff currently on career breaks or anyone not on a pay band. Anyone who has worked less than a full month (for example leavers or people on long term leave)
Information source	HR/Payroll System (Cognos / Resource Link)	

Pay and Reward system

The applicable pay scales came into effect on 1 April 2021 (Annex 1). It should be noted that:

- Bands within the pay scales are designed to be relatively short to minimise any likelihood of pay discrimination;
- We use minimal allowances, minimising any potential for pay differentials;
- We do not pay bonuses to any of our employees;
- The usual practice is for new starters to begin on minimum pay point, and any differences to this have to go through an objective approval process;
- Trade Union Side are involved in pay reviews and negotiations with current pay arrangements in place till 2025 (subject to review) and informed by the Annual Survey of Hours and Earnings (ASHE) index; and

- We use the Cabinet Office's Job Evaluation Grading System (JEGS) system for most grades, and the Cabinet Office's Job Evaluation Senior Posts (JESP) system for Director level and above.

4. Equal Pay Audit 2022

Overview: pay differences between groups

Group	Group 1 (% of workforce)	Group 2 (% of workforce)	Median / Mean	2022 - % more Group 1 are paid than Group 2 *		2021 - % more Group 1 are paid than Group 2 *	Pay difference change since last year Δ
				FTE Total salary Δ			
Sex	Women (50.8%)	Men (49.2%)	Median	8.4%	8.9%	↓	
			Mean	5.4%	5.3%	=	
Age	46-50 (11.6%)	All other ages (88.4%)	Median	5.3%	11.72%	↓	
			Mean	16.5%	14.98%	↑	
Disability	Staff who don't identify with a disability (84%) †	Staff who identify with a disability (6.3%) †	Median	0.0%	0.0%	=	
			Mean	-2% ‡	3.7%	↓	
Sexual Orientation	Non-LGBQ+ staff (82.3%) †	LGBQ+ staff (4.2%) †	Median	0.0%	7.1%	↓	
			Mean	-6.31% ‡	0.3%	↓ (Although reduced, inverse gap increased)	

Group	Group 1 (% of workforce)	Group 2 (% of workforce)	Median / Mean	FTE Total salary Δ		Pay difference change since last year Δ
				2022 - % more Group 1 are paid than Group 2 *	2021 - % more Group 1 are paid than Group 2 *	
Race/ Ethnicity	Staff identifying as White (92.2%) †	Ethnic Minority staff (4.2%) †	Median	34.7%	38.9%	↓
			Mean	25.5%	27.8%	↓
Religion/ Belief	Agnostic/ Atheist/ Christian/ None/Other (76.2%) †	Muslim (1.5%) †	Median	38.9%	40.4%	↓
			Mean	37%	38.9%	↓

* Green = <10% / Amber = >10%, <25% / Red = >25%

Δ Green = Reduced, or remained the same where no pay difference / Amber = Remained the same where still a pay difference / Red = Increased

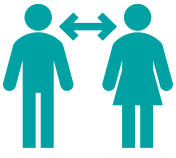
† Does not total 100% of workforce as some staff have not specified

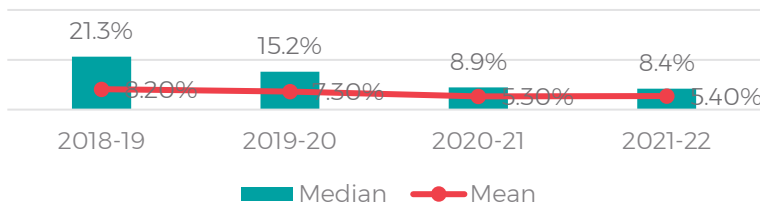
‡ A negative number means Group 2 are paid more than Group 1

5. Insights and Analysis

Sex

As we have seen over the last three years, the inverse equal pay gap has continued to decrease this year, which marks further progress towards neutralising the gender equal pay gap.

 <p>49.2% 233</p> <p>50.8% 241</p>	<p>The male/female split across the workforce remains nearly equal</p>	<p>8.4% Women are paid 8.4% more than men when looking at the median difference in total salary</p>
		<p>5.4% Women are paid 5.4% more than men when looking at the mean difference in total salary</p>

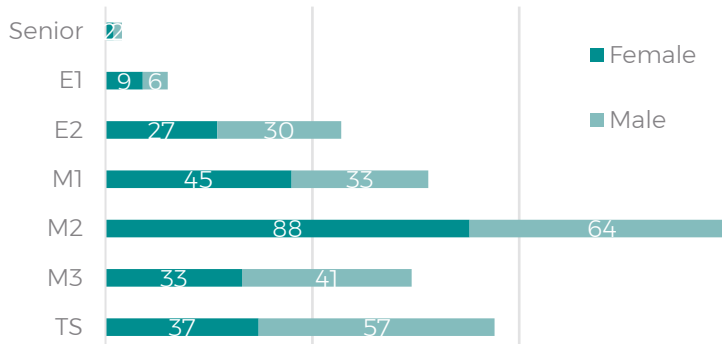


Mean and median differences in total salary have broadly remained the same as last year

Part time males are paid 30.9% less on median total pay than full time males. Of the 20 part time males, 14 of these are in the two lowest grades, which is likely to account for the difference. There are no part time males above SEO/M1 level. Compared to last year (8.5%) part time males has risen to 8.5% this year



Part time females are paid the same as full time females against median total pay



At Board level, there is equal representation between males and females, and a 3:2 ratio of female:males at Senior Leadership Team level. There is nearly a third more females at HEO level, and just less than a 2:1 male/female ratio at TS level

The only Grade with more than 5 people with a median or mean pay difference of more than 5% was Team Support. The mean difference for **total** pay here shows men were paid 6.1% more than women. However this is due to the higher numbers of men in Security Team Support roles, where shift allowances are payable (as evidence by the **basic** pay difference of 0%).



Age

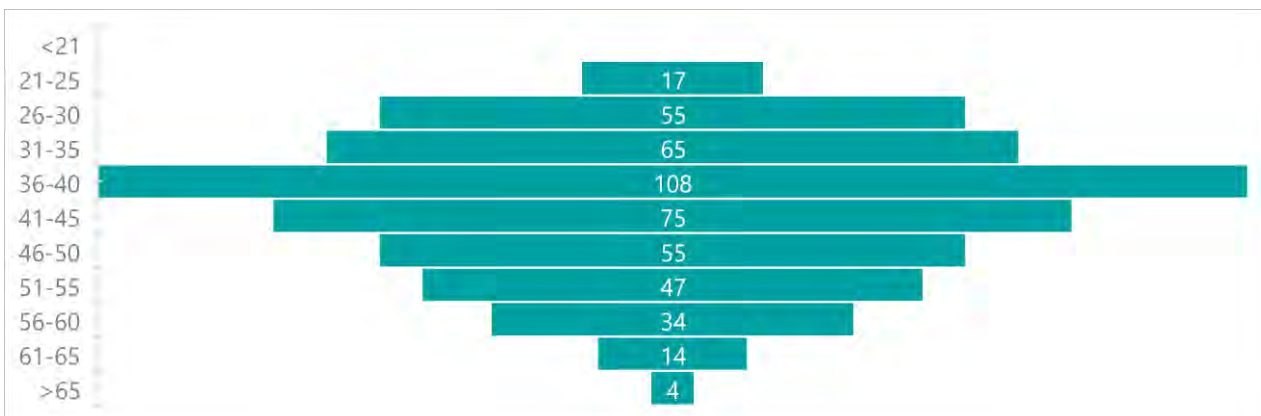
When comparing different age groups against each other, there are differences in the mean and median pay. Although 46-50 year olds are the highest paid group overall, broadly, for staff between 36-60, there is no significant difference in pay. There is a much more significant difference for staff under 30, however this is to be expected due to the fact that progression through the pay grade is linked to length of service. Staff age 30 or under are more likely to have a shorter length of service than staff in other age groups, and are therefore more likely to be paid at the lower levels of the pay grade. The smaller numbers of staff in the 61+ groups (18) means that this group is sensitive to even small changes in the cohort.

↑
46-50

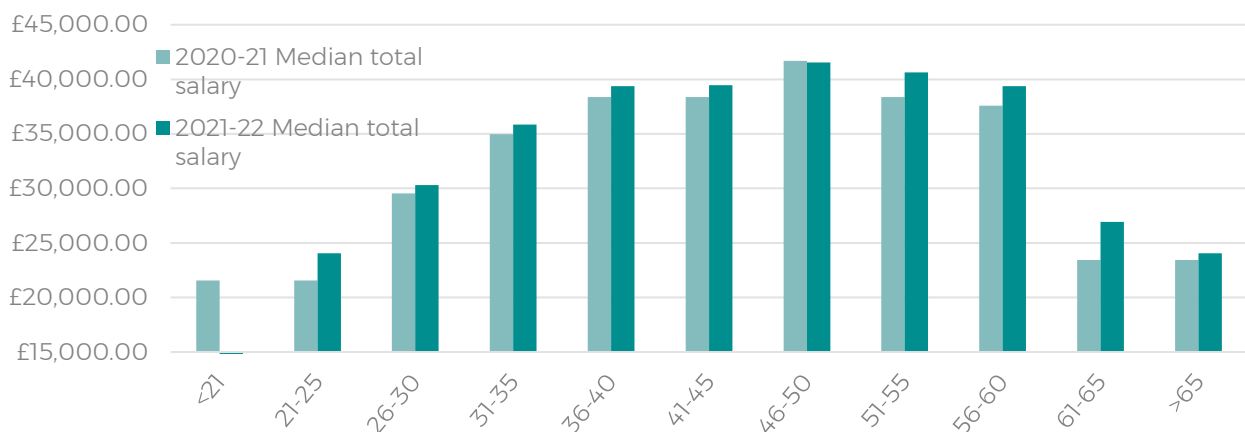
This group are the highest paid age group when looking at both the **median** and **mean** total salary. This remains the same as last year

↓
21-25
>65

These groups are the lowest paid when looking at **median** and **mean** total salary. However, the smaller numbers of staff within these groups mean they are more likely to be skewed when comparing with other larger age groups






In terms of actual numbers of staff against the different age bands, there is a natural bell curve, as would be expected. There is currently no one younger than 21 working for the Commission.



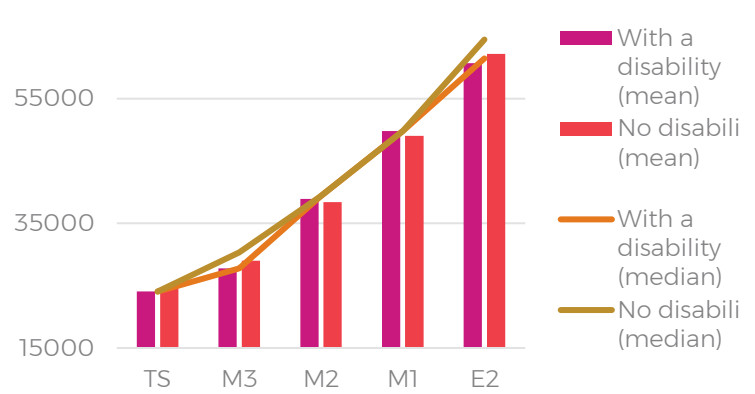
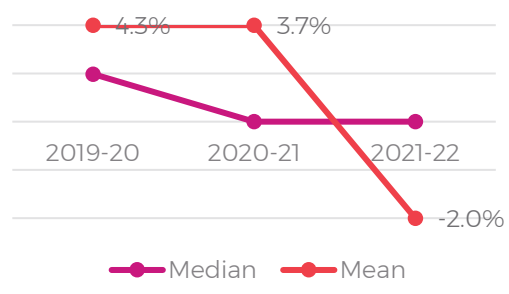
Disability

The median total pay difference continues to be 0%. Against mean total pay, staff with a disability are paid very slightly more than non-disabled staff. Due to the small numbers involved, the data is sensitive to even small changes in the cohort.

 6.3% 30	 83.8% 398	The current ratio of people with a disability to people without a disability is 1:13.	= People with a disability are paid the same as people without a disability when looking at the median difference in total salary
			2% People with a disability are paid 2% more than people without a disability when looking at the mean difference in total salary

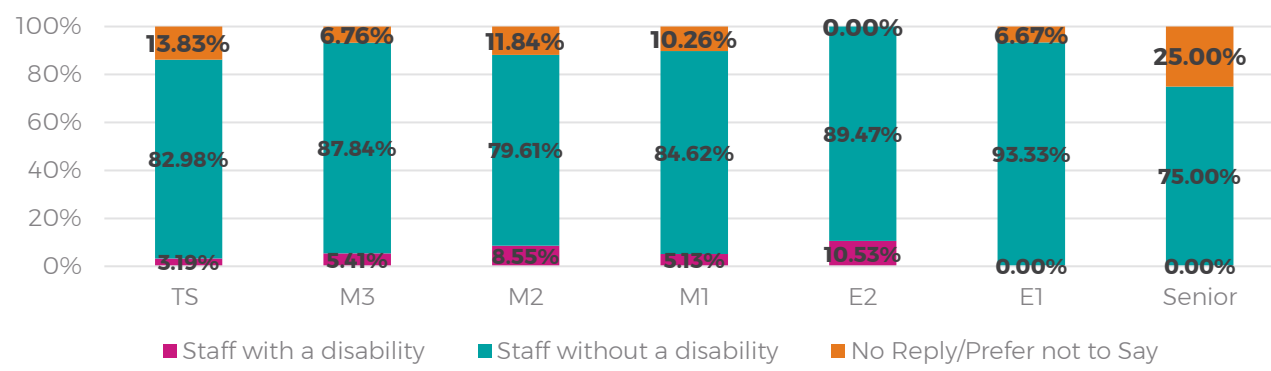
 **9.9%** % of people who did not disclose their disability status (47 people). There have been an additional 6 people this year who have disclosed they have a disability.

Mean differences in total salary have continued to reduce compared to previous years, and are now showing an inverse pay difference. For the second year running, the median total pay difference is 0%



When comparing pay for staff with a disability vs staff without a disability within each pay grade, the median and mean pay is broadly the same.

At the two most senior grades, there are no staff identifying as having a disability



Sexual Orientation

As the number of staff declaring themselves LGBQ+ is still very small overall, any small changes here can have a significant impact on the overall figures, however LGBQ+ staff are paid slightly more than non-LGBQ+ staff when looking at mean total salary, and LGBQ+ and non LGBQ+ staff are paid the same mean total salary.

1:20

4.2% 82.3%
20 390

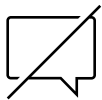
The current ratio of LGBQ+ staff to non-LGBQ+ staff is 1:20.

0%

LGBQ+ staff are paid 0% more than non-LGBQ+ staff when looking at the **median** difference in total salary

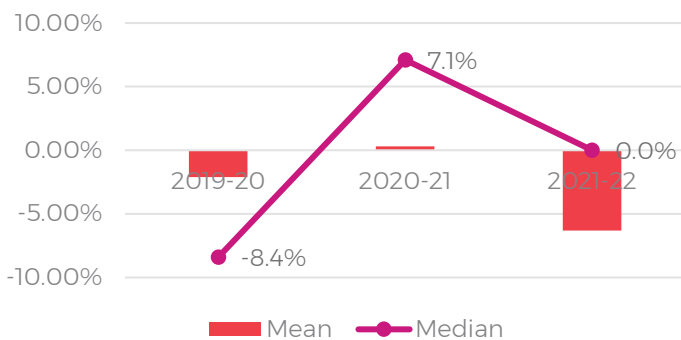
6.31%

LGBQ+ staff are paid 6.31% more than non-LGBQ+ staff when looking at the **mean** difference in total salary

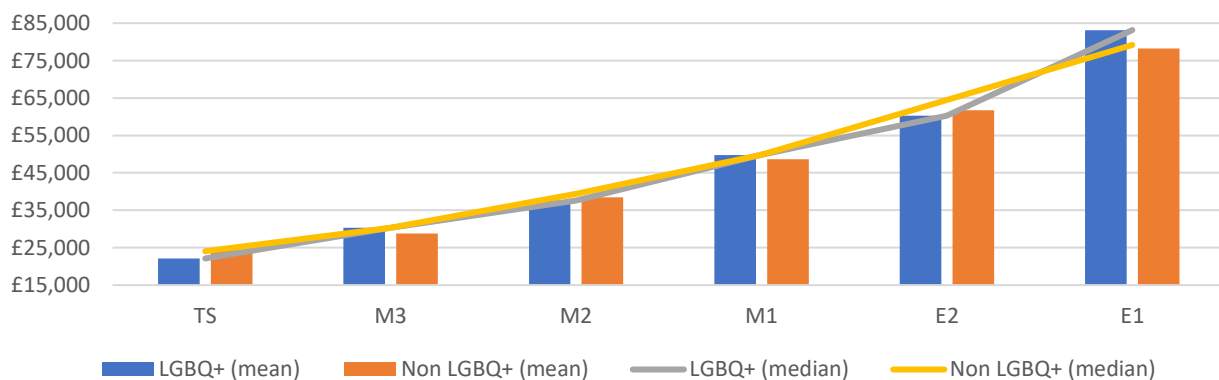


13.5%

% of people who did not disclose their sexual orientation (64 people). This is comparable to last year's did not disclosure rate of 13.9%



As the number of staff declaring themselves to be LGBQ+ is still very small overall, any small changes here can have a significant impact on the overall figures, which we have seen over the last 3 years



When comparing pay for staff within each pay grade, the median and mean pay is broadly the same. For all grades bar the M2/HEO and M1/SEO grades, there were less than 5 LGBQ+ staff in each grade, meaning it's not possible to undertake any meaningful comparison. For both HEO/SEO grades, the difference in mean and median total salaries were less than 5%

Race / Ethnicity

The mean and median total pay difference has reduced this year against last year. Analysis within grades demonstrates there is not an equal pay issue, but the overall figures are affected by the lack of Ethnic Minority representation at higher grades. As the number of Ethnic Minority staff is still very small overall, any small changes can have a significant impact on the overall figures

1 : 22

4.2% 92.2%
20 437

The current ratio of Ethnic Minority staff to White staff is 1:22

34.7%

White staff are paid 34.7% more than Ethnic Minority staff when looking at the **median** difference in total salary

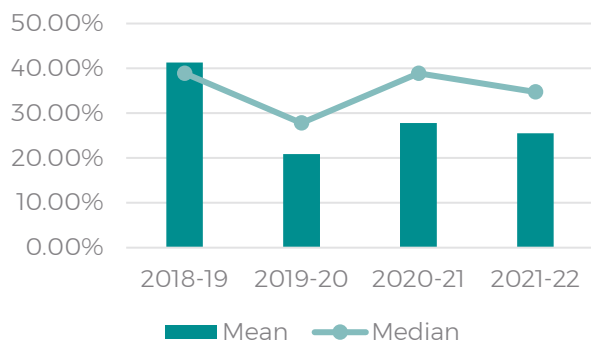
25.5%

White staff are paid 25.5% more than Ethnic Minority staff when looking at the **mean** difference in total salary

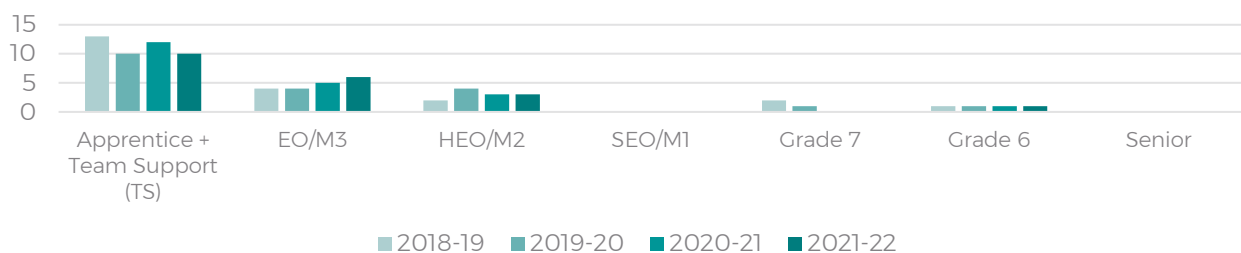


3.6%

% of people who did not disclose their race/ethnicity (17 people), which is comparable to last year's rate of 3.9%



There has been a downward trajectory in the pay difference over the last 4 years (with mean total pay difference 15.8% less than it was 4 years ago, and median down by 4.2%). Against last year, the mean and median pay difference have both decreased, however the overall pay difference remains high.




Within the two bands with more than 5 people who are of an ethnic minority, there is a 0% pay mean and median difference at EO/M3 level between, and a 0% median / -0.5% mean pay difference at TS level. This shows that the overall median and mean pay differences of 34.7% and 25.5% are not as a result of an equal pay for equal work issue, but instead is due to a lack of representation across more senior bands in the organisation (5.3% of staff identify as either ethnic minority or have not disclosed their ethnicity across grades E2, E1 and-Senior level).

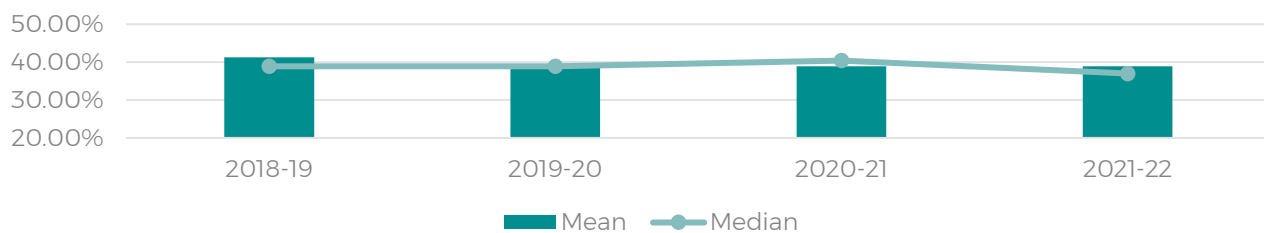
Religion / Belief

When comparing the pay difference between religions and beliefs, there was no significant pay difference between the majority of these (Agnostic, Atheist, Christian, None and Other). This group makes up 76.2% of the workforce. However, there is a pay difference between staff who have identified their religion as Muslim compared to all other religions and beliefs (and excluding those who did not state a religion or belief). However, as number of staff declaring themselves to be Muslim is still very small (7 people) the overall figures are easily skewed by the size of this group.

<p>1 : 51</p> <p>1.5% 76.2%</p> <p>7 361</p> <p>The current ratio of Muslim staff to Agnostic/ Atheist/ Christian/ None/ Other is 1:51</p>	<p>38.9% Agnostic/ Atheist/ Christian/ None/ Other are paid 38.9% more than Muslim staff when looking at the median difference in total salary</p>
	<p>37% Agnostic/ Atheist/ Christian /None /Other are paid 37% more than Muslim staff when looking at the mean difference in total salary</p>

 **22.4%** % of people who did not disclose their religion/belief (106 people), which is a very slight decrease on last year (23.1%). This is a significantly higher non-disclosure rate than for the other characteristics

Mean and median differences in total salary have overall very slightly reduced when looking at the past 4 years, however this does not represent a significant change.



There has been a very slight increase of Muslim staff at Team Support and M3/EO level: 7 staff this year compared to 6 staff last year. considering the pay for Muslim staff at the Team Support level compared to the rest of



the workforce at this grade, there is 0% difference in median pay, and a small inverse difference in mean (Muslim staff at this level paid 3.6% more). This demonstrates that the overall mean/median pay difference across the workforce as a whole is linked to poor representation at more senior levels of the organisation rather than an endemic difference in in equal pay for equal work.

6. Gender Pay Gap Reporting

This analysis is based on 460 staff: 227 women and 233 men. Staff not currently on payroll due to working less than a full month (for example leavers or people on long term leave), internal secondments or career breaks were excluded from the analysis.

Gender Pay Gap – Hourly Pay

	2021-22	2020-21	2019-20	2018-19	2017-18
Mean Gender Pay Gap	-6.5%	-5.3%	-6.7%	-8.5%	-5.7%
Median Gender Pay Gap	-9.75%	-9.8%	-15.2%	-21.3%	-23.2%

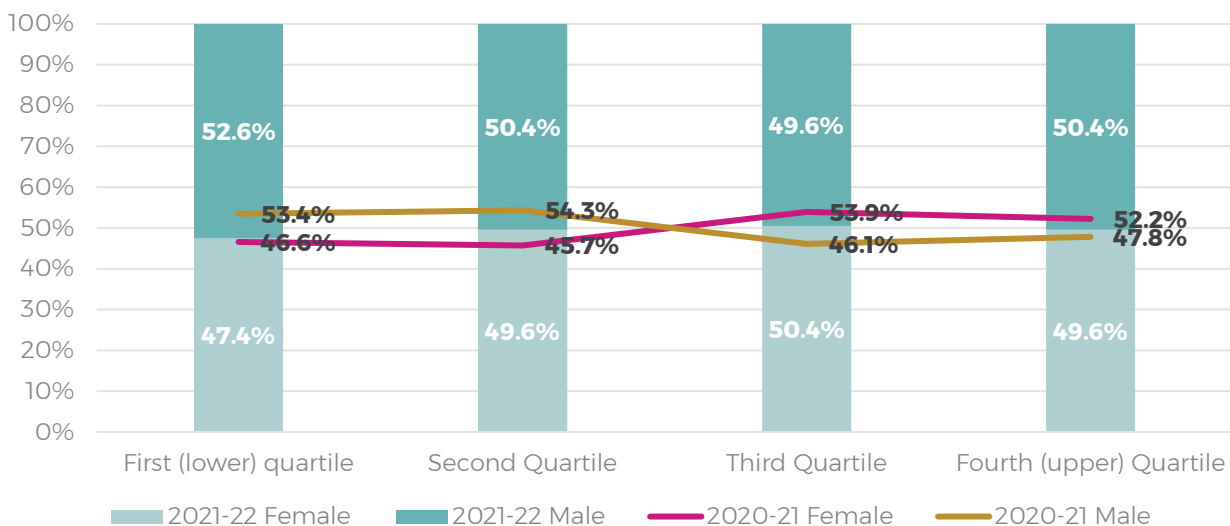
Bonus Pay

We do not pay bonuses to any of our employees.

Proportion of Women and Men in Each Pay Quartile

Each quartile represents one quarter of employees working for the Senedd Commission when ordered from lowest to highest paid.

Male/Female Split against the pay quartiles in numbers:



Analysis:

As with previous years, the Commission continues to experience an inverse gender pay gap, where women overall are paid more than men. This bucks the national trend which in April 2021 was 7.9%³. Whilst the median pay gap has continued (as with previous years) to very slightly decrease, the mean pay gap this year has increased. This can partly be attributed to a restructure of salaries at Executive Board level, as well as a 60:40 female to male split at E1 /Grade 6 level this year, compared to last year when it was 50:50 (as a result of two new joiners).

³ [Gender pay gap in the UK - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/peopleinwork/payandpensions/genderpaygap/articles/genderpaygapintheuk2021)

7. Ethnicity Pay Gap Reporting

This analysis is based on the number of staff who declared their ethnicity as at 31 March 2022.

White: 424. / Ethnic minority: 19. / Not declared: 17

Ethnicity Pay Gap – Hourly Pay

	2021-22	2020-21	2019-20	2018-19
Mean Ethnicity Pay Gap	26.1%	28.1%	20.4%	25.6%
Median Ethnicity Pay Gap	35.82%	38.9%	21.7%	38.9%

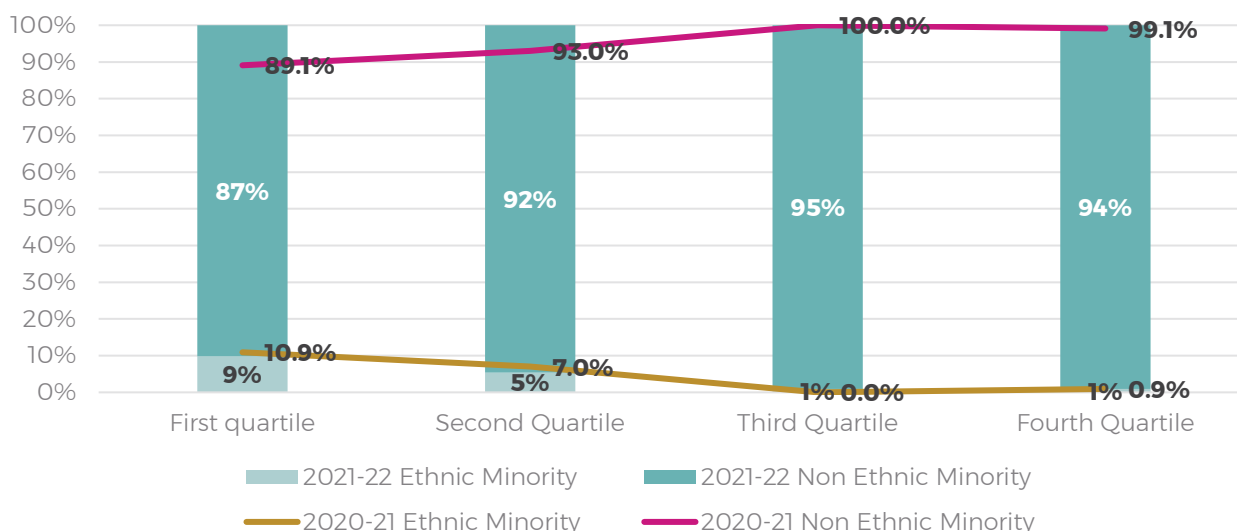
Bonus Pay

We do not pay bonuses to any of our employees.

Proportion of Ethnic Minority Employees and White Employees in Each Pay Quartile

Each quartile represents one quarter of employees working for the Senedd Commission when ordered from lowest to highest paid.

Ethnic Minority Employees and White Employees Split against the pay quartiles in numbers:



Analysis:

As with previous years, the Senedd continues to have a significant ethnicity pay gap. This is mainly due to:

- A limited number of Ethnic Minority staff employed by the Commission as an overall percentage of the overall workforce; and
- The uneven distribution of Ethnic Minority staff, who are mainly being employed at lower bands on the pay scale (53% of Ethnic Minority staff are at the Team Support level).

Caution is needed when reviewing this pay gap, as due to the small numbers of staff declaring themselves to be of an ethnic minority, even small changes to our staffing profile will have an impact.

8. Disability Pay Gap Reporting

This analysis is based on the number of staff who declared their disability status as at 31 March 2022.

Identify as having a disability 29 / Identify as not having a disability 386/ Not declared: 45

Disability Pay Gap - Hourly Pay

As this year is the first year we are reporting the Disability Pay Gap, previous years data is not available

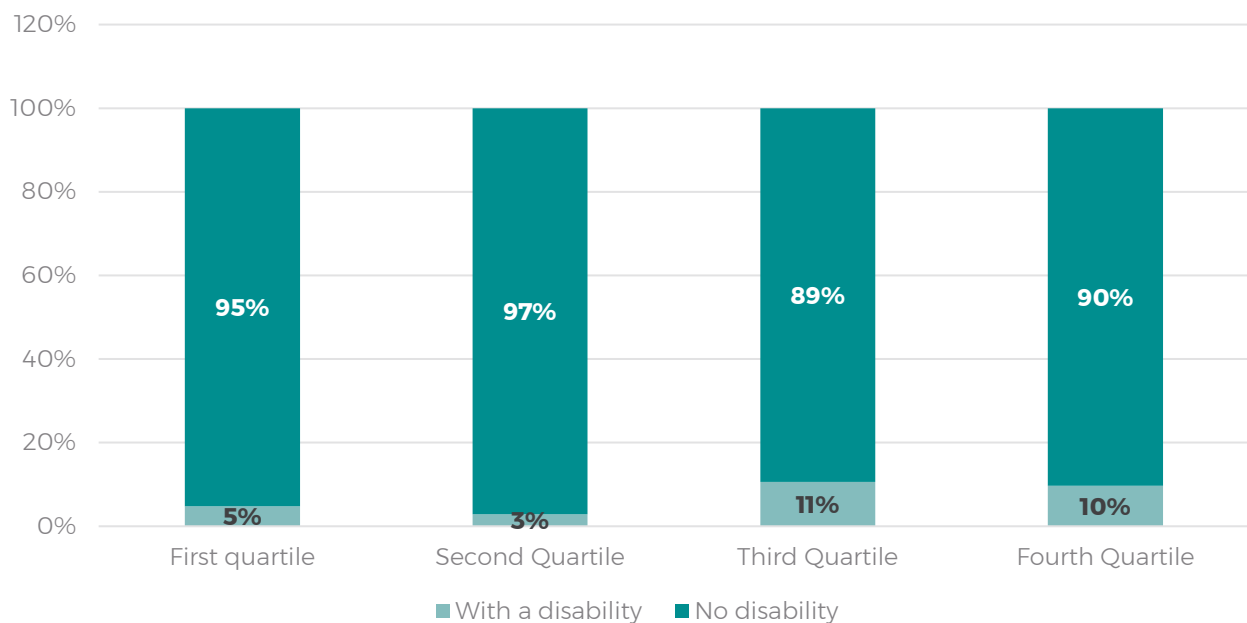
	2021-22
Mean Disability Pay Gap	-2.87%
Median Disability Pay Gap	0%

Bonus Pay

We do not pay bonuses to any of our employees.

Proportion of Staff identifying with a Disability and Staff identifying as not having a disability in Each Pay Quartile

Each quartile represents one quarter of employees working for the Senedd Commission when ordered from lowest to highest paid.



Analysis:

The Commission has no pay gap against median pay for staff with a disability / staff with no disability. When looking at the mean pay gap, there is a small inverse pay gap, where staff with a disability overall are paid slightly more than staff with no disability. Caution is needed when reviewing this pay gap, as due to the small numbers of staff identifying as having a disability, even small changes to our staffing profile will have an impact.

9. Equality Objectives /Action Plan/Priorities

In our **consolidated action plan** for our workforce, recruitment and pay data analyses, we have set out the key steps we will take in 2022-23 in relation to equal pay, in order to meet the Commission's public sector equality duty ("PSED") to:

- (a) Eliminate discrimination and other conduct prohibited by the Equality Act 2010;
- (b) Advance equality of opportunity between persons of different protected characteristics; and
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

10. Annex 1: Pay Scale by Grade (effective as of 01/04/2021)

Grade		Minimum	Maximum
Team Support (TS)		£20,913	£24,060
Executive Officer (EO)	Management 3 (M-3)	£25,263	£30,318
Higher Executive Officer (HEO)	Management 2 (M-2)	£32,458	£39,360
Senior Executive Officer (SEO)	Management 1 (M-1)	£41,547	£49,793
Grade 7	Executive 2 (E-2)	£53,788	£64,492
Grade 6	Executive 1 (E-1)	£67,717	£79,191
Senior	Senior Staff (S-3)	£83,056	£108,817
	Senior Staff (S-2)	£103,677	£132,310
	Senior Staff (S-1)	£132,537	£162,454

Agenda Item 2.3

Cyfarwyddwr Cyffredinol Iechyd a Gwasanaethau Cymdeithasol/
Prif Weithredwr GIG Cymru
Grŵp Iechyd a Gwasanaethau Cymdeithasol

Director General Health and Social Services/
NHS Wales Chief Executive
Health and Social Services Group



Llywodraeth Cymru
Welsh Government

Chair of the Public Accounts and Public Administration Committee

Our Ref: JP/OS/LC

20th June 2022

Dear Chair

Many thanks for your letter of the 18th May. Please see attached my response which I hope you find useful.

Yours sincerely

Judith Paget

Copied to

Minister for Health and Social Services
Nick Wood
Olivia Shorrocks



Please can you expand on timeframes for when you expect those organisations who are currently in enhanced arrangements to be de-escalated.

The next formal tripartite meeting has been arranged for September 2022. We will consider the escalation status of all organisations at this point. This will include consideration of the two health boards who are currently in enhanced monitoring.

Escalation and Intervention Framework - general

How effective do you believe the Framework to have been? Do you feel it has been a positive development in identifying concerns, agreeing the necessary responses, and supporting tangible improvement. Where has it worked less well, can you explain why?

The existing escalation and intervention framework was introduced in 2014 following previous PAC recommendations.

Since its introduction the tripartite partners, Welsh Government, Healthcare Inspectorate Wales and Audit Wales, together with health organisations, have learnt lessons through the delivery and operationalisation of the arrangements. Many things have changed as a result of this learning. There is some evidence that the current arrangements show some evidence of improvement amongst those health boards that have been escalated.

An example of how effective the framework has evolved is the use of the maturity matrix approach for Targeted Intervention. The Good Governance Institute has reviewed the current TI arrangements in place and has commented on them:

“Those we spoke to were overwhelmingly positive about the programme, and the sustainable improvement that the Health Board has delivered. However, the Health Board is still at an early stage in the programme; there is still significant work to be done for the Health Board to achieve its ambitions.”

An example of how effective the framework has been, can be seen through the escalation journey of Cardiff and Vale University Health Board between 2016 and 2019. The board was escalated to ‘Targeted Intervention’ in July 2016. Additional support via the WG and the Delivery Unit allowed the health board to be de-escalated to ‘enhanced monitoring’ in January 2019 and further de-escalated at the August 2019 meeting to ‘routine arrangements’ as the progress seen previously had been maintained.

This example demonstrated that the process quickly identified the main issues of concern, developed a support package which resulted in the health board developing skills and demonstrating progress as it moved down the escalation journey.

However, having organisations in Special Measures and/or Targeted Intervention for a prolonged period of time may not be desirable. The longer an organisation stays in a heightened level of escalation the more it becomes the ‘norm’. The framework as

drafted is not clear about what factors would trigger a change in an organisation's status. There has been a tendency to widen the issues included under escalation rather than following due process and escalate issues in the agreed approach. Therefore, we consider a weakness on the existing framework exists around defining the points in de-escalation and the ability and capacity of organisations to respond to multiple issues that are not in the defined escalation criteria.

The Welsh Government evidence notes that a review of these arrangements began in January 2020, has included an external review and indicates there's a need to 'revise and refresh' the current framework. What have been the key findings of this review work and what is the timescale for completing the review work?

Welsh Government has undertaken an assessment/review of the current arrangements. Firstly, with a conversation with tripartite partners at two meetings in 2020 (January and August) and secondly a review has been undertaken amongst all health boards and trusts in 2021. An external review of the evidence on the effectiveness of escalation arrangements and best practice in this area has been undertaken by Welsh Government. This review has identified a number of areas that need to be addressed including:

- The current escalation and intervention framework is in need of a refresh
- The criteria for de-escalation is not always clearly defined. There needs to be a clear framework and financial indicators that determine where in the framework each organisation should be and what triggers de-escalation
- Clearer levels of support and action need to be set for each level of the framework
- The current system is too focused on acute health services – not 'whole system'
- Insufficient focus on diagnosing 'root cause' of difficulties (to ensure most appropriate/effective response is adopted)
- Can be interpreted as punitive rather than supportive ('done to' Boards rather than working with them). Although the maturity matrix approach (not documented within the framework) is seen as being effective
- No option for Boards to proactively seek support
- Quality of/availability of appropriate support packages (resourcing of relevant skills).

Lessons from the experience of placing the first Health Board in Wales under special measures has aided the thinking and response to the TI arrangements. It is important to ensure that the appropriate support under TI arrangements is put in place to enable a clear route is established to either de-escalation or where necessary, when improvement is not established, to further escalate into special measures. It has also resulted in Welsh Government now stepping in to lead on external reviews.

Key lessons are summarised below:

- The importance of having dedicated support to act as liaison and manage the co-ordination of the governance and support arrangements and regular cross-departmental meetings with leads.
- The importance of having access and receiving intelligence and data from a number of sources in real time.
- The escalation process and tripartite arrangements work well and there is a good working relationship with the Wales Audit Office and Healthcare Inspectorate Wales.
- The need to recognise the significant leadership and cultural challenges that have not been tackled successfully previously.
- The systems and organisational learning from the BCU experience has prevented others under targeted intervention getting to a special measures concern
- Importance early development on the expectations and milestones in the improvement framework to avoid other issues being included in the escalation governance arrangements, rather than dealt with via existing mechanisms.
- Identification of individuals with the rights skills and experience to deploy quickly- and need for this to be bespoke to the circumstances and not a call off list.
- Need to ensure Welsh Government capacity and capability to engage and gear up to support the arrangements on top of other demands.
- The importance of the diagnostic phase and the need for deeper work at a quicker pace to decide on capacity and capability of the Board and the right mechanisms and depth of support to ensure sustainable outcomes at pace.
- The need to be clearer and more direct earlier on changes needed in leadership and structures.
- There is a danger of holding the health board to a higher standard than the rest of NHS Wales before issues can be de-escalated.
- The need to recognise the higher level of interest from the media and politicians and consider in more detail the communication requirements/ plan needed to counter reputational damage that could impact on the morale, recruitment and retention of staff and patient confidence and trust.

The work undertaken so far does indicate that there is need to revise and refresh the current escalation framework. This work is now underway and will align with our arrangements for establishing the NHS Executive.

What are the contributions of each of the three partners: Healthcare Inspectorate Wales (HIW), Audit Wales (AW) and the Welsh Government in delivering the process of escalation and intervention?

The Welsh Government and external review bodies – Audit Wales and Health Inspectorate Wales meet to consider escalation levels of health boards at regular tri-lateral Meetings. Tripartite partners have met twice a year and also held three special meetings to provide insight to the Minister on escalation levels of health bodies in Wales. The first tripartite meeting under these arrangements met in July 2014 and the

most recent in February 2022, a special meeting was held at the end of May 2022 to consider the escalation status of Betsi Cadwaladr University Health Board

It is important to note that these meetings are not undertaken in isolation. For example, officials meet to discuss escalation and other issues on a very frequent basis. The discussions at the tripartite build upon the joint working that takes place throughout the 6 months. Each partner has an equal role and contribution in these meetings, which are chaired by the Director General HSSG/Chief Executive of the NHS

Decision-making

Who makes the ultimate decision following the tripartite discussions on whether or not to escalate or deescalate? What information and factors are brought to the discussion, and which are the most important in determining a decision?

A wide range of information and intelligence is brought to the discussion performance, this includes intelligence on quality and safety, planning, deliverability, staff morale and engagement, leadership, Board cohesion, external stakeholder feedback and comments, internal and external reviews amongst others. Feedback from JET (Joint Executive Meetings) ongoing quality and performance meetings and the TI meetings also feed into the discussions.

It is important to note that the tripartite partners do not recommend the escalation levels. They bring a wide range of intelligence and insight to the discussion to inform the decisions that are taken later.

Following each tripartite meeting, the Director General **makes recommendations** to the Minister for Health and Social Services on the escalation levels of health boards and trusts based on the discussions held during the meeting.

The ultimate decision on escalation or de-escalation lies with the Minister following advice from the Director General.

Health boards are informed of their escalation status following each meeting. Where decisions are taken to alter the escalation position or concerns are highlighted then a written or oral statement may also be issued.

How clear are the criteria for escalation and de-escalation and what role does NHS organisations play in determining or agreeing them?

In our opinion this is an area where the escalation and intervention framework is not as clear as it could be. The criteria for escalation is well defined and issues are often discussed in advance with health boards, so everyone is aware of the situation.

The de-escalation criteria is not well defined in the framework. However, we are now setting each the criteria for de-escalation at the point of escalation. This is highlighted in the TI framework for Betsi Cadwaladr University Health Board which states: **De-escalation will be considered when the health board reaches level 3 (results)**

and 4 (maturity). It may be appropriate to de-escalate some areas from TI at a different time to other areas depending on the progress made.

Managing escalation

The Welsh Government evidence says that “having organisations in Special Measures for a prolonged period of time is not desirable”. Betsi Cadwaladr University Health Board was in special measures for around five years and has needed significant input of time and resources – both staff and money. Yet it still has financial and service problems. Are you satisfied that the intervention approach has been the right one?

Discussions with Betsi Cadwaladr University Health Board and Cwm Taf Morgannwg Health Boards following the escalation to Special Measures have indicated that where there are areas of concern around leadership, governance, quality and culture that these are not quick fixes and support is needed over a period of time to change the culture. This cannot be achieved by quick interventions and requires considerable ongoing support. In both these organisations the initial investigations revealed that the issues were widespread and indeed systematic across the whole Board and many other issues were uncovered during the discovery phase. So in our view a long term approach was and remains the correct approach. This however has to be supplemented by peer reviews and external support as outlined in the package of support for both organisations.

Has Welsh Government looked at the potential of other approaches. For example; shorter, rapid, more intensive and focused interventions, the use of peer-to-peer or external challenge and review?

Any intervention needs a mixture of actions to support the health board dependent on the reasons for that intervention. For example, when health boards are escalated for particular issues such as finance in Hywel Dda, inability to develop an IMTP in Cardiff and Vale, performance and quality in the former ABMU – then the response is different and targeted support in these areas is essential including external packages of support, external reviews and bespoke interventions. These by their very nature will be quick and focused to correct the issues of concern

There’s evidence to suggest that delivering improvement can often depend on leadership beyond the Health Board Executive, amongst clinicians, middle managers, and independent Board Members. Does the process of escalation and intervention pay enough attention to supporting these groups?

The maturity matrix approach now embedded within the two organisations in Targeted Intervention and Special Measures, Cwm Taf Morgannwg and Betsi Cadwaladr aims to do exactly this. It focuses upon all levels of management within the Board both clinical and managerial. High performing, mature organisations effectively engage all levels within their improvement and quality journey. The matrices in place deliver this. Health boards will not be able to progress along the matrices unless this level of engagement is demonstrated

Securing improvement and de-escalation

Do you have an opinion on whether the improvement frameworks can be too wide-ranging and perhaps need to focus on a smaller, more focused set of priorities and if so, can you expand on what you would like to see in a more focussed framework?

This is an interesting point. As the committee is aware it is possible to escalate a particular service such as mental health, maternity where there are grave concerns or a whole system such as leadership and governance where the issues are deep rooted and need to be addressed health board wide rather than at a service or site issue. Therefore, the framework utilised needs to be responsive to the issues under escalation. We will consider this in more depth as part of our review

Over the years, escalation has often been driven by factors such as performance issues or sustained financial overspends. What needs to happen if evidentially effective decisions can't be made unilaterally by the organisation on the size and shape of service transformation needed?

Service transformation is complex and requires considerable engagement with the public and clinical teams. This does not happen quickly, and we expect the Board to consider and engage with their local population, wider stakeholders, staff, Royal Colleges, patient bodies, political communities and third sector when developing proposals for service transformation. We then expect options and proposals to be developed and recommendations to the Board. When the Board is satisfied that the correct service model has been agreed they would consult on these issues

The final decision on service transformation is taken by the Board and then presented to Welsh Government for approval before any investment decisions are made. These decisions will be scrutinised by Welsh Government and consideration of other views taken into account before final decision is made.

It must be stressed that decisions on service transformation rest with the Board. We would expect to see a strong Board recommendation. We would expect the Chair to work with the Board to ensure that all Board members agree the proposed solution.

There is evidence that Ministerial leadership and 'ownership' of the improvement process, can play a role in shaping an intervention and helping to ensure its success. What role can and should the Minister play in supporting the intervention and escalation process?

The Minister based on the recommendations received from the Director General makes the final decisions about escalation. The Ministers are also active in supporting Boards in escalation. The Deputy Minister for Mental Health and Well-Being meets the Betsi Cadwaladr mental health leadership team at least once a quarter to ensure she is fully up to date with the issues, challenges, successes and good practice. Likewise the Minister for Health and Social Services meets regularly with the Chair and Chief Executive from Betsi Cadwaladr University Health Board and Cwm Taff Morgannwg University Health Board.

Agenda Item 4

By virtue of paragraph(s) vi of Standing Order 17.42

Document is Restricted

By virtue of paragraph(s) vi of Standing Order 17.42

Document is Restricted

Document is Restricted

Agenda Item 6

By virtue of paragraph(s) vi of Standing Order 17.42

Document is Restricted



The new Curriculum for Wales

Report of the Auditor General for Wales

May 2022



This report has been prepared for presentation to the Senedd under the Government of Wales Acts 1998 and 2006 and the Well-being and Future Generations Wales Act 2015.

The Auditor General is independent of the Senedd and government. He examines and certifies the accounts of the Welsh Government and its sponsored and related public bodies, including NHS bodies. He also has the power to report to the Senedd on the economy, efficiency and effectiveness with which those organisations have used, and may improve the use of, their resources in discharging their functions.

The Auditor General also audits local government bodies in Wales, conducts local government value for money studies and inspects for compliance with the requirements of the Local Government (Wales) Measure 2009.

The Auditor General undertakes his work using staff and other resources provided by the Wales Audit Office, which is a statutory board established for that purpose and to monitor and advise the Auditor General.

© Auditor General for Wales 2022

Audit Wales is the umbrella brand of the Auditor General for Wales and the Wales Audit Office, which are each separate legal entities with their own legal functions. Audit Wales is not itself a legal entity. While the Auditor General has the auditing and reporting functions described above, the Wales Audit Office's main functions are to providing staff and other resources for the exercise of the Auditor General's functions, and to monitoring and advise the Auditor General.

You may re-use this publication (not including logos) free of charge in any format or medium. If you re-use it, your re-use must be accurate and must not be in a misleading context. The material must be acknowledged as Auditor General for Wales copyright and you must give the title of this publication. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned before re-use.

For further information, or if you require any of our publications in an alternative format and/or language, please contact us by telephone on 029 2032 0500, or email info@audit.wales. We welcome telephone calls in Welsh and English. You can also write to us in either Welsh or English and we will respond in the language you have used. Corresponding in Welsh will not lead to a delay.

Mae'r ddogfen hon hefyd ar gael yn Gymraeg.

Contents

Key messages	4
Key facts	8
Recommendations	9
Main report	
1 Initial planning: The curriculum is central to the Welsh Government's long-term programme of education reform but was initially developed without assessing its direct or opportunity costs	12
2 Preparing for implementation: The Welsh Government worked well with the education profession to co-design the curriculum although the pandemic has affected the timetable and schools' ability to prepare	24
3 Future risks: The Welsh Government is alert to some key risks and will need to continue to manage these to ensure the new curriculum realises its anticipated benefits	37
Appendices	
1 Audit approach and methods	49
2 Timeline of key events relating to curriculum reform, 2008-2027	51

Key messages

Context

- 1 The Welsh Government has been undertaking a programme of major education reform over the past decade or so. The reform programme features prominently in the current Programme for Government. One of the Welsh Government's wellbeing objectives is to 'Continue our long-term programme of education reform, and ensure educational inequalities narrow and standards rise'¹.
- 2 These changes have led to a new Curriculum for Wales (the curriculum) that will be implemented in phases from September 2022. The curriculum will be a significant departure from the previous one by allowing each school flexibility to develop its own curriculum according to local needs, although within certain parameters. The new curriculum is for 3-16 year olds. It replaces the Foundation Phase (3-7 year olds) and the Curriculum for Wales for key stages 2-4 introduced in 2008. Unlike the previous curriculum, it extends to special schools and pupil referral units. In this report, we generally include these other settings within our use of the term 'schools'.
- 3 This report looks at the Welsh Government's management of the planning and implementation of the new curriculum. The new curriculum has been in development since 2015 and action plans and the timetable have changed since then. Our aim was to provide assurance that implementation is on track in the context of the revised plans announced in July 2021. Following earlier changes to the timetable in 2017, the Welsh Government announced in July 2021 that implementation of the curriculum will still start in all years of primary schools from September 2022. However, it will now be optional for year 7 in secondary schools, special schools and pupil referral units before becoming mandatory for years 7 and 8 and other settings from September 2023.
- 4 **Appendix 1** sets out our audit approach and methods. **Appendix 2** shows a timeline of key events relating to curriculum reform.

Overall conclusion

- 5 The Welsh Government worked well with the education profession to co-design the new curriculum. While the Welsh Government had a challenging programme of legislation and other work leading up to September 2022, much of this is completed. However, the pandemic has affected the timetable and schools' ability to prepare.
- 6 The Welsh Government did not assess the likely costs when it started the journey of curriculum reform. Estimates provided to support more recent legislative scrutiny were limited, preventing a full assessment of value for money. We recognise it is difficult to accurately quantify the cost of curriculum reform. However, current budgets suggest that direct expenditure may be at the high end of, or more than, the Welsh Government's 2021 estimates. There will be significant opportunity costs to schools until at least March 2026.
- 7 The Welsh Government is alert to some key risks and will need to continue to manage these to ensure the new curriculum realises its anticipated benefits.

Key findings

- 8 The Welsh Government did not assess the direct or opportunity costs when it began to develop the new curriculum. It later estimated its sunk costs, and those of schools and others involved in developing the curriculum, in the regulatory impact assessment published alongside the Curriculum and Assessment (Wales) Bill in July 2020 and later updated. Its best estimate was that developing the new curriculum cost £159 million between 2015-16 and 2020-21, although it recognised this total does not include some costs.
- 9 The Welsh Government anticipated future direct costs of £198.5 million (ranging from £184 million to £213 million) between 2021-22 and 2030-31. Schools also face substantial opportunity costs, estimated at around nine times their direct costs. Recent Welsh Government budget papers suggest that spending related to curriculum reform is likely to be at the high end of, or more than, the Welsh Government's April 2021 estimates.
- 10 The Welsh Government and regional education consortia worked well with schools to co-design the new curriculum and identify the skills and knowledge required to realise it. The Welsh Government has also funded a programme of professional learning and support to schools to help them develop and implement the new curriculum although its effectiveness is unclear.

- 11 The COVID-19 pandemic has affected schools' ability to plan for the new curriculum. This prompted the Welsh Government to offer secondary providers flexibility to delay starting to teach the new curriculum until September 2023. Nearly half of secondary, middle and special schools plan to introduce the new curriculum in September 2022.
- 12 Despite the disruption, the pandemic has led to some changes that have benefitted the developing curriculum. For example, suspending the curriculum in 2020 allowed schools to be more experimental, it resulted in schools giving priority to pupils' health and wellbeing, and teachers' and pupils' digital skills have also improved.
- 13 Once the primary legislation was in place in April 2021, the Welsh Government had a significant role supporting schools and others to prepare. This included finalising guidance to schools, ensuring that the secondary legislative framework was in place and that support was available to schools. Much of this work is now complete.
- 14 Although two terms later than planned, the Welsh Government's national network for curriculum implementation started work in Autumn 2021. In February 2022, the Welsh Government announced long-term support for schools on progression and assessment as well as support for developing bilingual resources and a national entitlement to professional learning for all school staff from September 2022. In October 2021, Qualifications Wales announced high-level details of GCSEs aligned with the new curriculum. Work is underway to co-design detailed qualifications.
- 15 Looking beyond September 2022, the key risks that the Welsh Government will need to continue to manage include:
 - financial and workforce pressures that could affect schools' ability to realise a high-quality new curriculum;
 - ensuring the new curriculum supports the Welsh Government's aim of reducing inequalities in education;
 - ensuring that new qualifications are aligned with the new curriculum and support progression to the full range of post-16 options;
 - ensuring greater engagement with parents, carers and learners; and
 - clarifying what information will be available to support a new approach to self-evaluation, improvement, accountability and transparency.



The new Curriculum for Wales represents a considerable change for learners, parents, carers and the education profession and, while the pandemic has understandably affected the timetable and schools' preparations, September 2022 will mark a major milestone. The spirit in which the curriculum has been developed is good to see, but future policy development on this scale needs to give more attention to the likely costs of implementation to provide for an earlier and fuller assessment of value for money.

Some significant work is still needed in key areas to deliver the full benefits of curriculum reform and the Welsh Government will need to keep track of the substantial ongoing costs of the reform programme to support wider scrutiny.

Adrian Crompton
Auditor General for Wales



Key facts



Settings

- 550** funded non-maintained early years settings
- 1,219** primary schools
- 182** secondary schools
- 23** all-age schools (3-16 or 3-19)
- 35** special schools
- 10** pupil referral units



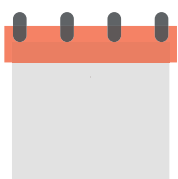
Costs

- £159 million** estimated direct costs 2015-16 to 2020-21
- £198.5 million** estimated direct costs 2021-22 to 2030-31 (ranging £184 million - £213 million)
- £263 million** estimated opportunity costs for schools, 2021-22 to 2025-26 (ranging £131 million - £394 million)



Staffing

- 23,941** qualified teachers (full-time equivalent)
- 23,779** support staff (full-time equivalent)



Key milestones

- September 2022** first teaching of the new curriculum in primary schools and optional for year 7
- September 2023** mandatory for years 7 and 8 in secondaries and other settings
- 2026/27** first qualifications awarded

Recommendations

Recommendations

To better understand and to support scrutiny of the cost of curriculum reform

R1 It has not been easy for the Welsh Government or us to identify expenditure on curriculum reform to date. In part this is because of difficulties in calculating expenditure specific to curriculum reform as opposed to other elements of the education reform programme, or the Renew and Reform programme, some of which may benefit curriculum reform. However, understanding the cost of curriculum reform is vital to support scrutiny and inform any consideration of value for money.

We recommend that the Welsh Government monitors and reports annually on the costs of its curriculum reform programme including costs to partners and schools. In developing and reporting on its best estimate, the Welsh Government will need to consider the impact of any additional data collection on schools in particular.

To evaluate the effectiveness of the professional learning programme and support to schools

R2 The Welsh Government has funded professional learning aligned to the new curriculum alongside its wider investment in teachers' professional learning. It has also funded the regional education consortia and partnerships to provide bespoke support for schools. It recently announced a national entitlement to professional learning for all teachers and teaching assistants.

We recommend that the Welsh Government ensures that the effectiveness and value for money of its investment in professional learning for teachers and other school staff is evaluated.

Recommendations

To design and implement new qualifications that support the Welsh Government's ambitions for the new curriculum

R3 The Welsh Government and Qualifications Wales know that qualifications need to change to align with the new curriculum. Qualifications Wales is working with schools, further and higher education and others to co-design the new GCSEs and, subsequently, other qualifications. The detail of the qualifications and forms of assessment is not yet decided.

We recommend that the Welsh Government works with Qualifications Wales to:

- a monitor teachers' and learners' participation in developing the new qualifications;
- b plan an effective national professional learning programme that will support teachers to deliver the new qualifications; and
- c assess the resources needed for professional learning for the new qualifications and any changes to the assessment process, including any greater role for teacher assessment and/or digital technology.

To evaluate the effectiveness of schools' engagement with parents, carers and learners

R4 A positive impact of the pandemic has been to strengthen engagement between schools and families in many cases. Schools will be required to engage with parents and carers about the curricula. Parents, carers and learners should be able to participate in schools' evaluation and improvement. This is underway in some schools.

We recommend that the Welsh Government supports schools to engage effectively with parents, carers and learners and evaluates how well schools are doing this to support improvement.

Recommendations

To establish the information needed for a rounded understanding of schools' activities and outcomes

R5 Work to support a national approach to self-evaluation is due to be completed by the end of the 2021/22 academic year. There is less clarity about the process for democratic accountability and transparency, including what information will be available to governors, local or diocesan authorities, parents, carers and the public.

We recommend that the Welsh Government:

- a establishes what information those charged with holding schools to account, require as part of a new approach to accountability; and
- b sets out details on how it will ensure transparency for parents, learners and the public.

To ensure the new curriculum remains fit for purpose

R6 The Curriculum and Assessment (Wales) Act 2021 introduces a requirement for Ministers to keep the new curriculum under review. It does not set out the mechanism for cyclical review.

We recommend that, once the milestone of first teaching of the new curriculum is achieved, the Welsh Government sets out how it intends to keep the curriculum under review to ensure that it can become embedded and yet remain fit for purpose.



**Initial planning:
The curriculum is
central to the Welsh
Government's
long-term programme
of education reform
but was initially
developed without
assessing its direct
or opportunity costs**

- 1.1 Curriculum reform is central to a wider, long-term programme of educational reform in Wales (**Exhibit 1**). This part of the report looks at the background to the new curriculum and what is known about its actual and estimated costs.

Exhibit 1: the four enabling objectives of education reform in Wales



Developing a high-quality education profession.



Inspirational leaders working collaboratively to raise standards.



Strong and inclusive schools committed to excellence, equity and well-being.



Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

Source: Welsh Government, Education in Wales: Our national mission, Action plan 2017-21, September 2017

Curriculum reform is central to a wider education reform programme that the Welsh Government has been undertaking over the past decade or so

- 1.2 In December 2010, disappointing PISA test results² sparked national debate about education in Wales. Results in mathematics and reading were below the average of 65 participating countries. Mean scores in mathematics, reading and science in Wales were significantly lower than other UK nations.

2 The Programme for International Student Assessment (PISA) is a study of educational achievement organised by the Organisation for Economic Co-operation and Development (OECD). PISA provides governments with a benchmark for education policy and performance, to make evidence-based decisions and to learn from one another. It supports transparency.

- 1.3 The programme of education reform began in February 2012 when the Welsh Government announced changes including national literacy and numeracy frameworks and national testing. **Appendix 2** provides a timeline of key activities in developing and implementing the curriculum.
- 1.4 The Welsh Government announced a review of curriculum and assessment in October 2012. At that time, learners in Wales followed a national curriculum first established by the Education Reform Act 1988. Successive governments amended and added to it, notably in 2008 when the Welsh Government introduced the Foundation Phase (3-7 year olds) and the Curriculum for Wales for key stages 2-4 (7-16 year olds)³.
- 1.5 In March 2014, the Welsh Government announced a comprehensive review of curriculum and assessment arrangements⁴. It was to be led by Professor Graham Donaldson, formerly Chief Education Advisor to the Scottish Government, who had influenced the curriculum reform programme in Scotland. His February 2015 report⁵ set out an approach to education for 3-16 year olds in Wales. The Welsh Government accepted his recommendations. **Exhibit 2** sets out the main elements of the new Curriculum for Wales.

3 The Education (National Curriculum) (Attainment Targets and Programmes of Study) (Wales) Order 2008

4 Welsh Government, Written Statement – Review of Assessment and the Curriculum, March 2014

5 Donaldson, G., Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales, February 2015

Exhibit 2: about the new Curriculum for Wales

- A curriculum is all the learning experiences and assessment activities planned to achieve agreed education aims.
- The new Curriculum for Wales is an integrated curriculum for 3-16 year olds. It applies to all settings (including special schools and pupil referral units which are not required to follow the current curriculum).
- The Curriculum and Assessment (Wales) Act 2021 and regulations provide the legal basis.
- A new curriculum framework has been co-designed, with teachers and schools taking a key role. It is built on four purposes, to develop learners who are:
 - ambitious and capable;
 - enterprising and creative;
 - ethical and informed; and
 - healthy and confident citizens.
- Teachers have more flexibility to develop a curriculum in their school that meets their learners' needs. They are doing this using a common framework with six Areas of Learning and Experience (Areas): Mathematics and Numeracy; Science and Technology; Humanities; Languages, Literacy and Communications; Health and Well-being; and Expressive Arts.
- The broad requirements are set out in 27 statements of 'What Matters' in the Areas. Curriculum design breaks down traditional subject-to-subject boundaries to help learners consider different concepts and issues in the broadest possible way.
- Literacy, numeracy and digital skills cross all the Areas.
- The Areas support cross-curricular planning, so learners can apply learning to different academic or real-life situations.
- Qualifications Wales, the independent regulator of qualifications (other than degrees) for Wales, is developing qualifications to reflect the Curriculum for Wales through a co-construction approach.

Source: Audit Wales

- 1.6 In October 2015, the Welsh Government set out its ambition that the new curriculum could be available to schools as early as September 2018 with every school teaching it by September 2021⁶. With hindsight, the ambition that the new curriculum would be available for 2018 was unlikely; experience from other countries suggests that curriculum changes take a long time⁷.

⁶ Welsh Government, Qualified for life: A curriculum for Wales - a curriculum for life, October 2015

⁷ Mills, B., How leading education nations develop and reform their curriculums, Education Policy Institute, January 2021⁸

- 1.7 In September 2017, the Welsh Government published a revised implementation plan, delaying the date for starting to teach the new curriculum to September 2022 in primary schools and year 7. Alongside curriculum development, the Welsh Government gave timelines for other reforms vital to the successful implementation of the curriculum, including new professional standards for teaching in 2017 and on-going learning and qualification reform.

The Welsh Government did not assess the direct or opportunity costs when it began to develop the new curriculum

- 1.8 We have not seen evidence that any assessment of direct or opportunity costs associated with curriculum reform was undertaken before the introduction of draft legislation. The Welsh Government had to estimate the sunk costs incurred by itself, some partner organisations and schools, to inform the regulatory impact assessment (RIA) for the Curriculum and Assessment Bill 2020 (the Bill) in July 2020. It collected this information retrospectively and some partners did not provide information. The Welsh Government also included in the RIA estimates of the future direct and opportunity costs for the new curriculum. It revised its estimates on sunk and future costs several times during scrutiny, with updates to the RIA in September 2020, and then February and April 2021.
- 1.9 We recognise that it is difficult to reliably identify expenditure. Partly, this is because the curriculum had been in development since 2015 and because expenditure was intertwined with other 'expenditure' when the RIA was prepared. This was particularly true for costs to schools where they incurred additional and opportunity costs not directly met by Welsh Government funding.
- 1.10 The RIA compared the cost of curriculum reform with maintaining the current arrangements but did not consider any alternative options for achieving the Welsh Government's ambitions other than total reform of the existing curriculum. This failure to document other options led the Senedd Finance Committee to state that 'RIAs often seem to be a "by-product" of the decision-making process, rather than driving it'. Following requests for better financial information from the Senedd Finance and Children, Young People and Education committees, the Welsh Government provided revised estimates in February and April 2021. Its estimate of sunk costs increased from £114 million to £159 million, driven by a 51% increase in its estimate of its own expenditure (**Exhibit 3**).

Exhibit 3: Welsh Government estimates of the direct sunk costs of curriculum reform, 2015-16 to 2020-21^{1, 2, 3}

	RIA estimate, July 2020 (£ millions)	Revised RIA estimate, April 2021 (£ millions)	% change between estimates
Welsh Government	89.1	134.1	51%
Qualifications Wales	1.7 ⁴	1.4	-18%
Estyn	4.4	4.4	0
Regional education consortia	15.5	15.5	0
National Academy for Educational Leadership	3.3	3.3	0
Total	114.1	158.7	39%

Notes:

- 1 Excludes costs to the Catholic Education Service, Church in Wales and Wales Association of Standing Advisory Councils for Religious Education associated with the consultation on religion, ethics and values.
- 2 Excludes costs of education reforms not directly associated with the new curriculum but that will have contributed to it, including initial teacher education reforms, establishing the National Academy of Educational Leadership, learner assessment and early years and foundation phase support.
- 3 Excludes costs associated with Welsh language changes which are attributed to achieving the goals of Cymraeg 2050. Costs to parents from additional inset days are attributed to the Education (School Day and School Year) (Wales) (Amendment) Regulations 2019.
- 4 Figure is incorrectly recorded as £3,459,000 in Table 5 of the Explanatory Memorandum. We have adjusted the total figure and removed £1.7 million of costs incurred in 2015-16 and 2016-17 attributable to the previous GCSE reform.

Sources: Audit Wales analysis of Welsh Government, Curriculum and Assessment (Wales) Bill, Explanatory Memorandum incorporating the Regulatory Impact Assessment and Explanatory Notes, July 2020 and Welsh Government, Curriculum and Assessment (Wales) Bill, Explanatory Memorandum incorporating the Regulatory Impact Assessment and Explanatory Notes (revised), April 2021

- 1.11 The Welsh Government's estimates of future direct costs to schools in its RIA are subject to broad ranges. They also omit costs to some partners and settings including special schools, pupil referral units and early years settings. Again, the Welsh Government provided revised figures in February 2021 and April 2021.
- 1.12 An evaluation in 2017 highlighted that pioneer schools (see **paragraph 2.2**) varied in how, and if, they monitored the time and resources used in curriculum related work. Some were not asked to collect any information on resources used. Better monitoring of time and resources required at that point by pioneer schools would have informed national roll-out⁸. Instead, this information is based on estimates from a small number of pioneer schools, collected retrospectively in late 2019. As a result, the Welsh Government estimated the future direct costs of curriculum reform as £198.5 million between 2021-22 to 2030-31, but this estimate varied from £184 million to £213 million (**Exhibit 4**). Three-quarters of this expenditure falls between 2021-22 and 2025-26.

8 Arad Research (2017). Formative Evaluation of the Pioneer Schools Model: Paper on Strand 1 and early Strand 2 activity. Cardiff: Welsh Government, CSR report number 72/2017

Exhibit 4: Welsh Government estimates of future direct expenditure on curriculum reform, 2021-22 to 2030-31¹

		RIA estimate, July 2020 (£ millions)	Revised RIA estimate, April 2021 (£ millions)	% change between estimates
Welsh Government		175.4	162.6	-7.3%
Qualifications Wales ²		6.5	6.8	4.6%
Schools	Low	14.5	14.5	0.0%
	Central	29.1	29.1	0.0%
	High	43.6	43.6	0.0%
Total	Low	196.4	184.0	-6.3%
	Central	211.0	198.5	-5.9%
	High	225.5	213.0	-5.5%

Notes:

- 1 Excludes costs falling to local authorities, diocesan authorities, some education settings and non-maintained early years settings. Also excludes costs associated with curriculum but not directly related such as digital infrastructure.
- 2 The revised estimate from Qualifications Wales represents slippage of £300,000 from 2020-21 to 2021-22. **Exhibit 3** shows a corresponding reduction.

Sources: Audit Wales analysis of Welsh Government, Curriculum and Assessment (Wales) Bill, Explanatory Memorandum incorporating the Regulatory Impact Assessment and Explanatory Notes, July 2020 and Welsh Government, Curriculum and Assessment (Wales) Bill, Explanatory Memorandum incorporating the Regulatory Impact Assessment and Explanatory Notes (revised), April 2021

Direct costs look likely to be at the high end of, or more than, the Welsh Government's April 2021 estimates and opportunity costs are substantial

- 1.13 During plenary debate in March 2021, the Welsh Government agreed to provide the Senedd with updated and more complete information on future costs. This was included in a briefing to the Senedd Children, Young People and Education Committee in January 2022⁹ and within commentary on the Welsh Government's 2022-23 draft budget¹⁰.
- 1.14 As acknowledged in **paragraph 1.9**, it is difficult to isolate expenditure on curriculum reform from other, closely aligned expenditure in the wider 'Our National Mission' programme and the current Renew and Reform programme. For example, the Welsh Government includes £15 million of its £74 million total spend on teachers' professional learning to curriculum reform but all improvements to professional learning will benefit the new curriculum at least indirectly.
- 1.15 We also accept that it is difficult to separate spending on elements such as progression and assessment associated with the pandemic response from that required by the new curriculum. However, simply comparing future budgets against revised RIA estimates suggests that spending is likely to be at the higher end of estimates, and in some years above estimates (**Exhibit 5**). This echoes our 2020 finding in other areas that RIAs tend to underestimate the cost of legislation¹¹.

9 Welsh Government, Evidence paper on Draft Budget 2022-23 – Education and Welsh Language Main Expenditure Group to the Senedd Children, Young People and Education Committee, January 2022

10 Welsh Government, Draft Budget 2022-23: A Budget to build a stronger, fairer and greener Wales, December 2021

11 Auditor General for Wales, Better law making: the implementation challenge, September 2020

Exhibit 5: Welsh Government budgeted expenditure on curriculum reform, 2021-22 to 2024-25

	2021-22 (£ millions)	2022-23 (£ millions)	2023-24 (£ millions)	2024-25 (£ millions)
Revised RIA estimate, April 2021	23.8 - 36.6	23.6 - 33.8	20.1 - 23.3	19.1 - 20.7
Welsh Government budgeted expenditure	34.9	35.0	34.5	30.9

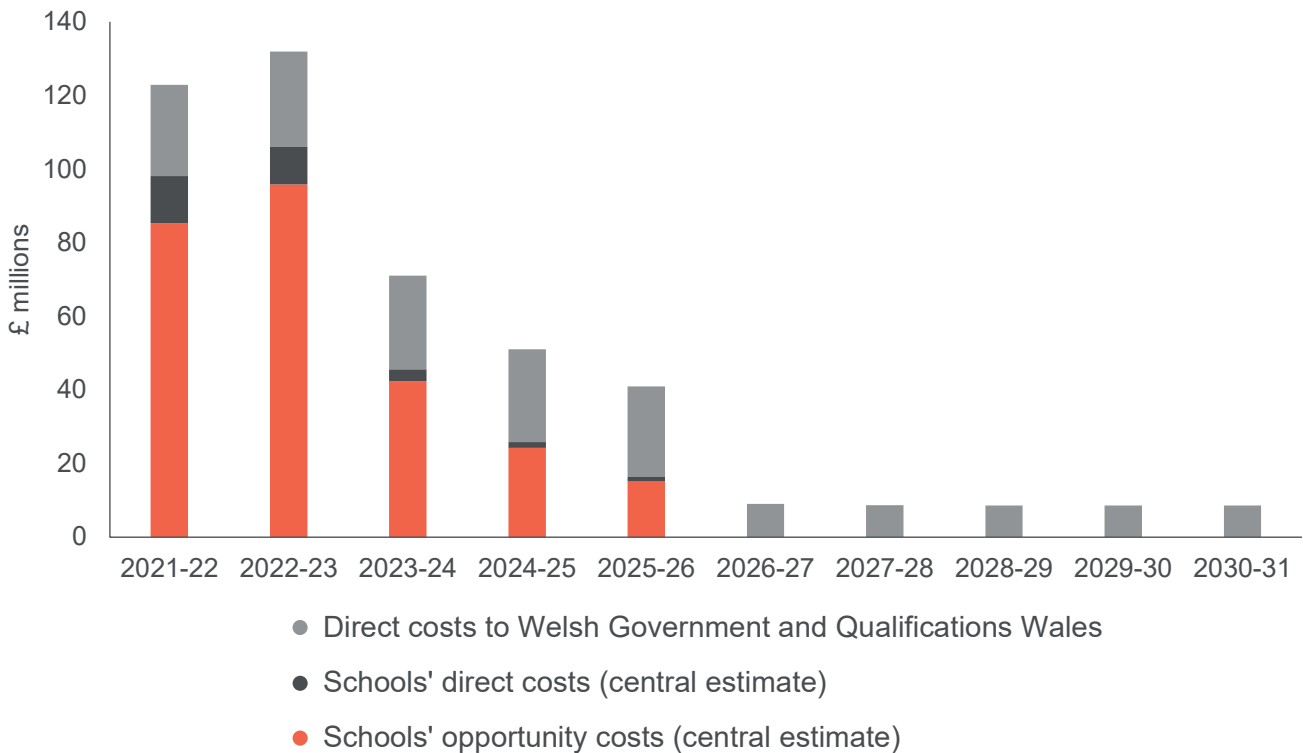
Note: These figures were compiled by the Welsh Government. The figures include professional learning directly related to the new curriculum, new materials and resources, costs to Qualifications Wales, Welsh Government administration costs and schools' direct costs including cover for staff absence.

Sources: Welsh Government, Ministers' written evidence to Senedd scrutiny committees on allocations within each MEG, Children, Young People and Education Committee, December 2021; Welsh Government, Draft Budget 2022-23: A Budget to build a stronger, fairer and greener Wales, December 2021 Annex G; Welsh Government, Curriculum and Assessment (Wales) Bill, Explanatory Memorandum incorporating the Regulatory Impact Assessment and Explanatory Notes (revised) April 2021

- 1.16 In 2022-23, the Welsh Government's budget includes £35.05 million for curriculum reform. This is higher than the estimated expenditure in the RIA for 2022-23 (between £23.6 million and £33.8 million). Budgeted expenditure in 2023-24 and 2024-25 is also higher than RIA estimates.
- 1.17 The 2022-23 budget includes £5.3 million for progression and pupil wellbeing, taking forward work in 2021-22 funded through its Renew and Reform allocation. The RIA estimate did not include additional funding for new progression and assessment arrangements compared to the existing arrangements. However, schools have expressed a need for more support on progression and assessment and the Welsh Government told us that there have been additional demands to assess pupils' progression due to the pandemic. The total does not include the cost of any software that schools might choose to buy to support their new assessment procedures and/or to replace existing software aligned to the current curriculum, which would be met from delegated school budgets.
- 1.18 The budget does not include additional funding for supporting schools to implement the new qualifications. This will need to be reviewed in 2023 and onwards when Qualifications Wales considers the implications of changes to wider qualifications for learners aged 14-16 and A levels and announces further details about the content and form of assessment for new GCSEs. It will also need to consider any increased costs for awarding bodies or consequential increases in entry fees.

1.19 On top of the direct costs of curriculum reform, schools face substantial opportunity costs. These represent the time staff are not available for other work because they are doing activities related to the new curriculum and which is not covered by Welsh Government grants for supply teachers to replace them. The Welsh Government estimates that the opportunity costs associated with curriculum reform are £263 million between April 2021 and March 2026 (ranging from £131.4 million to £394.4 million) (**Exhibit 6**). Opportunity costs are estimated to be nine times the direct costs to schools in this period.

Exhibit 6: Welsh Government estimates of the cost of the new curriculum including opportunity costs to schools, 2021-22 to 2030-31



Note: Figures take account of inset days and the additional inset day for curriculum reform in 2021/22.

Source: Audit Wales analysis of Welsh Government, Curriculum and Assessment (Wales) Bill, Explanatory Memorandum incorporating the Regulatory Impact Assessment and Explanatory Notes (revised) April 2021

- 1.20 We estimate the opportunity costs to be equivalent to 1.4 million days between April 2021 and March 2026¹². The RIA shows most of the opportunity costs falling in 2021-22 and 2022-23. However, there is a risk that some opportunity costs slip to later in the period as secondary providers take advantage of the flexibility to delay adopting the new curriculum for year 7.
- 1.21 Previously we questioned if schools could absorb this time without impacting on the progress of current learners and/or staff wellbeing. We also expressed doubt about whether sufficient cover staff would be available, given higher demand for cover for COVID-19 absences and due to the recruitment of around 1,800 staff for recovery support¹³. The Welsh Government expected opportunity costs to be absorbed in various ways, including through innovative practice and collaboration. We understand that research on schools' readiness, due to be published soon, will reflect in part on how schools have managed workload pressures associated with the new curriculum.

12 Figures are calculated assuming a cost of £180 a day for supply teachers hired through the Welsh Government's framework contract in 2020-21. Subsequent years assume a 2.5% annual pay rise.

13 Auditor General for Wales, Response to the Senedd Children, Young People and Education Committee's consultation on the Curriculum and Assessment (Wales) Bill, September 2020. The figures used in this report are amended to include an allowance for the 2020-21 pay award.



Preparing for implementation: The Welsh Government worked well with the education profession to co-design the curriculum although the pandemic has affected the timetable and schools' ability to prepare

- 2.1 This part of the report looks at the development of the new curriculum and how the Welsh Government has supported schools preparing to implement it ahead of teaching from September 2022.

The Welsh Government and regional education consortia worked with schools to co-design the new curriculum and identify the skills and knowledge required to realise it

- 2.2 In October 2015, the Welsh Government set out its plans for networks of pioneer schools. The first network consisted of 68 curriculum pioneer schools focused on designing the new curriculum, supported by regional education consortia. This approach enabled schools to lead curriculum development, although a subsequent Welsh Government-commissioned evaluation found not all pioneer schools understood this expectation at the outset.
- 2.3 It took time to get a balance between practitioner ownership and strategic support and direction. Initially progress was slow, and, over time, the Welsh Government became increasingly involved in co-ordinating and supporting schools, consortia and other partners. It was easier for primary schools to develop and test a whole school approach to the new curriculum, partly because there were similarities between it and the existing foundation phase and because they were not constrained by examinations¹⁴.
- 2.4 A second network of 60 professional learning pioneer schools focused on identifying the skills and knowledge teachers need to realise the new curriculum and developing new professional standards for teachers. Both pioneer school networks formally ended in 2019 although a subset of 16 'innovation schools' continued to consider the draft curriculum into 2020. A report from Estyn in March 2022 showed that the majority of schools not in the pioneer schools network said they were not kept informed of national developments regularly enough¹⁵.
- 2.5 The Welsh Government provided £7.4 million to support pioneer and innovation schools in 2018-19 and 2019-20. Funding allowed schools to release one member of staff for two days a week in the early stages. The Welsh Government-commissioned evaluation found that, while initially adequate, schools later reported that they were spending more than two days a week and many practitioners did some curriculum work in their own time.

14 Arad Research in association with ICF Consulting Limited, Formative Evaluation of the Pioneer School Model: Final Report, July 2018

15 Estyn, The Curriculum for Wales – How are regional consortia and local authorities supporting schools? March 2022

- 2.6 The Welsh Government recognises that co-designing the new curriculum took a long time. The approach was a new way of working for all involved. The 2018 evaluation found that it took time to find the appropriate balance between practitioner ownership and strategic support and direction. Over time, strategic leadership improved, with more shared responsibility for co-constructing the new curriculum arrangements between partners at all levels.

The Welsh Government has funded a programme of professional learning and support to schools linked to the new curriculum although its effectiveness is not clear

- 2.7 The OECD has emphasised the centrality of improving teaching to reforming education in Wales¹⁶. In December 2020, Estyn found that, while there were some strengths, teaching and learning experiences required improvement in around a quarter of primary schools and just under half of secondary schools inspected¹⁷. The Welsh Government's wider reform programme includes several initiatives aiming to improve teaching standards aligned with the new curriculum, including changes to initial teacher education and the 2017 new professional standards for teachers¹⁸. In 2021, the OECD recognised that there has been a high level of commitment to teachers' professional learning within the Welsh Government's Education Directorate¹⁹.
- 2.8 The Welsh Government has supported a professional learning programme specifically to equip teachers with the knowledge and skills they need to understand the new curriculum, take on the new role of curriculum designers and realise the new curriculum. It provided just over £24 million to consortia in 2020-21 and 2021-22 (**Exhibit 7**). This included core funding for the consortia's work on curriculum reform, for support to individual schools and professional learning related to the new curriculum. The Welsh Government also provided £12 million to the consortia and local authorities to allow schools to release staff for professional learning activities, some of which will be related to the new curriculum.

16 OECD, Improving schools in Wales: an OECD perspective, April 2014; OECD, The Welsh Educational Reform Journey: A rapid policy assessment, 2017; National Foundation for Educational Research and ARAD Research, A Rapid Evidence Assessment on the Impact of Curriculum and Assessment Arrangements within High Performing Countries, Welsh Government Social Research 65/2013

17 Estyn, The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2019-20, December 2020

18 Arad Research, Evaluation of the professional standards for teaching, leadership and assistant teaching: Year 1 report, November 2021

19 OECD, Teachers' professional learning study: Diagnostic Report for Wales, July 2021

Exhibit 7: Welsh Government funding to regional education consortia and partnerships for work directly related to the new curriculum^{1,2,3}

	2020-21 (£ millions)	2021-22 (£ millions)
Curriculum and assessment support to schools	3.9	9.8
Core support to consortia on design and development of the new curriculum	1.8	1.2
Professional learning directly related to the new curriculum	2.3	5.2
Total	8.0	16.2

Notes:

- 1 This funding was distributed to the three regional education consortia and local authorities formerly in the Education through Regional Working consortium mostly based on an agreed formula.
- 2 Total excludes funding for general professional learning and activities related to the Renew and Reform programme that are not directly related to the new curriculum but are likely to support the development of it.
- 3 Going forward, the regional consortia have adjusted their activities and structures to support curriculum reform and do not expect further costs.

Source: Audit Wales analysis of data provided by the Welsh Government, January 2022

2.9 The professional learning work was paused in the early stage of the pandemic but has since increased in scale and pace. Much has been delivered online. Consortia and local authorities had freedom to develop support that meets their local priorities. This focus on supporting schools marks a change from the original focus of the consortia on providing challenge to schools. In 2021, the OECD found that this shift in approach was not always clear at school level (see **footnote 19**). They cautioned that ‘creating a system based on trust will be harder if consortia are still associated with the old model of top-down accountability’.

- 2.10 The Welsh Government asked Estyn to review consortia and local authorities' support for schools on the new curriculum. In work undertaken in Autumn term 2021 and reported in March 2022, Estyn found schools had been supported to develop their vision for teaching and the new curriculum (see **footnote 15**). Estyn also found schools would welcome more practical professional learning opportunities to help them understand how they can design and realise the new curriculum. Estyn recommended that the Welsh Government considers approaches to enable the regional consortia and local authorities to better evaluate the impact and outcomes of their work supporting curriculum and teaching and be held to account for it. The Welsh Government plans to establish a working group to consider this issue as part of a review of the National Approach to Professional Learning.
- 2.11 School improvement services in South-West Wales have changed in recent years. Until it was formally disbanded in August 2021, the Education through Regional Working (ERW) consortium included Neath Port Talbot, Swansea, Carmarthenshire, Pembrokeshire, Ceredigion and Powys councils. Neath Port Talbot Council gave notice to leave the consortium in March 2019. The other councils subsequently left.
- 2.12 Pembrokeshire, Swansea, and Carmarthenshire councils have formed the Partneriaeth consortium in which curriculum and innovation forms a key area of work. Ceredigion and Powys councils have formed the Mid-Wales Education Partnership, underpinned by a memorandum of understanding. Neath Port Talbot is not in a consortium or partnership. After leaving ERW, Ceredigion, Powys and Neath Port Talbot no longer have access to any new materials produced by consortia. In February 2022, the Welsh Government announced that, from September 2022, materials published by any consortia will be available to all through the Hwb, the Welsh Government's digital learning platform. In March 2022, Estyn commented that, while Partneriaeth, the Mid-Wales Education Partnership and Neath Port Talbot Council are developing suitable structures to support their schools, their work was in the early stages of development, and it was too soon to measure its impact.
- 2.13 Professional learning is available to teaching assistants or supply teachers although they face more difficulties in accessing resources. In February 2022, the Welsh Government announced a 'national entitlement' for teachers and teaching assistants to high-quality support and resources accessed through the Hwb and regional consortia and partnerships. It said that detail of this entitlement will be available by the beginning of the 2022/23 academic year.

The COVID-19 pandemic has affected schools' ability to plan for the new curriculum, prompting the Welsh Government to offer some flexibility to secondary providers to delay implementation

The COVID-19 pandemic initially reduced schools' ability to respond to the draft new curriculum published in January 2020

2.14 The Welsh Government published draft guidance on key areas of the new curriculum in January 2019 and a draft new curriculum framework in April 2019. After detailed consultation, it published updated versions in January 2020. This should have kick-started intensive work by schools to develop their own curricula. However, schools were not able to make progress as concerns about the COVID-19 pandemic grew, with schools closing to pupils in March 2020 (**Exhibit 8**). Schools and teachers prioritised supporting pupils' wellbeing and adjusting to remote learning and, in secondary schools, to delivering centre-assessed grades when 2020 exams were cancelled.

Exhibit 8: national school closures in Wales, March 2020 to April 2021



Note: Some schools and local authorities had additional periods of closure.

Source: Welsh Government, Timeline of school closures during the coronavirus (COVID-19) pandemic, March 2020 to April 2021

2.15 The Welsh Government diverted many civil servants to work related to the pandemic but continued to treat the new curriculum as a priority. It updated its 'Education in Wales: Our national mission, Action Plan' in October 2020 with revised milestones for the whole educational reform programme. It also published 'Curriculum for Wales: the journey to 2022' outlining key activities for schools in each term to September 2022.

The Welsh Government responded to concerns about the readiness of some schools by offering secondary providers flexibility to delay their implementation of the new curriculum

2.16 The plans outlined in 'Journey to 2022' did not allow for any further impact from the COVID-19 pandemic. However, most schools experienced significant disruption in the autumn term 2020, all moving to remote learning in January 2021. Secondary schools delivered centre-determined grades again in 2021. In July 2021, Estyn reported that secondary schools²⁰, special schools and pupil referral units²¹ varied widely in their preparations for the new curriculum. Primary school leaders sought reassurance that schools would not be expected to have their curriculum finalised by September 2022 but would be able to refine their curricula over time²².

2.17 An internal review of its own readiness for implementing the new curriculum concluded that the Welsh Government's work programme was mostly on-track but expressed concerns about some partners' and schools' readiness. The unpublished review highlighted the importance of being clear about the timetable. It also highlighted the urgent need for clarity about assessment and qualification decisions, seen as a major obstacle to secondary schools engaging fully with curriculum development.

2.18 In July 2021, the Welsh Government confirmed that roll-out of the new curriculum in primary schools would start as planned in September 2022²³. However, it will be optional for secondary, 3-16 schools, special schools and pupil referral units until September 2023 when it becomes compulsory for years 7 and 8 and other settings. The Welsh Government also announced additional funding of £7.2 million and measures to reduce teachers' workload to create space for work related to the new curriculum²⁴. Most stakeholders welcomed this flexibility, although some told us that there should not be any further delays so learners can benefit from the new curriculum which has been a long time in the making.

20 Estyn, Engagement work: Secondary sector update, Summer term 2021, July 2021

21 Estyn, Engagement work: Maintained special school and pupil referral unit (PRU) update, Summer term 2021, July 2021

22 Estyn, Engagement work: Primary sector update, Summer term 2021, July 2021

23 Welsh Government, Oral statement: Curriculum reform – Next Steps, July 2021

24 These measures included further suspending assessments in primary schools which had been paused in 2020, delaying the restarting of Estyn inspections and making some changes to the first year of planned additional learning needs reforms.

2.19 In June 2021, the Welsh Government published its Renew and Reform programme²⁵ for supporting wellbeing and progression during the pandemic. In September 2021, the Welsh Government published its revised 'Curriculum for Wales: the journey to curriculum roll-out'. This superseded 'Journey to 2022', recognising the impact of ongoing disruption since October 2020 and more clearly integrating work on the new curriculum with work to recover from the impact of the pandemic. It sets out at a high level what schools need to do before starting to teach the new curriculum, making clear that this is the start of a cyclical process for schools of reviewing and refining their curricula. Nearly half of secondary, middle and special schools plan to introduce the new curriculum in September 2022.

Additional work caused by the COVID-19 pandemic is reducing schools' ability to prepare for the new curriculum, but the pandemic has led to some beneficial changes

2.20 Teachers and school leaders strongly support the new curriculum. In summer term 2021, 98% of senior leaders and 78% of practitioners agreed they were committed to the aspirations of the Curriculum for Wales. However, fewer felt that their schools were well-placed to design their own curriculum or to change their professional practice ahead of September 2022²⁶. Two-thirds (67%) of school leaders and practitioners wanted additional support and/or resources ahead of roll-out. They wanted additional time to develop resources, access tailored professional learning opportunities, engage in reflection and preparatory work to refine teaching strategies and collaborate with other schools. They asked for more guidance and support relating to expectations around assessment and progression. A report submitted to the Welsh Government in November 2021 and published recently also identified concerns about support for leaders around the new curriculum²⁷.

25 Welsh Government, Renew and reform: supporting learners' wellbeing and progression, Our education COVID-19 recovery plan, June 2021

26 Arad Research, Practitioner Survey on preparations for the roll-out of the Curriculum for Wales: final report, January 2022. 81% of leaders and 53% of practitioners felt they were well placed to design their own curriculum for September 2022. 86% of senior leaders and 53% of practitioners considered that their school was well-placed to make changes to their professional practice ready for September 2022.

27 Harris, A., Hutt, M., Jones, M. and Longville, J. Independent review of leadership: Final report, Welsh Government, May 2022

- 2.21 In July 2021, Estyn reported that primary school leaders believed their schools needed a prolonged, uninterrupted period to develop their curricular approaches (see **footnote 22**). A survey in June and July 2021 found that 54% of senior leaders and 62% of practitioners said there had not been time in the school timetable for curriculum work²⁸. The flexibility for secondary schools to delay implementation, and the measures to create space in the school timetable were widely welcomed, but schools have continued to experience significant disruption in the 2021/22 academic year. Many schools have experienced high absence levels and continue to do so. In the week 4-8 April 2022, an average of 86.8% of all pupils were in attendance, falling to 81% of year 12 and to 72% of year 13 pupils. Schools have also struggled with high levels of staff absence, and some have had difficulty finding cover, causing some to temporarily close.
- 2.22 In December 2021, the Chief Inspector of Education and Training commented on the unprecedented level of pressure that school staff have faced during the 2020/21 academic year. While many persevered with the curriculum reform journey and other elements of the reform programme, she emphasised that no-one should underestimate the toll on staff.
- 2.23 Nobody knows how the pandemic will affect schools in the rest of 2022 and beyond. Estyn has emphasised that it is important for schools to continue to prioritise pupils' welfare²⁹. The Welsh Government asked Estyn to engage with schools to review progress on the new curriculum in this challenging environment and requested information from consortia about their work with schools. Together this information can inform the Welsh Government's thinking about the future amid concerns about their ability to prepare for the new curriculum given the continuing pressures from the pandemic.
- 2.24 In July 2021, Estyn found that in most schools visited leaders were working effectively with stakeholders and spending considerable time developing a vision for their school and its pupils (see **footnotes 20-22**). Unsurprisingly, Estyn found that schools that had been pioneer schools were further ahead in their thinking and preparations than others, but they identified common barriers to progress (**Exhibit 9**).

28 Arad Research, Practitioner Survey on preparations for curriculum and assessment reforms in 2022: interim findings primary and secondary senior leaders, September 2021

29 Estyn, The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2020-21, December 2021

Exhibit 9: common barriers to progressing the new curriculum in schools

- **Creating time for curriculum development and professional learning** – given the pressures of the pandemic on top of normal workload.
- **Not all teachers have taken part in the professional learning needed to understand the approach** – this had led some schools to design a curriculum without fully understanding the principles of the approach.
- **Uncertainty about future qualifications** – research commissioned by Qualifications Wales found that uncertainty about future qualifications and the balance between individual subjects or integrated Areas of Learning and Experience meant that some secondary schools were reluctant to progress³⁰. Following public consultation, Qualifications Wales announced high-level decisions about qualifications in October 2021, bringing more clarity³¹. It said it would work with teachers and other stakeholders including learners to co-design qualifications that reflect the new curriculum.
- **Ways of working related to the pandemic** – school leaders said they found it more difficult to inspire change through remote meetings. It was more difficult to gauge the impact of new approaches to teaching and learning as schools have delivered a reduced curriculum in restricted circumstances since returning to in-person teaching.

Source: Audit Wales, analysis of work by Estyn (see footnotes 20-22) and Qualifications Wales (see footnote 29)

2.25 While the pandemic has caused difficulties for implementing the curriculum, it has also led to some beneficial changes. Suspending the national curriculum in March 2020 and the requirements for end-of-stage testing allowed schools to experiment and develop their curricula. Schools and teachers have prioritised the wellbeing of pupils, kickstarting work on the health and wellbeing Area of Learning and Experience for the new curriculum (see **Exhibit 2**).

30 Arad Research and the National Foundation for Educational Research, Qualified for the future, Summary of findings, June 2020

31 Qualifications Wales, Qualifications for the Future: Reimagining qualifications in Wales, October 2021

2.26 Teachers' digital skills improved rapidly as they had to adapt to remote learning, which is in line with the ambitions of the new curriculum. Similarly, many teachers recognised the need to develop pupils' digital and independent learning skills in readiness for the challenges of a more dynamic and experiential approach to learning. The Chief Inspector of Education and Training has suggested that the experience of responding to the pandemic has increased schools' and teachers' resilience and their appetite to do things differently (see **footnote 29**).

The Welsh Government had a challenging programme of work to complete before the September 2022 milestone, but this work is mainly complete

2.27 The Welsh Government recognised it had a significant role supporting schools and others to prepare for the new curriculum once the primary legislation was in place in April 2021. Its work programme included finalising guidance to schools, ensuring that the secondary legislative framework was in place and making support available to schools. Much of this work is complete.

2.28 The Curriculum and Assessment (Wales) Act 2021 established the framework for the new curriculum and set out the requirements on headteachers and school governors. The Welsh Government published draft guidance for consultation on some key outstanding issues in May 2021, in part because the guidance needed to reflect debate and issues raised during scrutiny of the Bill. Topics included careers and work-related experience, early years settings (enabling pathways), the curriculum in non-maintained nurseries and cross-curricula skills (literacy, numeracy and digital skills).

2.29 The Welsh Government also published revised guidance on the controversial topics of religion, values and ethics (RVE) and relationships and sexuality education (RSE) in May 2021. During Autumn 2021 it laid final versions of the sub-ordinate legislation to enable the Curriculum and Assessment (Wales) Act 2021 before the Senedd and updated associated curriculum guidance. This provided greater certainty on these vital areas for schools as they were developing their curriculum.

- 2.30 The Welsh Government announced details of its national network for curriculum implementation in September 2021, two terms later than planned³². The national network is a major element of its support for schools, intended to facilitate collaboration and a national conversation for schools. The Welsh Government supports participation through its professional learning grant to schools. We were told that high levels of absence were reducing participation in initial conversations during early Autumn 2021. However, the Welsh Government told us that rates of participation subsequently increased.
- 2.31 The Senedd approved the Progression Code in December 2021, setting out what it means for learners to make progress under the new curriculum as they develop and improve skills and knowledge. In February 2022, the Welsh Government announced new national support for developing progression and assessment in the new curriculum and a three-year project to understand and develop progression and assessment (Camau I'r Dyfodol).



Future risks: The Welsh Government is alert to some key risks and will need to continue to manage these to ensure the new curriculum realises its anticipated benefits

- 3.1 Introducing the new curriculum is not a ‘big bang’ event but an incremental process with a key milestone in September 2022. The Welsh Government will depend on other partners to realise the new curriculum, while it adopts a supporting role. Overshadowing all is the pandemic which continues to impact schools. This section of the report looks at the future key risks (**Exhibit 10**) and how the Welsh Government is responding to them. The Welsh Government recognises these risks, but we have made recommendations that highlight the importance of continuing to manage them.

Exhibit 10: key risks that must be managed for the new curriculum to achieve its intended benefits



Financial and workforce pressures

these could affect schools’ ability to realise a high-quality new curriculum.



Inequalities

ensuring the new curriculum supports the Welsh Government’s aim of reducing inequalities in education.



New qualifications

these will need to support the aims of the new curriculum and support progression to the full range of options available to post-16 learners.



Engagement

ensuring schools effectively engage with parents, carers and learners.



Accountability, evaluation, improvement and transparency

developing an approach that supports improvement as well as democratic accountability and transparency.

Financial and workforce pressures could affect schools' ability to realise a high-quality new curriculum

Financial pressures may reduce schools' ability to realise a high-quality curriculum

- 3.2 The Welsh Government's assessment of future costs in 2020 suggested the new curriculum will not require additional resources to the current curriculum other than for development work (see **Exhibit 4**). We think it would have been reasonable to assume there may be additional costs, at least from new requirements relating to modern foreign languages and careers education in primary schools which do not feature in the RIA cost estimate. But, putting this aside, in October 2021 we highlighted that school funding had fallen over the previous decade and many schools were struggling financially prior to the pandemic³³. Together with the likelihood of tight public funding in future and competing pressures on council budgets, there is a risk that schools' ambitions for the new curriculum will be limited by tight or negative budgets.
- 3.3 Schools receive the majority of their funding from local authorities which, in turn, receive an un-hypothecated grant from the Welsh Government. A review of school funding in 2020 found that councils' delegated funding to schools varies across Wales after allowing for differences in learner and school characteristics³⁴. The Welsh Government has not yet responded to the review.
- 3.4 In its report on the Welsh Government's 2022-23 budget³⁵, the Senedd Children, Young People and Education Committee highlighted the concern of its predecessor committee about whether the local government settlement enabled local authorities to give adequate provision for school budgets. It recommended that the Welsh Government should clarify how Ministers work together with local authorities to ensure that schools receive sufficient funding to deliver on the Welsh Government's policy commitments, including the new curriculum.

33 Auditor General for Wales, A Picture of Schools, October 2021

34 Sibieta, L., Review of School Spending in Wales, Welsh Government, October 2020

35 Senedd Children, Young People and Education Committee, The 2022-23 Welsh Government Draft Budget, February 2022

A shortage of teachers with Welsh language skills may hamper the Welsh Government’s ambition to reform Welsh language teaching

- 3.5 Extending Welsh language in schools and growing Welsh-medium education are key to the Welsh Government’s ambitions to increase the number of Welsh speakers³⁶. The Welsh Government has an ambition for an overarching approach to Welsh language; removing any distinction between first and second language speakers to create a single continuum from those with little or no exposure to Welsh to those working towards proficiency³⁷. It had raised the possibility of one overarching qualification but that has proved difficult because learners have varying exposure to the Welsh language. In February 2022, Qualifications Wales announced three new Welsh language qualifications: combining Welsh language and literature for Welsh medium and bilingual schools; Welsh for English medium schools; and an additional qualification for learners in English medium schools who want more advanced Welsh.
- 3.6 However, the Welsh Government’s ambitions are threatened by a longstanding lack of teachers who can teach Welsh and teach other subjects through the medium of Welsh. A July 2020 report on the teacher labour market found shortages in Welsh along with other subjects³⁸. Estyn has previously found that Welsh medium schools face greater recruitment difficulties and have difficulty locating Welsh-speaking supply staff³⁹.
- 3.7 Recent initiatives to attract people with Welsh-language skills do not appear to have led to a significant increase. The numbers of people starting initial teacher education either to teach in Welsh or who are fluent in Welsh increased in 2019/20 compared to the previous year but was still less than in 2014/15 (**Exhibit 11**). Education workforce statistics also show that the number of registered teachers able to speak Welsh (33.5% in 2021) or work through the medium of Welsh (27% in 2021) has remained fairly static over recent years⁴⁰. The Welsh Government published a ten-year plan to tackle these issues in May 2022⁴¹.

36 Welsh Government, *Cymraeg 2050 - A million Welsh speakers*, July 2017

37 Welsh language is a compulsory element of the current curriculum for key stage 2, 3 and 4. Currently, qualifications have different routes depending on whether Welsh is a first or second language.

38 National Foundation for Educational Research, *Teacher labour market in Wales annual report 2020*, July 2020

39 Estyn, *Effective management of school workforce attendance in primary schools*, January 2017

40 Education Workforce Council for Wales, *Annual education workforce statistics for Wales*, September 2021

41 Welsh Government, *Welsh in education workforce plan*, May 2022

Exhibit 11: self-reported Welsh speaking ability and ability to teach in Welsh, students starting Initial Teacher Education

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Training to teach in Welsh	255	245	235	210	175	235
Fluent Welsh speaker	350	330	350	305	265	300

Source: Statistics for Wales, Initial Teacher Education in Wales, May 2021

There is a risk that the new curriculum will not contribute to the Welsh Government's aim of reducing inequalities in education

- 3.8 The Welsh Government has stated that reducing the attainment gap – the difference in educational achievements between one group of learners and others – is a goal of the new curriculum⁴². On one important measure– the difference between GCSE results between those eligible for free school meals and others – the attainment gap widened between 2016 and 2021 at grades A*-A for pupils eligible for free school meals and others. The gap at grades A*-C also increased between 2016 and 2019 although it has reduced since. Other attainment gaps are observed between males and females, between ethnic groups and pupils with additional learning needs and others at GCSE.
- 3.9 Evidence presented to the Senedd Children, Young People and Education Committee in November 2019 has suggested that changing the curriculum was unlikely of itself to reduce the gap⁴³. Research in pioneer schools⁴⁴ found that few teachers identified children from disadvantaged backgrounds as potentially benefitting from the new curriculum. Recognising there is a limit to the extent that any curriculum can tackle the multiple causes of unequal pupil attainment and that the Welsh Government plans to announce new measures to tackle the link between disadvantage and educational attainment, we think there is a risk that the new curriculum may fail to meet its equality goals. There is more work to do to understand how the new curriculum can contribute to reducing the gap.

42 Welsh Government, Curriculum and Assessment (Wales) Bill 2020 – Explanatory Memorandum, July 2020; Minister for Education, Plenary Debate - Curriculum and Assessment (Wales) Bill 2020, December 2020

43 Newton N., Evidence to the Senedd Children, Young People and Education Committee, November 2019

44 Newton N., Power, S and Taylor, C., Successful futures for all: Explorations of curriculum reform, Cardiff University, July 2019

- 3.10 There is also a risk that differences in schools' curricula will lead to inequalities. One of the arguments for introducing a national curriculum in the 1980s was to introduce more consistency in the curriculum offered by schools. However, over time amendments and additions were made, and the national curriculum came to be regarded more as a straitjacket, limiting professional autonomy. This balance between national consistency and local flexibility has been at the heart of debate about the new curriculum.
- 3.11 The previous Senedd Children, Young People and Education Committee recommended that the Welsh Government needs to be clearer about what checks and balances it will put in place to monitor whether learners receive a consistent, although not uniform, curriculum⁴⁵. Collaboration within clusters, peer-to-peer support, the national network (see **paragraph 2.30**) as well as consortia and partnership oversight and inspection all have a role in ensuring consistency between schools, but we see this as an inherent risk that will continue to require oversight.

The Welsh Government needs to continue to work with Qualifications Wales to ensure that new qualifications are aligned with the curriculum and allow progression to the full range of post-16 options

- 3.12 The Welsh Government and Qualifications Wales recognised early on that qualifications would need to change to fit with ambitions for the new curriculum. The Welsh Government postponed this discussion until after the main features of the curriculum were decided to avoid the risk that qualifications would drive curriculum development. In recognising the need to change, the Welsh Government is managing the risk that qualifications become a barrier to successful implementation that has been observed in Scotland⁴⁶.

45 Senedd, Children, Young People and Education Committee, Stage 1 Scrutiny Report on the Curriculum and Assessment (Wales) Bill, December 2020

46 OECD, Scotland's Curriculum for Excellence - Into the future, June 2021

- 3.13 However, there is evidence from work by Estyn that some secondary schools slowed progress on developing their curricula because they were unclear about future qualifications (see **footnote 20**). Qualifications Wales consulted on the form of qualifications between November 2019 and February 2020. It told us that stakeholders expressed widespread support for learners aged 14-16 to continue to take formal qualifications, although there has been a call for significant changes to GCSEs⁴⁷. In June 2020, Qualifications Wales announced that qualifications called GCSEs would continue but with reformed content and assessment to support the new curriculum. In October 2021 it announced high-level decisions on the new range of GCSEs that will be created. These include new qualifications (such as engineering, and film and digital media), merging existing qualifications (mathematics and numeracy and English language and literature) and a new double science qualification to replace all current science options.
- 3.14 Some stakeholders expressed concerns to us about the pace and volume of work that is required to co-create the qualifications in time for pupils to choose their GCSE options in 2024/25. ColegauCymru expressed concern about how the new qualifications would support A levels, students who cross the border to study⁴⁸ and those studying vocational qualifications which are mostly not Wales-specific. Qualifications Wales and the Welsh Government recognise that this work is urgent. Workstreams are underway; initially schools were struggling to release staff but after more communication and a recruitment drive, Qualifications Wales told us it secured enough teachers and lecturers to fully populate all 24 working groups established to support the co-construction of new GCSEs and related qualifications. They told us that there has also been a positive response from schools and colleges for its learners' engagement work in Spring 2021. It will be important to monitor progress of this work so that new qualifications are co-designed with stakeholders.

47 Jones C. in collaboration with the Future Generations Commissioner for Wales, Fit for the Future Education in Wales, October 2019

48 The number of 16-19 year olds that cross the border to study in schools or colleges in England or Wales is thought to be relatively small in total but can be significant for institutions close to the border.

3.15 Over time the degree to which teacher assessment has featured in qualifications has changed in Wales. In December 2021, Qualifications Wales published research on the involvement of teachers in assessment in 12 other jurisdictions⁴⁹ and on teachers and learners' experiences of non-examined assessment⁵⁰ to inform the design of new qualifications. Teachers and learners will require support to move to these qualifications including:

- **Ensuring reliability and validity of assessment led by teachers** – in 2020 there was concern about the influence of bias on teacher assessment⁵¹. In 2021, Qualifications Wales and the WJEC introduced a quality assurance process and appeals system to ensure learners received results that fairly reflected their achievements in qualifications designed to be assessed primarily through external examinations. There will need to be a national programme of support and professional learning and frameworks to ensure a common approach and maintain public confidence in outcomes.
- **Understanding the workload implications for teachers** – delivering centre assessed grades during the pandemic resulted in additional work for teachers and diverted them from other work. As circumstances become more normalised, the workload implications of any changes in assessment will need to be considered, including evidence from other jurisdictions.
- **Understanding the impact of assessment on learners** – generally, learners feel positively about non-examined assessment methods, but some find the volume of work difficult to manage. There are contrasting views about the accessibility of non-examined assessment for learners, particularly those with lower ability levels.

Greater engagement with parents, carers and learners is needed to ensure successful implementation of the curriculum

3.16 The new curriculum framework requires schools to consult and inform parents and carers about the curricula. Schools are developing ways of doing this such as parents committees and events, building on case studies and good practice. Schools' engagement with parents and carers has generally benefitted from new ways of working during the COVID-19 pandemic.

49 Alpha Plus, International educational assessment systems and their involvement of teachers in the assessment cycles, Qualifications Wales, August 2021

50 Qualifications Wales, Teacher and learner perceptions and experiences of non-examination assessment (NEA) in approved GCSEs in Wales, December 2021

51 OFQUAL, Equality impact assessment: Literature Review, April 2020

- 3.17 Engagement will be particularly important in relation to aspects of the new curriculum that have proved controversial, such as the changes to religion, values and ethics, relationships and sexuality education and Welsh language. For example, in November 2020 the Senedd Children, Young People and Education Committee urged the Welsh Government to conduct a ‘myth busting’ exercise to inform parents about the relationships and sexuality education that will form part of future learning. The Welsh Government accepted this recommendation, and the Senedd approved the Relationships and Sexuality Education Code in December 2021. The Welsh Government has a communications campaign on relationships and sexuality education underway and has updated information on its digital platform, Hwb.
- 3.18 Schools must engage with parents about their curricula and enable parents and learners to participate in schools’ evaluation and improvement. It is not clear if the Welsh Government plans to measure the level of engagement with parents, as has been the approach in Scotland⁵².

It is not clear yet what information will be available to support a new approach to self-evaluation, improvement, accountability and transparency

- 3.19 The success of education systems tends to be judged, at least in part, by exam and test results. Over time, successive Welsh Governments have varied their approach to these high-stakes measures⁵³ with self-evaluation featuring increasingly as a feature of the Welsh Government’s approach to school improvement and accountability. Many stakeholders see this as a strength, breaking the link between assessment and accountability measures. However, an OECD review in 2018⁵⁴ found that there was no common understanding of what a good self-evaluation looked like.

52 Scottish Government, Learning together: national action plan for parental involvement, engagement, family learning and learning at home 2018-21, December 2018

53 In 2012, the Welsh Government introduced changes relating to collecting, publishing and sharing information about schools and pupils to ensure robust self-evaluation and effective challenge and help drive up standards. A national banding system for schools (the National School Categorisation System) was introduced to identify schools in need of improvement. Numeracy and literacy tests were introduced for pupils between 7 and 14 years of age in 2013.

54 OECD, Developing schools as learning organisations in Wales, October 2018

- 3.20 Work on accountability and improvement has been subject to delay. In February 2019, the Welsh Government published initial draft guidance on evaluation and improvement for the new curriculum⁵⁵. This proposed a system based on four principles: fair, coherent, proportionate and transparent. This was superseded by a more detailed draft in January 2021⁵⁶. In October 2020, the Welsh Government said that guidance and support for schools' self-evaluation would be available ahead of the 2021/22 academic year⁵⁷. The Welsh Government published the National Resource: Self-evaluation and Improvement for schools in October 2021 with guidance and practical examples to support a self-improving school system on Hwb, its digital platform for learning and teaching. Pilots began in November 2021 and the Welsh Government currently anticipates it will be completed by the end of the academic year with the majority of resources published by April 2022.
- 3.21 Welsh Government regulations prescribe the information schools must include in their annual report to governors and school prospectus⁵⁸. Since 2018, schools have not had to include comparative information from national reading and numeracy assessment. In 2020, the requirement to report exam results and authorised and unauthorised absence was removed because of the uneven impact of the pandemic. This continued in 2021/22⁵⁹. As yet, it is unclear what information will be reported publicly or to those charged with scrutiny and accountability⁶⁰. There is an opportunity to include data relevant to all curriculum areas – for example health and wellbeing – and not just examination or test results.
- 3.22 The Welsh Government has commissioned research on the information needed for self-evaluation, improvement, accountability and transparency across all tiers of schools to report in September 2022, a year later than suggested in its October 2020 updated action plan. It will be important to include robust data that allows parents and governors to have a full picture of the schools' performance and enable scrutiny by governors and local authorities. Otherwise, there is a risk that external exercises such as PISA tests and exam results remain high-stakes tests for the education system and the Welsh Government.

55 Welsh Government, Draft evaluation and improvement (accountability) arrangements for Wales, February 2019

56 Welsh Government, School improvement guidance: framework for evaluation, improvement and accountability: Draft guidance, January 2021

57 Estyn, Welsh Government and the Regional Education Consortia, The National Evaluation and Improvement Resource (NEIR) update and guidance v1.3, October 2020

58 The School Governors' Annual Reports (Wales) Regulations 2011

59 The relaxation of school reporting arrangements (Wales) (coronavirus) regulations 2022, February 2022

60 Governing bodies are the accountable bodies for their schools. Where schools are causing concern, local authorities can intervene, advised and supported by regional consortia. Democratic accountability in local authorities (Councils and Scrutiny Committees) and in regional consortia (Joint Committees and Company Board) supports schools through monitoring, challenging and supporting improvement.

- 3.23 The Curriculum and Assessment (Wales) Act 2021 requires ministers to keep the 27 'What Matters' Codes and the Progression Code under review. Headteachers and governors are also required to keep schools' curricula under review. However, the Act does not state how or how often it should be undertaken. There are a number of routes for review including the national networks. Welsh Government Ministers have offered to report annually to the Senedd on progress, providing an opportunity for scrutiny.
- 3.24 Research has shown that countries with respected education systems tend to undergo curriculum reform on a planned cyclical basis (see **footnote 7**). In the review of the Curriculum for Excellence commissioned by the Scottish Government in 2020, the OECD commented that the Scottish Government did not plan for a formal review of the Curriculum for Excellence framework, 'although such a review cycle is common practice in curriculum policy in other education systems' (see **footnote 46**). Since devolution in 1999, the Welsh Government has commissioned several curriculum reviews (in 2008, 2012 and 2014) but there has been no mechanism for cyclical review.



Appendices

- 1 Audit approach and methods
- 2 Timeline of key events relating to curriculum reform, 2008-2027

1 Audit approach and methods

Audit approach

We focused on the Welsh Government's management of the curriculum reform implementation programme. Our aim was to support the implementation process and support scrutiny. Therefore, we provided a detailed response to the Senedd consultation on the Curriculum and Assessment (Wales) Bill in September 2020. We have met with Welsh Government officials regularly during this audit.

At the outset of our work in early 2021, we were focused on whether the implementation was on track, in particular in the light of early conversations with colleagues in Estyn and elsewhere of the impact of the COVID-19 pandemic on secondary schools' ability to develop their curricula and professional learning ahead of the planned implementation of the new curriculum in September 2022.

Our aim was to provide assurance that implementation was on track in the context of revised plans announced in July 2021. Our audit work focused on whether:

- the Welsh Government had a clear purpose for curriculum reform;
- the implementation of curriculum reform was progressing as planned;
- there were significant risks/barriers to successful implementation of the new curriculum; and
- the Welsh Government was effectively managing the main risks.

In recent years, there have been several reviews by the OECD and others as well as research associated with curriculum reform. Estyn has conducted several thematic reviews as well as engagement work in 2020 and 2021. We have referenced its work rather than duplicate it. The Welsh Government asked Estyn to review consortia and local authorities' support for schools on the new curriculum in 2021. We were in regular communication with Estyn about its work.

Audit methods

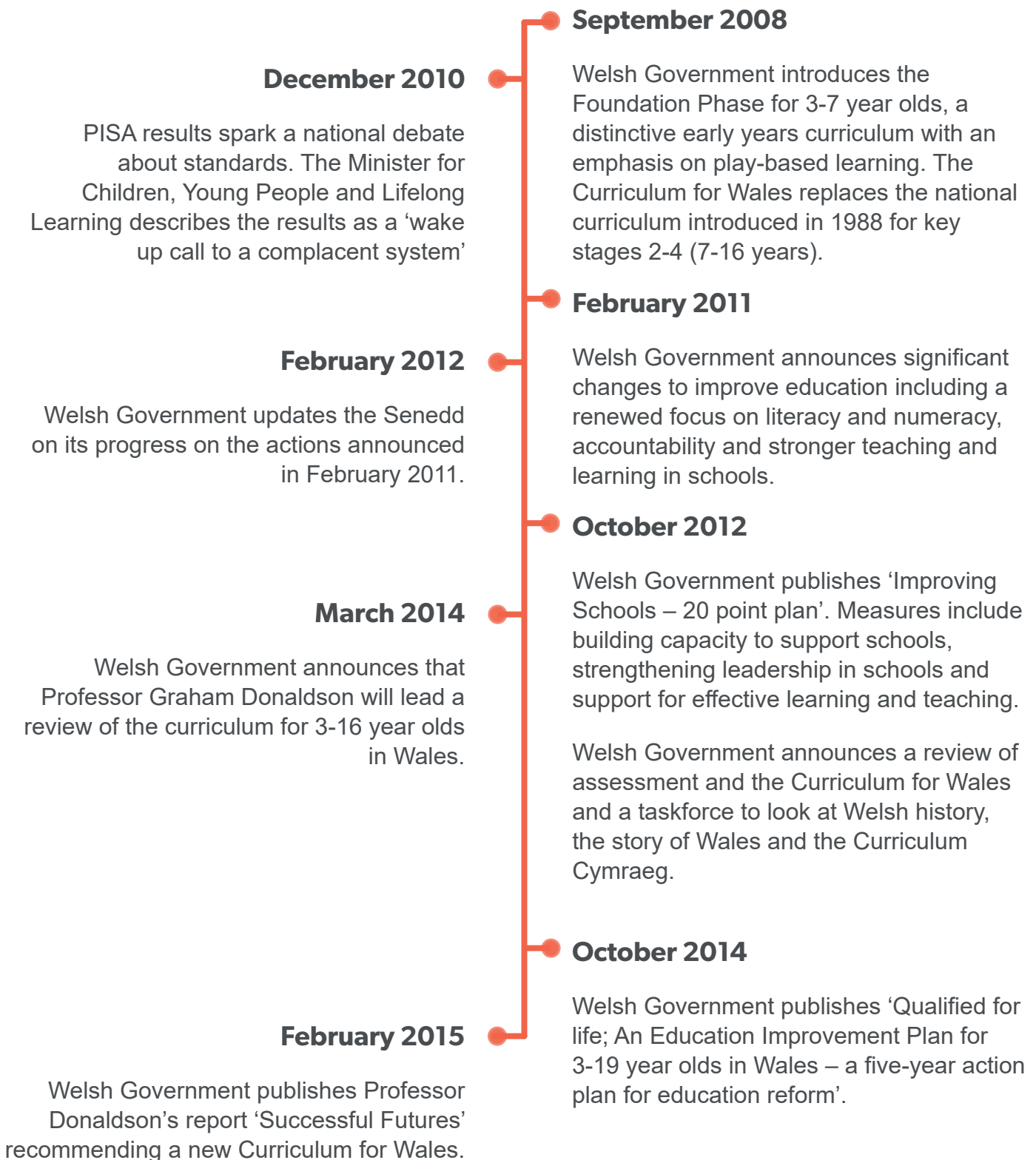
- **Document review:** we reviewed a large amount of documentation and research regarding curriculum reform, in a deliberate effort to not duplicate evidence gathered by others. We touched on some of the challenges around curriculum reform in our A Picture of Schools report in October 2021.
- **Semi-structured interviews:** we interviewed Welsh Government officials and staff from other key stakeholder organisations such as Estyn, Welsh Local Government Association, the Office of the Future Generations Commissioner, Qualifications Wales and the Office of the Children's Commissioner.
- **Data analysis:** we reviewed financial data on how much money had been spent on curriculum reform.
- **Call for evidence:** we invited interested parties to provide their views on progress with curriculum reform. We targeted organisations and individuals who had previously responded to the Senedd consultation on the 2020 Curriculum and Education (Wales) Bill which closed in September 2020.

We received feedback from 9 education organisations, including ColegauCymru who also asked to meet with us along with representatives from the further education sector.

We also received responses from 5 headteachers, 12 teachers, 7 parents and 4 members of the public. While these could not be considered representative, we considered them alongside other survey evidence (see **footnotes 26 and 28**) and the Education Workforce Survey 2021.

- **Workshop:** we held a workshop with Welsh Government officials to explore the background to, and status of, the curriculum reform programme.

2 Timeline of key events relating to curriculum reform, 2008-2027









Audit Wales

24 Cathedral Road

Cardiff

CF11 9LJ

Tel: 029 2032 0500

Fax: 029 2032 0600

Textphone: 029 2032 0660

We welcome telephone calls in
Welsh and English.

E-mail: info@audit.wales

Website: www.audit.wales

Jo-Anne Daniels

Cyfarwyddwr Cyffredinol Dros Dro / Interim Director General

Y Grŵp Addysg, Cyfiawnder Cymdeithasol a'r Gymraeg /
Education, Social Justice and Welsh Language



Llywodraeth Cymru
Welsh Government

Adrian Crompton
Auditor General for Wales
Audit Wales
24 Cathedral Road
Cardiff
CF11 9LJ

8 June 2022

Dear Adrian

AUDIT WALES REPORT: THE NEW CURRICULUM FOR WALES

I am writing in response to your publication of the above report. Please find enclosed a copy of the government response, which we are also making available on the Welsh Government website.

Our education reform programme is significant in scale and scope. Since we set out proposals in 2015 to transform the curriculum we have embarked on an extensive programme of work, not only to define curriculum expectations and associated assessment requirements but to support partners, schools and settings to realise its benefits to improve learning and teaching for our children and young people. You will recognise this programme of work is much more than a set of discrete deliverables and requires us to maintain focus on building the enthusiasm, motivation and innovation within the classroom that our learners and practitioners deserve. This report is a constructive and strategic input into that process which recognises actions that need to be addressed. You will note that we have accepted the range of recommendations which provide a helpful focus for our ongoing work in supporting the successful implementation of the new Curriculum for Wales over the longer term.



Parc Cathays • Cathays Park
Caerdydd • Cardiff
CF10 3NQ

Ffôn • Tel 0300 0628078
Jo-Anne.Daniels@gov.wales
Gwefan • website: www.wales.gov.uk

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

As your recommendations are forward looking, it may be helpful if we return to them in the course of business next year. Our respective teams can stay in touch to determine an appropriate point in time for an update. I am also grateful to your team for constructive discussions with the Welsh Government during the course of this review.

A copy of this response goes to the Senedd's Public Accounts and Public Administration Committee for information.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Iolme Rees'. The signature is fluid and cursive, with a large initial 'I' and a long, sweeping tail.

Cyfarwyddwr Cyffredinol Dros Dro / Interim Director General
Y Grŵp Addysg, Cyfiawnder Cymdeithasol a'r Gymraeg / Education, Social Justice and Welsh
Language

Audit Wales Report: The new Curriculum for Wales Welsh Government response: 26 May 2022

Overall response

The report recognises that Welsh Government worked well with schools to co-design the new curriculum. It also recognises how we have responded to emerging needs as a consequence of the pandemic, while maintaining progress on these reforms.

The Curriculum for Wales emphasises the importance of schools and settings continuing to trial, evaluate and improve their curricula as part of the continuing improvement journey. September 2022 will be a key milestone for primary and many secondary schools, and from September 2023 we will see all schools in Wales teaching the new curriculum.

The National Network will be the centre point for practitioner-led discussions providing feedback and reflections to enable further policy development. It is there to gather and share understanding, co-construct approaches to overcoming challenges, and driving change. In the context of our commitment to the curriculum as practitioner-led we will be keen to understand the nature and scope of thinking around how, when, and what needs updating and improving on an ongoing basis.

The investments we are making in 2022-23 and in the years ahead to support curriculum reform will also support continuous learning in schools and settings. The report highlights that our directly attributable funding for curriculum reform is at the upper end of pre-pandemic projections. That is entirely appropriate. We recognise the disruption that schools and learners have faced over the course of the last two years, and have responded by ensuring that the philosophy of the new curriculum – wellbeing and learner progression – were at the heart of our response to the pandemic. Investment in our Renew and Reform programme aligns with the new curriculum, and we retain a clear and consistent system-wide focus on this. Additionally, to maintain momentum around curriculum reform and to enable learners to benefit from the new curriculum as early as possible, we committed to support schools in their journey to the new curriculum from 2022. The government responded swiftly and positively to those needs, increasing funding to schools, and that is why current spending is at the higher end of pre-pandemic projections. We note the report's reference to innovative working during the pandemic in some schools, and the strong cluster working across Wales as they prepare for the autumn.

We have committed to putting in place a robust programme of evaluation to track and monitor progress. We will publish an evaluation scoping report during the summer term 2022, followed with a more detailed evaluation plan later in the year. The evaluation will seek to examine the extent to which the vision and requirements set out in the national CfW framework are being realised through the actions of schools and the wider education system. Findings will inform system learning continuously and will include both planned and responsive activity.

With the new curriculum being introduced from September, there is every reason to be positive about progress to date, whilst recognising there is more to do over the coming period. The report recognises the integrated nature of the wider education reform agenda: the fundamental importance of professional learning and pedagogy, the work on school improvement, self-evaluation and accountability, the reform of qualifications, and the important role of parents and carers to this programme. It also recognises that, as we progress, the reform agenda is intended to improve educational standards across Wales and specifically to support learners who are disadvantaged or impacted by poverty.

Recommendations

1. To better understand and to support scrutiny of the cost of curriculum reform

It has not been easy for the Welsh Government or us to identify expenditure on curriculum reform to date. In part this is because of difficulties in calculating expenditure specific to curriculum reform as opposed to other elements of the education reform programme, or the Renew and Reform programme, some of which may benefit curriculum reform. However, understanding the cost of curriculum reform is vital to support scrutiny and inform any consideration of value for money.

We recommend that the Welsh Government monitors and reports annually on the costs of its curriculum reform programme including costs to partners and schools. In developing and reporting on its best estimate, the Welsh Government will need to consider the impact of any additional data collection on schools in particular.

Response: Accept

We agree on the need to report on the costs of curriculum reform and have already published information on our plans through the Senedd budget process. As part of this, we identified a number of funded areas of activity that are more specific to curriculum implementation, while recognising that wider funding to schools and settings also supports the provision of learning and teaching and, therefore, new curriculum roll out. As schools are rolling out the curriculum in different ways, assessment of costs by school is administratively challenging. We will continue to be as transparent as possible in reporting on costs including to partners and schools, recognising the impact of additional data collection on schools in particular.

Ministers have already committed to report annually on curriculum implementation, and information on the directly attributable costs associated with these reforms will be included in that reporting process. The first annual report in this process will be published later this summer term.

2. To evaluate the effectiveness of the professional learning programme and support to schools

The Welsh Government has funded professional learning aligned to the new curriculum alongside its wider investment in teachers' professional learning. It has also funded the regional education consortia and partnerships to provide bespoke support for schools. It recently announced a national entitlement to professional learning for all teachers and teaching assistants.

We recommend that the Welsh Government ensures that the effectiveness and value for money of its investment in professional learning for teachers and other school staff is evaluated.

Response: Accept

The National Professional Learning Entitlement that will be in place by September 2022 is a recognition that the effectiveness and value for money of provision are critical to the success of the new curriculum. All Professional Learning for all practitioners will be subject

to more rigorous processes of evaluation. I provided a [written statement](#) to the Senedd on 17 May updating Members on progress.

Our evaluation activity will review the extent to which the professional learning offer available to practitioners is conducive to and supportive of the roll out of the new curriculum and of high-quality and improving professional practice.

3. To design and implement new qualifications that support the Welsh Government's ambitions for the new curriculum

The Welsh Government and Qualifications Wales know that qualifications need to change to align with the new curriculum. Qualifications Wales is working with schools, further and higher education and others to co-design the new GCSEs and, subsequently, other qualifications. The detail of the qualifications and forms of assessment is not yet decided.

We recommend that the Welsh Government works with Qualifications Wales to:

- a) monitor teachers' and learners' participation in developing the new qualifications
- b) plan an effective national professional learning programme that will support teachers to deliver the new qualifications
- c) assess the resources needed for professional learning for the new qualifications and any changes to the assessment process, including any greater role for teacher assessment and/or digital technology.

Response: Accept

The Audit Wales report recognises the significant programme of work already underway on the development of new qualifications in support of the new Curriculum for Wales. This includes an ongoing process of engagement and co-construction with the profession and stakeholders. It will also, at the appropriate phase of development, include considerations and provision of fit for purpose support for practitioners.

4. To evaluate the effectiveness of schools' engagement with parents, carers and learners

A positive impact of the pandemic has been to strengthen engagement between schools and families in many cases. Schools will be required to engage with parents and carers about the curricula. Parents, carers and learners should be able to participate in schools' evaluation and improvement. This is underway in some schools.

We recommend that the Welsh Government supports schools to engage effectively with parents, carers and learners and evaluates how well schools are doing this to support improvement.

Response: Accept

We recognise the importance of effective engagement with parents and carers, as well as children and young people, as an integral part of rolling out the Curriculum for Wales. Statutory guidance on the new curriculum already includes expectations on schools and settings.

In taking this forward, we are providing a programme of support for schools and settings to aid their engagement and communications with parents and carers, following detailed research undertaken in 2021. This includes a range of tools and information developed nationally that schools and settings can adopt and use in their communications.

The ongoing evaluation and regular feedback on effectiveness of these approaches is a feature of this ongoing programme of work. Wider evaluative work to consider the views of parents / carers, as well as children and young people, is also a feature of our Evaluation and Monitoring programme – as set out in the Curriculum Implementation Plan published in January 2021.

5. To establish the information needed for a rounded understanding of schools' activities and outcomes

Work to support a national approach to self-evaluation is due to be completed by the end of the 2021/22 academic year. There is less clarity about the process for democratic accountability and transparency, including what information will be available to governors, local or diocesan authorities, parents, carers and the public.

We recommend that the Welsh Government:

- a) establishes what information those charged with holding schools to account, require as part of a new approach to accountability
- b) sets out details on how it will ensure transparency for parents, learners and the public.

Response: Accept

It is critical that the arrangements adopt an approach that uses a **sound evidence base and intelligent use of data** to inform evaluation, improvement planning and effective governance across all educational settings and spanning all agencies and tiers of the system. To that end, research is currently being undertaken to identify and evaluate the data and information requirements of all stakeholders, with a final report due in Autumn 2022.

School improvement guidance is planned for publication at the end of June. The guidance, which sets out a new framework for Evaluation, Improvement and Accountability across the school system, will clarify Welsh Government's expectations for how information and evidence should be used by schools and others to evaluate schools and to hold them to account.

6. To ensure the new curriculum remains fit for purpose

The Curriculum and Assessment (Wales) Act 2021 introduces a requirement for Ministers to keep the new curriculum under review. It does not set out the mechanism for cyclical review.

We recommend that, once the milestone of first teaching of the new curriculum is achieved, the Welsh Government sets out how it intends to keep the curriculum under review to ensure that it can become embedded and yet remain fit for purpose.

Response: Accept

We agree the importance of focusing clearly on supporting schools and settings to roll out the new curriculum from September 2022 and 2023. We have established a practitioner-led National Network which will enable participants to feed back on areas of improvement as the new curriculum beds in. As this committee processes it will support Welsh

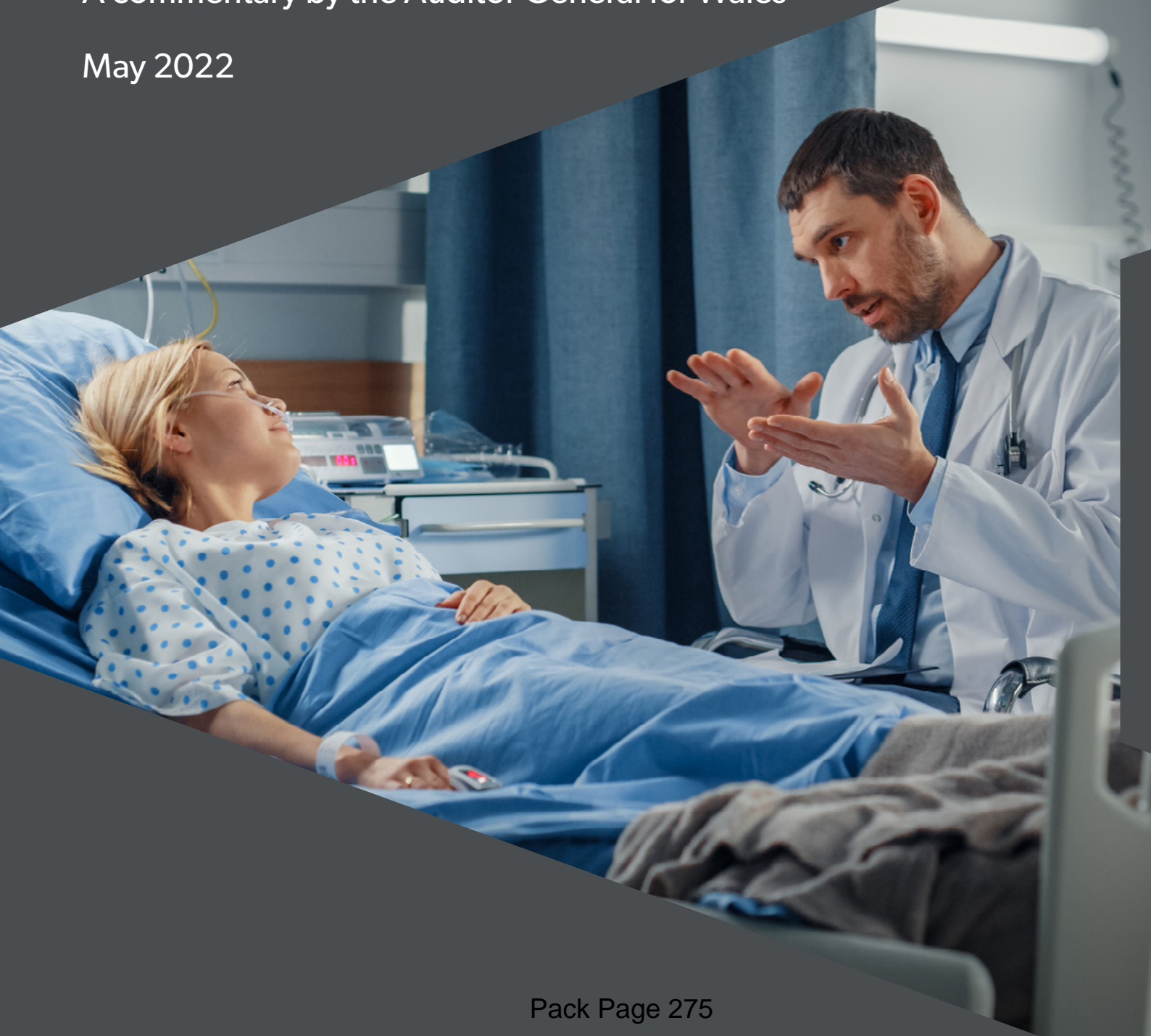
Government to develop a curriculum review structure and process. We will also use the annual reporting cycle to the Senedd to draw out any key issues for a review process. The implementation plan set out our approach to evaluation of the reforms. The preparation and scoping phase is now nearing completion, and our evaluation programme will be announced in autumn 2022.

Document is Restricted

Tackling the Planned Care Backlog in Wales

A commentary by the Auditor General for Wales

May 2022



This report has been prepared for presentation to the Senedd under the Government of Wales Acts 1998 and 2006.

The Auditor General is independent of the National Assembly and government. He examines and certifies the accounts of the Welsh Government and its sponsored and related public bodies, including NHS bodies. He also has the power to report to the National Assembly on the economy, efficiency and effectiveness with which those organisations have used, and may improve the use of, their resources in discharging their functions.

The Auditor General also audits local government bodies in Wales, conducts local government value for money studies and inspects for compliance with the requirements of the Local Government (Wales) Measure 2009.

The Auditor General undertakes his work using staff and other resources provided by the Wales Audit Office, which is a statutory board established for that purpose and to monitor and advise the Auditor General.

© Auditor General for Wales 2022

Audit Wales is the umbrella brand of the Auditor General for Wales and the Wales Audit Office, which are each separate legal entities with their own legal functions. Audit Wales is not itself a legal entity. While the Auditor General has the auditing and reporting functions described above, the Wales Audit Office's main functions are to providing staff and other resources for the exercise of the Auditor General's functions, and to monitoring and advise the Auditor General.

You may re-use this publication (not including logos) free of charge in any format or medium. If you re-use it, your re-use must be accurate and must not be in a misleading context. The material must be acknowledged as Auditor General for Wales copyright and you must give the title of this publication. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned before re-use.

For further information, or if you require any of our publications in an alternative format and/or language, please contact us by telephone on 029 2032 0500, or email info@audit.wales. We welcome telephone calls in Welsh and English. You can also write to us in either Welsh or English and we will respond in the language you have used. Corresponding in Welsh will not lead to a delay.

Mae'r ddogfen hon hefyd ar gael yn Gymraeg.

Contents

Summary report

Context	4
Key messages	5
Key facts	8
Recommendations	9
What is the scale of the challenge?	11
The numbers of people waiting for planned care, and the length of time they are waiting has increased significantly	12
There are significant factors restricting planned care activity	15
Tackling the backlog of patients waiting for treatment could take years	19
What does NHS Wales need to do to tackle the challenges in planned care?	23
Appendix	
1 Our approach	28

Summary report

Context

- 1 The waiting list backlog is one of the biggest challenges facing the NHS in Wales. Waiting times for planned care have long been a problem in Wales. The COVID-19 pandemic and the impact it has had on NHS capacity has made the situation much worse. The number of patients on a waiting list for planned care has grown to a scale never seen before. Tackling that backlog is a herculean task for the NHS. It is also a real worry from the perspective of patients, some of whom are waiting in pain, whose condition is deteriorating and some of whom have now been waiting well over a year just to find out what is wrong with them.
- 2 This report sets out the main findings from the Auditor General's high-level review of how NHS Wales is tackling the backlog of patients waiting for treatment and responding to the challenges facing planned care. It describes the scale of the backlog of patients waiting for treatment and the wider challenges of delivering planned care. The report also sets out key actions NHS Wales needs to take to tackle the challenges in planned care. This report focuses on services subject to the Welsh Government's referral to treatment target¹.

1 Other services, such as treatment for cancer, are subject to different targets and not covered by this report.

Key messages

- 3 As in other parts of the UK, NHS waiting lists in Wales have grown significantly since the start of the pandemic. In Wales, waiting lists grew by 51% from March 2020 to February 2022 when there were 691,885 patients² on a planned care waiting list. 251,647 of these patients had been waiting for more than 36 weeks and 406,743 were still waiting for their first outpatient appointment to discuss their condition and agree a course of action.
- 4 Although the rate of growth in the overall waiting list has slowed in recent months, there remains a risk that the drop in referrals that was seen during the pandemic has created a hidden or latent demand that will present itself at some point. Compared to pre-pandemic levels we estimate that there are some 550,000³ 'potentially missing' referrals that could ultimately find their way back into the system.
- 5 The Welsh Government has made £200 million available during 2021-22 to help tackle the backlog. However, NHS bodies have found it difficult to spend the money. NHS bodies had identified ways to spend £146 million but £12.77 million of that was returned to Welsh Government at the end of March 2022.
- 6 Whilst additional funding is going to be essential, in and of itself, it will not solve the problem. The NHS needs to increase its activity if it is going to make inroads into the waiting list backlog and there are some significant barriers that need to be overcome in order to do that. These include the on-going impact of COVID on services and staff, a tired workforce with staff shortages, recruitment and retention challenges, limitations in the current NHS estate that can hinder the ability to quickly reshape services, and limited sources of additional capacity such as the private sector.

2 Using the 'open' pathway measure of patients currenting waiting for treatment. Each pathway represents a patient waiting but a patient may have more than one health condition and therefore be on the waiting list more than once.

3 Our figure differs slightly from the 500,000 in the Welsh Government's national plan to transform planned care published in April 2022.

- 7 The ability to increase planned care activity will also depend on the availability of beds. The number of NHS beds in Wales has fallen steadily over many years. At present the system is also experiencing real difficulties in discharging medically fit patients, due in part to staff and capacity shortages in the social care sector.
- 8 Our reasonable case scenario modelling has indicated that it could take as much as seven years before waiting list numbers return to pre-pandemic levels. Exactly how long it will take will depend on a range of different factors that are not easy to predict, including the extent to which the latent or hidden demand caused by the pandemic re-appears. And some specialties will take longer than others to return waits to pre-pandemic levels.
- 9 What is clear is that the NHS will need a stronger focus on doing things differently. Planned care capacity needs to be better protected, and not routinely used as the system 'safety valve' and either stopped or reduced when there is increased pressure such as in the winter months.
- 10 Surveillance of patients whilst they are on the waiting list also needs to be carefully managed to minimise and ideally avoid them coming to harm as a result of long waits for treatment. To help achieve that, performance measures need to have a greater focus on patients' clinical needs rather than simply how long they have been waiting.
- 11 A long-term challenge such as the waiting list backlog needs a long-term plan supported by investment. In respect of the latter, the announcement of £185 million additional revenue guaranteed per year over the next four years to support waiting list recovery is significant. It is crucial that this investment is used wisely and that all opportunities to maximise efficiency and modernise services are taken.
- 12 Whilst the immediate challenge is to tackle the huge backlog that has built up, the ultimate goal must be to create a planned care system that can sustainably balance capacity and demand, something that has been a significant challenge for the NHS in Wales for many years.



The COVID-19 pandemic will leave the NHS with many enduring legacies not least the significant impact it has had on waiting times for planned care. Just as the NHS rose to the challenge of the pandemic, it will need to rise to the challenge of tackling a waiting list which has grown to huge proportions. Concerted action is going to be needed on many different fronts, and some long-standing challenges will need to be overcome. Additional money has been made available and it is imperative that it is used to best effect to ensure there are equitable and targeted approaches that meet the planned care needs of the people of Wales.



Adrian Crompton

Auditor General for Wales

Key facts

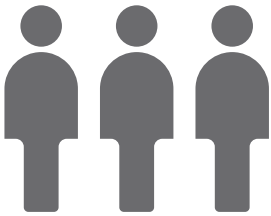
691,885

Total number of people on a waiting list in Wales



50%

increase in total numbers waiting from February 2020 to February 2022



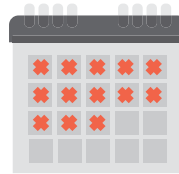
406,743

Number of people waiting for first outpatient appointment



Collectively orthopaedics, general surgery and ophthalmology make up **39%** of the total waiting list

53% of people waiting over **26 weeks** for treatment



56,516

Number of people waiting more than **2 years** (105 weeks) or more

£146.1m

Estimated additional revenue funding allocated to support planned care recovery during 2021/22¹



£185m

Additional revenue funding made available per year²

notes*

Data as of February 2022 unless otherwise stated

- 1 The Welsh Government made £200m available to support recovery in 2021/22. Of this, only £146.1m was allocated and estimates indicate that of this £12.77m will be returned
- 2 £170 million recurring funding plus an additional £15 million per year for the next 4 years.

Recommendations

- 13 In **Exhibit 7** of this report, we highlight a number of key actions that we think are going to be needed as part of the approach to tackle the waiting list backlog. The Welsh Government published its national plan to transform and modernise planned care and reduce waiting times in April 2022⁴. Our recommendations are based around the key actions needed to successfully implement the plan. Whilst they are directed towards the Welsh Government in respect of its system leadership role in setting a framework for planned care recovery, it is recognised that their implementation will, to a large part, be dependent on the plans and activities of individual NHS bodies.

Recommendations

- R1 The national plan sets out high level ambitions to reduce waiting times. It includes target milestones to reduce the number of people waiting for treatment but lacks detail on how it will transform planned care. To implement its plan, the Welsh Government should work with health bodies to set appropriately ambitious delivery milestones to measure progress of delivery of the new ways of working set out in the plan.
- R2 The Welsh Government should ensure that its national plan is accompanied by a clear funding strategy. This should include identification of the longer-term capital investment that is going to be needed and processes to ensure that revenue funding will support sustainable service transformation.

4 [Our programme for transforming and modernising planned care and reducing waiting lists in Wales: Welsh Government, April 2022](#)

Recommendations

- R3 The national plan lacks detail on how the Welsh Government will support health boards to ensure they have sufficient workforce capacity to deliver its ambitions. The Welsh Government should work with relevant NHS bodies to develop a workforce plan to build and maintain planned care capacity to support recovery and tackle the waiting list backlog. The plan should be based on a robust assessment of current capacity gaps and realistic plans to fill them.
- R4 The national plan includes a new diagnostics board but does not set out the system leadership arrangements needed to drive through the entirety of the plan. The Welsh Government should identify and implement such system leadership arrangements based on ensuring that lessons are learnt from weaknesses in previous national planned care programme board arrangements.
- R5 The Welsh Government should ensure it has the necessary processes, policy frameworks and programme and performance management arrangements to ensure NHS bodies:
- a effectively manage clinical risks and avoidable harms associated with long waits for diagnosis and treatment;
 - b maintain a focus on the efficient, effective and economical delivery of planned care pathways in line with prudent healthcare principles and which make best use of new technologies; and
 - c enhance communication with patients to ensure they are informed about how long they can expect to wait, how to manage their condition while waiting, and what to do if their condition worsens or improves.

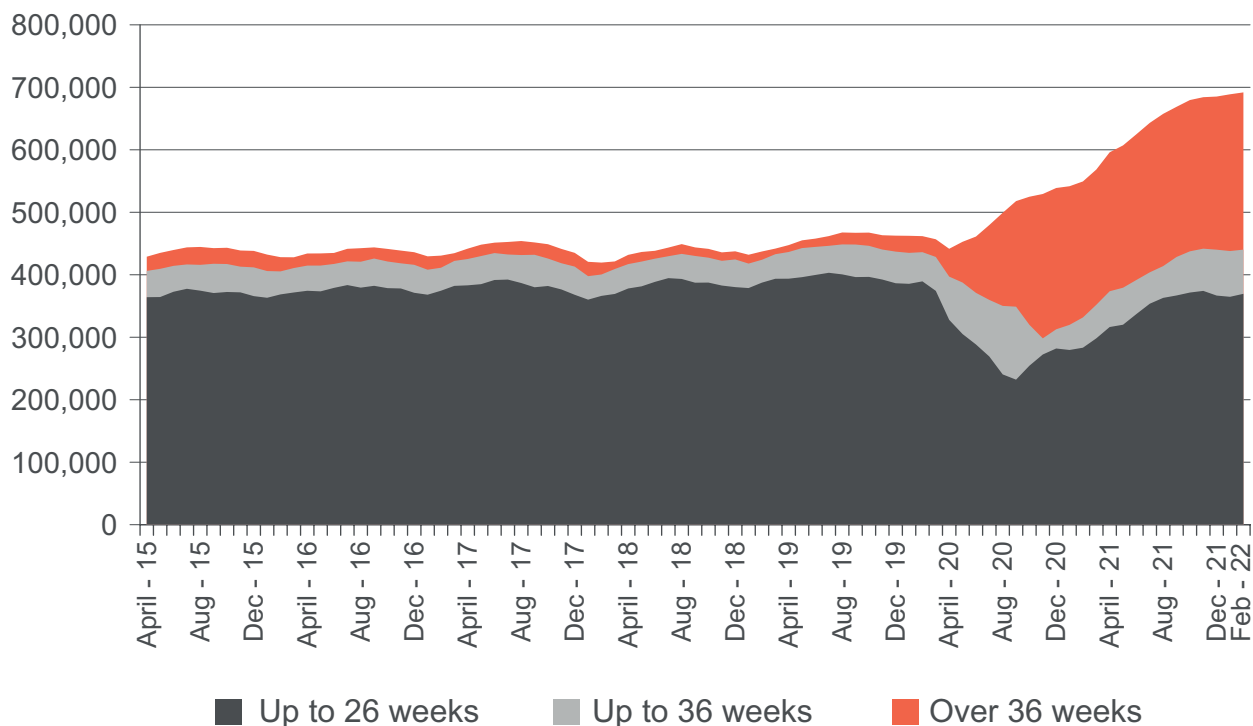


**What is the scale
of the challenge?**

The numbers of people waiting for planned care, and the length of time they are waiting has increased significantly

- 1.1 The impact of the pandemic on planned care waiting times is clear. There was an immediate increase in the numbers of people waiting from April 2020, and numbers have continued to rise.
- 1.2 In February 2022, there were 691,885 patients waiting on the referral to treatment list (**Exhibit 1**). Of those 251,647 (36%) had been waiting more than 36 weeks. 406,743 patients (59% of all those waiting) were waiting for their first outpatient appointment to discuss their condition and agree a course of treatment. Of those, 146,198 (36%) had been waiting more than 36 weeks for their first outpatient appointment.
- 1.3 Since the beginning of the pandemic, the total number of people waiting for a diagnostic test increased from around 110,000 to nearly 165,000 in February 2022. Typically, during 2018-19 and 2019-20 there were around 15,000 diagnostic waits over eight weeks, but this rose to over 74,000 in January 2022. February 2022 figures showed some improvement with just over 66,000 waiting over eight weeks.

Exhibit 1: number of people waiting for planned care April 2015 – February 2022



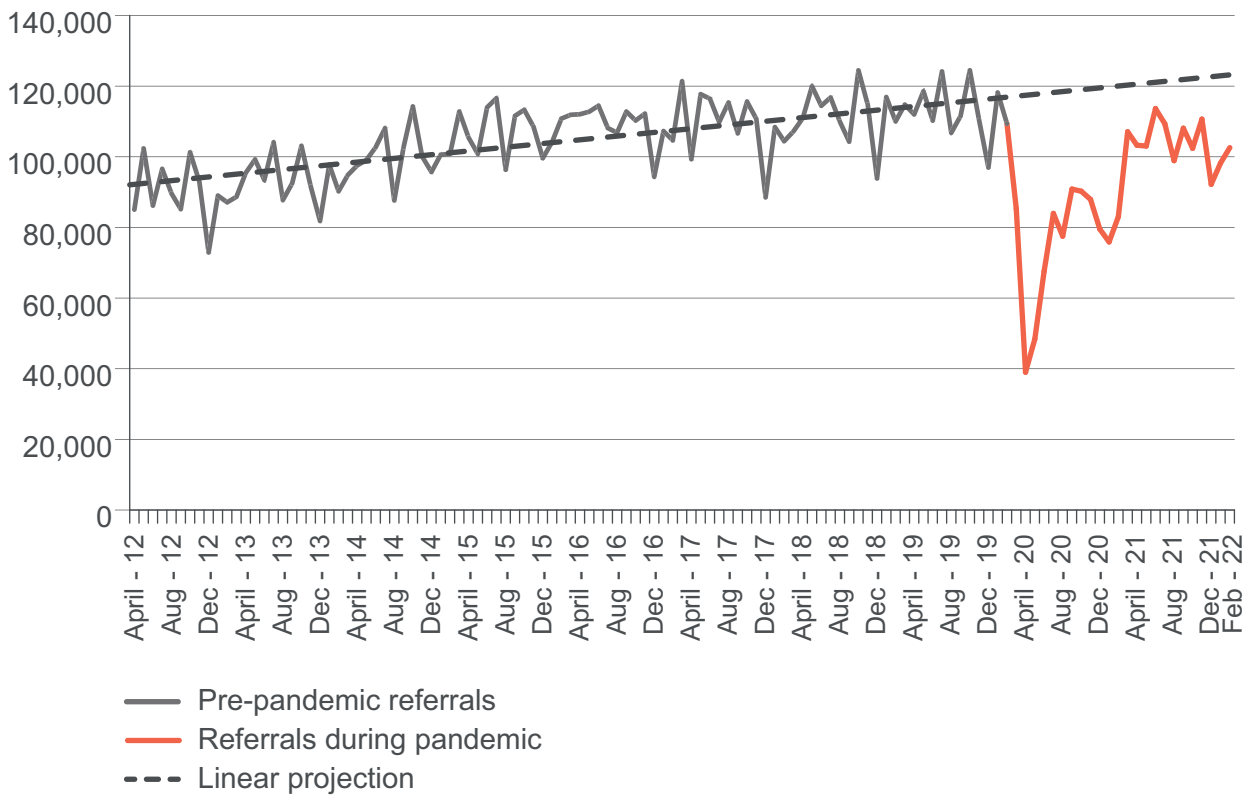
Source: Audit Wales analysis of Welsh Government data

- 1.4 There is variation in the length of time patients wait for treatment depending on where they live. For instance, November 2021 figures show that people living in the Hywel Dda University and Powys Teaching Health Board areas were least likely to have waited over 36 weeks whilst residents of Betsi Cadwaladr and Cwm Taf Morgannwg University Health Board areas were the most likely to have experienced such waits.
- 1.5 The Senedd Health and Social Care Committee held an inquiry into the impact of the waiting times backlog. Responses⁵ to the Committee’s consultation on waiting times demonstrate the serious impact of long waits on different patients. Patient representatives also raised concerns with us about the impact on patients. Along with some health board officials, they told us that by the time some patients are treated, their conditions have worsened and that for some patients the deterioration has been significant enough for them to present at emergency departments.

5 Health and Social Care Committee, **Inquiry into the Impact of Waiting Times Backlog on People Waiting for Diagnosis or Treatment**, November 2021 – March 2022.

1.6 The direct and indirect impact of COVID-19 may increase the quantity and complexity of demand for planned care. **Exhibit 2** shows that whilst referrals for a first outpatient appointment have increased steadily for years, they fell dramatically at the start of the pandemic and have not fully returned to pre pandemic levels. Our analysis suggests that the total reduction in referrals equates to around 550,000 ‘potentially missing’ patients when comparing referrals from March 2020 to February 2022 data against the 2019-20 referral averages. Our calculation of ‘missing’ patients is a conservative estimate. There may also be additional new demand both from the direct impact of COVID-19, and the indirect impacts of the pandemic on citizens’ health and well-being.

Exhibit 2: referrals for a first outpatient appointment April 2012- February 2022



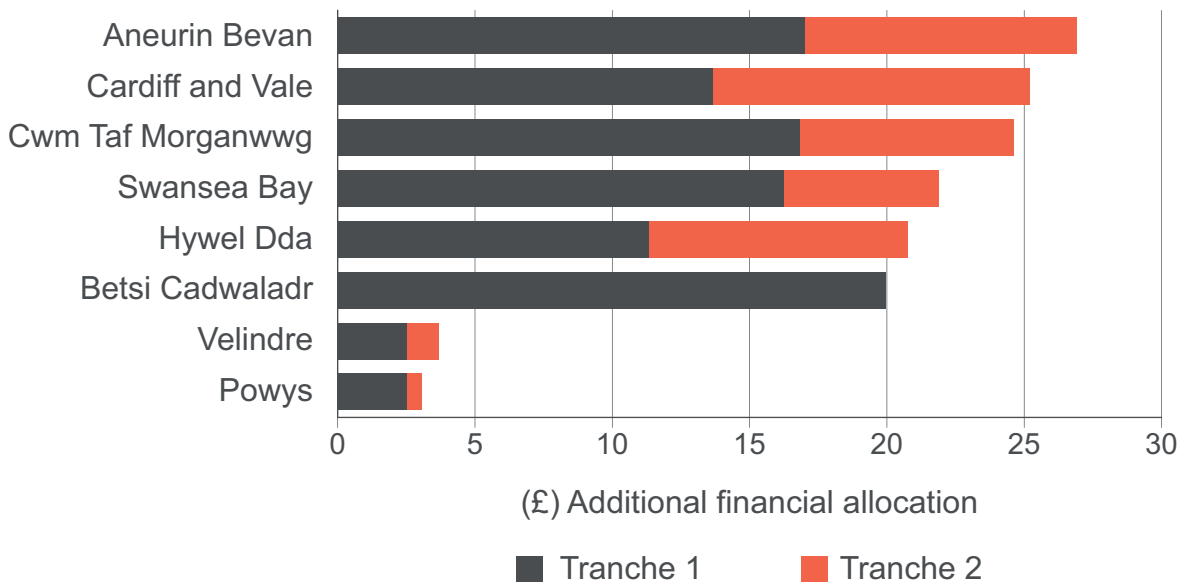
Source: Audit Wales analysis of Welsh Government data

There are significant factors restricting planned care activity

NHS bodies are struggling to spend all of the Welsh Government’s funding for planned care

1.7 The Welsh Government made two announcements for additional funding to support recovery, with a combined value of £200 million in 2021-22⁶. At the time of writing this report, the Welsh Government had allocated £146.1 million of the £200 million indicating that NHS bodies have found it difficult to identify and spend on costed recovery programmes in the short term. The £146.1 million funding was provided in two tranches and **Exhibit 3** shows these individual allocations. The allocations have been based on bids from NHS bodies into the Welsh Government. The first tranche generally follows a population-based allocation, the second is based on the ability of NHS bodies to productively utilise the funding to support improvement.

Exhibit 3: 2021-22 financial allocations to support health and care recovery



Source: Audit Wales of Welsh Government data

6 [Announcement of additional allocation 20 May 2021](#) and [Announcement of additional Welsh Government allocation, 19 August 2021](#)

- 1.8 Health boards also told us that spending the money has been more difficult than expected and some have been unable to spend all of it⁷. Estimates indicate that £12.77 million will be returned. Health boards have looked to secure additional planned care capacity by outsourcing some activity and insourcing staff resources where possible. The private healthcare sector in Wales is small and in part relies on NHS consultants seeing private patients in their own time. Welsh health boards are competing with NHS England to secure private capacity from across the border. As a result, health boards told us it was difficult to find enough additional capacity and where they had contracts with private providers, delivery often fell short of the number of patients agreed at the outset.
- 1.9 Some health boards said that they lacked suitable physical space to conduct additional planned care activity in accordance with infection prevention and control measures. Modifications to existing hospital estates are likely to require capital funding but constraints on the amount of capital funding that is available was cited by some as a further impediment.
- 1.10 A longer-term approach to funding can assist with plans to address the backlog. The Welsh Government is providing more certainty over future funding by guaranteeing an additional recurring £170 million annual funding for planned care for three years from 2022-23. On top of the recurring funding, the Welsh Government announced an additional £15 million annual funding up to 2025-26 to support delivery of its national plan.
- 1.11 Whilst the additional £146.1 million allocation in 2021/22 did not result in an overall reduction of waiting lists, it has appeared to help reduce the rate at which the waiting list has grown.

7 As of March 2022, NHS bodies had returned just over £12.77 million of the recovery funding for tranches 1 and 2.

The NHS Wales workforce is tired, stretched thinly and under pressure

1.12 Health board officials told us that staff capacity was their biggest challenge in delivering planned care. [Our Picture of Healthcare report](#) explains that the NHS Wales workforce has increased in recent years but there are specific and long-standing shortages in some areas, such as anaesthetists, radiologists and nurses. The pandemic has left a legacy of a tired workforce with increased rates of sickness absence. There are also concerns that more staff are leaving or retiring early due to the pandemic. Recruitment challenges also persist with NHS bodies competing in a small pool for medical staff and for the first time, several are reporting shortages of administrative staff to book and schedule clinic and theatre time.

Curtailing planned care remains the default position when there is increased emergency care demand in the system

1.13 The cessation of planned care at the start of the pandemic was necessary given the circumstances but it also reflected a default NHS response to pressure on the system. Cancelling or curtailing planned NHS care has long been used as the system 'safety valve' when emergency demand is high such as during the winter months. In the past, health boards have planned their elective activity around likely peaks in emergency care, attempting to catch-up during quieter periods. The Welsh Government is currently updating its escalation framework setting out how health bodies should respond to differing levels of emergency pressure. The current situation is different. Urgent and emergency care pressure on the NHS is likely to remain high for some time as a result of dealing with on-going COVID related illness and patients who had not sought help earlier in the pandemic who are now presenting with more serious symptoms. It may be unrealistic to wholly protect planned care capacity from emergency care pressures, but if the current imbalance continues, Wales will see large waiting lists and long waits for many years.

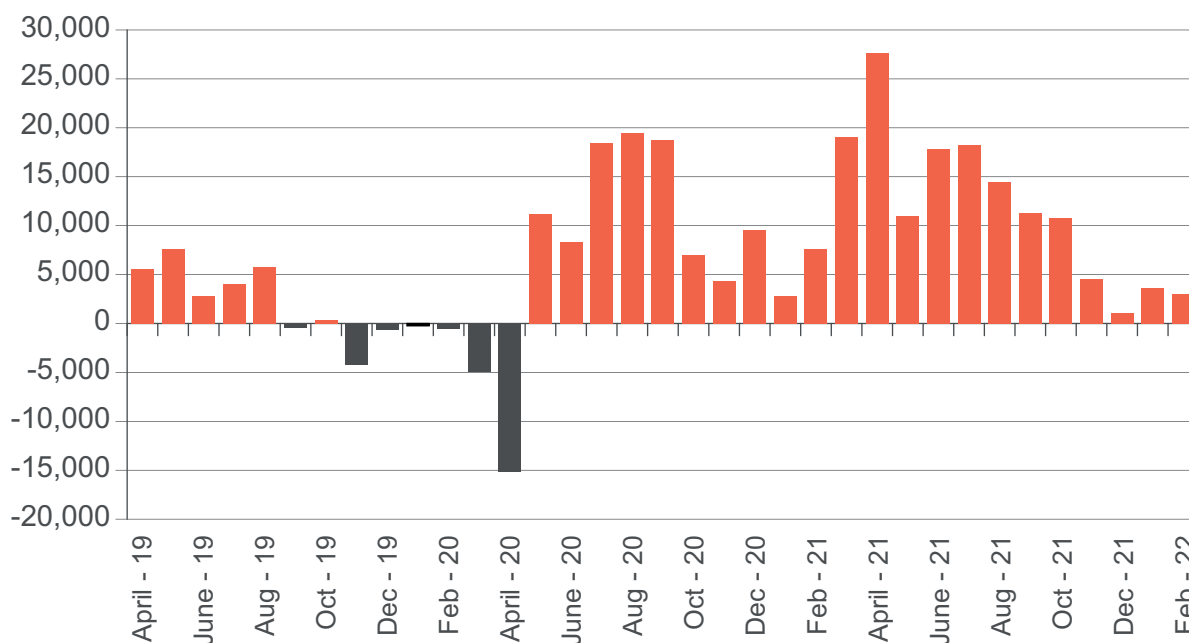
Medically fit patients are occupying NHS beds

1.14 As set out in Our Picture of Healthcare report, NHS bed numbers in Wales steadily decreased in the years before the pandemic from around 12,100 in 2010-11 to around 10,300 in 2020-21. Several health boards are finding it difficult to discharge patients effectively to free up beds for new patients. Some health boards told us that they can have several hundred medically fit patients occupying hospital beds at any one point in time. These patients are typically waiting for social care packages, either to support them living in their home, or in a care home whilst others are waiting for access to other health professionals such as physiotherapists before they can leave hospital.

Tackling the backlog of patients waiting for treatment could take years

1.15 **Exhibit 4** shows the month on month increase or decrease of the waiting list between April 2019 and February 2022 and demonstrates how the number of patients on waiting list has grown each month since the start of the pandemic. It also shows that since July 2021, the rate of waiting list growth is generally decreasing.

Exhibit 4: all Wales – month on month growth (orange) or decline (grey) in the numbers of people on the waiting list



Source: Audit Wales analysis of Welsh Government data

1.16 The slow-down in growth of the waiting list reflects the fact that the number of people removed from the waiting list has been gradually increasing. **Exhibit 5** shows that over the autumn and early winter of 2021, the gap between the number of people added to the waiting list (additions) and the number of removals (either through treatment or because they no longer needed treatment) shrunk. A continuation of this trend such that removals exceed additions will be needed to start to bite into the waiting list backlog.

Exhibit 5: estimated additions and removals from the waiting list compared to 2019-20

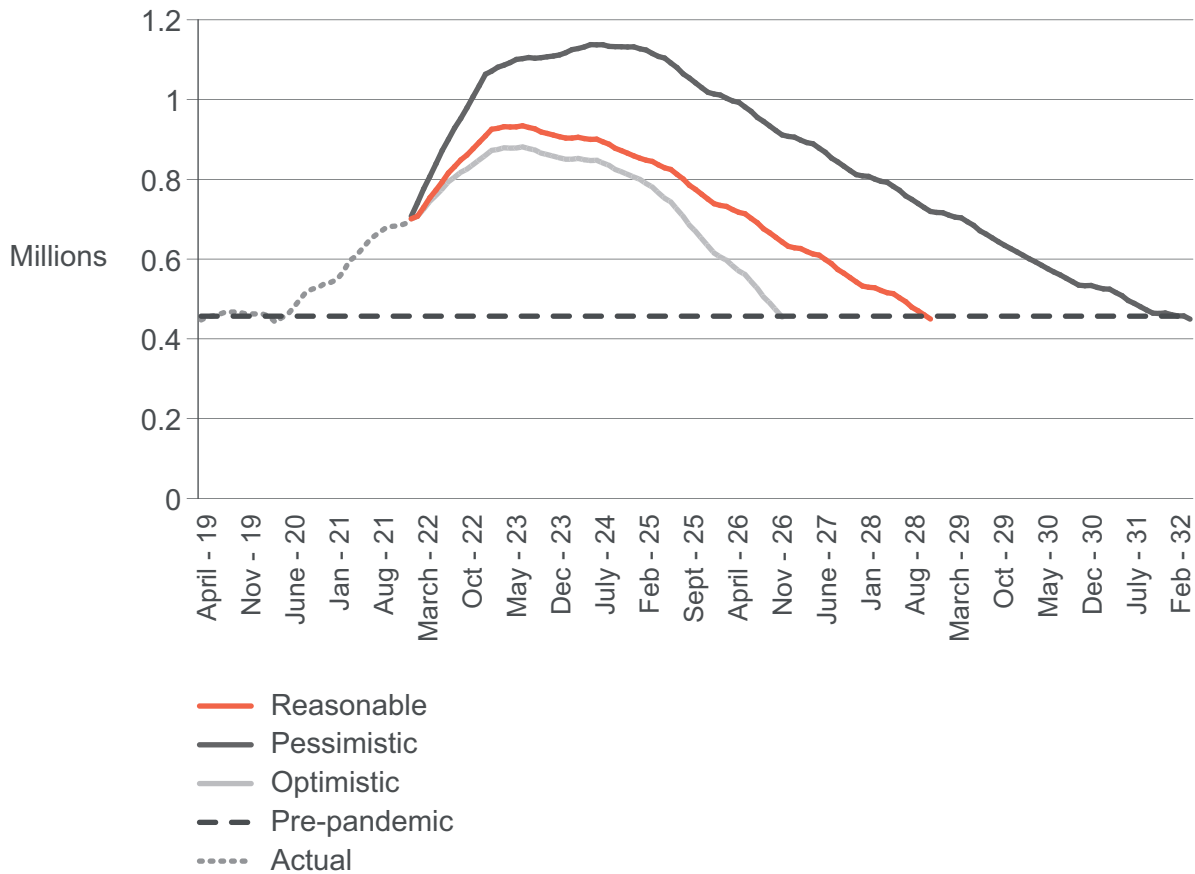


Note: More detail on how we calculated additions and removals from the waiting list is provided in **Appendix 1**.

Source: Audit Wales analysis of StatsWales data

1.17 We have used Welsh Government data to work out how long it could take NHS Wales to get waiting lists back to March 2020 levels⁸. We developed three illustrative scenarios: reasonable, pessimistic and optimistic. The modelling (**Exhibit 6**) for our reasonable scenario suggests that the waiting list could peak in 2023 but return to pre-pandemic levels by 2029. In our optimistic scenario the return to pre-pandemic levels shifts forwards to 2027 whereas in our pessimistic scenario, the waiting list would remain above pre-pandemic levels until 2032.

Exhibit 6: illustrative scenarios of waiting list numbers



Source: Audit Wales analysis of StatsWales data

1.18 The key variables in our modelling cover the rate at which people are added to the waiting list over time and the extent to which the potentially ‘missing’ patients or latent demand returns. Our modelling does not consider possible new or more complex demand as a result of population health trends or the impact of COVID-19. It also makes different assumptions about the rate at which the NHS is able to remove people from the list. The ability to remove patients is determined largely by capacity and will be influenced by several factors, especially in the short-term:

- the prevalence of COVID-19 in the community significantly reducing, with a resulting drop in COVID related hospitalisations;
- possible relaxation of COVID-19 infection control measures in hospital
- workforce capacity increasing; and
- the extent that additional funding made available over the next three years is able to be used to best effect.

1.19 The model above is illustrative and covers the whole waiting list. It is acknowledged that each planned care specialty is different and will have differing rates of demand and capacity. Specialities such as Ophthalmology and Orthopaedics, for example could take far longer to recover than others because these specialities were stretched before the pandemic. Equally, other specialties may be able to move more quickly.



What does NHS Wales need to do to tackle the challenges in planned care?

- 1.20 From our discussions with both NHS bodies and the Welsh Government, it is clear that tackling the planned care backlog is a key priority. Investment has been identified, plans are being developed and evidence of early progress in some areas is starting to emerge.
- 1.21 However, the scale of the challenge is huge and it will require the NHS to transform at a scale and pace not seen before. The national plan which has been produced will need to be accompanied by clinical and managerial leadership across the whole system that is aligned to a common purpose.
- 1.22 A renewed focus on driving as much efficiency as possible out of existing resources is going to be essential. But this by itself won't be enough, and additional capacity will need to be identified to initially tackle the backlog and then balance demand and capacity in a way which has not been done previously.
- 1.23 In a context of many patients having to wait a very long time for their treatment, the NHS will need to ensure that it has the necessary prioritisation and review mechanisms to identify those patients who need to be seen more urgently to minimise avoidable harm. There also needs to be an enhanced approach to communicating with patients while they wait to help them manage their condition and know what to do if their condition gets worse.
- 1.24 These key actions are explored further in the graphic below.

Exhibit 7: key actions for NHS Wales to tackle the challenges in planned care

Clear national vision and supporting investment



The Welsh Government's plan to transform and modernise planned care and reduce the backlog should be supported by frameworks with ambitious goals and milestones to recover and transform planned care. The plan should be informed by a realistic assessment of the capacity that is likely to be available to achieve these. It must be supported by an investment strategy which includes a more strategic and longer-term approach to capital funding to facilitate the required changes to NHS estates needed for planned care recovery.

Strong and aligned system leadership



A system is needed that translates national vision into local action, recognising that the previous national programme board arrangements had limited success. Clinical and managerial leadership within organisations needs to be aligned around a common purpose and lessons learnt from how the NHS and its partners responded to COVID need to be transferred to help tackle the longer term planned care challenges.

Renewed focus on system efficiencies



Using existing resources to best effect should be a key priority. This will mean doing things differently by improving existing processes and systems. It will also mean doing different things and rethinking how, where and from whom patients get the advice and treatment they need. Constraints associated with infection prevention and control will need to be factored in but a focus on prudent healthcare principles and key efficiency measures should be maintained. Opportunities to make best use of new digital technologies need to be secured and ways of speeding up diagnostic tests explored.

Build and protect planned care capacity



Additional capacity is undoubtedly going to be needed in the short term and clear plans are going to be needed to identify where this is going to come from. The extent to which planned care capacity can be protected from emergency care pressures should also form part of national and local planning. The Welsh Government frameworks should support health boards to prioritise emergency care at times of great pressure but must also help them to balance the needs of patients waiting for planned care. Some health boards have made progress in creating dedicated facilities for elective work which have seen some success. Whilst it may not always be practical or the best use of resources to physically separate facilities, the system does need to think differently about how it protects planned care. A more collective approach to capacity planning across health board boundaries is going to be needed alongside a critical review of the number of staffed beds required in the system. This will also include a need for effective workforce planning at local, regional, and national levels.

Manage clinical risks and avoidable harms



Management of the planned care system will need to shift to one that is based on the clinical need of patients rather than how long they have been waiting. Performance monitoring should be based around recommended lengths of waits for different categories of clinical priority with a focus maintained on minimising the extent to which patients' conditions deteriorate whilst they are waiting. There needs to be a particular focus on monitoring the condition of patients who face long waits for their first outpatient appointment. The role that general practice can play in prioritising and managing patients waiting for treatment also needs to be considered.

Enhanced communication with patients



Building on existing mechanisms, NHS bodies will need to ensure they are communicating effectively with patients about the likely time they will need to wait, how to manage their condition whilst they wait and what to do if their condition worsens or improves. Given the numbers of patients waiting, NHS bodies will need to ensure that they are investing sufficient resources into patient information and communication.



Appendix

1 Our approach

1 Our approach

The evidence base for our work comes from reviews of documents and metrics on planned care, and interviews with health board and Welsh Government officials and patient representatives. Our data analysis is based on Welsh Government data on StatsWales.

Our scenario modelling in **Exhibit 6** draws on some initial modelling work carried out by the NHS Delivery Unit. The calculation we used, following the work of the Delivery Unit was:

- removals are calculated by taking the number of patients waiting over 4 weeks (ie, they are not new patients that month) and subtracting that from the total waiting list in the previous month. This gives a proxy for the numbers of patients removed from one month to the next.
- additions are the people reported in the monthly figures who have been waiting less than 4 weeks – indicating they have been added to the waiting list in the last month. Whilst monthly additions give a reasonable measure of additions, some of those included may have already been waiting but had their 'clock' reset for some reason, for example not turning up for multiple appointments. It is also possible that some people may not be counted if they were added and removed before the data was captured at the end of each month.

Our modelling provides scenarios for the length of time it could take NHS Wales to bring waiting lists back to March 2020 levels using three scenarios: reasonable, pessimistic and optimistic (**Exhibit 6**). We accounted for the possible pent-up demand (**see paragraph 1.6**) by evenly spreading differing proportions of the potential missing 550,000 referrals over 2022-23. Those proportions varied depending on an optimistic, reasonable or pessimistic scenario. **Exhibit 8** sets out our modelling assumptions.

Exhibit 8: waiting list modelling assumptions

Assumptions	Reasonable	Pessimistic	Optimistic
Additions 2022-2025 compared to 2019-20	100%	100%	100%
Annual increase in additions 2025 onwards	0.5%	0.5%	0%
Latent 'missing' referral demand presenting	40%	50%	30%
Activity/removals compared to 2019-20 levels during:			
2022-23	101%	95%	101%
2023-24	103%	95%	103%
2024-25	105%	100%	105%
2025 onwards	110%	110%	115%

Our analysis highlights the scale of the possible challenge and the length of time it could take to clear the backlog of people waiting for treatment. The scenarios we have presented in the report are based on assumptions which may alter over the coming years.



Audit Wales

24 Cathedral Road

Cardiff

CF11 9LJ

Tel: 029 2032 0500

Fax: 029 2032 0600

Textphone: 029 2032 0660

We welcome telephone calls in
Welsh and English.

E-mail: info@audit.wales

Website: www.audit.wales

Cyfarwyddwr Cyffredinol Iechyd a Gwasanaethau Cymdeithasol/
Prif Weithredwr GIG Cymru
Grŵp Iechyd a Gwasanaethau Cymdeithasol

Director General Health and Social Services/
NHS Wales Chief Executive
Health and Social Services Group



Llywodraeth Cymru
Welsh Government

Adrian Crompton
Auditor General for Wales
Audit Wales
24 Cathedral Road
Cardiff
CF11 9LJ

Our Ref: JP/MR/LC

24 June 2022

Dear Adrian

Audit Wales Report - Tackling the Planned Care Backlog in Wales

Thank you for sharing a copy of your report into tackling the planned care backlog in Wales with me.

You will be aware the Minister for Health and Social Services published our Planned Care Recovery Plan – “Our programme for transforming and modernising planned care in Wales and reducing waiting lists” at the end of April. The plan outlines how we will transform the way services are delivered and reduce waiting times in Wales during the remainder of this Senedd term. The plan also responds to many of the points raised in your report.

I will respond to each of your recommendations in turn.

Recommendation 1:

The national plan sets out high level ambitions to reduce waiting times. It includes target milestones to reduce the number of people waiting for treatment but lacks detail on how it will transform planned care. To implement its plan, the Welsh Government should work with health bodies to set appropriately ambitious delivery milestones to measure progress of delivery of the new ways of working set out in the plan.

Accept

Response:

The Welsh Government plan - Our programme for transforming and modernising planned care in Wales and reducing waiting lists contains a number of challenging but achievable ambitions, the first of which is to reduce the number of open pathways over 52 weeks for a

first outpatient appointment to zero by the end of this calendar year.

Andrew Sallows has been appointed as the Director for Planned Care Recovery and is undertaking a baseline assessment for each health board to understand what they need to do to achieve these targets. These plans will contain delivery milestones and Andrew will be ensuring these are achieved.

Recommendation 2:

The Welsh Government should ensure that its national plan is accompanied by a clear funding strategy. This should include identification of the longer-term capital investment that is going to be needed and processes to ensure that revenue funding will support sustainable service transformation.

Accept

Response:

The Welsh Government has made £170 million of additional recurrent funding available specifically for planned care to address the backlog and develop sustainable services. A further £20m has been allocated to developing sustainable value-based healthcare solutions with £15m allocated to planned care transformation.

Recommendation 3:

The national plan lacks detail on how the Welsh Government will support health boards to ensure they have sufficient workforce capacity to deliver its ambitions. The Welsh Government should work with relevant NHS bodies to develop a workforce plan to build and maintain planned care capacity to support recovery and tackle the waiting list backlog. The plan should be based on a robust assessment of current capacity gaps and realistic plans to fill them.

Accept

Response:

A national workforce plan is being developed and should be completed by the autumn as highlighted in the Recovery Plan.

Recommendation 4:

The national plan includes a new diagnostics board but does not set out the system leadership arrangements needed to drive through the entirety of the plan. The Welsh Government should identify and implement such system leadership arrangements based on ensuring that lessons are learnt from weaknesses in previous national planned care programme board arrangements.

Accept

Response:

A national diagnostic board has been set up, chaired by the Deputy Chief Executive, NHS Wales. This Board has already met.

Lessons learnt from the planned care programme arrangements have been shared with the team establishing the national diagnostic board.

Recommendation 5:

The Welsh Government should ensure it has the necessary processes, policy frameworks and programme and performance management arrangements to ensure NHS bodies:

- a) effectively manage clinical risks and avoidable harms associated with long waits for diagnosis and treatment;
- b) maintain a focus on the efficient, effective and economical delivery of planned care pathways in line with prudent healthcare principles and which make best use of new technologies; and
- c) enhance communication with patients to ensure they are informed about how long they can expect to wait, how to manage their condition while waiting, and what to do if their condition worsens or improves.

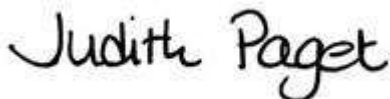
Accept**Response:**

- a) The Planned Care Recovery Plan is clear that clinical risk must take priority in the management of waiting lists and patient prioritisation. We are committed to reduce long waiting times and will ensure we support those who are waiting. Lengths of waits for both clinically urgent and long waiters will be monitored by the Director for Planned Care Recovery.

The need to reduce harm from waits has also been targeted through the agreed milestones in the plan, with an urgency to reduce lengths of waits for outpatients being the first milestone (no open pathway over 52 weeks for a first outpatient appointment by end of December 2022). It is recognised that this is the first clinical opportunity to assess a patient's clinical need since referral and early diagnosis helps to effectively assess risk of harm.

- b) I am chairing the NHS Wales Utilisation of Resources Group, (this replaces the National Efficiency Group). This group will be looking at efficiency and effective application of prudent and value-based healthcare principles.
- c) Our planned care recovery plan is clear that we need to improve communication with patients and to support them better whilst they are waiting for their appointments and treatment.

Yours sincerely



Judith Paget CBE

cc: Cabinet mailbox
Mark Isherwood MS, Chair, PAPAC
CGU mailbox