

Agenda – Children, Young People and Education Committee

Meeting Venue:

Hybrid – Committee room 4 Tŷ Hywel
and video conference via Zoom

Meeting date: 3 May 2023

Meeting time: 09.30

For further information contact:

Naomi Stocks

Committee Clerk

0300 200 6565

SeneddChildren@senedd.wales

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 Papers to note

(09.30 – 09.35)

2.1 Mental Health support in Higher Education

(Pages 1 – 2)

Attached Documents:

Letter from the Minister for Education and Welsh Language following meeting on 23 November – CYPE(6)-13-23 – Paper to note 1

2.2 Implementation of education reforms

(Pages 3 – 5)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Higher Education sector – CYPE(6)-13-23 – Paper to note 2

2.3 Implementation of education reforms

(Pages 6 – 7)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Chair of Universities Wales – CYPE(6)-13-23 – Paper to note 3



2.4 Implementation of education reforms

(Pages 8 – 9)

Attached Documents:

Letter from the Chair of the Children, Young People and Education
Committee to the Chair of the National Training Federation Wales – CYPE(6)–
13–23 – Paper to note 4

2.5 Implementation of education reforms

(Pages 10 – 11)

Attached Documents:

Letter from the Chair of the Children, Young People and Education
Committee to the Chair of Colegau Cymru – CYPE(6)–13–23 – Paper to note 5

2.6 Implementation of education reforms

(Pages 12 – 13)

Attached Documents:

Letter from the Chair of the Children, Young People and Education
Committee to the Chief Executive Officer, Qualifications Wales – CYPE(6)–13–
23 – Paper to note 6

2.7 Implementation of Education reforms

(Pages 14 – 19)

Attached Documents:

Letter from the Chief Executive Officer, Qualifications Wales – CYPE(6)–13–23
– Paper to note 7

2.8 Implementation of education reforms

(Pages 20 – 25)

Attached Documents:

Letter from UCAS – CYPE(6)–13–23 – Paper to note 8

2.9 Welsh Government Draft Budget 2022–23

(Pages 26 – 28)

Attached Documents:

Letter from the Minister for Education and Welsh Language – CYPE(6)–13–23
– Paper to note 9

2.10 Welsh Government Draft Budget 2024–25

(Pages 29 – 33)

Attached Documents:

Letter from the Chair of the Finance Committee – CYPE(6)–13–23 – Paper to note 10

2.11 Services for care experienced children: exploring radical reform

(Page 34)

Attached Documents:

Additional information from Barnardos Cymru following the meeting on 2 March – CYPE(6)–13–23 – Paper to note 11

2.12 Services for care experienced children: exploring radical reform

(Pages 35 – 37)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Deputy Minister for Social Services – CYPE(6)–13–23 – Paper to note 12

2.13 Services for care experienced children: exploring radical reform

(Pages 38 – 40)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Chair of the Petitions Committee – CYPE(6)–13–23 – Paper to note 13

2.14 Services for care experienced children: exploring radical reform

(Page 41)

Attached Documents:

Letter from the Deputy Minister for Social Services – CYPE(6)–13–23 – Paper to note 14

2.15 Mental health inequalities

(Pages 42 – 44)

Attached Documents:

Letter from the Deputy Minister for Mental Health and Wellbeing – CYPE(6)–13–23 – Paper to note 15

2.16 Peer on peer sexual harassment among learners

(Pages 45 – 46)

Attached Documents:

Letter from the Minister for Education and Welsh language – CYPE(6)–13–23
– Paper to note 16

2.17 Forward work Programme

(Pages 47 – 48)

Attached Documents:

Letter from the Chair of the Equality and Social Justice Committee to the
NSPCC Cymru – CYPE(6)–13–23 – Paper to note 17

2.18 Information from Stakeholders

(Pages 49 – 50)

Attached Documents:

Letter from the National Deaf Children’s Society – CYPE(6)–13–23 – Paper to
note 18

2.19 Forward work programme

(Page 51)

Attached Documents:

Letter from Kyle Jamie Eldridge – CYPE(6)–13–23 – Paper to note 19

2.20 Matters related to legislation – Legislation, Justice and Constitution Committee

(Pages 52 – 53)

Attached Documents:

Correspondence between the Legislation, Justice and Constitution Committee
and Families First in Education Wales – CYPE(6)–13–23 – Paper to note 20

2.21 Information from Stakeholders

(Pages 54 – 58)

Attached Documents:

Letter from Equality and Human Rights Commission – CYPE(6)–13–23 – Paper
to note 21

2.22 Implementation of education reforms

(Page 59)

Attached Documents:

Letter from Colegau Cymru – CYPE(6)–13–23 – Paper to note 22

2.23 Services for care experienced children: exploring radical reform

(Pages 60 – 83)

Attached Documents:

Additional information from the British Association of Social Workers following the meeting on 2 March – CYPE(6)–13–23 – Paper to note 23

3 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the remainder of this meeting and for the first item of the meeting on 10 May

(09.35)

4 Services for care experienced children: exploring radical reform – consideration of the draft report

(09.35 – 11.00)

(Pages 84 – 209)

Attached Documents:

Draft Report – CYPE(6)–13–23 – Private paper

Legal Advice Note – Corporate parenting – CYPE(6)–13–23 – Private paper

Legal Advice Note – The Nurse Staffing Levels (Wales) Act 2016 – CYPE(6)–13–23 – Private paper

Break

(11.00 – 11.10)

5 Welsh Government Draft Budget 2023–24 – consideration of the Welsh Government response

(11.10 – 11.40)

(Pages 210 – 240)

Attached Documents:

Welsh Government Response – CYPE(6)–13–23 – Private paper

6 Education access for disabled children and young people – consideration of engagement strategy

(11.40 – 11.50)

(Pages 241 – 254)

Attached Documents:

Engagement with Welsh Youth Parliament (“WYP”) – CYPE(6)-13-23 – Private paper

Online Citizen Advisory Group – CYPE(6)-13-23 – Private paper

7 Pre-appointment hearing for Chief Executive of the Commission for Tertiary Education and Research – consideration of the approach

(11.50 – 12.05)

(Pages 255 – 258)

Attached Documents:

Consideration of the approach – CYPE(6)-13-23 – Private paper

Agenda Item 2.1

CYPE(6)-13-23 - Paper to note 1

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



Llywodraeth Cymru
Welsh Government

21 March 2023

Dear members of the committee

During the Children, Young People and Education (CYPE) Committee session on 23rd November I, as the Minister for Education and Welsh Language, agreed to provide Wales-wide data on the prevalence of disclosure of mental health conditions among students.

I recognise that this response is coming to you outside of the deadline and I apologise for the delay in providing this information.

The most recent data we have available indicates an increase in the prevalence of poor mental health amongst students. The table below shows the number of enrolments at Welsh universities, over the last five years, of students with mental health conditions:

	2016/17	2017/18	2018/19	2019/20	2020/21
Frequency	3,180	3,715	4,670	5,425	6,245
Proportion of enrolments in Wales	2%	3%	4%	4%	4%

The committee is invited to note the following supporting commentary for the data provided:

Figures are rounded to the nearest five. All numbers based on enrolments of students who are:

- Counted within the standard HE registration population;
- Students in Welsh HE providers (Welsh HEIs; HE enrolments at Welsh FEIs; and Welsh national centre for the OU).

Percentages are calculated on the basis of all enrolments in country of provider where the student's disability status is recorded.

Members of the committee are also to note that the data includes students with two or more conditions. As it is not known whether one of those conditions is a mental health condition, they have not been included as students with a mental health condition. As such the number of student enrolments of students with a mental health condition represents the lowest possible number – both the true number and the proportion could be higher.

I welcome any questions you may have on the data provided and again offer my sincerest apologies for the delay in responding.

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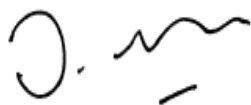
Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@gov.wales

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 initial 'J' followed by a series of connected, wavy lines that form the rest of the name.

Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg

Minister for Education and Welsh Language

CYPE(6)-13-23 - Paper to note 2

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Children, Young People and Education Committee

Vivienne Stern,
Chief Executive, Universities UK

Vanessa Wilson,
Chief Executive, Universities Alliance

Rachel Hewitt,
Chief Executive, Million Plus

Dr Tim Bradshaw,
Chief Executive, The Russell Group

Clare Marchant,
Chief Executive, UCAS

Gordon McKenzie,
Chief Executive, Guild HE

Alastair Sim,
Chief Executive, Universities Scotland

Cc. Philip Blaker
Chief Executive, Qualifications Wales

22 March 2023

Your views on the implementation of the Curriculum and Assessment (Wales) Act 2021

Dear colleagues,

The Senedd's Children, Young People and Education Committee is currently undertaking a long-term inquiry into the implementation of key education reforms passed during the last Senedd (2016-2021), including the Curriculum and Assessment (Wales) Act 2021.

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As you will be aware, Wales' education system is undergoing substantial reform. The Curriculum and Assessment (Wales) Act 2021 established the Curriculum for Wales ("the Curriculum"). The Curriculum was introduced in primary schools in September 2022 and will become statutory in Year 7 and Year 8 in September 2023. The Curriculum will continue to be rolled out to additional year groups as these cohorts move through secondary school until it reaches Year 11 in 2026/27.

The Curriculum is driven by 'four purposes' and aims to focus on teaching and learning 'what matters' within six Areas of Learning and Experience. The Welsh Government states that the aim of the Curriculum is to "prepare young people to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world."¹

The Curriculum will be taught to learners between 3 and 16. It requires substantial reform of qualifications, which is being taken forward by the independent qualifications regulator, Qualifications Wales. Whilst A and AS levels are not being reformed, and whilst some of the detailed substance of future qualifications at age 16 is not yet fully known, we want to gauge the views of the higher education sector on whether and how the curriculum reforms will benefit Welsh young people and Wales more widely.

As part of our work into these important and far-reaching education reforms, I would very much welcome your views² on any aspect of the implementation of the Curriculum and Assessment (Wales) Act 2021, and specifically what you consider the impact of the Curriculum will be on:

- Welsh children and young people's admissions to higher education; and
- the general skills that Welsh children and young people will need to succeed on higher education courses.

Our scrutiny of the implementation of curriculum reform is ongoing during this Senedd (until spring 2026) and we welcome submissions at any time during that period. However, it would be very helpful if we could receive any response you wish to make on the above points in particular by 24 April 2023 so it can inform our next set of scrutiny activities for this inquiry, which include scrutiny of the Minister for Education and Welsh Language on 10 May.

¹ Welsh Government, 'Education is Changing'

² Qualifications Wales has been undertaking a series of consultations and engagement with stakeholders on the future of qualifications and we are not seeking to duplicate or supplant that work in any way. We would be very keen to hear your views so that they can inform our own work in this area.

If you have any concerns over this timescale, or would like any more information about this inquiry or the Committee more generally, please don't hesitate to contact our clerks (SeneddChildren@Senedd.Wales). Otherwise, I look forward to hearing from you.

Yours sincerely,



Jayne Bryant MS

Chair of the Children, Young People and Education Committee

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

Agenda Item 2.3

CYPE(6)-13-23 - Paper to note 3

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

**Children, Young People
and Education Committee**

Elizabeth Treasure,
Chair, Universities Wales

Cc. Philip Blaker,
Chief Executive, Qualifications Wales

22 March 2023

Your views on the implementation of the Curriculum and Assessment (Wales) Act 2021

Dear Elizabeth,

The Senedd's Children, Young People and Education Committee is currently undertaking a long-term inquiry into the implementation of key education reforms passed during the last Senedd (2016-2021), including the Curriculum and Assessment (Wales) Act 2021.

As you will be aware, Wales' education system is undergoing substantial reform. The Curriculum and Assessment (Wales) Act 2021 established the Curriculum for Wales ("the Curriculum"). The Curriculum was introduced in primary schools in September 2022 and will become statutory in Year 7 and Year 8 in September 2023. The Curriculum will continue to be rolled out to additional year groups as these cohorts move through secondary school until it reaches Year 11 in 2026/27.

The Curriculum is driven by 'four purposes' and aims to focus on teaching and learning 'what matters' within six Areas of Learning and Experience. The Welsh Government states that the aim of the Curriculum is to "prepare young people to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world."¹

The Curriculum will be taught to learners aged between 3 and 16. It requires substantial reform of qualifications, which is being taken forward by the independent qualifications regulator, Qualifications Wales. Whilst A and AS levels are not being reformed, and whilst some of the detailed substance of

¹ Welsh Government, 'Education is Changing'

future qualifications at age 16 is not yet fully known, we want to gauge the views of the higher education sector on whether and how the curriculum reforms will benefit Welsh young people and Wales more widely.

As part of our work into these important and far-reaching education reforms, I would very much welcome your views² as a major stakeholder here in Wales on any aspect of the implementation of the Curriculum and Assessment (Wales) Act 2021, and specifically what you consider the impact of the Curriculum will be on:

- Welsh children and young people's admissions to higher education; and
- the general skills that Welsh children and young people will need to succeed on higher education courses.

We have also written to representatives of the HE sector across the UK to seek their views on these matters.

Our scrutiny of the implementation of curriculum reform is ongoing during this Senedd (until spring 2026) and we welcome submissions at any time during that period. However, it would be very helpful if we could receive any response you wish to make on the above points in particular by 24 April 2023 so it can inform our next set of scrutiny activities for this inquiry, which include scrutiny of the Minister for Education and Welsh Language on 10 May.

If you have any concerns over this timescale, or would like any more information about this inquiry or the Committee more generally, please don't hesitate to contact our clerks (SeneddChildren@Senedd.Wales). Otherwise, I look forward to hearing from you.

Yours sincerely,



Jayne Bryant MS
Chair of the Children, Young People and Education Committee

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

² Qualifications Wales has been undertaking a series of consultations and engagement with stakeholders on the future of qualifications and we are not seeking to duplicate or supplant that work in any way. We would be very keen to hear your views so that they can inform our own work in this area.

Agenda Item 2.4

CYPE(6)-13-23 - Paper to note 4

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

**Children, Young People
and Education Committee**

John Nash
Chair, National Training Federation Wales

Cc. Philip Blaker
Chief Executive, Qualifications Wales
22 March 2023

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Your views on the implementation of the Curriculum and Assessment (Wales) Act 2021

Dear John,

The Senedd's Children, Young People and Education Committee is currently undertaking a long-term inquiry into the implementation of key education reforms passed during the last Senedd (2016-2021), including the Curriculum and Assessment (Wales) Act 2021.

As you will be aware, Wales' education system is undergoing substantial reform. The Curriculum and Assessment (Wales) Act 2021 established the Curriculum for Wales ("the Curriculum"). The Curriculum was introduced in primary schools in September 2022 and will become statutory in Year 7 and Year 8 in September 2023. The Curriculum will continue to be rolled out to additional year groups as these cohorts move through secondary school until it reaches Year 11 in 2026/27.

The Curriculum is driven by 'four purposes' and aims to focus on teaching and learning 'what matters' within six Areas of Learning and Experience. The Welsh Government states that the aim of the Curriculum is to "prepare young people to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world."¹

The Curriculum will be taught to learners aged between 3 and 16. It requires substantial reform of qualifications, which is being taken forward by the independent qualifications regulator, Qualifications Wales. Whilst A and AS levels are not being reformed, and whilst some of the detailed substance of future qualifications at age 16 is not yet fully known, we want to gauge the views of the higher education sector on whether and how the curriculum reforms will benefit Welsh young people and

¹ Welsh Government, 'Education is Changing'

Wales more widely. As part of our work into these important and far-reaching education reforms, I would very much welcome your views² as a major stakeholder here in Wales on any aspect of the implementation of the Curriculum and Assessment (Wales) Act 2021, and specifically what you consider the impact of the Curriculum will be on:

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We have also written to representatives of the HE sector across the UK to seek their views on these matters.

Our scrutiny of the implementation of curriculum reform is ongoing during this Senedd (until spring 2026) and we welcome submissions at any time during that period. However, it would be very helpful if we could receive any response you wish to make on the above points in particular by 24 April 2023 so it can inform our next set of scrutiny activities for this inquiry, which include scrutiny of the Minister for Education and Welsh Language on 10 May.

If you have any concerns over this timescale, or would like any more information about this inquiry or the Committee more generally, please don't hesitate to contact our clerks (SeneddChildren@Senedd.Wales). Otherwise, I look forward to hearing from you.

Yours sincerely,



Jayne Bryant MS
Chair of the Children, Young People and Education Committee

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

² Qualifications Wales has been undertaking a series of consultations and engagement with stakeholders on the future of qualifications and we are not seeking to duplicate or supplant that work in any way. We would be very keen to hear your views so that they can inform our own work in this area.

Agenda Item 2.5

CYPE(6)-13-23 - Paper to note 5

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

**Children, Young People
and Education Committee**

Guy Lacey,
Chair, Colegau Cymru

Cc. Philip Blaker
Chief Executive, Qualifications Wales

22 March 2023

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Your views on the implementation of the Curriculum and Assessment (Wales) Act 2021

Dear Guy,

As you know, the Senedd's Children, Young People and Education Committee is currently undertaking a long-term inquiry into the implementation of key education reforms passed during the last Senedd (2016-2021), including the Curriculum and Assessment (Wales) Act 2021.

As you will also know, Wales' education system is undergoing substantial reform. The Curriculum and Assessment (Wales) Act 2021 established the Curriculum for Wales ("the Curriculum"). The Curriculum was introduced in primary schools in September 2022 and will become statutory in Year 7 and Year 8 in September 2023. The Curriculum will continue to be rolled out to additional year groups as these cohorts move through secondary school until it reaches Year 11 in 2026/27.

The Curriculum is driven by four purposes and aims to focus on teaching and learning what matters within six Areas of Learning and Experience. The Welsh Government states that the aim of the Curriculum is to "prepare young people to develop higher standards of literacy and numeracy, to become more digitally and bilingually competent, and to be confident, capable and compassionate citizens – citizens of Wales and citizens of the world."¹

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¹ Welsh Government, 'Education is Changing'

future qualifications at age 16 is not yet fully known, we want to gauge the views of the higher education sector on whether and how the curriculum reforms will benefit Welsh young people and Wales more widely.

We are grateful for the response you submitted in August last year to our ongoing call for evidence. To support our next 'check-in' as part of this important area of work, I would very much welcome any updated views² you wish to provide on any aspect of the implementation of the Curriculum and Assessment (Wales) Act 2021, and specifically what you consider the impact of the Curriculum will be on:

- Welsh children and young people's admissions to higher education; and
- the general skills that Welsh children and young people will need to succeed on higher education courses.

We have also written to representatives of the HE sector across the UK to seek their views on these matters.

Our scrutiny of the implementation of curriculum reform is ongoing during this Senedd (until spring 2026) and we welcome submissions at any time during that period. However, it would be very helpful if we could receive any response you wish to make on the above points in particular by 24 April 2023 so it can inform our next set of scrutiny activities for this inquiry, which include scrutiny of the Minister for Education and Welsh Language on 10 May.

If you have any concerns over this timescale, or would like any more information about this inquiry or the Committee more generally, please don't hesitate to contact our clerks (SeneddChildren@Senedd.Wales). Otherwise, I look forward to hearing from you.

Yours sincerely,



Jayne Bryant MS
Chair of the Children, Young People and Education Committee

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

² Qualifications Wales has been undertaking a series of consultations and engagement with stakeholders on the future of qualifications and we are not seeking to duplicate or supplant that work in any way. We would be very keen to hear your views so that they can inform our own work in this area.

Agenda Item 2.6

CYPE(6)-13-23 - Paper to note 6

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

**Children, Young People
and Education Committee**

Philip Blaker

Chief Executive, Qualifications Wales

23 March 2023

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Your views on the implementation of the Curriculum and Assessment (Wales) Act 2021

Dear Philip,

As you may know, the Senedd's Children, Young People and Education Committee is currently undertaking a long-term inquiry into the implementation of key education reforms passed during the last Senedd (2016-2021), including the Curriculum and Assessment (Wales) Act 2021.

We have copied you into letters we have written to representatives of the HE sector across the UK and major umbrella representatives of the post-16 education and training sector here in Wales to seek their views on any aspect of the implementation of the Curriculum and Assessment (Wales) Act 2021, and specifically what they consider the impact of the Curriculum will be on:

- Welsh children and young people's admissions to higher education; and
- the general skills that Welsh children and young people will need to succeed on higher education courses.

We are not seeking to duplicate or supplant the work you are doing to consult and engage with post-16 stakeholders on the future of qualifications. We are keen to hear views on the implementation of the Curriculum and Assessment (Wales) Act 2021 to inform our own work.

We are also keen to hear an updated perspective from you, as the independent regulator, on whether and how the curriculum reforms will benefit Welsh young people and Wales more widely. We would also be very interested to hear about the engagement work you are undertaking with the post-16 sector, particularly the higher education sector outside of Wales.

Our scrutiny of the implementation of curriculum reform is ongoing during this Senedd (until spring 2026) and we welcome submissions at any time during that period. However, it would be very helpful if we could receive any response you wish to make on the above points in particular by 24 April 2023

so it can inform our next set of scrutiny activities for this inquiry, which include scrutiny of the Minister for Education and Welsh Language on 10 May.

If you have any concerns over this timescale, or would like any more information about this inquiry or the Committee more generally, please don't hesitate to contact our clerks (SeneddChildren@Senedd.Wales). Otherwise, I look forward to hearing from you.

Yours sincerely,



Jayne Bryant MS
Chair of the Children, Young People and Education Committee

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

Agenda Item 2.7

CYPE(6)-13-23 - Paper to note 7



24 April 2023

Jayne Bryant MS
Chair
Children Young People and Education Committee
Senedd Cymru

SeneddChildren@senedd.wales

Dear Jayne

Views on the implementation of the Curriculum and Assessment (Wales) Act 2021

As the independent regulator for non-degree level qualifications in Wales offered by recognised awarding bodies, we want everyone in Wales to be confident that the qualifications achieved by our learners are fair, trusted and valued throughout the UK and internationally.

Given our role, we welcome the opportunity to contribute to the work of the Children, Young People and Education Committee on the implementation of the Curriculum and Assessment (Wales) Act 2021 and its impact on progression to higher education.

Curriculum for Wales and qualification reform

The introduction of Curriculum for Wales has been the catalyst to our current programme of work to reform qualifications for 14-16 years olds so that they relate to and support the new curriculum. Our primary focus has been on qualifications for the 14-16 sector as the new curriculum is for ages 3 to 16 and does not cover the 16-18 phase.

Public consultations to inform the qualification reform process

As part of our qualifications reform programme, we have completed three large scale public consultations to help inform the future of qualifications for 14-16 learners in Wales. Added to

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Pack Page 14

www.qualificationswales.org

Cymwysterau Cymru

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this we have a live consultation on the 'full offer' of qualifications for 14-16 learners that will sit alongside new GCSEs. This consultation concludes in June 2023.

In 2019 we published our first consultation on qualifications to support the new curriculum. This set out the principles that have underpinned the reforms. These principles are that all 14-16 qualifications will:

- relate to and support Curriculum for Wales
- be available in both Welsh and English
- form an inclusive and coherent qualifications offer

This consultation also confirmed that as part of the reforms we would retain the GCSE brand. There was strong support for keeping the GCSE brand, with consultation responses emphasising that it is an established and understood brand which carries currency in Wales as well as portability outside of Wales.

Our second consultation in 2021 confirmed the future range of GCSE qualification to support the new curriculum. This consultation led to three broad types of decisions:

1. Retain GCSE qualifications in discrete disciplines for some subject areas but to review the content and assessment of these subjects in relation to Curriculum for Wales.
2. To integrate some subject areas into larger combined qualifications to better reflect Curriculum for Wales. This has occurred in Mathematics and Numeracy, The Sciences, English language and Literature, and Welsh Language and Literature. In these areas separate discipline-specific GCSEs will no longer exist.
3. To create brand new GCSE qualifications in subject areas which do not currently exist as GCSEs but which are explicitly mentioned in Curriculum for Wales. These include Social Studies, Dance and British Sign Language.

Following on from this we have recently completed a major consultation on the high-level content and assessment arrangements for the new suite of GCSE qualifications.

The proposals in the consultation were informed by an intensive period of co-construction that directly involved teachers and other key stakeholders including representatives from the further and higher education sectors.

The findings from the consultation and the resultant decisions will be published during the summer term.

Changes to GCSE content and assessment

The new curriculum has necessitated changes to both the proposed content and assessment of GCSE qualifications, which we discuss below.

GCSE content and A Level progression

We recognise the need for new 14-16 qualifications to provide a strong foundation for progression on to A Levels and other level 3 qualifications. Supporting progression has

therefore been an important consideration when developing the high-level content requirements for these new qualifications.

With respect to A Levels, we do not envisage wholesale reform will be needed. However, we will be conducting a light-touch review of A Levels to ensure that there is integrity in progression from GCSE to post-16 study and beyond.

We are currently in the process of scoping this review, although we do not anticipate any significant changes to A Levels. Instead, the review will be an opportunity to check for any fine tuning that may be required. We are acutely aware that A Levels are one of the principal routes to Higher Education and therefore we want to ensure that there is comparability with other parts of the UK and that Welsh learners are not disadvantaged in any way in comparison to learners in other parts of the UK.

Content links to cross curricular aspects of Curriculum for Wales

In addition to updating and refreshing discipline-specific content, the new suite of 14-16 qualifications (including GCSEs) will build in where appropriate natural and authentic opportunities to link to the cross-cutting themes in Curriculum for Wales. These include the themes of diversity, human rights, sustainability and local, national and international contexts, as well as cross-curricular and integral skills.

Assessment

Changes to GCSE assessment in many subjects will include a reduced emphasis on written examinations and the inclusion of a broader mix of assessment methods including project work and practical assessment.

More GCSE subjects will be unitised, giving learners more opportunities to sit some of their exams before the end of the course. We are also working with WJEC to look at opportunities for non-exam assessments to be taken earlier to help reduce the burden of assessment in the final two terms of Year 11.

Additionally, there will be an increase in the use of digital technology within the exams. This has the potential to increase the validity of the assessments as well as making them more engaging for learners and more resilient to unexpected events such as pandemics.

Integration in core subjects

In keeping with the structure and organisation of the new Curriculum for Wales, we are creating new integrated GCSEs for mathematics and numeracy, the sciences, Welsh language and literature, and English language and literature.

These new GCSEs will replace the existing, separate GCSE Mathematics and GCSE Mathematics-Numeracy qualifications. Separate GCSEs in Biology, Chemistry and Physics will no longer be available; learners will instead have the option of taking either an integrated double award or single award GCSE in The Sciences. Separate Language and Literature GCSEs in Welsh and English will also be replaced by new integrated GCSEs.

Impacts of integration on progression

To understand the impacts of qualifications and curriculum reform on progression to higher education we have engaged extensively with the universities sector across Wales and the UK. This has included discussions with individual institutions as well as representative bodies such as the Russell Group and UCAS. Our engagement has included discussions with university admissions teams as well as specific faculties within universities including those with highly competitive entry requirements such as medical schools.

It is important to note in relation to university admissions that in Wales AS qualifications are still linked to A Levels. AS Levels are typically taken by learners in Year 12 before they apply for university. This means that, unlike learners in England, Welsh learners are not reliant solely on GCSE grades to provide evidence of prior attainment for university admission. This position is welcomed by universities as it provides them with additional information to support applications.

We have had a consistently positive response to our engagement with the university sector. The emphasis on breadth of learning and experiences, and on development of skills such as problem-solving and critical thinking have been broadly welcomed.

In response to our GCSE consultations, we heard concerns from some about whether the new integrated qualifications in the Sciences, English, Welsh and Mathematics could potentially disadvantage learners from Wales when applying for university. We heard this most often in relation to the decision to replace separate GCSEs in Biology, Chemistry and Physics. We therefore included a specific focus on this in our discussions with higher education. Universities have reassured us that these changes will not disadvantage learners from Wales. Furthermore, this decision has been welcomed by learned societies such as the Institute for Physics, Royal Society of Chemistry and Royal Society of Biology all of whom are in favour of a more common route through science at GCSE. They also recognise the opportunities this structure offers for making strong links and connections between the different scientific disciplines.

Universities, particularly those based outside Wales are keen to understand more about changes to the curriculum and qualifications in Wales. They have a particular interest in understanding how the standards in future qualifications in Wales compare to those taken in other jurisdictions, particularly England.

We will continue to liaise with universities as the qualification reform programme develops. For example, we have a dedicated strategic engagement manager responsible for proactively engaging with the Higher Education Sector. We will also ensure that there is a clear communications strategy to help explain the changes happening to qualifications in Wales.

Key dependencies

The success of curriculum and qualification reforms, and by extension learners' ability to progress onto the next stage in their educational journey, is contingent on a variety of factors that are the responsibility of Welsh Government. These include:

- the professional development programme to support the teaching profession in implementing the new curriculum.
- clarity around the role that qualification outcomes will play in the Welsh Government's new data and information ecosystem to support school evaluation and improvement.

We will continue to work with Welsh Government officials to gain further clarity around these areas and provide relevant support and input as appropriate.

Next Steps

We will be publishing the approval criteria for new GCSEs in the summer term. This will mark a significant milestone in the project as well as providing greater visibility to stakeholders around what future qualifications will look like. It will also form the basis for WJEC to start developing the draft specifications and sample assessment materials.

Qualification specifications and sample assessments will be published the year before first teaching. In most subjects the new GCSEs will be first taught from September 2025, with the first award in Summer 2027. This means that the specifications and sample assessment materials for these subjects will be made available in 2024. There will be a small number of subjects that will be first taught in September 2026, the specifications and sample assessments for these will be made available in 2025.

A specification gives schools a detailed understanding of the qualification aims, structure and content and its assessment requirements. The sample assessment materials exemplify the assessments for each subject. We are committed to making these documents available the year before first teaching to allow schools sufficient time to plan and prepare for delivery.

Publishing approval criteria this summer will confirm the design parameters for these new qualifications and support our continued engagement with key stakeholders, including the higher education sector. We will ensure that universities are fully aware of the changes to qualifications in Wales so they can plan for reflecting these where necessary in their future admissions processes.

Yours sincerely



Philip Blaker
Chief Executive Officer

UCAS response: Inquiry into the implementation of the Curriculum and Assessment (Wales) Act

About UCAS

UCAS, the Universities and Colleges Admissions Service, is an independent charity, and the UK's shared admissions service for post-secondary education. This service spans undergraduate, postgraduate, technical, and apprenticeship pathways, with the undergraduate service alone supporting over 700,000 students a year from over 200 countries and territories to access UK higher education (HE). In 2022, UCAS facilitated 25,380 Welsh domiciled students in accessing post-secondary education in the UK, and 86,225 students in applying to Welsh providers.

In addition, we are a student-centric organisation with one of the UK's largest student audiences – ucas.com receives 30 million unique visits per year and more than 1.3m people engage with UCAS each year, exploring HE, apprenticeships, and early careers.

Summary

UCAS is a trusted, free-to-access, personalised source of information and advice for millions of school pupils and mature students and is in a unique position to support the sector's work on progression pathways. As such, we hope that this evidence will support the successful implementation of the new curriculum in Wales, ensuring that pupils can progress along their chosen route into HE, training, or employment.

Key points:

- **Disadvantaged students are likely to consider HE at a later stage which can limit their choices and specific cohorts of students may have a less linear journey to HE.** Therefore, it is vital that Welsh Government and the education sector work with expert bodies that support those from disadvantaged backgrounds, to ensure that the reform of the curriculum, and associated careers information, advice and guidance (CIAG) provision, are supportive of these groups and their ambitions.
- **Parents, carers, teachers, friends, and post-16 choices play an important part in subject choice for school leavers in the UK.** Therefore, dissemination of CIAG should not just be limited to students, but also involve parents and teachers, some of whom will need more support than others.
- **Increasing demand and competition for higher education could have a disproportionate impact on disadvantaged students.** One critical mitigating factor will be high quality CIAG. UCAS recognises its key role here, supporting universities, schools, colleges, and students progressing to HE or apprenticeships within this changing landscape.
- **Despite more students showing an interest in apprenticeships, students aren't getting the information they need about apprenticeships.** It will be

important for Estyn to place more emphasis on the monitoring of CIAG in schools. This should span technical education and apprenticeships and include how primary schools equip children to progress.

- We have [collaborated](#) with the UK Government Department for Education and Institute for Apprenticeships and Technical Education to make UCAS the key place to access apprenticeships. In Wales, we are working with stakeholders, including Welsh Government, and employers to maximise opportunities posed by our new services to better support Scottish learners and employers.

Considerations for admissions to Higher Education

Disadvantaged students are likely to consider HE at a later stage and specific cohorts of students may have a less linear journey to HE

UCAS' [Where Next](#) research into influences on choices of school leavers in the UK found that while one in three applicants report first thinking about HE at primary school, disadvantaged students are more likely to consider HE later, which can further limit their choices. A lack of information and advice is also more strongly felt by disadvantaged students. Additionally, students with a parent or carer who is educated to degree level tend to feel more satisfied with the information and advice they receive.

Our research also highlighted disabled applicants are more likely to defer entry to HE. Furthermore, students with a care background have a longer and nonlinear journey into HE with a higher likelihood of them being 21 and above at entry.

UCAS recommends that Welsh Government and the education sector work with expert bodies that support those from disadvantaged backgrounds, to ensure that the reform of the curriculum, and associated CIAG provision, are supportive of these groups and their ambitions. UCAS insight into the experiences of different cohorts highlights the importance of supporting a range of groups such as [disabled students](#), [LGBT+ students](#) and [students from a care background](#). We would be happy to discuss our insights the experience of specific cohorts of students in navigating the post-16 educational landscape with the Committee.

UCAS' support for disadvantaged students and our 'Fair Access Programme

Supporting disadvantaged and under-represented students is at the heart of UCAS' charitable objects – we are committed to helping students from all backgrounds in progressing into and through education. We aim to ensure all our products and services are accessible to and supportive for students from all backgrounds, with specific work focused on improving access and participation for disadvantaged and under-represented students

Recently, UCAS has invested in a new Fair Access Programme to build upon our existing support for disadvantaged students. The Programme operates across the UK and focuses on how UCAS can further support outreach organisations, widening access and participation efforts and fair access through five key areas:

- **The provision of data and analysis** – ensuring support for disadvantaged students is informed by the latest information, and that activity and investment is evidence based.
- **Audience and reach** – sitting at the nexus between secondary and tertiary education, UCAS acts as a digital equaliser and supports students from all backgrounds to make informed choices about their next step, whether that be an undergraduate course, apprenticeship or lifelong learning opportunity. Each year more than 1 million students register with UCAS for support.
- **A more tailored journey through its services** – understanding the needs of specific cohorts of disadvantaged or under-represented students across their full decision-making journey will help raise aspiration and build confidence. We aim to present the information and advice students need – at the point of optimum impact – to make informed choices across the full range of postsecondary pathways.
- **The targeting of students** – with personalised information, advice or support at the key points along their journey, linking them to services, outreach interventions or content relevant to their needs and circumstances. Supporting teachers and advisers to navigate the maze of outreach opportunities available and support the sector to identify ‘cold spots’ within outreach.
- **The provision of admissions service** – continued reform of the application service to best support disadvantaged students- for 2023 entry UCAS introduced seven new questions into the application so a broad range of students can easily flag their circumstances and access the right support for their needs. More detail about reform can be found in the Future of Undergraduate Admissions [Report](#). A particular piece of upcoming work which may be of interest is the Entry Grades Report which is being developed for [ucas.com](#). The report will be a visualisation of A-Level and BTEC results held across the 2018-2022 application cycles to provide applicants with the transparency of grade profiles of students accepted to universities in previous years.

More detailed information about the Programme can be found in our [Impact Report](#).

Careers information, advice and guidance

The impact of careers information, advice and guidance on progression to HE makes it imperative to understand where and how students access advice. Our [Where Next](#) research found that parents, carers, teachers, friends, and employment prospects play an important part in subject choice for school leavers in the UK.

Based on the findings, dissemination of CIAG should target advisers and parents, in addition to students themselves. Some of them will need more support than others due to the differences in experiences and resources at their disposal. UCAS can support this as a trusted, free-to-access, personalised source of information and advice for millions of school pupils and mature students. In addition, our well-established relationships with more than 4,000 teachers and careers advisers across

the UK mean we can play a critical role in helping schools and colleges navigate a very complex landscape, ensuring that individuals make the right decision for them.

[The UCAS Hub](#), our personalised information and advice dashboard, is the go-to place for students of all ages to explore the full range of post-secondary options. Students can explore a myriad of careers, subjects, courses and providers through [ucas.com](#) and we are now developing tailored journeys for different groups so we can present information and advice that students need. This will ensure students from all backgrounds are supported throughout their journey – from research through to transition.

What Next: UCAS data on applications and admissions to higher education

UCAS end of cycle data for 2022

UCAS has been supporting students in making informed choices and providers in recruiting talented individuals in accessing their courses for 30 years. In 2022, UCAS supported 25,380 Welsh students apply to UK HE, and 86,225 students in applying to Welsh providers.

In 2022, we saw a near record demand from Welsh domiciled 18-year-olds. The Welsh entry rate reached 32.4% in 2022, slightly down on 2021 figures but 2.6 percentage points up on the last examination year (2019).

In terms of admissions to higher education among particular cohorts:

- **There has been a significant increase in Welsh domiciled applicants from ethnic minority backgrounds:** Asian applicants are up 10.6% since 2021 (from 1,270 applicants in 2021 to 1,405 applicants in 2022) and Black applicants are up 15.4% since 2021 (from 520 applicants to 600 applicants).
- **There has been a growth in students applying from disadvantaged areas.** In 2022, Welsh domiciled applicants from most disadvantaged areas increased by 2.6%.
- **Welsh domiciled applicants with a declared disability have increased.** In 2022, 16.0% of Welsh applicants declared a disability, as compared to 13.6% in 2021.
- A quarter of Welsh domiciled applicants (6,395) held a combination of A levels and Welsh Baccalaureate qualifications. One in five (5,345) applicants from Wales held A levels only.

Across the UK, there has been a 22.1% increase in the number of apprenticeship views on Career Finder compared to last year, showing more young people in the UK are looking for apprenticeship opportunities than ever before.

UCAS Equal Consideration Deadline- 25 January 2023

19,100 Welsh domiciled individuals applied for an undergraduate course by the 2023 equal consideration deadline (ECD). Compared to pre- pandemic cycle (2020), this was a 3.6% increase.

While overall, demand from Welsh applicants has gone down by 9.1% between 2023 and 2022 ECD, the percentage decrease in Welsh domiciled applicants applying to Welsh providers is less (7.5%) in comparison to the percentage decrease to English providers (9.0%) and Scottish providers (18.9%).

Even though there has been an increase in international students applying to England and Northern Ireland, this has not been the case for Scotland and Wales. In Wales, the number of international applicants has dropped slightly from 9,540 in January 2022 to 9,150 in 2023.

In terms of applications to higher education among particular cohorts:

- There has been a minor increase in Welsh domiciled applicants who identified as an ethnic minority (2,700 in January 2022 compared to 2,710 in January 2023).
- The decrease in applicants has been higher for Welsh domiciled applicants from most disadvantaged background than applicants from least disadvantaged background, 9.4% and 4.6% respectively.
- The decrease in female Welsh domiciled applicants is larger than male Welsh domiciled applicants (10.4% vs 7.1%). This has caused the application rate gender gap to narrow from 1.54 to 1.49.

In Wales, currently 11,700 Welsh students who have signed up for the UCAS hub so far for 2023 entry have expressed interest in apprenticeships.

Impact of the 'journey to a million' applicants

UCAS is forecasting [up to a million applicants](#) to UK HE by the end of the decade. Despite the improvements in access that we are seeing among underrepresented groups in the end of cycle and ECD data above, the increased competition because of this growth in demand poses specific risks for disadvantaged students. Whilst, in Wales, we project that total domiciled applicants could decline by 3.9% (24,500), this is due to likely declines in mature demand – we project that the number of 18-year-old applicants in Wales will increase by 22.9% to reach 16,100 by 2030. This means that Welsh school pupils will enter HE and training for the first time in 2029 in a highly competitive admissions market having sat the new full curriculum for the first time.

One critical mitigating factor will be high quality CIAG - **UCAS recognises it plays a key role here, supporting universities, schools, colleges, and students progressing to HE or apprenticeships within this changing landscape.**

UCAS are continuing to launch our collection of essays on this 'Journey to a Million' applicants over the coming months, highlighting the challenges and opportunities that this growth presents for the UK HE sector. Our essay collection includes a [contribution](#) from Welsh Government Minister for Education and Welsh Language on what the increased competition means for student progression in Wales and the importance of innovation and collaboration to meet student and sector needs.

Apprenticeships

We know that the interest in apprenticeships is growing every year. In just two years interest from students has doubled across the UK from 152,000 students interested at equal consideration deadline in 2021 to 427,000 in 2023. Our pre-applicant database tells us that those interested in studying certain subject groups are most interested in apprenticeships, with social studies (56% of applicants), business (46% of applicants) and medicine (41% of applicants) ranking highest.

Despite more students showing an interest in apprenticeships, **students aren't getting the information they need.** Our ['Where Next'](#) research into influences on choices of school leavers in the UK found that **one-third of students did not receive any information about apprenticeships from their school or college.** In addition, this lack of awareness of apprenticeships is creating stigma and misconceptions, as we can see a difference in perception towards apprenticeships compared to university degrees. Our ['Where Next'](#) research into improving the journey to become an apprentice found that 76% of students interested in apprenticeships associated the word 'prestigious' with university degrees, compared to just 4% for apprenticeships.

Therefore, CIAG should be embedded within the curriculum in primary and early secondary school years. It will be important for Estyn to place more emphasis on the monitoring of CIAG in schools. This should span technical education and apprenticeships and include how primary schools equip children to progress.

UCAS' work on apprenticeships

On 6 February 2023, we set out our proposed [roadmap](#) for the accelerated development of our apprenticeships service, with UCAS as a gateway through which students can discover, decide and apply for any undergraduate course or apprenticeship, all in the same place. This means that from this autumn, students will be able to explore apprenticeship opportunities alongside undergraduate courses within the UCAS Hub, allowing them to discover and decide between their options in the same place for the first time. From autumn 2024, students will be able to complete apprenticeship applications via UCAS for the first time.

As part of this work, we are working with the Department for Education in Westminster to ensure as many vacancies as possible are listed on UCAS, so more people will benefit from a wider choice of high-quality options. Employers will also benefit from better access to talent on UCAS and the ability to manage their apprentice recruitment process. We have already had positive engagement with Welsh Government and stakeholders across Wales to maximise opportunities posed by our new services to better support learners and employers across the UK and increase the number of vacancies listed.

Agenda Item 2.9

CYPE(6)-13-23 - Paper to note 9

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



Llywodraeth Cymru
Welsh Government

4 April 2023

Dear Chair,

Welsh Government response to CYPE Committee 2022-23 Draft Budget report:

Recommendation 24: The Welsh Government must provide the Committee with 6 monthly updates on the progress of the implementation of the ILE programme, including information on how the Welsh Government is promoting the programme to learners in Further Education.

The past six months has seen further progress made in relation to the implementation of Taith (formally the International Learning Exchange programme), and the end of the first full year of the programme.

2022 Pathways

Activity relating to the first Pathway 1 call (mobility of individuals) commenced in September 2022. More than £10m was allocated to 52 successful projects, which are predicted to enable over 6200 individuals to take part in international learning activities over the next three years (as projects can be multiple years in length). By 31 December, 64 participants had been reported as having taken part in Taith-funded activity, both outward and inward. This figure is increasing week by week, as it is expected that the majority of activity for one-year projects funded through the 2022 Pathway 1 call will take place in the spring and summer terms.

The wide-ranging types of projects Taith supports are starting to be showcased on the [Taith website](#) and through relevant social media channels, including projects involving robotics and the Welsh language in Singapore, pupils from North Wales visiting Colombia, and an upcoming trip to the U.S. for a special school to look at techniques for working with young people with autism.

The success of Pathway 1 was followed by the first Pathway 2 call, which opened in October 2022. Pathway 2 supports projects that centre around a specific theme and produce tangible outcomes, with the themes for 2022 being: Developments in Education, Diversity & Inclusion, and Climate Change. This resulted in 19 successful applications.

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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.

A second Pathway 1 call for the Further Education and Vocational Education & Training (FE/VET) sector was also launched in October to coincide with Pathway 2. Both funding calls were open until early December, and following an external assessment process, grant agreement letters have now been issued to successful organisations for projects to begin in May. Tables 1 and 2 indicate the outcomes from the second Pathway 1 call specifically for FE/VET and the Pathway 2 call.

Table 1. Value of projects awarded – Pathway 1 second call (FE/VET only).

	No. of applications	No. of projects awarded	Total awarded (£)
FE/VET	5	3	552,491

Table 2. Value of projects awarded by sector – Pathway 2.

	No. of applications	No. of projects awarded	Total awarded (£)
Schools	12	7	430,945
FE/VET	7	5	279,880
Youth	6	4	181,596
Adult Education	6	3	199,839
Total	31	19	1,092,260

N.B. Higher Education was not included in Pathway 2 following feedback from the sector that funding should be focussed on Pathway 1.

The Pathway 2 projects awarded funding were encouragingly wide-ranging and varied. Examples include an FE college developing courses on Electric Vehicles and Green Technology with an innovation hub in India, an Adult Learning organisation working with a partner in Greece to create resources around the inequalities faced by Black, Asian and Minority Ethnic communities, and a school partnering with an institution in New Zealand to produce guidance on best practices in bilingual education.

The results from these two Pathways, along with the first Pathway 1 call, bring the total number of projects funded by Taith in the 2022 call year to 74.

2023 Pathways

The 2023 Pathway 1 call opened in January and closed on 16 March. The Taith programme executive worked hard to engage with all sectors, and this is reflected in the healthy number of applications that were submitted. 86 applications were received, an increase of 14 from 2022's first Pathway 1 call. Encouragingly, 11 applications were received from the FE/VET sector, including from 8 individual colleges. Outcomes, including the number of mobilities planned and destination countries, will be published on the Taith website in July 2023 once assessments have taken place.

The next Pathway 2 call will open in October 2023, and early next year will see the 2024 Pathway 1 call. I would welcome committee members' support in promoting these opportunities to our learners.

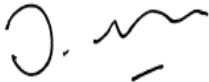
Governance

Taith's Advisory Board continues to meet on a regular basis to bring together representatives from all sectors to provide strong, high-level oversight and advice to the programme team.

Following a strong start to the programme, the Taith executive is committed to ensuring that it has the necessary mechanisms in place to fulfil its potential to provide life-changing opportunities for learners and young people across Wales.

With that in mind, Taith is working to implement a number of recommendations set out by the Good Governance Institute in their review of the programme last year. The ILEP Board of Directors is currently in the process of recruiting two independent members, which will strengthen the governance and enhance the expertise of the Board. Details of the roles can be found [here](#); I would encourage committee members to highlight the opportunities to their relevant networks.

Yours sincerely,

A handwritten signature in black ink, consisting of a stylized 'J' followed by a wavy line and a short horizontal stroke.

Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Agenda Item 2.10

CYPE(6)-13-23 - Paper to note 10

Y Pwyllgor Cyllid

Finance Committee

Chair, Children, Young People, and Education Committee
Chair, Climate Change, Environment, and Infrastructure Committee Chair,
Culture, Communications, Welsh Language, Sport, and International
Relations Committee
Chair, Economy, Trade, and Rural Affairs Committee
Chair, Equality and Social Justice Committee
Chair, Health and Social Care Committee
Chair, Legislation, Justice and Constitution Committee
Chair, Local Government and Housing Committee

19 April 2023

Dear Committee Chairs,

Welsh Government Draft Budget 2024-25: Engagement

At our meeting on 23 March 2023, the Finance Committee (the Committee) considered its programme of engagement for the forthcoming Welsh Government's Draft Budget 2024-25, ahead of the Committee's annual Plenary debate on spending priorities, provisionally scheduled for 12 July. I am writing to Chairs of subject committees to share our thinking. The Committee has agreed to undertake a number of engagement activities prior to the publication of the Draft Budget, in the autumn. These include, a stakeholder event, focus groups held with the general public, and a workshop with Members of the Welsh Youth Parliament.

Stakeholder Event: Wrexham

This year's stakeholder event will take place at the Glyndwr University Campus (Catrin Finch Centre) in Wrexham on the morning of Thursday 15 June. This will be an opportunity for the Committee to hear directly from interested organisations/individuals on the expected draft budget proposals, as well as their views on the Welsh Government's approach to setting the budget and prioritising resources. As cross-Committee engagement with stakeholders on the budget is crucial to effective scrutiny, I would like to invite Committee Chairs or a Member of your Committee to join the event. If Chairs or

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Welsh Parliament

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Members are interested in attending, please contact the clerking team seneddfinance@senedd.wales by 22 May.

Citizen engagement focus groups with the Welsh public

On behalf of the Committee, the Senedd's Citizens Engagement Team will be holding a series of focus groups on the Draft Budget with the Welsh public. The team has undertaken similar exercises over the past few years and the aim of this work is to form a longitudinal study to allow the Committee to monitor perspectives and attitudes over time. Participants will be sourced through similar partner organisations to cover the same demographics as last year, and groups will be organised to focus on particular policy areas. The Citizens Engagement Team will circulate the dates of sessions to all Committees, should any Members wish to participate. This will allow an opportunity for Members to hear first-hand from the citizens of Wales where spending should be prioritised.

Welsh Youth Parliament

Last year to further complement our engagement work, the Committee held a workshop with Members of the Youth Parliament. It was extremely informative to hear openly from these young Members about the issues concerning and directly affecting them. We are keen to continue building on this invaluable work and will be inviting the youth Members to participate in a workshop again this year.

Finance Committee Plenary Debate on the Welsh Government spending priorities

As mentioned above, the Committee intends to hold a Plenary debate on Wednesday 12 July on the Welsh Government's spending priorities for 2024-25. The outcomes of our engagement work will inform and feed into this debate, which will provide the best opportunity to influence the Welsh Government spending priorities before the Draft Budget is formulated in the autumn. As ever, we would very much welcome the participation of Committee Chairs, as well as other Members, as part of this debate, to ensure that the Welsh Government's spending plans are informed by the views and priorities of Senedd Committees.

Approach to budget scrutiny

I will shortly be writing to Chairs, with regard to the Committee's approach to budget scrutiny, including information on the consultation and timetable once the Trefnydd has notified the Business Committee of the Draft Budget publication dates.

The Finance Committee has tried to ensure that the profile and effectiveness of budget scrutiny in the Senedd is continually improved and that the Welsh public are able to engage fully with the process. As you are aware, we are currently discussing proposals with the Minister for Finance and Local Government to amend the [Budget Process Protocol](#), which sets out an understanding between the

Welsh Government and the Senedd on the administrative arrangements for the scrutiny of the annual draft budget and other related budgetary matters.

In addition, during last year's budget round the Committee agreed to consult with Committees on the documentation provided by the Welsh Government alongside its Draft Budget proposals, with a view to seeking improvements to the information provided. I wrote to [Chair on this issue on 8 March](#) and I am grateful to the Committees that have responded. As this work progresses, I will continue to provide updates to Committees on developments.

If you have any questions about any aspect of the Draft Budget process, please feel free to contact me or the Clerk to the Finance Committee, Owain Roberts, 0300 200 6388, seneddfinance@senedd.wales.

Yours sincerely,



Peredur Owen Griffiths
Chair, Finance Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

Chair, Children, Young People, and Education Committee
Chair, Climate Change, Environment, and Infrastructure Committee
Chair, Culture, Communications, Welsh Language, Sport, and International Relations Committee
Chair, Economy, Trade, and Rural Affairs Committee
Chair, Equality and Social Justice Committee
Chair, Health and Social Care Committee
Chair, Legislation, Justice and Constitution Committee
Chair, Local Government and Housing Committee

8 March 2023

Dear Committee Chairs,

Scrutiny of the Draft Budget 2023-24: Evidence provided by the Welsh Government

In our [report](#) on the scrutiny of the [Welsh Government Draft Budget 2023-24](#), we made several recommendations relating to budget presentation improvements. We also agreed to consult Committees on the documentation provided by the Welsh Government alongside its Draft Budget proposals, concluding that:

"Conclusion 1. We welcome the Minister's willingness to consider ways in which budget documentation can be improved. While we have reflected our views above, the Committee has decided to consult Senedd committees on their experiences of scrutinising this year's budget documentation and ways in which improvements can be made."

As a result, in reflecting on this year's budget scrutiny experience and in seeking improvements to the budget documentation provided by the Welsh Government at the 2024-25 Draft Budget and beyond, I would be grateful for the views of your committee in response to the following question:

What improvements would you like to see in the Welsh Government's Draft Budget documentation and subsequent ministerial written evidence?

Please make reference to the timeliness, quality and usefulness of any documentation and/or evidence received in your response.

We would appreciate responses by **Friday 28 April 2023**. Your views will then be collated and fed back to the Minister for Finance and Local Government, for her consideration in advance of the Budget Priorities 2024-25 Plenary debate that will be led by the Finance Committee and take place before summer recess.

Yours sincerely,



Peredur Owen Griffiths MS
Chair, Finance Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

Agenda Item 2.11

CYPE(6)-13-23 – Paper to note 11

Additional information from Barnardos Cymru following the evidence session on 2 March

As promised I am sending you some information on the youth homeless prevention work we do in Swansea. I have embedded a link to our padlet which sets out the service and how the different roles complement each other. We use this padlet to explain our service to other organisations and also have it on our social media for young people to be able to see what we have to offer. Our education worker promotes our social media presence when he is in schools alongside the awareness raising he does as part of our PSE sessions.

The premises of all our work is the earliest intervention as possible to help young people avoid becoming homeless.

<https://padlet.com/BarnardosSwansea/youth-homeless-prevention-service-3n0t3hdu0t55htnr>

Below is some additional information about our eviction prevention work which I think was particularly requested as part of the evidence session.

The Eviction Prevention Worker

- works with care leavers both under and over 18 with the key focus on preventing eviction.
- receives referrals from Swansea Local Authority Homelessness Officers and Neighbourhood Officers, voluntary sector and RSL accommodation providers, young person advisors, social workers and other professionals working with care leavers and will then look at reasons for NTQs or threats of NTQs such as rent arrears, service charge arrears, anti-social behaviour etc and create a planned approach to address the issues.
- will offer intervention/negotiation within accommodation projects between young people and young people and staff, a referral can also be made to our mediation service
- will liaise with private rented landlords and agents to address issues that may lead to eviction. Part of the role is to also liaise with private landlords to try and secure suitable affordable housing for care leavers.
- will provide one off pieces of advice to young people and professionals on all aspects of eviction prevention.
- supports care leavers, through case management, to find financial help, legal support, provide them with advice and representation including in Court, address wellbeing issues and tenancy management.
- supports the work of the Swansea Accommodation Pathway (SAP) and attends the monthly Threats of Eviction meetings.
- will also undertake initial tenancy work with those young people identified as having had multiple evictions from previous accommodation settings.

CYPE(6)-13-23 - Paper to note 12

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

**Children, Young People
and Education Committee**

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Julie Morgan MS
Deputy Minister for Social Services

30 March 2023

Limitations in data collected about care experienced children

Dear Julie,

Thank you again for giving evidence to Committee on 9 March to support our inquiry into radical reform of services for care experienced children and young people.

Evidence of limitations in data collection in Wales

During that meeting we discussed the adequacy of data collected in Wales about care experienced children and young people. I would like to bring to your attention some key evidence that we have gathered about the limitations of data collection in Wales:

- A [letter to us](#) from the Association of Directors of Children's Services in response to our request for data about care experienced birth parents and the care status of their children.
- The [evidence](#) we took from higher education representatives on 2 March. See paragraphs 298 to 311 and 343 to 350 in particular.
- A table from a recent research briefing provided to the Committee by Senedd Research summarising data that is collected in England but that is not collected in Wales (see annex 1).

Our final report is scheduled to be published in May. I hope that you find this information useful in the meantime.

We heard from stakeholders during focus group discussions that the Welsh Government recently convened a Children Looked After census review to consider data collection specifically. Please could provide us with more details about that review, including what (if any) changes were agreed and how they will be taken forward?

I would be very grateful if we could receive that information no later than Thursday 4th May to support us as we finalise our report. Please do not hesitate to contact our Committee clerks if it will be difficult to meet this deadline.

Yours sincerely,



Jayne Bryant MS

Chair of the Children, Young People and Education Committee

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

Data available in England and not in Wales

Social care: [Children looked after in England including adoptions.](#)

- Offending rates
- Substance misuse
- Health and development outcomes
- Emotional and behavioural health
- Children missing without authorisation

Pre-16 education: [Outcomes for children in need, including children looked after by local authorities in England.](#)

- special education needs
- destinations from school
- absence from school
- permanent exclusions and suspensions from school
- type of school attended

Leaving care: General statistics on [children looked after in England](#) shows that for 19-21 year old care leavers in 2022:

- 29% were in education (6% in higher education, 22% in education other than higher education);
- 38% were not in education, employment or training (compared with around 11% of all 19 to 21 year old young people).

Higher education: The Department for Education publishes English statistics on widening participation in higher education, which includes progression to higher education for both [children in need and looked after children.](#)

Workforce: [Children's social work workforce](#) Annual statutory collection for data on the children's social work workforce.

- number of social workers
- number of starters and leavers
- vacancy rate of social workers
- turnover rate of social workers
- sickness absence of social workers
- number of agency workers
- average caseload

Y Pwyllgor Plant, Pobl Ifanc

ac Addysg

Children, Young People and Education Committee

Jack Sargeant MS

Chair of the Petitions Committee

5 April 2023

Response to Petitions Committee report recommendation

Dear Jack,

I and my fellow Committee members welcome the Petitions Committee report 'Supporting care experienced parents', published in March 2023. The report was a powerful and analytical consideration of some of the most important challenges facing care experienced birth parents.

In the report you make the following recommendation:

Recommendation 6. The Children, Young People and Education Committee should regularly monitor progress against the Programme for Government Commitment to improve children's social care.

Our response: accept

As you will know, the Children, Young People and Education Committee is currently carrying out a far-reaching inquiry into the Welsh Government's Programme for Government commitment to "Explore radical reform of current services for children looked after and care leavers." We have therefore started the important work of monitoring the Welsh Government's oversight of children's social care in Wales, and we commit to continuing to do so once we have completed this inquiry as part of our ongoing focus on implementation and policy delivery.

Our report is scheduled to be published in May 2023. The report will set out priorities for radical reform, and will draw on your findings and recommendations as part of our evidence gathering.

We also await with interest the Welsh Government's response to your report, which we understand is due shortly.

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If you, or your petitioner, would like any more information about our work please don't hesitate to contact the Committee clerks (SeneddChildren@Senedd.Wales).

Yours sincerely,



Jayne Bryant MS
Chair of the Children, Young People and Education Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

CYPE(6)-13-23 - Paper to note 14

Julie Morgan AS/MS
Y Dirprwy Weinidog Gwasanaethau Cymdeithasol
Deputy Minister for Social Services

Jayne Bryant MS
Chair,
Children, Young People and Education Committee
Welsh Parliament,
Cardiff Bay, CF99 1SN

SeneddChildren@senedd.wales



Llywodraeth Cymru
Welsh Government

24 April 2023

Dear Jayne,

During the Children, Young People and Education Committee meeting which was held on 9 March 2023, I agreed to provide the Committee with feedback from young people who had received the basic income support.

The Basic Income Pilot scheme is still in its infancy and will be rigorously assessed by an independently appointed evaluation team, so it would not be appropriate to draw any conclusions about the pilot based on anecdotal evidence at this stage.

However, early feedback from care leavers does point to many ways in which the income is being used to enhance their lives, including investing in driving lessons and learning how to manage their money through saving.

Voices from Care Cymru have said that the young people they are working with who are on the scheme are being provided with opportunities to make positive life choices such as accessing private housing accommodation instead of waiting on social housing lists, being able to travel and learning to drive so they can pass their driving test. The scheme is empowering young care leavers to be able to make informed financial and independent decisions and enjoy experiences they may not have had before.

Committee members may also be interested in reading the latest edition of Thrive magazine which includes a feature about the Basic Income Pilot, an interview with the Minister for Social Justice and an interview with one of the young people who is currently receiving a Basic Income Payment. The magazine has been shared with foster networks and fostering households across Wales.

The magazine is available in [English](#) and [Welsh](#) here.

Yours sincerely

Julie Morgan AS/MS
Y Dirprwy Weinidog Gwasanaethau Cymdeithasol
Deputy Minister for Social Services

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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.

Agenda Item 2.15

CYPE(6)-13-23 - Paper to note 15

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

Senedd Cymru
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Llywodraeth Cymru
Welsh Government

5 April 2023

Dear Russell and Jayne,

Thank you for your letter dated 19 January regarding a national children's counselling service. Please accept my sincere apologies for the delay in replying. We have been receiving a significant amount of correspondence recently and in some cases I am afraid it is taking longer to respond than we would wish.

As you are aware, the mental health and well-being of children and young people in Wales is a top priority for me and we are taking a whole system approach to improve emotional mental health and well-being to ensure the right services are easily accessible for all. In November I provided the Children Young People and Education Committee with an update which sets out the changes we continue to implement to drive services improvements.

In terms of your suggestion regarding a national counselling service for children, there is already a range of national provision where appropriate. Our schools based counselling has a statutory duty to provide support for all school age children in Year 6 and above, with CAMHS services providing in-reach support. In 2020, the Welsh Government also revised the *School and community-based counselling operating toolkit* highlighting the need to ensure adequate counselling support in the community for children who may not be able to attend school due to exclusion or for other reasons.

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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.

To support our work with schools, we have introduced a school in-reach service. This provides CAMHS support to schools to help them provide emotional support to students. Dedicated mental health practitioners are now in schools providing consultation, liaison, advice and training. Following a successful pilot programme, the service has now been rolled out across all-Wales. We have provided over £5.3m in the current year to support this and health boards inform us they have recruited over 100 (whole time equivalent) staff to work with schools.

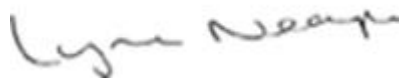
This is in addition to the counselling services provided through primary and secondary CAMHS which is available to children of all ages who meet the threshold to benefit from this support. All Health Boards in Wales now have single points of access which facilitates easier access to services and health boards have a range of services, including counselling, available for young people while they are waiting for assessments and intervention to start providing timely access to support.

Counselling services will not be appropriate for all children, particularly younger children where there is a focus on the provision of play, families and other therapies. This is the model being adopted by health boards and we are replicating this model in our prevention and early intervention services. For example, for several years we have required local authorities to develop age-appropriate provision for younger age children, below the current Year 6 threshold, with most now offering some form of support. This was highlighted in research we commissioned from Cardiff University (published March 2022) 'Review of statutory school and community-based counselling services: Optimisation of services for children and young people aged 11 – 18 years and extension to younger primary school aged children'. We have been working with commissioners and providers of the service in the last year to take forward the findings of the research and further improve provision. The Minister for Education and Welsh Language and I have convened an Oversight and Delivery Board, replacing the previous Joint Ministerial Group on a Whole System Approach to Wellbeing, to assure us that our wellbeing work is having the desired impact. A dedicated school counselling workstream has been established beneath the Board to consider extending and improving provision of counselling and therapeutic support to children and young people.

We are also currently in the process of tendering further research in this area for an evaluation of impact of school and community-based counselling services for young people. The aims of which include determining the effectiveness and impact of services on young people's mental health and wellbeing, further educational and social outcomes (e.g. young people's attainment, attendance, relationships), and referrals to CAMHS and other mental health services.

Moving forward, focus is on utilising the NYTH/NEST framework to further embed the no wrong door approach into service design and delivery. Regional Partnership Boards have all assigned NYTH/NEST leads to drive forward the implementation of the NYTH/NEST framework. As part of this work the regions are mapping what mental health and wellbeing services are available, including counselling, and improving the access to these services. It is important that we do not approach the provision of support in a one size fits all manner with the risk of excluding members of society – particularly the most vulnerable. I am also very conscious of the repeated request by young people not to over medicalise growing up which we need to factor into our approach.

Yours sincerely

A handwritten signature in cursive script that reads "Lynne Neagle".

Lynne Neagle AS/MS

Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

CYPE(6)-13-23 - Paper to note 16

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



Llywodraeth Cymru
Welsh Government

Jayne Bryant MS
Chair Children and Young People Education Committee
SeneddChildren@senedd.wales

12 April 2023

Dear Jayne,

Thank you for your letter of 28 February regarding violence, abuse and harassment towards school staff.

I am concerned to hear of the experiences reported by some of our school staff. It is vitally important that all staff are made to feel safe in the work environment.

All schools are required to have a behaviour policy which promotes good behaviour on the part of its pupils. School behaviour and attendance policies shape the school ethos and they make a statement about how the school values and includes all the people in it. Positive behaviour and attendance are essential foundations for effective learning environments in which all members of the school community can feel respected, safe and secure. A well-implemented policy is an important factor in gaining the confidence of the school community and in attracting good quality, well-motivated staff. Consultation and engagement with the unions in development of behaviour policies is also important, to help ensure that any concerns around health and safety are appropriately taken into account.

Staff wellbeing is a key priority for me. I have increased the funding available to expand the reach and capacity of support the Welsh Government already provides in this area and we continue to work with stakeholders to ensure wellbeing support is available for the education workforce in Wales.

You will be aware that our Whole School Approach to Mental Health and Wellbeing statutory guidance (March 2021), places the wellbeing of the whole school community at the centre of our education system. It is important that schools both address the root causes of poor behaviour and meet the wellbeing needs of school staff affected by any incidents. In 2022-23 we have provided £12.2m to support implementation the statutory guidance. Funding has been used to deliver universal and targeted wellbeing interventions for learners and train staff on their own and children's wellbeing issues. We have also grant funded the charity Education Support since 2020/21, with total funding now at £608k, an increase from £350k in 2021/22. Education Support provide a tailored package of support to the education workforce across Wales, including training, telephone and peer support,

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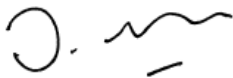
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

wellbeing events, webinars and e-learning modules, along with the Taking Care of Teachers hub, specifically for the education workforce in Wales, which provides a wide range of resources and downloadable content, much of which is available in Welsh. The link to the hub is [here](#).

Education Support set up their School Wellbeing Advisory Service in Wales in 2020 and it has been very well received by schools and the education workforce. The Wellbeing Advisors engage directly with schools, developing bespoke mental health and wellbeing support for those schools and continue to support them, as required over a period of time. At the end of January this year Education Support, in conjunction with Welsh Government, launched an expanded Wellbeing Advisory Service. The new service, with 4 new Advisors based around Wales, has moved to a regional delivery model, linking to the Whole School Approach delivery. It has increased capacity to reach significantly more schools, an estimated 45% of schools across Wales over the 3-year programme.

Your letter states that though much of the evidence in this space is anecdotal both unions and the WLGA have signalled a worrying increase in verbal and physical aggression from pupils towards school staff. This hasn't been raised yet with me as an issue for discussion at the Schools Social Partnership Forum (SSPF) which consists of Local Authorities as employers, the teaching workforce unions and Welsh Government. The SSPF meets on a regular basis to discuss amongst other things national issues and concerns which affect the workforce and I will therefore ensure this is discussed at a future SSPF so we can get a better sense of the scale of the issue.

Yours sincerely,

A handwritten signature in black ink, consisting of a stylized 'J' followed by a wavy line and a short horizontal stroke.

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

CYPE(6)-13-23 - Paper to note 17

**Y Pwyllgor Cydraddoldeb
a Chyfiawnder Cymdeithasol**

**Equality and Social Justice
Committee**

Elinor Puzey
NSPCC

Dear Elinor,

Suggested Committee inquiry into link between poverty and social care involvement

Thank you for your letter to the Equality and Social Justice Committee regarding a potential inquiry into the relationship between poverty and children's social care involvement in Wales. This was noted at our meeting on 27 March 2023. Thank you for flagging up the research by Paul Bywaters and colleagues on the need for social care to address the underlying economic distress caused by the cost-of-living crisis, against a backdrop of austerity and the aftermath of the pandemic, which is driving up rates of referrals to social services for child neglect and abuse.

Senedd committees typically schedule their work many months in advance. At present we do not have a specific plan of work on child poverty, however it is one of the potential priority areas we will be discussing as part of our future work.

Updates on our forward work programme are available on our website and if the Committee's future timetable allows for a focussed inquiry on this important topic or a similar topic, we will write to invite you to submit evidence. Given the relevance to their remits, we have also shared your letter with the Children, Young People and Education Committee and the Health and Social Care Committee for information. I am sure they will similarly inform you of any relevant work they may be carrying out.

Yours sincerely,



Jenny Rathbone MS
Equality and Social Justice Committee

cc Children, Young People and Education Committee
Health and Social Care Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

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April 13 2023.

Dear Committee Chair,

I am writing to you to propose that the Equality and Social Justice Committee carry out an inquiry into the relationship between poverty and children's social care involvement in Wales. Research has shown that poverty and inequality affect how the child protection system responds to families who are struggling; An inquiry should:

- Look at the levers Welsh Government has to poverty proof the child protection system.
- Consider to what extent families who experience poverty are supported.
- Consider how the system can recognise when it is the context of poverty itself which is causing harm to the family, rather than intentional neglect.
- Consider the role of the forthcoming child poverty strategy in poverty proofing the child protection system.
- Look at cross-departmental policies, training, regulation and data collection and how they can be truly anti-poverty.

While we welcome the work Welsh Government has undertaken so far to tackle child poverty, NSPCC Cymru is concerned about the increased risk to children as families come under increasing pressure from the cost-of-living crisis. This is against a backdrop of austerity and the pandemic.

Recent research from Paul Bywaters¹ and colleagues highlights a 'contributory causal relationship between the economic circumstances of families and child abuse and neglect'. The authors of the research suggest we should not view poverty necessarily as another factor of abuse, but something that is 'intrinsic to' other factors such as domestic abuse and substance misuse. Poverty has been described as 'the wallpaper of the social care system', in that it is too big to tackle and too familiar to notice. Paul Bywater says supporting families to exit poverty must be core business for children's social care.

NSPCC considers poverty to be a preventable, structural harm which negatively impacts children and can put them at increased risk. A lack of resources can prevent families from being able to provide adequately for their children, and the stress of financial insecurity can overload families, affecting relationships. Living in poverty means parents are not having their needs met, in turn, this can impact their capacity to care for their child.

Within this context, NSPCC Cymru is urging the Committee to undertake an inquiry into the relationship between poverty and children's social care involvement. In these times of financial hardship, creating a social safety net around our most vulnerable families has never been more important.

Yours faithfully,

Elinor Puzey,
Senior Policy and Public Affairs Officer, NSPCC Cymru

¹https://research.hud.ac.uk/media/assets/document/hhs/RelationshipBetweenPovertyChildAbuseandNeglect_Report.pdf

CYPE(6)-13-23 - Paper to note 18

Dear Committee,

We are contacting the Committee to highlight the National Deaf Children's Society Cymru's warning of a looming educational crisis for deaf learners in Wales if the decline in the number of qualified Teachers of the Deaf (ToDs) is not reversed.

National Deaf Children's Society Cymru has already written to the Minister for Education and Welsh Language regarding the matter. We would welcome the Committee's support in pressing for a workable solution to increase the number of Teachers of the Deaf on a sustainable long-term basis.

Teachers of the Deaf play a vital role in supporting deaf children by visiting them at home, in the early years and at school or college to give them specialist teaching. They advise parents, teachers and other school staff on how best to support deaf children's learning.

However, recent research¹ shows that Wales has lost 1 in 5 Teachers of the Deaf since 2011 and that one-third of them are set to retire within the next decade or so. The service is already struggling with capacity, and this is set to worsen if the decline in Teacher of the Deaf numbers is allowed to continue.

To close the educational attainment gap of up to 20% between deaf learners and their hearing peers, and to properly provide early years support for families with newly identified deaf children, more Teachers of the Deaf are needed. With the right support in place, deaf children can achieve anything their hearing peers can, but this isn't currently happening and many fall behind.

Under the Additional Learning Needs Code, local authorities are responsible for planning their ALN workforce and are required to keep this under review (Chapter 7).

This Cross-Party Group calls for a clear steer from Welsh Government to local authorities on the need for Teachers of the Deaf, to secure the improvements we need to see in the educational outcomes of deaf children. Local authorities must take this into account in their workforce planning and address the lack of provision.

Professionals tell National Deaf Children's Society Cymru that much of the work around the implementation of the ALN Reforms for deaf children falls to Teachers of the Deaf, in addition to their previous duties. One professional described this transferral process as "*a mammoth task*".

Professionals across Wales have indicated that there is a real need for more Teachers of the Deaf to ensure smooth implementation of the Reforms and embed support for deaf learners. To ensure there are enough appropriately qualified Teachers of the Deaf for services to use, urgent funding is needed now to increase the depth in the workforce for local authorities to rely on.

We ask the Committee to:

- Engage with National Deaf Children's Society Cymru on its campaign for an increase in the number of Teachers of the Deaf.
- Request that Welsh Government provides local authorities with a clear steer that they must genuinely and rigorously assess their Teacher of the Deaf provision as required under the ALN Code and commit to reviewing this assessment.

¹ <https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/research-and-data/consortium-for-research-into-deaf-education-crude-reports/>

- Call for Welsh Government to provide local authorities with a short-term funding uplift to address the decline in the Qualified Teachers of the Deaf workforce.
- Consider the value of an apprenticeship system as a new route for qualification as a Teacher of the Deaf, such as that being developed in England.

CYPE(6)-13-23 - Paper to note 19

Jayne Bryant MS
Welsh Parliament
Cardiff Bay
Cardiff
CF99 1SN

Tuesday 11th April 2023

Dear Jayne,

I am a 26 year-old resident currently living in Abergweny, Monmouthshire and I am writing this letter regarding your position as Chair of The Children, Young People and Education Committee of the Senedd. I was hoping if you could possibly raise my question of "What is the Welsh Government doing to exercise value-for-money when it comes to providing Children's Rights to Early Years specifically please?". If you could raise this subject to your committee at the earliest possible convenience, then I will be really grateful on this current of issues. Finally, I am happy for the Senedd to publish my Full name alongside this letter please.

I present to you my kindest and sincerest regards,

K. J. Eldridge
Kyle Jamie Eldridge

Agenda Item 2.20

CYPE(6)-13-23 - Paper to note 20

**Y Pwyllgor Deddfwriaeth,
Cyfiawnder a'r Cyfansoddiad**

**Legislation, Justice and
Constitution Committee**

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Families First in Education Wales

7 March 2023

Dear Sir / Madam

Thank you for your letter of 21 February 2023, which we noted at our meeting on 27 February 2023.

You enquired about whether the matters raised in your letter come within the remit of the Legislation, Justice and Constitution Committee.

In accordance with the Senedd's Standing Orders, we are able to consider any subordinate legislation that is laid before the Senedd, including any such legislation relating to home schooling.

We will consider and report on statutory instruments (such as regulations) in accordance with the grounds set out in Standing Orders 21.2 and 21.3.

In addition, we may also consider and report on certain other matters under Standing Order 21.7.

Our approach and scrutiny will therefore be guided by the requirements of these Standing Orders. I should add that the purpose of our scrutiny and the reports we produce is to provide information to assist Members in deciding whether or not to support the making of subordinate legislation in line with the relevant procedure (as set out in the enabling Act). Information about the different types of procedures is available on our subordinate legislation webpages.

Your letter also refers to statutory guidance for elective home education. We are able to consider and report on such guidance if it falls within scope of our remit under the Standing Orders as set out above.

I am copying this letter to Jane Bryant MS, Chair of the Children, Young Persons and Education Committee.

Yours sincerely,

Huw Irranca-Davies

Huw Irranca-Davies
Chair

Agenda Item 2.21

CYPE(6)-13-23 - Paper to note 21



Comisiwn
Cydraddoldeb a
Hawliau Dynol

Equality and
Human Rights
Commission

Jayne Bryant MS

Jayne.Bryant@senedd.wales

Wednesday 26 April 2023

Dear Jayne,

Subject: Follow up from meeting with the EHRC Wales

Thank you for meeting with us at the end of last month to discuss our CRC report. As discussed, please find below more information on our concerns regarding restraint in schools, which we hope is helpful in drafting a letter to the Minister for Education and Welsh Language.

Our inquiry

In June 2021 we published our [Restraint in schools inquiry: using meaningful data to protect children's rights](#). One of our key findings was that there is no reliable data in Wales or England on the extent to which restraint is used disproportionately on protected groups of children.

A key recommendation within the report was for the Welsh Government, and

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The Commission welcomes correspondence in Welsh or English.

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the UK Government, to have national minimum standards set for recording the use of restraint in schools. These should include, for example, the type of restraint used, the reason(s) for the use of restraint and the protected characteristics of the child ((including age, sex, disability – broken down by impairment type – and race) .

A further recommendation was for the Welsh Government to set a national priority with the aim of minimising restraint and reducing its disproportionate use. It was recommended that this should be based on national data about the use of restraint in schools in Wales. We highlighted that the data would be made available by adopting our recommendations about recording, monitoring and reporting.

Welsh Government response

We welcome both Welsh Government’s Reducing Restrictive Practice Framework and the formal response we received from the Minister, which stated there will be specific guidance for the education sector. The Framework does mention using data to improve to improve practice and the need for a system for collecting the range and extent of restrictive practice. However, this

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is not mandatory and our inquiry evidence would suggest that it should be.

UN Convention on the Rights of the Child report

Welsh Government has a long standing commitment to the United Nations Convention on the Rights of the Child (UNCRC). Our [CRC report](#), published in January 2023, shows we continue to be concerned that schools in Wales are not legally required to record the use of restraint. Due to this lack of standardised recording and monitoring it is still not possible to fully assess the prevalence of restraint, including any disproportionate use on children with certain protected characteristics. This makes it very difficult for schools and Welsh Government to monitor restraint usage or minimise it.

Recommendations we made for Welsh Government in our CRC report were to:

- Ensure that restraint against children is used proportionately, and as a last resort, in line with our Human Rights Framework for Restraint. This includes prohibiting, in all settings, the use of restraint for disciplinary reasons and techniques that deliberately inflict pain on children.
- Collect, collate, publish and analyse data on all forms of restraint in schools, including by protected characteristics. This data should be used

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to identify and address any disproportionate use of restraint against certain groups of children.

- Develop training standards for restraint. These standards should take a human rights approach to minimising the use of restraint and draw on existing resources, such as the [Restraint Reduction Network training standards](#).
- Consider making any guidance related to the Reducing Restrictive Practice Framework statutory for schools.

Widening gap

Last year the UK Government announced commencing primary legislation, contained in the Apprenticeships, Skills, Children and Learning Act 2009. This will make the recording and reporting of physical force mandatory in schools and ensure it a legal duty to inform parents when it has been used. The UK Government has also committed to making it compulsory for all schools to have a restraint policy covering recording.

We are concerned that Wales is falling behind what is being proposed by the UK Government and children in Wales will not be protected in the same way.

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Furthermore, this is at odds with the focus in Wales on Children's Rights and the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020.

We would welcome the support of the Children, Young People and Education Committee in further scrutinising the Welsh Government on this issue. We hope the information provided is helpful, if you require any further information please let us know.

Yours sincerely,

Rev Ruth Coombs
Head of Wales
Wales | Cymru

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CYPE(6)-13-23 - Paper to note 22

Children, Young People and Education Committee
Welsh Parliament
Cardiff Bay,
Cardiff,
CF99 1SN



26 April 2023

Views on the implementation of the Curriculum and Assessment (Wales) Act 2021

Dear Jayne,

Thank you for your letter. Following our previous submission in August 2022, I'd like to highlight the following matters:

Admission to HE is still greatly impacted by social and economic background, so the FE sector would watch with interest whether the current qualification reforms, and implementation of the Commission for Tertiary Education and Research, have an impact on this. When it comes to learners studying HE at an FE institution, it is important to remember that they are typically older, and have work and/or family commitments. These students are also usually from lower socio-economic backgrounds, so the committee might like to bare this in mind, especially with the current cost of living crisis, and how it might affect the choices of this cohort of learners.

Looking slightly outside the scope of this 'check-in', the sector has raised a concern around how the new GCSEs will prepare young people for AS and A levels, which will remain unchanged, and how these might affect admissions to FE institutions. This is something I'm happy to discuss further at a later date.

Finally, the sector echoes previous statements of concern around the skills needed for learners to succeed in higher education. Good levels of literacy, numeracy and digital literacy are key to achievements, so we anticipate that the new curriculum should underpin this crucial requirement. Colleges too often see learners leaving school with very low levels of literacy and numeracy, however the sector is hopeful that the implementation of the new curriculum will resolve this matter, and learners will continue their education journey with the basic skills required to support them into higher education.

The FE sector is keen to continue giving evidence to this ongoing inquiry, and look forward to providing an update at the next 'check-in'.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Guy Lacey', with a horizontal line underneath.

Guy Lacey
Chair, ColegauCymru



Agenda Item 2.23

CYPE(6)-13-23 – Paper to note 23

Additional information from the British Association of Social Workers following the meeting on 2 March

INTRODUCTION

This report contains the results of the 2022 BASW Annual Survey for Wales.

HOW WE CONDUCTED THIS SURVEY

The survey was conducted on-line through the BASW website. It opened on 8 December 2022 and closed on 9 January 2023. The survey was designed to allow social workers to reflect on their role and the profession during 2022 and is thus the 2022 BASW Annual Survey. Although hosted on the BASW website, it was open to non-member social workers to respond.

The survey used mostly closed questions. For some questions, respondents were able to select more than one response. Some questions included the option to include a free-text response to provide an alternative answer or expand upon the option chosen.

Some of the questions used Likert scale responses, which are commonly used in questionnaires. The Likert scale is used as a way of establishing respondents' attitudes on an issue as the scale indicates the extent to which respondents agree or disagree with a given statement. In this instance, an option to indicate that the statement did not apply to their situation was also included. Whilst Likert responses can include a 'neither agree nor disagree' option, this was not available for the questions here. This means that some responses cannot be directly compared with the same question last year where respondents were able to choose 'neither agree nor disagree'.

Respondents were asked whether they wished to be included in a free draw to receive a discount code for CPD training with BASW. Five discount codes were available. Five recipients were selected by random generator in January 2023.

As an on-line survey, there are caveats that should be noted. Respondents represent a self-selecting sample, being those social workers and students who felt motivated to respond. Consequently, this may result in bias if those with particular types of experiences were more likely to respond.

In total, the survey received 1602 responses from across the UK. Of these, 80 reported working in Wales. Due to the sample size, there is a greater risk that the findings are not representative. The statistics in this report are indicative in nature.

Descriptive statistics for Wales have been produced from the results. Not all respondents replied to all questions. Not all questions were asked of all respondents. Some questions applied only to those with specific professional arrangements e.g.

agency social worker. Some questions created skips allowing respondents to bypass questions that were not relevant to their situation based upon their earlier responses. Due to the small sizes of sub-samples for agency, independent/self-employed and student-specific questions, these results have been excluded as they are not meaningful.

Compared with the 2021 BASW survey, more questions were made mandatory this year. This led to a change in the method of calculating the descriptive statistics as the number of those responding to a question would be the same as the sample size. This has created some discrepancies when comparing results for questions asked in both years, as 2021 descriptive statistics were calculated based upon the number of people responding to a question and were only calculated based on the overall sample in the BASW internal report. For some questions this creates the impression that percentages have dropped. However, if the calculation of last year's statistics as a proportion of the overall sample is used, the findings are much more closely aligned. The exception is where there has been a marked change in the number of respondents selecting an option. Some response options were also changed from last year in order to reflect new issues that have emerged on the agenda. More questions being mandatory this year has also impacted as respondents were unable to skip those questions.

For most questions, results have been calculated out of the full sample size, in this case 80. Exceptions are where the PowerBI software has created pie charts (see graphics file) where descriptive statistics are calculated out of the number of responses received. Where these were mandatory questions, the descriptive statistics are calculated from the full sample size.

In the results, percentages have been calculated to two decimal places. Percentages may not total 100% due to non-responses and the rounding process. Where respondents were allowed to select more than one option in response to a question, percentages will not total 100%.

A column containing equivalent percentages from the UK-wide survey is included for ease of reference. Where respondents were allowed to select more than option, tables show the ranking of results in highest to lowest order, not the order in which options were presented in the survey. Where the ranking differs between the results for Wales and the results for the UK, options are ranked according to the most selected options for Wales.

WORKFORCE PROFILE

This section contains the data from the introductory questions to the survey which collected information about the nation of the UK in which the respondents worked, their current (or most recent) professional role, current professional arrangement, current or most recent area of practice and whether they qualified in or outside the UK. For some of these questions, respondents had the opportunity to specify something other than one of the options listed. For the respondents who chose to do this, it was often because they either combined two different roles or because they had a role which covered more than one area of practice.

The largest number of respondents were working in England, with the third largest response rate from Wales. This mirrors the demographic composition of the UK, with Wales having the third largest population behind England. This unequal demographic distribution is reflected in both the social work population and the BASW membership.

A new question was introduced this year to ask where respondents qualified as social workers. Its introduction reflects the fact that growing numbers of social workers who are now working in one of the four UK nations qualified outside the UK. 5% of respondents in Wales reported having qualified outside the UK.

Table 1: *Which best describes your current (or most recent) professional role?*

Role	Wales	Wales % (n = 80)	UK % (n = 1602)
Experienced	40	50%	51.19%
NQSW	16	20%	7.12%
Manager	10	12.5%	17.67%
Practice leader etc	8	10%	8.68%
Other	3	3.75%	10.42%
Educator/academic	3	3.75%	4.93%

Half of respondents reported being an experienced social worker. A higher proportion of respondents from Wales reported being Newly Qualified Social Workers, with a smaller proportion reporting being managers. Options were updated this year to reflect role titles currently being used in practice. The option to select student social worker was transferred to the question on current professional arrangement.

Table 2: Which best describes your current professional arrangement?

	Wales	Wales % (n = 80)	UK % (n = 1602)
Employee	62	77.5%	64.92%
Independent/self-employed	9	11.25%	14.11%
Agency	6	7.5%	9.68%
Retired	2	2.5%	3.31%
Student	1	1.25%	4.12%
Other	0	0	2.37%
Unemployed	0	0	1.5%

More than three-quarters of respondents in Wales report being employees, a higher proportion than for the UK as a whole. Proportionately fewer respondents reported as being either independent/self-employed or agency social workers in Wales. Almost all respondents who were agency social workers (144/155) and almost all student respondents (58/66) were based in England.

Table 3: Please specify your current (or most recent) area of practice

	Wales	Wales % (n = 80)	UK % (n = 1602)
Adults	42	52.5%	35.33%
Children and families	35	43.75%	54.74%
Mental health	16	20%	18.1%
Youth/young adults	6	7.5%	6.43%
Emergency duty	5	6.25%	4.18%
Other	5	6.25%	4.56%
Educator/academic	4	5%	8.24%
Justice	2	2.5%	2.37%
Immigration	1	1.25%	1.62%

Respondents were allowed to choose more than one option in response to this question, reflecting the overlapping nature of the issues faced by the people with whom social workers work and the multiple ways in which social workers divide their time. Consequently, percentages add up to more than 100. More than half of respondents in Wales reported working in 'Adults' whereas across the UK the largest proportion of respondents reported working in 'Children and Families'. Almost all social workers who reported working in 'Immigration' are based in England and not in the devolved nations. There are some differences between the rankings for Wales and the UK but this may result from percentages for the smaller Welsh sample size being more significantly impacted by each individual selection.

PUBLIC PERCEPTION

Respondents were asked to rate the public's current perception of social workers on a scale from 1-10 where 1 is 'poor' and 10 is 'excellent'. The average score for Wales was **2.98**, slightly lower than the UK average of 3.3. This makes clear that there is ongoing concern within the profession about the negative public perception of what social work is and what social workers do.

POSITIVES AND CONCERNS

The following three questions are all repeated from the 2021 survey with the intention of building up a longitudinal dataset identifying both key positive factors and core issues of concern and how these may change over time.

Table 4: *Of the following options, please choose 3 that have the most positive impact on your workplace experience:*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Peer support	53	66.25%	57.24%
Appropriate level of management and supervision	28	35%	32.27%
Effective multi-agency and/or partnership working	26	32.5%	29.65%
Training and learning opportunities	24	30%	22.28%
Space and time for reflective practice	12	15%	14.17%
Service development and improvement opportunities	9	11.25%	8.68%
Engage in rights-based practice	8	10%	8.86%
Trade union membership, knowledge, advice and support	8	10%	8.99%
Research and knowledge-sharing opportunities	6	7.5%	12.98%
Career progression	3	3.75%	5.18%
Effective workplace policy on anti-discriminatory practice	3	3.75%	5.93%
Sufficient resources for people I work with	2	2.5%	7.12%

Peer support is the most selected option by a clear margin. In the UK figures, it has increased markedly from last year and the proportion selecting this option is even higher in Wales. It is possible that this increase relates to the increasing return to sharing physical workspace over the last twelve months. Differences between the two rankings lower down may be related to the impact of the smaller sample size.

Table 5: *Of the following options, please choose 3 that you consider to be the biggest challenges to you in your workplace*

Option	Wales	Wales % (n = 80)	UK % (n = 1602)
Demands of administrative tasks	43	53.75%	41.32%
Workload demand	37	46.25%	45.32%
Access to resources for people I work with	29	36.25%	30.77%
Adequacy of staffing levels	29	36.25%	34.89%
Inadequate reflective time, space and/or practice supervision	21	26.25%	19.04%
Management of change in organisation	10	12.5%	10.3%
Keeping up with professional development and/or mandatory training	9	11.25%	9.93%
Lack of progression	9	11.25%	10.11%
Inadequate managerial support	6	7.5%	15.17%
Bullying and/or harassment	4	5%	5.18%
Relationships with colleagues	4	5%	2.12%
Support and induction for NQSWs	4	5%	3.18%
Autonomy in my work	1	1.25%	2.87%
Discrimination	0	0	3.56%

For Wales, 'Demands of administrative tasks' was the most chosen option, whereas across the UK as a whole, it was the second most-chosen option behind 'Workload demand'. 'Access to resources for people I work with' and 'Adequacy of staffing levels" both come out equally for Wales, unlike the UK. 'Inadequate managerial support' comes out lower in Wales, but it is not clear how this might be affected by sample size. Again, changes in ranking at the lower end of the order may be a consequence of the sample size.

Table 6: *Of the following options, please choose 3 that you consider to be the biggest challenges for the social work profession now and in the immediate future*

Option	Wales	Wales % (n = 80)	UK% (n =1602)
Failure to adequately fund social care	57	71.25%	68.35%
Recruitment & Retention	47	58.75%	54.18%
Not enough time to spend with people using services	34	42.5%	38.39%
Cuts to local services	31	38.75%	42.38%
Widening/deepening poverty	21	26.25%	23.66%
Cost of living crisis	16	20%	26.03%
Privatisation and profit-driven models in health and social care	16	20%	18.48%
Media/TV/news perception	5	6.25%	6.99%
Abuse or violence at work	4	5%	3.75%
Meeting the requirements of the regulators	4	5%	6.43%
Encouraging/promoting social worker activism and campaigning	2	2.5%	3.81%
Hybrid and/or home working	2	2.5%	4.99%
Poverty perception [sic]	1	1.25%	2.25%
Recruiting and encouraging social workers to be active Trade Union members	1	1.25%	1.87%
Communicating digitally with the people I work with	0	0	2.12%

More than seven-tenths of respondents in Wales (71.25%) chose the ‘failure to adequately fund social care’ as one of the three biggest challenges to the social work profession, a larger proportion than for the UK as a whole. This was followed by recruitment and retention which was chosen by almost three-fifths of respondents (58.75%). The next two options were reversed in order compared with the UK as a whole with ‘not enough time to spend with people using services’ ranking above ‘cuts to local services’. The option on ‘cost of living crisis’ (20%) was a new option introduced to capture economic developments in 2022. Again there are some differences in ranking order between Wales and the UK amongst the least selected options.

AGENCY, INDEPENDENT/SELF-EMPLOYED AND STUDENT SOCIAL WORKERS

Due to the small numbers, it was not possible to produce descriptive statistics for the responses to the targeted questions for these sub-samples. In all cases, there were too few responses for the results to be meaningful. The numbers can be seen in the graphics file that accompanies this report.

WORKLOAD

Building upon the 2021 survey, respondents were once again asked about their workload and whether or not they worked additional hours.

Table 7: *Are you able to complete all your work within your contracted hours?*

	Wales	Wales % (<i>n</i> = 77) ¹	UK % (<i>n</i> = 1459)
No	61	79.22%	74.91%
Yes	16	20.78%	25.09%

Due to the small sample size, the differences between the descriptive statistics for Wales and those for the UK should be treated with some caution.

Table 8: *“I feel able to manage my current workload”*

	Wales	Wales % (<i>n</i> = 80)	UK % (<i>n</i> = 1602)
Strongly Agree	6	7.5%	7.49%
Agree	24	30%	28.65%
Disagree	30	37.5%	32.9%
Strongly Disagree	16	20%	19.29%
Not Applicable		1.25%	2%

Well over half of respondents in Wales (57.5%) disagreed or strongly disagreed with the statement that they felt able to manage their current workload. Over one-third (37.5%) agreed or strongly agreed with this statement. The 2022 survey removed the option to ‘neither agree nor disagree’, encouraging respondents to choose whether to agree or disagree. Overall, a tendency to choose the negative response is demonstrated here. These figures have been calculated out of the overall sample size to allow comparison. However, only 77 respondents from Wales completed this question.

¹ Due to the pie chart format in the graphics, these descriptive statistics are calculated out of the number of respondents to the question, not the overall sample size, to allow comparability with the UK figures. This was not a mandatory question. This also applies to Figures 9, 16 and 23.

Table 9: *In an average week, do you work any additional hours to complete your work?*

	Wales	Wales % (n = 68)	UK % (n = 1233)
Yes, between 1 and 5 hours per week	31	45.59%	34.39%
Yes, between 5 and 10 hours per week	16	23.53%	27.58%
Yes, over 15 hours per week	9	13.24%	10.87%
No, I do not work any additional hours	5	7.35%	8.94%
Yes, between 10 and 15 hours per week	4	5.88%	12.57%
Yes, up to 1 hour per week	3	4.41%	5.76%

There are differences here between the proportions for Wales and for the UK. However, the figures should be treated with caution due to the small sample size.

Table10: *Are you paid overtime for the additional hours you work?*

	Wales	Wales % (n = 68)	UK % (n = 1233)
No, I am not paid overtime for any of the additional hours	59	86.76%	90.27%
Yes, I am paid for all of the additional hours I work	5	5.88%%	3.49%
Yes, I am paid overtime for some of the additional hours	4	7.35%	6.24%

The small sample size means that these calculations are indicative in nature for Wales.

COST-OF-LIVING CRISIS

With increasing rates of poverty being experienced across the UK in 2022, and a growing squeeze on the income of families and individuals as a consequence of the rising cost of living, the 2022 survey introduced a new section on the impact of the cost-of-living crisis. Respondents were asked to decide whether they agreed or disagreed with a series of statements (Likert scale responses).

Table 11: *The number of people I work with has increased as the cost of living has increased*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	19	23.75%	22.66%
Agree	24	30%	27.22%
Disagree	19	23.75%	20.72%
Strongly disagree	2	2.5%	3.25%
Not applicable	13	16.25%	17.23%

Over half of respondents in Wales (53.75%) agreed or strongly agreed with this statement, higher than the proportion for the UK overall, which was just over one-half of respondents. One-quarter of respondents disagreed or strongly disagreed (26.25%).

Figure 12: *The cost-of-living crisis has driven people I work with into deeper poverty*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	41	51.25%	39.08%
Agree	25	31.25%	36.7%
Disagree	4	5%	5.24%
Strongly disagree	1	1.25%	1.5%
Not applicable	6	7.5%	8.55%

The survey also asked whether, in the experience of respondents, the people they worked with were being driven deeper into poverty as a consequence of the cost-of-living crisis. This produced a striking result, with over four-fifths of respondents in Wales (82.5%) agreeing or strongly agreeing with this statement. Unusually for this type of question, more respondents were in strong agreement than in agreement. Only 6.25% disagreed or strongly disagreed with the statement.

Table 13: *The cost-of-living crisis has brought about additional problems for the people I work with*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	43	53.75%	42.01%
Agree	25	31.25%	37.08%
Disagree	2	2.5%	3.87%
Strongly disagree	0	0	1.44%
Not applicable	7	8.75%	6.68%

Respondents were asked whether the cost-of-living crisis was bringing about additional problems for the people with whom they work. Again, the response was overwhelmingly in agreement with the statement, and again, more people strongly agreed than agreed. Over four-fifths (85%) agreed or strongly agreed, with only 2.5% disagreeing.

Table 14: *I work with more people living in poverty now than before the cost-of-living crisis*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	36	45%	33.65%
Agree	25	31.25%	35.02%
Disagree	6	7.5%	9.93%
Strongly disagree	1	1.25%	1.5%
Not applicable	9	11.25%	10.99%

When asked whether or not they agreed with the statement that they were working with more people living in poverty now than had been the case before the cost-of-living crisis, more than three-quarters of respondents (76.25%) agreed or strongly agreed that this was the case. Less than one-tenth (8.75%) disagreed or strongly disagreed. This suggests that although just under half reported an increase in the number of people with whom they are working, a majority of respondents have found that the situation of these families and individuals is getting worse.

Table 15: *I am supporting more people with my own resources as the cost of living has increased.*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	13	16.25%	12.05%
Agree	24	30%	20.72%
Disagree	19	23.75%	29.53%
Strongly disagree	8	10%	10.24%
Not applicable	13	16.25%	18.54%

Finally, respondents were asked whether they were supporting more people with their own resources as the cost of living has increased, a trend that can also be seen with other professions such as teachers in the shared concern for those with whom they work. In Wales, unlike for the UK as a whole, more people agreed or strongly agreed with this statement (46.25%) than disagreed or strongly disagreed (33.75%).

CURRENT ROLE AND OPPORTUNITIES

Building on work in last year's survey, the 2022 survey asked respondents about their current role and associated opportunities for both career and professional development.

Table 16: *Are you currently working at a higher pay band or grade than when you first started?*

	Wales	Wales % (n = 68)	UK % (n = 1233)
No	19	27.94%	79.48%
Yes	49	72.06%	20.52%

When asked whether they were now working in a higher pay band or grade than when they joined the profession, more than seven-tenths (72.06%) of those who responded to this question in Wales reported that they were. This is lower than across the UK as a whole. However, a greater proportion of Welsh respondents reported being Newly Qualified Social Workers and they are likely to figure in those who answered 'No'. The small sample size means this statistics should be treated with caution.

Table 17: *"I am happy in the social work profession"*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	13	16.25%	18.91%
Agree	31	38.75%	40.26%
Disagree	25	31.25%	23.41%
Strongly disagree	8	10%	7.8%
Not applicable	0	0	0.69%

In a question repeated from last year, respondents were asked whether they agreed or disagreed with the statement that they were happy in the social work profession. More than half (55%) reported that they agreed or strongly agreed. Two-fifths disagreed or strongly disagreed (41.25%). This year, the 'neither agree nor disagree' response was removed and the proportion of those disagreeing or strongly disagreeing has increased. This suggests that when asked to decide, respondents may have tended to take a more negative view of the profession.

Table 18: *“I am happy in my current role”*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	14	17.5%	19.23%
Agree	38	47.5%	42.57%
Disagree	22	27.5%	20.54%
Strongly disagree	3	3.75%	7.62%
Not applicable	0	0	1.12%

Another repeated question looked at whether respondents agreed or disagreed that they were happy in their current role. Again the ‘neither agree nor disagree’ option has been removed in this year’s survey. Almost two-thirds of respondents (65%) agreed or strongly agreed that they were happy in their current role. However, more than three-tenths (31.25%) disagreed or strongly disagreed with this statement. Against this suggests a more negative view once the option to take a neutral position has been removed.

Table 19: *“I feel secure in my current role”*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	22	27.5%	21.22%
Agree	33	41.25%	42.95%
Disagree	14	17.5%	18.1%
Strongly disagree	8	10%	6.49%
Not applicable	0	0	2.31%

Building upon the two previous questions, respondents were asked whether they felt secure in their current role. More than two-thirds of respondents in Wales (68.75%) agreed or strongly agreed that they felt secure in their current role. Worryingly, more than one-quarter (27.5%) disagreed or strongly disagreed. The wording of this question does not allow us to determine why respondents may feel insecure in their role.

Table 20: “There are sufficient opportunities for me to develop my professional skills and/or experience”

	Wales	Wales% (n = 80)	UK % (n = 1602)
Strongly agree	9	11.25%	14.61%
Agree	33	41.25%	41.39%
Disagree	24	30%	24.84%
Strongly disagree	11	13.75%	8.68%
Not applicable	0	0	1.56%

When asked whether they felt they had sufficient opportunities to develop their professional skills and experience, more than two-fifths of respondents (42.5%) agreed or strongly agreed. However, more than two-fifths of respondents (43.75%) disagreed or strongly disagreed with this statement. This is a reversal of the UK findings where 56% agreed or strongly agreed and 33.52% disagreed or strongly disagreed.

A further question on perceived barriers to professional and career development appears below.

Table 21: “There are sufficient opportunities for me to advance my career in social work”

	Wales	Wales % (n = 80)	UK % (n = 1602)
Strongly agree	4	5%	9.74%
Agree	31	38.75%	34.52%
Disagree	23	28.75%	28.53%
Strongly disagree	16	20%	11.49%
Not applicable	3	3.75%	6.8%

Asked whether they agreed or disagreed with this statement, in Wales, just over two-fifths agreed or strongly agreed (43.75%). This is similar to the result for the UK overall (44.26%). Meanwhile, almost half (48.75%) disagreed or strongly disagreed, compared with two-fifths (40.02%) for the UK as a whole.

Table 22: *Of the following possible barriers to progressing your career and/or professional skills, please choose the ones most applicable to you and your current situation*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Limited number of promotional positions available	41	51.25%	31.71%
Not enough opportunities to advance in my particular area of work or specialism	22	27.5%	26.15%
I don't feel confident enough right now	19	23.75%	13.92%
My responsibilities outside of work	16	20%	17.48%
I don't feel supported by my manager	14	17.5%	12.98%
Not enough opportunities to advance in my geographical area	14	17.5%	13.23%
I am unable to take time off for training and development	13	16.25%	20.41%
No other career opportunities within social work interest me	13	16.25%	12.42%
Other	10	12.5%	10.8%
Too few opportunities to access training and development	9	11.25%	17.42%
Loss of earnings	7	8.75%	11.74%

In order to better understand what might be preventing respondents from developing either their career or professional skills, respondents were asked to select from a list of options those that they felt were most applicable to their situation. The top two most-selected options are the same as for the UK as a whole. However, the third-most selected option 'I don't feel confident enough right now' ranks more highly for Wales than for the UK.

BULLYING, HARASSMENT AND DISCRIMINATION

In the 2021 survey, one of the most concerning findings was that around two-fifths of respondents had either experienced personally or been aware of someone experiencing bullying, discrimination or harassment in their workplace². The 2022 survey contained further questions around these experiences.

Table 23: *Have you experienced bullying, harassment and/or discrimination in your place of work or study over the past 12 months, or are you aware of someone who has?*

	Wales	Wales % (n = 71)	UK % (n = 1376)
No	47	66.2%	62.21%
Yes	24	33.8%	37.79%

One-third of respondents in Wales (33.8%) reported that they had either personally experienced bullying, harassment and/or discrimination in the workplace, or were aware of someone who had. This is slightly lower than the equivalent UK result. The following three questions in the survey were asked only of those who reported having experienced bullying, harassment and/or discrimination personally or who reported being aware of someone who had in their workplace. Given the small number of those who responded 'Yes' (24), it is not meaningful to calculate descriptive statistics for this sub-sample. However:

- Of the 24 respondents, 17 reported having personally been a victim.
- For the reasons given, professional grievance was selected most often, the same as the UK as a whole. 'Disability' ranked more highly in Wales, the second most selected option, compared with 'Ethnicity' as the second most-selected option for the UK as a whole.
- As with the UK as a whole, more respondents reported that the person who experienced the bullying, harassment and/or discrimination was either managed or supervised by the person responsible or was less senior than them.

² 2021 figures were originally calculated out of the number of respondents to a particular question. More questions were mandatory in the 2022 survey, meaning more questions were completed by the full sample.

EXPERIENCE OF ABUSE IN SOCIAL WORK SETTINGS

The 2022 survey also asked questions about whether respondents had experienced abuse from people who were using social work services in the last 12 months, reflecting upon the risks that social workers may face from unpredictable and potentially dangerous behaviour on the part of others.

Table 24: *Please indicate which (if any) of the following you have experienced whilst working with people using social work services in the last 12 months (including placement experience)*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Verbal abuse	50	62.5%	49.56%
None of the above	26	32.5%	42.82%
Harassment whilst working with them (e.g. belittling, offensive jokes, inappropriate comments)	23	28.75%	21.29%
Threats of physical violence	23	28.75%	24.03%
Harassment outside of my time working with them (e.g. persistent attempts to make contact or stalking)	5	6.25%	7.05%
Other	5	6.25%	4.99%
Actual physical violence	3	3.75%	3.31%
Sexual harassment	0	0	1.62%

Almost one-third (32.5%) reported having experienced none of the negative behaviour listed, lower than the equivalent proportion for the UK. More than three-fifths (62.5%) reported having been verbally abused whilst working, higher than the equivalent proportion for the UK, and more than one quarter (25.49%) reported having received threats of physical violence. Alarming, 3.75% of respondents had been victims of physical violence whilst doing their job.

Table 25: *What do you think was the reason for the behaviour?*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Frustrated at the situation for which I am providing support	41	51.25%	35.21%
They have a history of violent and/or abusive behaviour	24	30%	28.34%
Health-related problems	17	21.25%	14.23%
Dissatisfied with the work I am doing	13	16.25%	14.29%
Intoxication	12	15%	10.42%
Discriminatory (in relation to gender, ethnicity, sexuality, age, disability or other factor)	10	12.5%	12.23%
Other	6	7.5%	6.87%

Respondents were also asked to identify what they believed to be the reason(s) for the abusive behaviour. The most commonly selected option (51.25%), chosen by more than half of respondents from Wales, was the frustration people were experiencing with the situation they were in. Three-tenths (30%) also identified that the person involved had a known history of violent and/or abusive behaviour. 'Health-related problems' was proportionately more frequently selected in Wales than across the UK as a whole.

POLITICAL ENGAGEMENT

The final set of new questions for the 2022 survey looked at the political engagement of social workers as reported by respondents. Political decisions and policy-making are crucial to the environment in which social workers carry out their daily work. Such decisions shape the legislative framework, funding decisions, decisions on who receives different welfare payments and the value of those payments, and, as experienced in 2022, can dramatically influence the economic circumstances of a country and its inhabitants. Understanding political engagement on the part of social workers can therefore help BASW understand how to best engage with members to try and influence decision-makers. In the 2021 Annual Survey, better promotion of social work with politicians and policy-makers was clearly identified as being most important for the development of social work in the immediate future.

Table 26: *Do you vote in UK general elections?*

	Wales	Wales % (n = 80)	UK % (n = 1602)
No	3	3.75%	3.37%
Yes	75	93.75%	91.82%
Prefer not to say	2	2.5%	2.81%
I am not eligible to vote	1	1.25%	2%

Over nine-tenths of respondents (93.75%) reported that they voted in UK general elections (elections to the Westminster Parliament), higher than the finding for the UK as a whole. Respondents who reported being from the devolved nations were also asked whether they voted in their national Parliament or Assembly elections.

Table 27: *Do you vote in national Parliament or Assembly elections?*

	Wales	Wales % (n = 80)
No	4	5%
Yes	69	68.25%
Prefer not to say	4	5%
I am not eligible to vote (in these elections)	3	3.75%

A similar pattern can be seen for devolved elections. The vast majority of respondents vote. However, the proportion voting 'Yes' in Wales is somewhat lower. Turnout for the Senedd/Welsh Parliament elections has historically been relatively low and this may be reflected in the statistics here.

“On a scale of 1 - 10 how much confidence do you have that UK government will improve conditions for social work practice (where 1 is 'none at all' and 10 is 'complete')”

Respondents were also asked to rate their confidence in the UK Government to improve conditions for social work practice. Whilst this largely applies to England, as decisions on health and social care are devolved to Northern Ireland, Scotland and Wales, there are some policy areas relevant to social work, such as immigration and human rights, that are largely reserved to the UK government which makes decisions on those issues for the whole of the UK. Criminal justice and policing are not devolved to Wales, but are reserved to the UK Government (unlike Scotland and Northern Ireland). Key pieces of legislation, such as the Mental Health Act 1983 and the Mental Capacity Act 2005 also cover both England and Wales.

With 1 being ‘poor’ and ‘10’ being excellent, the average rating of confidence in the UK Government from respondents in Wales was 1.71, the same as the UK average of 1.71.

“On a scale of 1 - 10 how much confidence do you have that your national government will improve conditions for social work practice (where 1 is 'none at all' and 10 is 'complete')”

The **Welsh Government** returned a rating of 3.09. The **Scottish Government** fared somewhat better in this exercise, an average confidence rating of 3.59 and the Northern Ireland Executive returned a rating of 1.62³. As a consequence of the complicated politics of Northern Ireland and their impact on executive formation, there was no sitting Northern Ireland Executive in power during the period when the survey was live, nor had there been for most of 2022.

³ Given the small number of respondents who reported working in Northern Ireland, this figure should be treated with caution.

Table 28: *In the last 12 months, have you engaged in any of the following activities?*

	Wales	Wales % (n = 80)	UK % (n = 1602)
Voted in the last local election (if there were any)	61	76.25%	67.48%
Signed a petition (email, online or in person)	55	68.75%	72.78%
Boycotted certain products or businesses for political reasons	33	41.25%	39.58%
Posted or forwarded political content on social media	25	31.25%	29.96%
Contacted a politician, government or local government official	23	28.75%	30.02%
Provided input or feedback on government policy, law or document	23	28.75%	27.78%
Taken part in a public demonstration	17	21.25%	10.99%
Wrote to a local government official using a template provided by organisers of a campaign	17	21.25%	21.29%
Worn or displayed a campaign badge or sticker	16	20%	14.79%
Attended a meeting of a trade union, political party or political action group	14	17.5%	13.11%
None of these	12	15%	12.73%
Stood for election to public office (e.g. local government councillor)	2	2.5%	1%
Participated in a Citizen Assembly, Citizen Dialogue or Citizen Jury	0	0	0.81%

A final question on political engagement asked members to select which, if any, of a number of options they had engaged in, in the previous 12 months. What the results of this section demonstrate is that social work respondents to the survey are politically engaged and aware. Only 15% of respondents in Wales reported not having engaged in of the activities listed.

Respondents could select as many activities as they chose.

Agenda Item 4

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Agenda Item 5

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