

Agenda – Children, Young People and Education Committee

Meeting Venue:	For further information contact:
Hybrid – Committee room 1&2 Senedd and video Conference via Zoom	Naomi Stocks Committee Clerk
Meeting date: 17 November 2022	0300 200 6565
Meeting time: 11.30	SeneddChildren@senedd.wales

At its meeting on 26 October, the Committee agreed a motion under Standing Order 17.42(ix) to exclude the public from item 1 of today's meeting

- 1 Briefing session with Mind Cymru on the 'Sort the Switch' report**
(11.30 – 12.15) (Pages 1 – 10)
[Information on 'Sort the Switch' campaign](#)

Note: In accordance with Standing Order 17.49, Health and Social Care Committee members may attend this meeting for this item.

Attached Documents:

Research brief – Mind Cymru's Sort the Switch report

Break

(12.15 – 12.40)

Private pre-meeting

(12.40 – 12.45)

- 2 Introductions, apologies, substitutions and declarations of interest**

(12.45)



3 Scrutiny of Children's Commissioner for Wales Annual Report 2021 – 2022

(12.45 – 13.45)

(Pages 11 – 25)

Rocio Cifuentes, Children's Commissioner for Wales

Kirrin Spiby–Davidson, Acting Head of Policy and Public Affairs

Sara Jermin, Head of Communications and Performance

[Annual Report and Accounts 2021 – 22](#)

Attached Documents:

Research brief – Scrutiny of the Children's Commissioner for Wales

4 Services for care experienced children: exploring radical reform – evidence session with Children Commissioner for Wales

(12.45 – 13.45)

Rocio Cifuentes, Children's Commissioner for Wales

Kirrin Spiby–Davidson, Acting Head of Policy and Public Affairs

Sara Jermin, Head of Communications and Performance

5 Papers to note

(13.45)

5.1 Pre-appointment hearings of the Chair and Deputy Chair for the Commission for Tertiary Education and Research

(Page 26)

Attached Documents:

Letter from the Chair of the Children, Young People and Education

Committee to the Chair of the Economy ,Trade and Rural Affairs – CYPE(6)–23–22 – Paper to note 1

5.2 Peer on peer sexual harassment among learners

(Pages 27 – 28)

Attached Documents:

Information from ParentKind – CYPE(6)–23–22 – Paper to note 2

5.3 Peer on peer sexual harassment among learners

(Page 29)

Attached Documents:

Information from the NSPCC Cymru – CYPE(6)–23–22 – Paper to note 3

5.4 Peer on peer sexual harassment among learners

(Pages 30 – 32)

Attached Documents:

Additional information from Dyfed–Powys Police and Crime Commissioner – CYPE(6)–23–22 – Paper to note 4

5.5 General scrutiny of the Minister for Health and Social Services

(Pages 33 – 35)

Attached Documents:

Letter from the Chair of the Health and Social Care Committee to the Minister for Health and Social Services, Deputy Minister for Social Services and Deputy Minister for Mental Health and Wellbeing – CYPE(6)–23–22 – Paper to note 5

5.6 Forward work programme

(Pages 36 – 38)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Minister for Health and Social Services, Deputy Minister for Social Services and the Deputy Minister for Mental Health and Wellbeing – CYPE(6)–23–22 – Paper to note 6

5.7 Forward work programme

(Pages 39 – 40)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to Lord Kinnoull, Chair of the European Affairs Committee – CYPE(6)–23–22 – Paper to note 7

5.8 Mental Health support in Higher Education

(Pages 41 – 42)

Attached Documents:

Additional information from the Centre for Mental Health following the meeting on 19 October – CYPE(6)–23–22 – Paper to note 8

5.9 Mental Health support in Higher Education

(Pages 43 – 44)

Attached Documents:

Additional information from the Health Boards following the meeting on 19 October – CYPE(6)–23–22 – Paper to note 9

5.10 Mental Health support in Higher Education

(Pages 45 – 46)

Attached Documents:

Additional information from Universities Wales following the meeting on 6 October – CYPE(6)–23–22 – Paper to note 10

5.11 Mental Health support in Higher Education

(Pages 47 – 48)

Attached Documents:

Additional information from NUS Cymru following the meeting on 6 October – CYPE(6)–23–22 – Paper to note 11

5.12 Welsh Government Draft Budget 2023–24

(Pages 49 – 62)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Minister for Education and Welsh Language – CYPE(6)–23–22 – Paper to note 12

5.13 Welsh Government Draft Budget 2023–24

(Pages 63 – 70)

Attached Documents:

Letter from Chair of the Children, Young People and Education Committee to the Minister for Health and Social Care, Deputy Minister for Social Services and Deputy Minister for Mental Health and Wellbeing – CYPE(6)–23–22 – Paper to note 13

5.14 Welsh Government Draft Budget 2023–24

(Pages 71 – 72)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Minister for Social Justice – CYPE(6)–23–22 – Paper to note 14

5.15 Welsh Government Draft Budget 2023–24

(Pages 73 – 75)

Attached Documents:

Letter from the Chair of Culture, Communications, Welsh Language Sport and International Relations Committee to the Minister for Education and Welsh Language – CYPE(6)–23–22 – Paper to note 15

5.16 Welsh Government Draft Budget 2023–24

(Pages 76 – 81)

Attached Documents:

Letter from the Chair of the Health and Social Care Committee to the Minister for Health and Social Services, Deputy Minister for Social Services and Deputy Minister for Mental Health and Wellbeing – CYPE(6)–23–22 – Paper to note 16

5.17 The European University Institute (EU Exit) Regulations 2022

(Pages 82 – 83)

Attached Documents:

Letter from the Minister for Education and Welsh Language – CYPE(6)–23–22 – Paper to note 17

5.18 Legislative Consent: Schools Bill

(Pages 84 – 85)

Attached Documents:

Letter from Minister for Education and Welsh Language to the Chair of Children, Young People and Education Committee and the Chair of Legislation, Justice and Constitution Committee – CYPE(6)-23-22 – Paper to note 18

6 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the remainder of this meeting

(13.45)

7 Scrutiny of the Children's Commissioner for Wales – consideration of the evidence

(13.45 – 13.55)

8 Pre-appointment hearing for Chair and Deputy for Commission for Tertiary Education and Research – consideration of the approach

(13.55 – 14.05)

(Pages 86 – 88)

Attached Documents:

Briefing paper – Pre-appointment hearings

Document is Restricted

Document is Restricted

Agenda Item 5.1

CYPE(6)-23-22 – Paper to note 1

**Y Pwyllgor Plant, Pobl Ifanc
ac Addysg**

**Children, Young People
and Education Committee**

Paul Davies MS,
Chair, Economy, Trade and Rural Affairs
Committee

26 October 2022

Pre-appointment hearings – Chair and Deputy Chair, Commission for Tertiary Education and Research

Dear Paul,

We will be holding pre-appointment hearings for the preferred candidates for the Chair and Deputy Chair of the Commission for Tertiary Education and Research on 15 December. The Deputy Chair will also be the Chair of the Commission's Research and Innovation Committee. This Committee is being established for the purpose of advising the Commission on matters relating to research and innovation.

In light of the likely interest of your Committee in the work of the Commission, we would like to invite a member of the Economy, Trade and Rural Affairs Committee to participate in these pre-appointment hearings. This invite is being offered under Standing Order 17.49.

If you wish to take up this invite, please can you let the Clerk know which Member will be attending, so they can make the necessary arrangements.

Yours sincerely,



Jayne Bryant MS

Chair

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Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

CYPE(6)-23-22 – Paper to note 2

Ahead of the Plenary debate on the Committee report on Peer on Peer Sexual Harassment among Learners stakeholders were asked to submit their views on the response and in particular the recommendation that the Welsh Government rejected

Information received via email from ParentKind

I have included Parentkind's views on peer on peer sexual harassment being treated as an Adverse Childhood Experience below:

NHS Wales describes Adverse Childhood Experiences (ACEs) as stressful events occurring in childhood and has very specific definitions of what constitutes an ACE. Parentkind joins others in suggesting that the Welsh Government considers the potential benefits of treating peer on peer sexual harassment as an ACE. Children and young people who experience peer on peer sexual harassment have to deal with trauma as a result. This is significant as this experience may lead to a host of negative implications for the victim, for example, peer on peer sexual harassment may lead to the victim's school attendance suffering. With pupil absence already an issue in Wales, considering peer on peer sexual harassment an ACE would mean that targeted and commensurate support could be given.

Parentkind's Parent Voice Report 2021 showed that mental health and well-being for children and young people was prioritised by parents. It also revealed that anxiety and bullying were included in the top five concerns for parents. Peer on peer sexual harassment could quite easily be included within those stated concerns at school. The Welsh Government could help tackle this concerns by treating peer on peer sexual harassment as an Adverse Childhood Experience as it will help schools deal with the problem effectively and a positive educational environment.

Parentkind's Parent Voice Report 2021 also found that one of parents' concerns were children and young people feeling pressure to engage with social media. Peer on peer sexual harassment is prevalent online, outside of school. The fact that young people are engaging (and feeling the pressure to engage) with social media at ever earlier ages means that they are potentially put in harm's way where it comes to the risk of sexual harassment. Parentkind would suggest that, if designated an ACE, the Welsh Government should consider what further educational support around social media and the online world could be given.

Parentkind recommends that the department treats peer on peer sexual harassment as an Adverse Childhood Experience in order to deal with the issue in the most effective manner, ensuring that long term effects are minimised and harms are actively reduced.

CYPE(6)-23-22 – Paper to note 3

Ahead of the Plenary debate on the Committee report on Peer on Peer Sexual Harassment among Learners stakeholders were asked to submit their views on the response and in particular the recommendation that the Welsh Government rejected

Information received via email from NSPCC Cymru

As requested, please see below some thoughts from us on Welsh Government's response to the inquiry.

NSPCC Cymru broadly welcomes Welsh Government's response to the CYPE committee inquiry into peer-on-peer sexual harassment.

In terms of the recommendation rejected by Welsh Government, that peer-on-peer sexual harassment should be treated as an adverse childhood experience, NSPCC Cymru views peer-on-peer sexual harassment as part of a continuum of harm and a form of sexual abuse. We therefore feel that as a form of abuse, it is encompassed within the 10 identified ACEs. However, we do also welcome Welsh Government's forthcoming ACEs plan, that will recognise broader adversities that may impact on a child's life, including peer-on-peer sexual harassment.

In terms of the other recommendations, we are pleased these have been accepted or accepted in principle. Particularly Welsh Government's commitment to a young person advisory board, which we called for in our cross-party group event, Time for Action on the intersection of peer-on-peer sexual abuse and online harm. We also welcome Welsh Government plans to support other forms of young person participation and look forward to supporting these efforts.

We are, however, keen to see a stronger commitment in some other areas. For example, Welsh Government has committed to recommendation 14 that they work with the young person advisory board to 'gather and collate best practice examples of sex and relationships education' but we would like to see young people involved in co-developing sessions for schools on the impact of peer-on-peer sexual abuse. We would also like to see data gathered on incidence of online harms reported to schools, in addition to the accepted recommendation five, that data on sexual harassment is collected in schools.

Agenda Item 5.4

CYPE(6)-23-22 – Paper to note 4

Ahead of the Plenary debate on the Committee report on Peer on Peer Sexual Harassment among Learners stakeholders were asked to submit their views on the response and in particular the recommendation that the Welsh Government rejected

Information received via email from Dyfed-Powys Police and Crime Commissioner Dafydd Llywelyn's views on the Welsh Government's response to the Children, Young People and Education Committee's Report *"Everybody's affected: Peer on peer sexual harassment among learners"*

I was pleased to be part of the important evidence session for the Children, Young People and Education Committee's earlier this year, and it is reassuring that the Welsh Government have accepted the vast majority of recommendations put forward by the Committee.

I am very much in support of the creation of a Young People's Advisory Board as it is important to ensure that as many young people as possible are given the opportunity to shape the future of policing and crime prevention. Indeed, in 2018, I developed a Youth Engagement Forum, which sees my Youth Ambassadors have their say on policing and crime, influence and challenge decision-making, and improve our understanding of young people's views and experiences. I would welcome the opportunity for my Youth Ambassadors to become involved in the Welsh Government's Young People's Advisory Board, and additionally, I would recommend that my Youth Ambassadors, together with members of similar panels/forums, be invited to be involved in:

- Recommendation 3 – working with the Young People's Advisory Board to share details of the awareness-raising campaign with young people throughout their communities.
- Recommendation 10 – speaking to their peers who have experienced this form of harassment to seek first-hand feedback on the support they received. Yes, details can be gathered from organisations in terms of the support offered, but in order

to get a true picture, information ought to be gleaned from the young people themselves, by young people.

- Recommendation 14 – speaking to their peers to find out what approach to sex and relationships education they consider to be effective in addressing peer on peer sexual harassment.
- Recommendation 18 - working with the Young People’s Advisory Board to carry out an awareness raising campaign targeted at parents and families

Recommendation 8 - ensuring that pupils are taught about the underlying causes of peer on peer sexual harassment - is vital. During the Committee’s evidence session, I emphasised how important the Welsh forces’ Schools Programme will be in improving the situation with peer on peer sexual harassment among young people. We must ensure that young people are given the opportunity to understand the causes of harassment, the effect it can have on their peers, and that these young people are able to learn from their mistakes - whilst of course, continuing to safeguard victims. The Schools Programme will also be an invaluable resource in meeting recommendation 11; assisting with the creation of a culture in which sexual harassment is unacceptable.

In addition to the Schools Programme, the approach taken by the Youth Bureaus across the Dyfed-Powys area, is worth noting in line with the above two recommendations. As I highlighted in the Committee’s evidence session, within the Dyfed-Powys force area, there is positive work ongoing through the Youth Bureaus where police officers work alongside youth justice colleagues to work towards a criminal justice intervention being the last intervention for a young person, where possible and suitable. The Bureau assess a young person’s individual situation and decide what interventions are needed. These might include work specific to understanding the incident or offence the young person has committed, support with education, training and employment, help with substance misuse and any health issues. It is also recognised that these young people may be victims themselves, and Adverse Childhood Experiences (ACEs) are considered in the assessment undertaken by the Bureau. The young people are offered the support they need to stay out of the criminal justice system.

It is the importance of this supportive and preventative approach which leads me to support Welsh Government's response to Recommendation 9. ACEs is a heavily researched and considered agenda for Welsh Government, and as such, I do not believe they are 'rejecting' the ethos of the recommendation. They may not intend to categorise 'peer on peer harassment' as an 'ACE', but it is my view that they are taking it just as seriously and taking the right steps to ensure it is dealt with as a priority.

I fully agree that peer on peer sexual harassment can have a substantial and lasting impact on the victim, and that the Welsh Government must ensure that the resources it allocates to this form of harassment reflects the severity of its impact and how commonplace it has become. Indeed, they have accepted the vast majority of the Committee's recommendations, which demonstrates their commitment in this area. It is their response and not their categorisation which matters here: Both their response to the young person carrying out the harassment, but also their response to the victim. The support provided to a victim of peer on peer sexual assault, by the police and other agencies, ought to be the same as if it were classed an ACE. The support should reflect the level of vulnerability and the victim's personal situation.

School staff can assist with a Youth Bureau's assessment, and it is right that the Committee's 13th recommendation sets out the need for Welsh Government to ring-fence funding to schools for training on peer on peer sexual harassment. In the Committee's evidence session, I highlighted the need for Welsh Government funding in order to increase activities in early intervention and prevention approaches to dealing with peer on peer sexual harassment within the educational environment. Training within the education setting is going to be vitally important, and is most certainly an area which, as well as being identified and prioritised, needs additional funding.

CYPE(6)-23-22 – Paper to note 5

Y Pwyllgor Iechyd a Gofal Cymdeithasol

Health and Social Care Committee

Eluned Morgan

Minister for Health and Social Services

Julie Morgan

Deputy Minister for Social Services

Lynne Neagle

Deputy Minister for Mental Health and Wellbeing

24 October 2022

Dear Ministers

Provision of written evidence

Members of the Health and Social Care Committee have asked me to write to express our disappointment with your letter of 11 October 2022, in which you indicate that you do not intend to provide written updates on the Welsh Government's progress in implementing the recommendations made by the Fifth Senedd Health, Social Care and Sport Committee in respect of its inquiries into:

- Loneliness and isolation (2017)
- Use of antipsychotic medications in care homes (2018)
- Mental health in policing and police custody (2019)
- Impact of the COVID-19 outbreak, and its management, on health and social care in Wales: impact on mental health and wellbeing (2020)

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The information that we had requested for each of those inquiries was:

1. An indication of which recommendations the Welsh Government considers still to be outstanding and where further action is needed, whether there are any barriers to implementing these, and if so, what those barriers are.
2. How the Welsh Government's work to implement the recommendations is contributing to tackling mental health inequalities.

I note that the Welsh Government accepted the majority of the recommendations made by our predecessor Committee following each of these inquiries.¹ Acceptance of a recommendation is a commitment to implement that recommendation. Monitoring progress on implementing such recommendations is therefore an important part of our role in holding the Welsh Government to account. This includes understanding, for example, which recommendations have now been completed and which still require further work. It also includes understanding where there may be instances where changing circumstances mean that the Welsh Government's views on particular recommendations may have changed. This information is of interest and value not only to us as a Committee to inform our scrutiny, but also to other Members of the Senedd and to external stakeholders, many of whom will have devoted significant time, energy and resources to contributing to the original inquiries.

It would be helpful, therefore, to receive the information that we have requested in relation to each of the above inquiries **by 19 December 2022**.

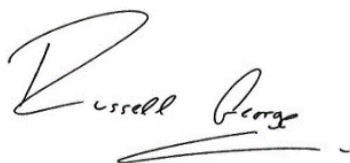
As you suggest in your letter, general scrutiny sessions and other formal evidence sessions are one mechanism by which we are able to monitor progress. We agree that such sessions are an important part of the way in which we fulfil the responsibility the Senedd has given us to hold the Welsh Government to account by scrutinising expenditure, administration and policy matters encompassing (but not restricted to): the physical, mental and public health and wellbeing of the people of Wales, including the social care system. However, we also understand that there are many calls on your time as Ministers. We therefore generally reserve such sessions to focus on the issues of highest priority, and those which we feel need detailed, in person discussion and exploration. It would not be proportionate, nor a good use of your time or ours, to schedule formal evidence sessions to discuss every issue or monitor the implementation of every Committee recommendation. Therefore, in line with long-established practice we will continue to make use of other mechanisms, including correspondence and requests for written information or clarification, where we consider it appropriate to do so.

¹ Of the 43 recommendations made in these four reports, 27 (63 per cent) were accepted in full, 14 (33 per cent) were accepted in principle, and 2 (5 per cent) were rejected.

Some requests for information will be time critical, whereas others will be more routine in nature. I have asked the Committee clerk to ensure that the urgency or otherwise of our requests and the timescales within which we are looking for a response are made clear when requests are made. The Committee would welcome assurance that you will encourage your officials to speak to the clerk if there are any issues about the timescales that have been requested.

We value the positive and constructive relationship we have with you and your Deputy Ministers, and we look forward to continuing to work with you on this basis. I would be happy to meet to discuss these matters, or any other matter relating to the work of the Committee if that would be helpful.

Yours sincerely

A handwritten signature in black ink that reads "Russell George". The signature is written in a cursive style with a large initial 'R' and a long horizontal stroke at the end.

Russell George MS
Chair, Health and Social Care Committee

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

cc Jayne Bryant MS, Chair, Children, Young People and Education Committee

Agenda Item 5.6

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CYPE(6)-23-22 – Paper to note 6

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Children, Young People and Education Committee

Eluned Morgan MS,
Minister for Health and Social Services

Julie Morgan MS,
Deputy Minister for Social Services

Lynne Neagle MS,
Deputy Minister for Mental Health and Wellbeing

25 October 2022

Request for information

Dear Minister and Deputy Ministers,

Thank you for your letter dated 11 October following our request, along with the Health and Social Care Committee for a range of information. We discussed your letter at our Committee meeting on 19 October 2022. We were unanimous in our views expressed below.

To provide context to our request, we wrote jointly because of the shared areas of interest between our Committee and the Health and Social Care Committee, in particular in relation to mental health. We believed that a joint request would help ensure requests were being made in a coherent and streamlined way, better supporting the sharing of the same information between the Government and two Committees, with different remits but clear areas of shared interest. We felt that such co-ordination would help reduce the burden on the Welsh Government in terms of duplicated requests for similar types of information. As mental health is a cross-cutting Welsh Government priority, so it is that committees across the Senedd have an interest in this important issue.

It is the job of Senedd committees to scrutinise the Welsh Government. Obtaining information from the Welsh Government is a basic necessity for us to perform this important role. With that in mind, we reiterate our request for an update on the implementation of the recommendations made in our predecessor Committee's landmark report Mind Over Matter. This was an important report which demonstrated the positive impact of scrutiny, and the important role it can play in improving the lives

of children and young people in Wales. Our predecessor Committee's determination to follow up on progress after the publication of the initial report set an important benchmark which we wish to build on.

We made two requests for information in the joint letter, one on perinatal mental health which has been received, and one on Mind Over Matter, which remains outstanding. Your letter outlines two opportunities where the outstanding issues could be discussed, however these were sessions with the Health and Social Care Committee. They did not afford our Committee an opportunity to explore these issues with you. We also note that the issues raised during oral evidence sessions have to be prioritised to make the best use of limited time. Sometimes written information is a far more effective way to share information for both the Committee and the Government. You will note that we have not taken oral evidence from either the Health Minister or Deputies since the budget scrutiny in January 2022. This further underlines to us the reasonableness of our request.

There is a process that is usually followed when there are issues around a request made by a Committee. Usually, Welsh Government officials will speak to the Clerk where further clarification can be provided, and a revised deadline agreed. We note that in this instance this did not happen. As far as we understand it, there was no indication that the deadline would not be met, and no update was provided as to why the outstanding response had not been received. In fact, it was over five weeks later before we received your response, which refused to provide the outstanding information.

In your letter you state that there is no commitment to provide periodic written updates on the outstanding issues. As I am sure you will know there does not need to be such a commitment to provide written updates; if a Senedd committee wishes to request an update on a particular area of policy, it is within its gift to ask and it should, within reason, be expected that the Welsh Government provides this information.

We are currently looking at mental health support in higher education. The update on Mind Over Matter is material to our consideration of this important issue. We therefore would ask that this information is provided to us no later than **Monday 14 November**. This will enable us to take account of it before we take evidence from the Minister for Education and Welsh Language, and the Deputy Minister for Mental Health and Wellbeing on 23 November.

Yours sincerely,



Jayne Bryant MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

CYPE(6)-23-22 – Paper to note 7

Y Pwyllgor Plant, Pobl Ifanc

ac Addysg

Children, Young People and Education Committee

Lord Kinnoull,
Chair of the European Affairs Committee,
House of Lords

27 October 2022

Call for evidence

Dear Lord Kinnoull,

Thank you for your letter dated 23 August inviting the Committee to provide evidence to the inquiry into the future UK-EU relationship.

Whilst as a Committee we have not undertaken much work that directly relates to this inquiry, we would like to draw your Committee's attention to the work of our predecessor Committee which is relevant. In particular, the 2018 report on the impact of Brexit on Higher and Further Education. The report is available [here](#), and the Welsh Government response is available [here](#).

We would also draw your attention to the Welsh Government's Taith programme, which replaces the Erasmus+ programme. The Welsh Government is providing £65million of funding for the programme, which will run 2022-2026. The programme aims to fund 15,000 people from Wales to go on exchanges, with 10,000 people coming to Wales.

In considering the Welsh Government's draft budget for 2022/23 we asked them to keep us updated on the implementation of this programme. We received an update on the first six months of the programme recently, which can be found [here](#). The Minister for Education and Welsh Language subsequently provided an oral update to the Senedd on the scheme, highlighting that projects have partnered with 28 countries in Europe. You can see the full details [here](#). You may wish to consider how this programme is operating in contrast with the Turing Scheme in England.

We hope you find this information useful. Thank you for giving us the opportunity to feed into your inquiry.

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Yours sincerely,

Jayne Bryant

Jayne Bryant MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



Responses from the Centre for Mental Health to the unasked questions at the meeting on 19 October

4. Interactions between healthcare and education providers

4.1 We have heard concerns that students do not understand the different roles that education and health providers have with regard to student mental health. How useful and realistic would it be to have a consistent threshold or guidelines on where the responsibility of healthcare providers begins with regard to mental health conditions?

This is a challenging issue: our mental health is on a spectrum which means for many people a period of poor mental health or low wellbeing precedes diagnosable mental ill health. Students should be able to access help before they reach that point. Creating thresholds risks limiting access to earlier support and adding more barriers to services. Ideally health care providers and universities would have arrangements in place to meet needs at each level and for all types of need without having to fall back on diagnostic or severity thresholds.

Some groups of young people face higher risks of mental health difficulties and poorer access to effective support. These include those with neurodiverse characteristics, those with learning disabilities, those with physical health conditions and those with caring responsibilities. Coordination between education, health and other service providers to ensure seamless and integrated help is available is essential to meet their needs holistically.

4.2 What are the barriers to effective information sharing between education and health providers in terms of student mental health, and how could these be addressed?

4.3 What is your view of the suggestion to pilot an NHS student passport, to overcome difficulties with data sharing? Is this realistic? To what extent could such a pilot mitigate difficulties in continuity of care, particularly for students who frequently move between university and home addresses?

4.4 How could initiatives such as the Mental Health University Liaison Service (MHULS) in Cardiff provide a model for improved working between healthcare and education providers? Are there any limitations to that model, particularly with regard to non-campus-based and distance learners?

5. Challenges in accessing mental health services

5.1 [To Health Board representatives] How confident are you that primary and secondary care services in Wales are meeting the needs of the higher education student population? What more, if anything, could you be doing to deliver a comprehensive service to this population?

5.2 What is your view on the potential benefits of a transition service for young people aged 16 to 25, to serve as a bridge between CAMHS and adult mental health services? How could such a service be implemented, and are there other solutions that you would propose to support young people moving from CAMHS to adult mental health services?

There is evidence that the needs and preferences of young adults are distinctive enough to justify an age-specific service response. Rather than the oft-cited '0-25 CAMHS' offer, a bespoke service for young adults would have the potential to meet their needs more effectively and acceptably than existing child or adult services are able to do. We do not yet have a fully-fledged system-level model to draw on but we know that elements of the YIACS ('early support hub') model would be important to that, combined with age-appropriate clinical services to meet more complex needs. Some NHS mental health trusts are now developing a distinctive service for 14-25 year-olds who require more specialist support, for example the Tavistock and Portman in London <https://tavistockandportman.nhs.uk/care-and-treatment/our-clinical-services/adolescent-and-young-adult-service-ayas/>.

5.3 What is your view on evidence from the NUS that the next iteration of the Welsh Government's Together for Mental Health Delivery Plan should "have more of a focus on supporting students in higher education"? How do you think this could most usefully be incorporated?

5.4 Are there any other recommendations that you would make to Welsh Government to improve mental health support for students in higher education?

Responses from Hywel Dda University Health Board to the unasked questions at the meeting on 19 October

4. Interactions between healthcare and education providers

4.1 We have heard concerns that students do not understand the different roles that education and health providers have with regard to student mental health. How useful and realistic would it be to have a consistent threshold or guidelines on where the responsibility of healthcare providers begins with regard to mental health conditions?

The NHS 111 Option 2 should help reduce the barriers of accessing mental health services and make it far easier to self refer . Reducing the stigma associated with mental health services is crucial and important to facilitate improvement. Having strong links between NHS Services and Education is crucial

4.2 What are the barriers to effective information sharing between education and health providers in terms of student mental health, and how could these be addressed?

Confidentiality

Stigma

4.3 What is your view of the suggestion to pilot an NHS student passport, to overcome difficulties with data sharing? Is this realistic? To what extent could such a pilot mitigate difficulties in continuity of care, particularly for students who frequently move between university and home addresses?

Professional experience using the SCAMHS TO AMS Transition passport reveals that young people did not like the passport as it was a written document – a digital passport may be more favourable

4.4 How could initiatives such as the Mental Health University Liaison Service (MHULS) in Cardiff provide a model for improved working between healthcare and education providers? Are there any limitations to that model, particularly with regard to non-campus-based and distance learners?

A great initiative and should be extended across Wales ,link workers from health linking in with campus staff , colocated services may all improve the interface and take up of support

5. Challenges in accessing mental health services

5.1 [To Health Board representatives] How confident are you that primary and secondary care services in Wales are meeting the needs of the higher education student population? What more, if anything, could you be doing to deliver a comprehensive service to this population?

The introduction of the NHS 111 option 2 will improve accessibility , increased awareness of mental health will reduce stigma and of course increased workforce to support vulnerable students will be essential

5.2 What is your view on the potential benefits of a transition service for young people aged 16 to 25, to serve as a bridge between CAMHS and adult mental health services? How could such a service be implemented, and are there other solutions that you would propose to support young people moving from CAMHS to adult mental health services?

This has been discussed much over the years , the reality is that current services are operationally , financially and strategically configured for separate age range and this poses major challenges to separate the middle area. There are some good models to be explored further im sure which may help progress further discussions .

5.3 What is your view on evidence from the NUS that the next iteration of the Welsh Government's Together for Mental Health Delivery Plan should "have more of a focus on supporting students in higher education"? How do you think this could most usefully be incorporated?

The role of Independent Placement Support (IPS) is already well established within some Employment centres and also within Early Intervention for Psychosis Services in Wales in some HB and employ staff to work and support individuals with severe and enduring mental health disorders obtain employment or education to improve their lives and obtain qualifications etc , they also support Employers with this too e

5.4 Are there any other recommendations that you would make to Welsh Government to improve mental health support for students in higher education?

Full Research Report: Holton, D., Lloyd-Jones, S., Bowen, R.; (2020). Evaluation of the CAMHS In-Reach Pilot Programme: Pilot progress and the Impact of Covid 19, supplementary paper to the Interim Report. Cardiff: Welsh Government, GSR report number 46/2020

Available at: <https://gov.wales/evaluation-child-and-adolescent-mental-health-service-camhs-reach-pilot-programme-interim-report>

Additional information from Universities Wales following the meeting on 6 October

- on suicide rates and whether this has gone down because of students' greater willingness to disclose their mental distress:

Data is available via the ONS on student suicide rates: [Estimating suicide among higher education students, England and Wales: Experimental Statistics - Office for National Statistics](#)

Between the academic year ending 2017 and the academic year ending 2020, higher education students in England and Wales had a significantly lower suicide rate compared with the general population of similar ages.

There are a number of variables that make it difficult to point to any specific reason for changes in the student suicide rate. While increasing numbers of students are declaring a mental health condition when applying to university, we would be cautious in drawing conclusions on whether there is a causal relationship between the two.

However, it is worth noting that students are statistically less likely to die by suicide when compared with the wider population. When compared with the general population, the suicide rate for higher education students among those aged 20 years and under and those aged 21 to 24 years showed the biggest difference, with the rate in the general population being 2.7 times higher than that in students.

The suicide rate for higher education students in the academic year ending 2020 in England and Wales was 3.0 deaths per 100,000 students (64 suicide deaths); this is the lowest rate observed over the last four years, although the small numbers per year make it difficult to identify statistically significant differences.

- further comment of the advice that had been published by Universities UK with the aim of preventing suicide by contacting key contacts of students and whether additional funding is needed to support this work:

The guidance published by UUK and PAPYRUS is here: [Sharing information \(universitiesuk.ac.uk\)](#)

The recommendations include:

- Making it mandatory for students to give a trusted contact at registration, being clear that the contact does not have to be a parent, and starting a conversation about when and how these contacts might be involved

- Having check-ins at the start of each academic year for students to update this information and making it easy to update the contact if circumstances change
- Ensuring that universities review their suicide prevention plans and policies to keep students safe, identifying students of concern, assessing risk, working in close partnership with NHS services and, where there are serious concerns, initiating conversations about involving trusted contacts
- Making clear that, although always preferable to gain agreement from the student, where there are serious concerns about a student's safety or mental health, universities can decide to involve trusted contacts without agreement. Such decisions should always be made in the student's interests, be taken by appropriately qualified staff, supported by senior leadership, be based on a risk assessment establishing the grounds for serious concern and be properly governed and recorded.

The guidance is the first time a consistent practice has been proposed for the sector. It places the student at the centre of decisions about their safety and care. But it also aims to give institutions the confidence to be proactive about involving trusted contacts, to set out properly governed processes to share information and to give staff clarity about their roles and responsibilities.

Although Universities Wales has suggested the Committee make a recommendation to Welsh Government for longer-term, sustainable funding, there is no specific funding request attached to this guidance.

- in relation to the cost-of-living crisis to provide examples of "how costs are shooting up"

Professor Elizabeth Treasure offered to provide examples from the catering team at Aberystwyth University. In calculating an increase in cost from 2021 to 2022 in producing meals, the team found that (as of October 2022):

- Chicken curry to produce as a dish last year cost £1.44 in 2021 to 2.44 in 2022 an increase of 69%. This is due to the large increase in the price of onion, tomatoes, chicken and imported items like coconut milk, spices and mango chutney.
- A cheese and bean jacket potato cost £1.07 to produce in 2021 and 2022 it cost £1.51 an increase of 41%
- Tomato soup cost £0.58p to produce in 2021 and 2022 it cost £0.82 an increase of 41%

NUS Wales supplementary information for Members of the Children, Young People and Education Committee *November 2022*

Mental Health support in Higher Education – evidence session 6, Wednesday 26 October 2022

Drinking and Lad Culture

Alcohol Impact

The National Union of Students (NUS) has partnered with Alcohol Impact¹ in a bid to change social norms around drinking on university campuses and promote responsible alcohol consumption. This partnership aims to promote responsible behaviour on campus and in the community, as well as to improve the health and wellbeing of students and promote a more inclusive environment.

There is a dedicated NUS/Alcohol Impact microsite² containing case studies, FAQs and information on all the programmes available to UK universities to help change norms around drinking on and off campus. Individual students' unions additionally deliver invaluable work in this space, including running alcohol-free events and trips packages, and encouraging a culture of inclusion through student societies and sports clubs.

Tackling 'Lad Culture'

The NUS is also carrying out ongoing work nationally in tackling lad culture. So far this has involved helping to embed campaigns for tackling sexual harassment in students' unions plans annually and sharing best practice of university campaigns to inspire others.

The NUS' 2013 'That's What She Said' report³ into lad culture outlined women's' experiences on campus and the impact of lad culture on their studies and welfare. Following the report, we identified 9 Lad Culture Strategy pilot unions and partnered with them to develop effective local strategies that can be adapted to tackle lad culture nationally. Dedicated resources have

¹ <https://www.nusconnect.org.uk/sustainability/alcohol-impact>

² <https://www.drugandalcoholimpact.uk>

³ <https://www.nusconnect.org.uk/articles/tackling-lad-culture-new-resources-available-on-the-hub>

been created to aid students' unions in their own work to tackle lad culture. These resources have since been updated by the NUS Women's' Campaign with specific campaign resources to promote the importance of consent. ⁴

Since this work, we've seen more and more student's unions across the country taking a proactive role to tackle lad culture, and making necessary changes to create safer, happier and healthier campuses.

Employment

NUS Wales does **not hold specific data on students taking part time jobs to students to supplement their income**. However, the Stats Wales website shows that on 30th June 2022, 55.5% of those aged 16-24 in Wales were in employment. ⁵ This is slightly up from 53.7% on 30th June 2018.

It's also important to note that international students are limited to a maximum of 20 hours per week of work by visa restrictions. ⁶

⁴ <https://www.nusconnect.org.uk/articles/nus-women-s-campaign-resources-updated>

⁵ <https://statswales.gov.wales/Catalogue/Business-Economy-and-Labour-Market/People-and-Work/Employment/Persons-Employed/employmentrate-by-welshlocalarea-year-gender>

⁶ <https://www.internationalstudents.cam.ac.uk/student-visa-responsibilities/working-student-visa#:~:text=A%20student%20visa%20issued%20for,averaged%20over%20a%20longer%20period>

CYPE(6)-23-22 – Paper to note 12

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Children, Young People and Education Committee

Minister for Education and Welsh Language
Jeremy Miles MS

8 November 2022

Welsh Government Draft Budget 2023-24

Dear Jeremy,

As last year, we would like written information to support our scrutiny of the Welsh Government's Draft Budget 2023-24. The annex to this letter sets out in detail the information that we would like to receive.

As you may know, Senedd officials have coordinated requests from all Senedd committees to arrange with Welsh Government officials when the Welsh Ministers and Deputy Ministers will give evidence on the Draft Budget. We have requested that you and your officials appear before Committee at 9.30am to 11am on 11 January 2023.

I would be grateful to receive the written information no later than 16 December 2022. I note that the Welsh Government intends to publish the Draft Budget on 13 December 2022. Please contact my clerk if you are concerned about meeting our proposed deadline in light of the budget timetable.

Given the shared interest across committees in some of the areas listed in the annex to this letter, I have copied in the chairs of the Economy, Trade and Rural Affairs Committee and the Culture, Communications, Welsh Language, Sport, and International Relations Committee.

Yours sincerely,



Jayne Bryant MS

Chair

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Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



Annex A: Request to the Minister for Education and Welsh Language regarding the CYPE Committee's Draft Budget scrutiny 2023-24

Our approach to scrutiny of the Draft Budget

Our financial scrutiny aims to ensure accountability, promote better decision making and improve value for money. It will follow four key principles, which have been followed in previous years:

- **Affordability:** to look at the big picture of total revenue and expenditure, and whether these are appropriately balanced.
- **Prioritisation:** whether the division of allocations between different sectors/programmes is justifiable and coherent.
- **Value for money:** essentially, are public bodies spending their allocations well – economy, efficiency and effectiveness (i.e.) outcomes.
- **Budget processes:** are they effective and accessible and whether there is integration between corporate and service planning and performance and financial management.

Cross-cutting areas

Transparency of budget presentation

Like last year, we request a clear, transparent explanation of changes to the overall Education and Welsh Language MEG in 2023-24, from 2022-23, including both a comparison with the actual budget in addition to any revised baseline which is used. We would also appreciate a summary of the key changes between 2022-23 and 2023-24.

If a revised baseline is used, we request a breakdown of amounts which have been removed from or added to the 2022-23 budget and an explanation in each case of why it is deemed appropriate to use the revised baseline rather the actual budget set in 2022-23 for comparisons.

For significant changes to budget lines, we request an explanation of whether money is being taken from/returned to central reserves or allocated from/to other budget lines either within or outside the MEG.

Commentary on Actions and detail of Budget Expenditure Line (BEL) allocations

We request commentary on each of the Actions within the 2023-24 Education and Welsh Language MEG, including an analysis and explanation of significant changes since the 2022-23 First Supplementary Budget (June 2022).

We also request a breakdown of the 2023-24 Education and Welsh Language MEG by Spending Programme Area (if applicable), Action, and Budget Expenditure Line (BEL), with 2022-23 First Supplementary Budget allocations, forecast 2022-23 outturns, and 2021-22 final outturns all included. If indicative budgets are being set beyond 2023-24, we request details of those as well.

If the Welsh Government uses a revised baseline budget for comparative purposes, we request that the actual 2022-23 First Supplementary Budget allocations are also presented as well as an explanation of the reasons for the re-calculation of the baseline (as mentioned earlier).

Education priorities and other strategic priorities

Information on how the Education and Welsh Language MEG aligns with, and is prioritised according to, the Welsh Government's relevant priorities and key objectives, including:

- An assessment from the Minister on the extent to which he believes the Education and Welsh Language MEG contains the resources necessary to deliver Welsh Government priorities and key objectives,
- Information on any ongoing negotiations with the Minister for Finance and Local Government to maximise the level of resources available for education, including funding for schools' core budgets through the Local Government Settlement.
- Details of how allocations to and within the Education and Welsh Language MEG align with the Programme for Government and the Co-operation Agreement.
- Whether, and if so how, the Minister intends to target resources at addressing any cross-cutting themes or priorities across the MEG as a whole, for example the next phases of management of and recovery from the pandemic, the cost of living, tackling the negative impact of disadvantage on learners' outcomes, the Welsh language, giving effect to children's rights and supporting learners with their physical, emotional and mental health.

Children's rights and other cross-cutting considerations

As we recommended last year, and as our predecessor Committee continually advocated, we believe a Child Rights Impact Assessment (CRIA) should be undertaken for the Draft Budget as a whole and published as a standalone document, prior to being incorporated in the overall Strategic Integrated Impact Assessment.

We believe this is vital to demonstrate that the Welsh Government is meeting the requirements of the Rights of Children and Young Persons (Wales) Measure. Publishing a CRIA is in line with the



arrangements the Welsh Government itself has put in place, which has established the CRIA as 'the agreed' mechanism to support Ministers to meet the duties under that Measure in both the **Children's Rights Scheme itself** and the associated **Children's Rights Scheme: manual for Welsh Government staff**.

In terms of the Education and Welsh Language MEG specifically, we request:

- A copy of the completed **children's rights impact assessment template** for this draft Education and Welsh Language MEG for 2023-24 which sets out how children's rights are put into effect in these budget allocations, with reference to specific articles in the United Nations Convention on the Rights of the Child as relevant.
- If a specific CRIA has not been undertaken, the reasons for this.
- A copy of any alternative integrated impact assessment as well as assurances that this assessment demonstrates that the duty of "due regard" to the United Nations Convention on the Rights of the Child has been exercised.
- Information about how equalities, sustainability and the Welsh language have been considered in budget allocations.
- Information on the account taken of the Wellbeing of Future Generations (Wales) Act 2015 in making allocations to budget lines within the Education and Welsh Language MEG.
- Details and/or examples of any changes made to initial allocations within the Education and Welsh Language MEG following considerations of children's rights, equalities, sustainability, the Welsh language, or the Wellbeing of Future Generations (Wales) Act 2015 as a result of impact assessments, or where these assessments have had a direct influence on the setting of budgets.

Costs of legislation

- Details of allocations within the 2023-24 budget intended for the implementation of the Curriculum and Assessment (Wales) Act 2021 and associated qualifications reform.
- Details of allocations for implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the wider ALN Transformation Programme.
- Details of allocations within the 2023-24 budget intended for the implementation of the PCET reforms, including any costs associated with the Tertiary Education and Research Act.
- Information on the financial impact of any relevant UK Parliament legislation.

- Financial implications in 2022-23 of any relevant subordinate legislation.

Impact of the COVID-19 pandemic

- Information on the impact of the pandemic on the Education and Welsh Language MEG in 2022-23 and any ongoing implications in 2023-24, including an update on budget arrangements for meeting these for example whether there remains a central COVID-19 Reserve or if budgets are now expected to absorb costs.
- Details and breakdown of the funding allocated for the education sector's response to the pandemic, in 2021-22 and 2022-23, plus any allocation in 2022-23 (essentially an update to paragraphs 1.6.3-1.6.6 of last year's paper).
- The status of the "Renew and Reform" COVID-19 education recovery plan and whether it continues to attract dedicated funding.

Impact of Brexit

- An update on whether there are any specific financial implications for the 2023-24 Education and Welsh Language MEG from the UK's withdrawal from the EU, and any allocations made to mitigate these.

Impact of cost of living pressures on delivery of education services

- Information on the implications of cost of living pressures and high energy prices on the operational delivery of education institutions – across early years, schools, colleges, universities and training providers.

Budget monitoring

- Information on the processes in place for monitoring budgets throughout the year, identifying potential deficits and surpluses, and taking remedial action or allocating additional funds to cover any shortfalls, particularly in light of the pandemic.
- Details of any changes to the 2022-23 Education and Welsh Language MEG that are already anticipated in the Second Supplementary Budget.

Specific areas

Funding for school budgets

- An explanation of how the Welsh Government has prioritised funding for schools in the 2023-24 Draft Budget (in both the Finance and Local Government MEG and the Education

and Welsh Language MEG) and taken account of the Sibieta review of school spending in its approach to setting this budget.

- An update on the work the Welsh Government is carrying out with stakeholders to consider amendments to the School Funding (Wales) Regulations 2010 (referred to in the Minister's letter to the Committee dated 20 July 2022).
- Any consideration which has been given in the setting of the 2023-24 budget to reflect Sibieta's recommendation that greater prioritisation should be given to school sixth forms.

Funding for school improvement

- An explanation of how the Draft Budget 2023-24 supports school improvement and raising standards of education.
- Details of the Regional Consortia School Improvement Grant (RCSIG) allocations in 2022-23, broken down by 'objective' and funding description (or whichever headings are appropriate) – essentially an update to Annex E of last year's paper.
- Details of how much RCSIG was paid to each consortium and/or local authority in 2022-23.
- Information on the Education Improvement Grant element of the RCSIG and an update on how the Welsh Government is ensuring this is strategically used and its impact evaluated.
- An update on the planned review of the RCSIG (referred to in the Minister's letter dated 22 July 2022).

The cost of living and reducing the impact of deprivation on educational outcomes

- Information on how resources within the Education and Welsh Language MEG are being used to meet the Welsh Government's long-term commitment to reduce the impact of deprivation on educational outcomes (in light of the Minister's commitment to taking decisions through the lens of the needs of learners and their well-being, with a focus on narrowing educational inequalities and ensuring the best outcomes for all).
- Details of budget provision for the Pupil Development Grant (PDG) and the PDG Access fund and explanation of how these will continue to be targeted at the most disadvantaged pupils, given the main qualifying criteria (eligibility for free school meals) is moving to universal provision in primary schools.

- Information on how resources within the Education and Welsh Language MEG are being used to support learners in post-16 education with the impact of cost of living pressures, and to address the impact of deprivation on outcomes (including, for example, through additional hardship funding for providers, or through existing student support funding such as the Education Maintenance Allowance).
- The costs of the expansion of free school meals in 2022-23, 2023-24 and future years, and an update on the schedule for extending FSM throughout all primary school age groups.
- A further breakdown of the funding provided to local authorities to support the expansion of free school meals (in line with the recommendation of the Finance Committee on the First Supplementary Budget 2022-23).
- Any other funding within the Education and Welsh Language MEG for initiatives to tackle the cost of living and the deprivation/attainment negative correlation, for example holiday hunger and school holiday enrichment/summer of fun projects.

Education workforce

- Details of budget allocations to finance Initial Teacher Education (ITE) and professional learning for current teachers, including in light of the ongoing implementation of education reforms.
- Information on funding provided by the Welsh Government to the Education Workforce Council.
- Details of funding for local authorities towards meeting the costs of the teachers' pay award for academic year 2022/23 including a breakdown between the 2021-22 and 2022-23 financial years and the respective mechanisms used (whether direct grant or incorporated into the local government settlement).
- Information on any funding to support policy regarding the supply teaching workforce.

Curriculum reform

- Information on funding to support the implementation of the Curriculum for Wales, including professional learning for the workforce.

Emotional and mental health of children and young people

- Budget provision from the Education and Welsh Language MEG in 2023-24 for the whole-school/system approach to emotional and mental health.

- Details of funding from the Health and Social Services MEG to complement work in schools on this area.
- Information on any budget provision to support the emotional and mental health of young people in post-16 education.
- Details of funding for any additional or tailored initiatives to support children and young people's mental health in education settings during the COVID-19 pandemic and current cost of living pressures.
- Budget provision for the action plan and wider response to tackle peer on peer sexual harassment among learners.

Pupil absence

- Information on any specific budget provision to address rates of pupil absence or an identification of which budget lines support such work more generally.

Sport and physical activity

- Information on how the Education and Welsh Language MEG supports the provision of sport and physical activity for children and young people, whether inside or outside school, and how this relates to any funding in the Health and Social Services MEG such as for Healthy Weight, Healthy Wales.

Support for Minority Ethnic and Gypsy, Roma and Traveller learners

- Details of funding to support the education of Minority Ethnic and Gypsy, Roma and Traveller learners in 2023-24 and how this is being distributed.

Additional Learning Needs

- An updated assessment of the pressures facing local authorities, schools, and colleges in delivering current SEN/ALN provision, the impact of additional funding in previous years and whether further additional funding will be provided in 2023-24.
- Information on funding provision for the ALN Transformation Programme and the implementation of the 2018 Act, including an updated assessment of whether the Welsh Government believes the ALN reforms will be cost-neutral.
- The latest position on funding for the training of educational psychologists in Wales and the grant funding arrangement with Cardiff University.

- Details of Estyn's core budget allocation for 2023-24 from the Finance and Local Government MEG and details of any additional funding from the Education and Welsh Language MEG for Estyn's role in education reforms.

Qualifications

- Details of funding allocated to Qualifications Wales in 2023-24 and details of any additional funding for its work on qualifications reform in the context of the new Curriculum for Wales.
- Whether any additional funding is anticipated for Qualifications Wales or WJEC for the awarding of qualifications in 2023 in the context of any special arrangements due to the impact of the pandemic.

Welsh-medium education

- Details of budget provision to support the Welsh Government's Welsh-medium education strategy and local authorities' Welsh in Education Strategic Plans (WESPs), as well as the education sector's role in meeting the Cymraeg 2050 target of one million Welsh speakers.
- Information on funding allocated for enhancing the Welsh in education workforce and supporting both learners and schools to move along the Welsh language continuum.

Early years education and childcare

- Information on budget provision to support the harmonisation of funding rates in early years education and childcare and whether the arrangement in 2021-22 (contributions from both the Education and Welsh Language MEG and the Health and Social Services MEG) continued in 2022-23 and will do so in 2023-24.
- Details of any other funding from the Education and Welsh Language MEG to support the non-maintained sector's delivery of early years education and the Curriculum for Wales (recognising that childcare is not in this Minister's portfolio).

Youth work

- Details of how the 2023-24 Education and Welsh Language MEG supports statutory and voluntary youth services and budget provision for meeting the Programme for Government commitments in respect of strengthening youth services.
- Details of how the 2023-24 Education and Welsh Language MEG supports the Youth Work Strategy for Wales and the work of the Implementation Board.

Offender learning

- Information on budget provision in 2023-24, how this compares to previous years and how it is spent.

Further education, sixth forms and adult community learning

- Details of the complete 2022-23 allocations to further education colleges, to include the amounts of all components of the allocation (i.e. full-time, part-time, part-time allowance, deprivation, sparsity and Welsh-medium allowances, maintenance allowance and the Adult Learning Wales adjustment).
- Details of any hypothecated funding to further education institutions or Sixth Forms beyond their usual core grants.
- Details of any funding provided in the 2023-24 budget for achieving pay parity and/or to meet any pay award to further education institutions and Sixth Forms, including an explanation as to the sufficiency of the funding to meet in full any agreed pay award / pay equivalency over the period of this budget.
- Details of the complete 2023-24 Sixth Form allocation broken down by each local authority.
- A copy of the most recent Further Education Financial Forecast Planning Assumptions guidance issued to FEIs.
- The allocation for Adult Community Learning broken down by the relevant bodies that directly receive the funding.
- The complete 2022-23 and 2023-24 programme values used in the calculation of FE and Sixth Form funding.

Higher education, and post-16 student financial support

- Details of the HEFCW allocation, including details of any hypothecated funding, or funding which is intended for specific activities including mental health and student well-being.
- Details of any 2023-24 allocation intended for the delivery of degree apprenticeships and if it is intended to be used to recruit new apprentices or to teach out existing apprentices.
- Details of any capital funding to be made available to HEFCW, including any restrictions to be placed on it by the Welsh Government.

- Details of any contingencies / reserves / non-allocated funds within any of the 2023-24 tertiary education related BELs, including the BELs within the post-16 Learner Support Action; details of how the funds are / can be deployed; and details of any deployment of them during 2022-23.
- **Grants:** A table showing the 2021-22 outturn, and forecast expenditure over the following four years (broken down by students studying in Wales and elsewhere in the UK) for:
 - Full-time undergraduate (FTUG) Tuition Fee Grant
 - FTUG Maintenance Grant
 - Part-time undergraduate (PTUG) Tuition Fee Grant
 - PTUG Maintenance Grant
 - Masters Finance grant element
 - Education Maintenance Allowance (EMA)
 - Welsh Government Learning Grant (Further Education) (WGLG(FE))
 - Targeted grants and allowances.
- **Loans provision:** A table showing the 2021-22 outturn, and forecast loan outlay over the following four years (broken down by students studying in Wales and elsewhere in the UK) for:
 - FTUG tuition fee and maintenance loan outlay and Resource Accounting and Budgeting (RAB) charge
 - PTUG tuition fee and maintenance loan outlay and RAB charge
 - Masters Finance loan element outlay and RAB charge
 - Doctoral loan outlay and RAB charge.

Other post-16 education provision

- Details of Personal Learning Account funding
- Details of the Welsh in Education budget including any allocation for the Coleg Cenedlaethol.
- Details of funding for the International Learning Exchange Programme.

- Details of budget provision from the Education and Welsh Language MEG which contributes to the Young Person's Guarantee.

Capital funding for school and college infrastructure

- Information on budget provision for the Sustainable Communities for Learning programme and progress of the programme to date, including expenditure and numbers of projects completed/approved to date, broken down by Band A and Band B.
- The implications of the increases to energy prices and the cost of living for the Sustainable Communities for Learning programme, including any impact on the progress and costs of projects.
- The financial implications from the Welsh Government's carbon net zero policies and how this affects the 2023-24 draft budget.

Capital funding for childcare

- Information on capital funding from the Education and Welsh Language MEG for the Childcare Offer and Flying Start programme, including the impact of revised eligibility and entitlement.

Capital funding for the Community Focused Schools initiative

- Information on budget provision for the Community Hubs and Community Learning Centres grant and an update on progress in increasing the community focused nature of education estates and adapting premises for community use.

Agenda Item 5.13

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CYPE(6)-23-22 – Paper to note 13

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Children, Young People and Education Committee

Minister for Health and Social Care
Eluned Morgan MS

Deputy Minister for Social Services
Julie Morgan MS

Deputy Minister for Mental Health and Wellbeing
Lynne Neagle MS

8 November 2022

Welsh Government Draft Budget 2023-24

Dear Eluned, Julie and Lynne,

As last year, we would like written information to support our scrutiny of the Welsh Government's Draft Budget 2023-24. The annex to this letter sets out in detail the information that we would like to receive.

As you may know, Senedd officials have coordinated requests from all Senedd committees to arrange with Welsh Government officials when the Welsh Ministers and Deputy Ministers will give evidence on the Draft Budget. We have requested that you and your officials appear before Committee at 9.30am to 11am on 18 January 2023.

I would be grateful to receive the written information no later than 16 December 2022. I note that the Welsh Government intends to publish the Draft Budget on 13 December 2022. Please contact my clerk if you are concerned about meeting our proposed deadline in light of the budget timetable.

Given the shared interest across committees in some of the areas listed in the annex to this letter, I have copied in the chairs of the Health and Social Care Committee and the Equality and Social Justice Committee.

Yours sincerely,

Jayne Bryant

Jayne Bryant MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



Annex A: Request to the Minister for Health and Social Services regarding CYPE Draft Budget scrutiny 2023-24

Our approach to scrutiny of the Draft Budget

Our financial scrutiny aims to ensure accountability, promote better decision making and improve value for money in terms of allocations intended to improved outcomes and enhance the rights of children and young people.

It will follow four key principles, as recommended by the Finance Committee:

- **Affordability:** to consider the big picture of total revenue and expenditure, and whether these are appropriately balanced.
- **Prioritisation:** whether the division of allocations between different sectors/programmes is justifiable and coherent.
- **Value for money:** are public bodies spending their allocations well – economy, efficiency and effectiveness
- **Budget processes:** whether they are effective and accessible and whether there is integration between corporate and service planning and performance and financial management.

1. Transparency of budget presentation

Our predecessor committee emphasised the importance of presenting the Draft Budget transparently to enable full and thorough scrutiny. To continue this approach, we request a transparent narrative explanation (and numeric depiction) of the following in respect of the Health and Social Services MEG:

- reductions/removal or increases/additions relating to specific areas of the draft budget compared to previous financial years (e.g. grants being reduced or ceasing to exist altogether/being increased or introduced);
- what proportion any changes to the overall amount previously allocated represent; and
- where exactly this change is being made in the draft budget, and whether money will be returned to/taken from central reserves or allocated to/from other budget lines.
- that Ministers ensure that resources relating to children and young people are presented clearly so that we can identify the assigned resources, assess the extent to which they are being prioritised, and understand how they will deliver value for money.

2. Children's rights and the allocation of 'the maximum available resources' for children and young people

As we recommended last year, and as our predecessor Committee continually advocated, we believe a Child Rights Impact Assessment (CRIA) should be undertaken for the Draft Budget as a whole and published as a standalone document, prior to being incorporated in the overall Strategic Integrated Impact Assessment.

We believe this is vital to demonstrate that the Welsh Government is meeting the requirements of the Rights of Children and Young Persons (Wales) Measure. Publishing a CRIA is in line with the arrangements the Welsh Government itself has put in place, which has established the CRIA as 'the agreed' mechanism to support Ministers to meet the duties under that Measure in both the [Children's Rights Scheme itself](#) and the associated [Children's Rights Scheme: manual for Welsh Government staff](#).

In line with assessing the whether 'due regard' has been given to article 4 of the UNCRC and the Welsh Government's duties under the Rights of the Child and Young Persons (Wales) Measure the Committee:

- Requests a copy of the overall Child's Rights Impact Assessment (CRIA) undertaken by the Welsh Government to inform the allocations in the draft Budget 2022-23 **across all its portfolios**,
- If a specific CRIA has not been undertaken, the reasons for this.
- A copy of any alternative integrated impact assessment as well as assurances that this assessment demonstrates that the duty of "due regard" to the United Nations Convention on the Rights of the Child has been exercised.

In respect of the **Health and Social Services MEG**, the Committee request:

- A copy of the completed Children's Rights Impact Assessment template: guidance for staff.
- template for this draft Health and Social Services MEG for 2023-24 which sets out how children's rights are put into effect in these budget allocations, with reference to specific articles in the United Nations Convention on the Rights of the Child as relevant.
- Details of what discussions have taken place with other relevant Ministers in respect of allocations which have a significant impact on children's health and social care, for example the Minister for Social Justice in terms of the budget of the Children's Commissioner for Wales and broader policy issues such as child poverty.

- Information about how the Wellbeing of Future Generations (Wales) Act 2015 has influenced allocations to budget lines within the MEG.
- Information about how equalities, sustainability and the Welsh language have been considered in budget allocations.
- Information about how have you taken gender budgeting into account in budget allocations
- Details and/or examples of any changes made to allocations within the Health and Social Services MEG following considerations of children's rights, equalities, sustainability, the Welsh language, or the Wellbeing of Future Generations.

3. Action and BEL allocations in the Health and Social Services Major Expenditure Group

The Committee requests a breakdown of the 2023-24 Health and Social Services MEG allocations as relevant to children and young people by Spending Programme Area (where applicable), Action and Budget Expenditure Line (BEL) to include:

- Commentary on each of the Actions within the Health and Social Services MEG, including an analysis and explanation of changes from:
 - the Draft Budget 2022-23 to the First Supplementary Budget June 2022; and
 - the First Supplementary Budget June 2022 to the Draft Budget 2023-24.
- A description of any changes to baselines used in the Draft Budget 2023-24 that has been made from the First Supplementary budget June 2022.
- Indicative 2024-25 Health and Social Services MEG allocations as relevant to children and young people and any additional indicative allocations which can be provided.

4. Policy and legislation allocations Draft Budget 2023-24

An update on allocations within the Health and Social Service MEG in the following areas of interest to the Committee including:

- Allocations to deliver all **Programme for Government** and **Co-operation Agreement** commitments relevant to children and young people and the CYPE Committee portfolio.
- Details of the assessment made of the value for money and affordability of delivering these priorities and objectives and how their cost-effectiveness will be monitored.

- Allocations across the **Ministerial Portfolio** as listed below and as relevant to children and young people and the CYPE Committee portfolio

Children's Health

- Public health as it relates to children and young people, including vaccination
- Obesity strategy
- Research and development in health and social care as it relates to children and young people specific
- Children and young people's mental health services, including neonatal mental health services
- Eating disorder services
- Suicide prevention as it relates to children and young people
- Substance misuse, including any assessment and associated costs in terms of reported rises in vaping among children and young people
- Autism services
- Patient experience, involvement and the citizen's voice

Children's Social Care

- Children's and young people's rights and entitlements, including the UN Convention on the Rights of the Child
- Safeguarding, including any implications arising from the publication of the final report by the Independent Inquiry into Child Sexual Abuse and the Welsh Government's 2019 National Action Plan on preventing and responding to child sexual abuse
- Adoption and fostering services
- Children and young people's advocacy
- Early years, childcare and play, including the Childcare offer and workforce
- Early childhood education and care
- Flying Start for children 0-3
- Families First and play policies

5. Detailed information on allocations in respect of children looked after and associated prevention and support measures

The Committee requests detail information on the allocations within the overall Draft Budget 2023-24 as relevant to our recently launched inquiry **Services for care experienced children: exploring radical reform**, including:

- **Before care:** *Safely reducing the number of children in the care system.* Including allocations for family support, edge of care services and parental advocacy.
- **In care:** *Quality services and support children in care.* Including discussions with the Minister for Finance and Local Government about the potential rising costs of children's social care and mitigating any impact on children
- **After care:** *On-going support when young people leave care* including the latest position on the basic income pilot and on funding for When I am Ready both in foster care and the potential expansion to residential care.

6. Costs of legislation

- Implementation of the Children (Abolition of Defence of Reasonable Punishment) (Wales) Bill in its first year in force and any adjustments to allocations made in light of the first year of implementation.
- Financial implications or anticipated in 2022-23 and 2023-34 of any subordinate legislation relevant to children and young people within the Minister's portfolio.
- Information on the financial impact of any relevant UK Parliament legislation.

7. Impact of the cost of living on Draft Budget 2023-24 allocations

Information on the anticipated impact of the cost of living on the Health and Social Services MEG in 2023-24 and the Minister's broader policy responsibilities for:

- The delivery of services to children and young people by the Health Boards in Wales and the impact of the rising costs of energy on this provision.
- Policy and oversight of the provision of all social service activities of Local Authorities in Wales and any associated discussions with the Minister for Finance and Local Government, specifically:
- The impact of the costs of living on children's safeguarding services both in terms of potential increased needs and any increased costs associated with service delivery

- Impact of the costs of living in terms of the delivery of children's social care, for example the increased costs of residential and foster care; the increased costs of living for households supporting Kinship Care arrangements or Special Guardianships.



CYPE(6)-23-22 – Paper to note 14

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Children, Young People and Education Committee

Minister for Social Justice

Jane Hutt MS

8 November 2022

Welsh Government Draft Budget 2023-24

Dear Jane,

To support our scrutiny of the Welsh Government's Draft Budget 2023-24, we would appreciate some information from you to compliment the information we have requested from the Minister for Education and Welsh Language and the Minister for Health and Social Care.

We would be very grateful if you could provide us with:

- Your overall views on the Draft Budget 2023-34 from an equality and social justice perspective insofar as it relates to children and young people.
- Your views about any sections of the population of children and young people who are likely to be particularly affected by spending decisions within the Draft Budget 2023-24 (e.g. vulnerable groups).
- Information about:
 - How you work with the Minister for Health and Social Care and her Deputies, and the Minister for Education and Welsh Language, to ensure that their budgets advance equality and social justice.
 - How you co-ordinate measures to mitigate Child Poverty across the Cabinet, and your assessment of any costs associated with the development and delivery of the refreshed Child Poverty Strategy, anticipated in 2023.
 - Any discussions you have had with the Minister for Education and Welsh Language in respect of allocations for:

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- the impact of child poverty of educational outcomes, including the Pupil Development Grant;
 - the planned spending intended to deliver the Welsh Government's objective to narrow attainment gaps across all ages;
 - digital inclusion, and any assessment of the extent to which the COVID-19 pandemic and associated use of technology and has led to an increased reliance on learners using their own digital devices and any costs allocated to mitigate this;
 - financial inclusion and its link with the new curriculum; and
 - widening access to higher education among young people from disadvantaged backgrounds and supporting students whilst at university to further social justice and social mobility.
- Allocations for the work of the office of the Children's Commissioner.

I would be grateful to receive the written information no later than 16 December 2022. I note that the Welsh Government intends to publish the Draft Budget on 13 December 2022. Please contact my clerk if you are concerned about meeting our proposed deadline in light of the budget timetable.

Given the shared interest across committees in some of the areas listed above, I have copied in the chair of the Equality and Social Justice Committee.

Yours sincerely,



Jayne Bryant MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

CYPE(6)-23-22 – Paper to note 15

Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon, a Chysylltiadau Rhyngwladol

Culture, Communications, Welsh Language, Sport and International Relations Committee

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Jeremy Miles MS
Minister for Education and Welsh Language
Welsh Government

08 November 2022

Welsh Government Draft Budget 2023-24

Dear Jeremy,

You will be aware that Senedd committees will be undertaking scrutiny of the Welsh Government's draft budget 2023-24 in the autumn.

Written evidence

To inform the Culture, Communications, Welsh Language, Sport and International Relations Committee's scrutiny, we would welcome written information from you on the areas detailed in the Annex to this letter. We would be grateful to receive this information by 14 December 2022.

Oral evidence

Members would also be grateful if you could attend an oral evidence session on 18 January 2023 between 11.10 to 12.10.

Approach

The Committee will seek to follow the Finance Committee's lead, basing our approach on the four principles of financial scrutiny: affordability, prioritisation, value for money and budget processes. We are also seeking evidence from the Minister for Economy, the Deputy Minister for Arts and Sport and the Chief Whip and the First Minister, given the relevance of their work to our remit.

In accordance with the new budget procedures, the Committee will consider whether to report our findings to the Senedd.

Yours sincerely

Delyth Jewell

Delyth Jewell AS
Chair of the Culture, Communication, Welsh Language, Sport and International Relations Committee



Annex

ANNEX – REQUEST FOR WRITTEN INFORMATION IN ADVANCE OF DRAFT BUDGET SCRUTINY

The Committee requests the following information:

Commentary on Actions and detail of Budget Expenditure Line (BEL) allocations

A breakdown of the 2023-24 draft budget allocations (as relevant to the Welsh Language) by MEG, Spending Programme Area, Action and Budget Expenditure Line (BEL).

Final out-turns for 2021-22 and forecast out-turns for 2022-2023.

Other information

Information on how the delivery of the Welsh Language portfolio and associated outcomes are monitored and evaluated to demonstrate value for money.

Information on allocations (and their location) in your portfolio to support the *Cymraeg 2050* Welsh language strategy, in particular, allocations to achieve the 'milestones' as set out in the *Work Programme 2021-2026*.

Specific areas

Updates on allocations in 2022-23 budget

Information on the allocation of £1.2 million to the Urdd to assist with rebuilding after the pandemic, and details on the specialist programme that provides Welsh-medium apprenticeships for young people within deprived communities.

Progress update on the additional £2.2m allocated to expand Welsh language immersion provision across Wales and any supporting data.

Information on the increased allocation of £4.3m within the Welsh in Education BEL during 2022-23, specifically, how and where this additional funding has been utilised.

Update on budget allocations from other parts of the Ministers portfolio, including the Teacher Development and Support BEL and the Curriculum and Assessment BEL to support the development of the Welsh language.

Welsh Language Commissioner

Allocations and commentary in respect of the budget allocation for the Welsh Language Commissioner in 2023-24.

Capital expenditure in relation to the Welsh language

Detailed progress on expanding capacity in Welsh-medium schools, the distribution of the Welsh Medium Capital Grant and progress to date across local authorities in Wales.

Agenda Item 5.16

CYPE(6)-23-22 - Paper to note 16

Y Pwyllgor Iechyd a Gofal Cymdeithasol

Health and Social Care Committee

Eluned Morgan MS
Minister for Health and Social Services
Julie Morgan MS
Deputy Minister for Social Services
Lynne Neagle MS
Deputy Minister for Mental Health and
Wellbeing

28 October 2022

Dear Ministers

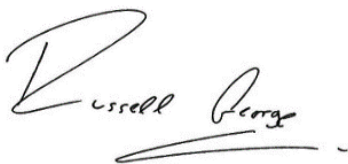
Welsh Government Draft Budget 2023-24

In line with our usual practice, I am writing in advance of the Welsh Government's Draft Budget 2023-24 to request written information to inform our scrutiny.

We note the Welsh Government's intention to publish the Draft Budget on Tuesday 13 December 2022, and will be inviting you to attend an oral evidence session early in the new year. The clerk will liaise with your offices about dates.

To assist in our scrutiny, I would be grateful to receive your response to the issues outlined in the annex to this letter, and any other written information you would like to provide, by 14 December 2022.

Yours sincerely



Russell George MS
Chair, Health and Social Care Committee

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

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Annex: request for information from the Welsh Government to inform scrutiny of the Draft Budget 2023-24

Commentary on actions and detail of Budget Expenditure Line (BEL) allocations

1. A breakdown of the 2023-24 Health and Social Services MEG allocations by Spending Programme Area, Action and Budget Expenditure Line (BEL).
2. Indicative Health and Social Services MEG allocations for 2024-25 and 2025-26.
3. Commentary on each of the Actions within the Health and Social Services MEG, including an analysis and explanation of changes. The baseline for this purpose should be consistent with the baseline set out in the budget narrative and expenditure tables.

Other information

In addition to the four usual themes of value for money, prioritisation, preventative spending and affordability, and an indication of how the Well-being of Future Generations Act 2015 and its five ways of working have influenced the budget allocations for health and social care, the Committee would like to receive information on the following (where not already covered in the commentary on each Action).

Putting people at the heart of health and social care

4. Please provide details of how the draft budget allocations for primary care services, including investment in the primary care estate and primary care networks, will contribute to the Welsh Government's policy aim of shifting care from hospitals to primary care or community settings. How will you assess whether the allocations are achieving the intended outcomes.
5. Please provide details of the allocations in the draft budget for prevention and early intervention, and how you will assess whether the allocations are achieving the intended outcomes. Will the allocations enable a 'whole system' joined up approach to improving people's health and wellbeing, in addition to targeting resources (and achieving measurable outcomes) in areas of key concern.
6. Please outline how your priorities for mental health and wellbeing are reflected in the draft budget across Welsh Government portfolios and MEGs, and how the impact of the allocations will be assessed to ensure they are achieving the intended outcomes. Please also provide details of:
 - Any reductions or increases relating to specific mental health allocations compared to previous years (e.g. grants being reduced or increased, or being introduced or removed).

- Allocations in the draft budget relating to mental health services; children and young people's mental health and wellbeing; dementia; autism and neurodiversity; and implementing 'Healthy Weight, Healthy Wales'.
7. How will the draft budget allocations mitigate the public health impact of the rising costs of living, including the impact on the physical and mental health and wellbeing of people in Wales, unpaid carers and the health and social care workforce.

Innovating for improvement

8. Please outline how the Draft Budget will support the development of a 'whole system approach', with greater integration of health and social care, as described in A Healthier Wales. In particular, please explain how the Draft Budget balances the need to meet existing service pressures with the need to transform services and develop new models of care.
9. How will service transformation and integration be supported in the longer term to achieve sustained progress on the transformation agenda, ensure a focus on rolling out and mainstreaming the learning from successful pilots, and avoid reliance on continued additional funding. How will the Regional Innovation Fund be deployed and what measurable outcomes is Welsh Government expecting?
10. Please provide an assessment of the revenue and capital costs of delivering the Welsh Government's vision for digital and data, as described in A Healthier Wales, and including increased support for digital and virtual care. This should also include details of spending on digital which has been funded through the Regional Innovation Fund, and details of the proportion of spending through the RIF that has been spent on digital and data.

Health and social care workforce

11. Please explain how the Draft Budget will contribute to the delivery of a sustainable health and social care workforce, and will reduce and control spend on agency staff.
12. What provision has been made in the draft budget to build and maintain the morale and physical and mental health and wellbeing of the health and social care workforce, including volunteers and unpaid carers, and how will you assess the impact of these measures.

13. Please outline how the Draft Budget will contribute to the reduction of health inequalities, This should detail how the Draft Budget will ensure that the most disadvantaged are prioritised, and that there is fair access to health and care services in rural areas. The Committee would also welcome information about how the Draft Budget will target inequalities which have been exacerbated by the pandemic, or those resulting from a disproportionate impact of the pandemic on the health or wellbeing of particular groups (such as older adults, people from black and ethnic minority communities, or people on low incomes or who are otherwise financially insecure).

Delivering a post-pandemic reset

14. Please explain how the pandemic has influenced allocations to budget lines within the Health and Social Services MEG, and provide examples of any changes made to allocations as a result of COVID-19. In answering this question, please address:
- The assumptions underpinning allocations made as a result of the pandemic, including how you will ensure there are sufficient contingency funds in place should the situation escalate from Covid Stable to Covid Urgent.
 - Allocations that have been made to support additional service capacity or additional staff resource as the response to the pandemic continues, including primary, community and hospital services, social care, public health, and the vaccine programme.
 - Allocations for mental health support services for the health and social care workforce.
 - Allocations that have been made to ensure the maintenance of an adequate and appropriate supply of PPE.
15. What allocations are included in the draft budget for tackling the waiting times backlog. In your answer, please explain what assessment has been made of the impact and outcomes of resources allocated during 2022-23, and how allocations in the 2023-24 draft budget will be targeted.

Social care

16. Please outline the planned allocation for social care, including:
- Any additional funding identified for 2023-24, and how such funding will be targeted.
 - How the allocations will ensure the ongoing viability and stability of social care services, including residential and domiciliary care.

- What support the draft budget will provide for unpaid carers, including evidence of specific spend on respite care and financial support for carers.
- Measures in the draft budget that will improve the sustainability of the social care workforce.
- How the draft budget will help the social care sector to respond to rising costs of living, including rising energy costs. In your answer, please provide evidence of specific spend to support domiciliary care workers, and unpaid carers and disabled people, and their families.

Local health boards' financial performance

17. Please provide an update on the overall financial performance of health boards. This should include:
 - The projected end of year financial position for health boards, including identification of those that have continued to fail to meet their financial duties
 - Those that have been in receipt of additional end of year and in-year financial support, the extent of that support and the planned duration.
 - Details of how the Welsh Government will support and work with health boards to bring NHS Wales back into financial balance.
 - Information about what provision is being made in response to rising energy costs.

Impact of the draft budget on particular groups and communities

18. How have you taken gender budgeting into account in this budget when preparing your expenditure plans.
19. Please outline what assessment has been made of the impact of the draft budget allocations on particular groups or communities, including women and girls, black and ethnic minority communities, children and young people, and older people.

Agenda Item 5.17

CYPE(6)-23-22 – Paper to note 17

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA/JMEWL/1368/22

Jayne Bryant MS
Chair, Children, Young People and Education Committee
Senedd Cymru
Cardiff Bay
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Jayne.Bryant@senedd.wales

9 November 2022

Dear Jayne,

I wish to inform the Committee that The European University Institute (EU Exit) Regulations 2022 were laid before the UK Parliament under the affirmative procedure on 17 October 2022. The Statutory Instrument (SI) can be found at: [The European University Institute \(EU Exit\) Regulations 2022 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

The Secretary of State makes these Regulations in exercise of the powers conferred by section 8(1) of, and paragraphs 21(a) and (b) and 38(1) to (3) of Schedule 7 to, the European Union (Withdrawal) Act 2018 and the Treasury makes the following Regulations in exercise of the power conferred by section 90(1)(b) of the Finance Act 2019.

The Regulations make provision in connection with the UK's former membership of the Convention setting up a European University Institute (the EUI Convention). The Regulations remove from domestic law any rights, powers, liabilities, obligations, restrictions, remedies and procedures (rights etc.) which might derive from the UK's membership of the EUI Convention and which would otherwise, despite the UK's exit from the EU and that Convention, remain on the statute book as 'retained EU law' by virtue of section 4 of the European Union (Withdrawal) Act 2018.

The Welsh Government twice previously consented to the EUI Regulations to be laid in the UK Parliament and apply in relation to Wales, following consent being sought in 2019 and 2020. However, the SI, though published, was put on hold pending ongoing negotiations between the UK Government and the European University Institute. Those negotiations have ended as the UK Government has confirmed a partnership agreement between the UK and European University Institute is not possible at this time.

There have been minor tweaks to the original SI where consents were initially provided, however, these are technical and serve to strengthen the SI, therefore, they do not revoke the original consent provided.

Although the Welsh Government's general principle is that the law relating to devolved matters should be made in Wales, consent originally provided for this UK SI to apply to

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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.

Wales, on the basis that there is no divergence between the Welsh Government and the UK Government on the policy for the correction. Therefore, making separate SIs in Wales and England would lead to duplication, and unnecessary complication of the statute book. Consenting to a UK-wide SI ensures that there is a single legislative framework across the UK which promotes clarity and accessibility during this period of change. In these exceptional circumstances, the Welsh Government considers it appropriate that the UK Government legislates on our behalf in this instance.

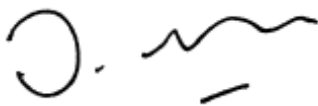
A Written Statement has been laid before the Senedd in accordance with Standing Order 30C and the Inter-Institutional Relations Agreement and can be found at:
<https://senedd.wales/media/q02p2sda/ws-ld15443-e.pdf>

I also acknowledge that the Written Statement has been laid outside the normal timescales and offer my sincerest apologies. This is due to an administrative error and because written confirmation from UK Government informing me that the SI had been laid was issued after the event.

The Regulations were laid in draft before the UK Parliament on 17 October 2022 under the affirmative procedure. No dates for debates in the Houses of Parliament have been scheduled as yet but we understand that these are expected to take place before Christmas recess.

I have written in similar terms to the Chair of the Legislation, Justice and Constitution Committee.

Yours sincerely,

A handwritten signature in black ink, consisting of a circular mark followed by a series of wavy lines and a short horizontal stroke.

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Agenda Item 5.18

CYPE(6)-23-22 - Paper to note 18

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA/JMEWL/3042/22

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Huw Irranca-Davies MS
Chair
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10 November 2022

Dear Jayne and Huw,

Thank you both for your letters of 3 and 4 October 2022 respectively regarding both the Legislative Consent Memorandum I laid on the Schools Bill (the Bill) on 7 July and my letter to the Llywydd of 19 July. As you will be aware, whilst House of Lords Report Stage concluded on 18 July, the Bill is yet to proceed to Lords Third Reading. My officials are seeking clarification as to whether the Bill will be progressing given the appointment of the new Prime Minister. I will write to you as soon as there is some more information. In the meantime, I will respond to your queries seeking clarity on the following issues:

Legislative Competence Analysis

I can assure you that we have assessed the Bill as amended at Lords Report stage and published on 18 July and conclude that there are no changes which require a further LCM to be laid.

Clause 52 (2) - *The transitional, saving and consequential Provisions*

I am confident that the provision is narrowly framed (in consequence of the Bill) and will not, in my view, enable UK Government Ministers to make any substantive changes to devolved legislation.

UK Education Ministers Council meeting

Jayne, you specifically asked about when this meeting will take place. It is anticipated that the next UK Education Ministers council meeting will take place on 9 December 2022 and will be hosted by the Welsh Government. At this stage, I do not foresee the need to raise the Bill, but I await clarification on whether the Bill will be progressing through Parliament.

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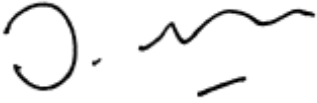
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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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.

Yours sincerely,

A handwritten signature in black ink, consisting of a large, stylized 'J' followed by a series of wavy lines and a short horizontal stroke at the end.

Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg

Minister for Education and Welsh Language

Agenda Item 8

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

Document is Restricted