

Children and Young People Committee

Meeting Venue:
Committee Room 1 – Senedd

Meeting date:
1 February 2012

Meeting time:
09:15

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



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Agenda

Private meeting

Private Meeting

The Committee resolved to meet in private at their meeting on 26 January 2012 for all the items in this meeting.

- 1. Introductions, apologies and substitutions**
- 2. Children's Oral Health in Wales: Consideration of the final report (09:15 – 09:30)** (Pages 1 – 35)
- 3. Implementation of the Learning and Skills (Wales) Measure 2009: Consideration of the key issues (09:30 – 10:00)** (Pages 36 – 44)
- 4. Flying Start: Consideration of the terms of reference (10:00 – 10:30)** (Pages 45 – 62)
- 5. Consideration of the petition to provide free sunscreen for all children under the age of 11 in Wales (10:30 – 10:45)** (Pages 63 – 66)
- 6. Papers to note**

Implementation of the Learning and Skills (Wales) Measure 2009 – Additional information from Semta (Pages 67 – 69)

Implementation of the Learning and Skills (Wales) Measure 2009 – Additional

information from ConstructionWales (Pages 70 – 73)

Implementation of the Learning and Skills (Wales) Measure 2009 – Additional information from the Care Council for Wales (Pages 74 – 87)

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

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Children and Young People Committee

CYP(4)-04-12 Paper 7

Learning and Skills Measure 2009

Additional information from Semta

Welsh medium provision

1. Are young people who wish to study vocational courses through the medium of Welsh in further education colleges, usually able to do so? If not, for which types of courses, or in which areas, is Welsh medium provision most scarce?

National Occupational Standards (NOS) are available for Performing Engineering Operations and Business improvement Techniques bilingually and therefore qualifications can be written around the NOS to cater for any demand. The demand for Welsh or bilingual provision is very low as reported by Semtas Engineering delivery partners (FEIs and PTPs and Awarding Bodies). We are informed that all learners for apprenticeship programmes are offered Welsh or Bilingual provision at initial screening and support measures put in place as a result. For short course provision designed specifically for industry the contracted delivers must provide a bilingual support package as usual unless the company/companies specify Welsh provision only.

supplementary questions

Is there any recent improvement in the number of vocational courses run through the medium of Welsh particularly by further education colleges?

The evidence from delivery partners show the majority of training provision and assessment is delivered though the medium of English as asked for by individuals and companies but bilingual support is always included.

Careers Advice

2. How can employers and sector skills councils help to ensure that young people receive careers advice that includes up to date labour market information on all their options?

Labour market information will never be 100% accurate as the response time to Industry information and advertisement is too short to influence overall

choice. E.g. Apprenticeship target numbers for large organisations are planned in advance but demand mainly arrives from smaller sized organisations on a regional basis early in Sept/ Oct of the academic/training year that learners need to attend. We are promoting apprenticeships to employers and encouraging them to produce a strategic work force plan which takes account of the number of employees they require for their business which includes age profile of their staff. We also ensure that LMI is available to employers training providers and careers Wales to point out the skills gaps that exist in the sector.

Semta are supportive of The Apprenticeship Matching Service initiative implemented by Careers Wales which could help but the information must be updated with data at regular intervals by all stakeholders inclusive of SSCs, Industry, FEIs and HEIs and Careers Wales and then advertised/ marketed as a system to external stakeholders such as schools, parents and most importantly learners. This identifies a major management of data issue involving many stakeholders.

It is very feasible to use this platform as a tool not just for matching but also to track progression through apprenticeship frameworks.

Semta feel a key improvement has been via the implementation of the PtA scheme where target numbers per industry pathway are agreed in advance with Dfes Apprenticeship Teams. This gives a clear indication of potential job opportunities within the specific pathway and supplements data received from Work Based Learning Contract Holders.

A key element of the PtA engineering programme is the recognition that learners can be assigned to an apprenticeship programme and gain a level 2 apprenticeship framework and certification before the employer is found.

Work-based learning

3. The focus of the Measure is on school and college based provision. Should the Measure be amended to include work-based learning?

This will depend on the definition of “Work – based learning “ and the specific age group of the learner.

For engineering Work Based Learning should be carried out in work or in a recognised “Sheltered Working Environment” i.e FEI or PTP which has industry standard equipment available to cater for sufficient learner numbers. The learning programme should be assessed to competence

standards and would normally be for learners 16 to 18 years of age in the first instance before progressing onto higher apprenticeship frameworks.

Work Related Experience can be delivered to non – competence standards but in an applied way and can include awareness and classroom based activity supplemented by industry visits and attendance in a recognised “Sheltered Working Environment” This would normally be for learners 14 to 16 years of age.

School provision could also include a ratio of attendance in a local college or private training provider which could be deemed WBL as the standards are equal to Industry standard training in the workplace but because of the age range the activities could be non–assessable due to H&S and time constraints.

supplementary question

Do you think that more emphasis should be given to work–based learning opportunities when young people are making their choices at age 16? If yes, how should this be done for example by the schools or CareersWales?

Semta feel career choices actually begin and are influenced from the age of 13/14 at options year.

Semta have advertised the success of pilot programmes for the WBQPL which superceded another successful programme called the “Work Based Learning Pathway”

Both schemes were designed to allow an equivalent outcome of 5 GCSEs which could be gained by a single day of attendance in a “Sheltered Working Environment” This fitted into Options Blocks offered by schools involved.

Semta would recommend similar schemes be offered within the option menus of all schools and be run in parallel with core activity. Other SSCs could design similar sized options and outcomes to provide occupational choice via a single Work Based Option route supplementing the core.

The overall scheme should be advertised and marketed accordingly on a national basis.

For Engineering manufacture, the Welsh Baccalaureate is particularly suited to work based learning as students can work on projects such as productivity, supply chains as well as technology this also lends itself to the Wales Europe and the world unit as many companies have a global customer base, supply chain as well as global competitors, these projects could investigate the importance of Wales to the global supply chain as well the potential risks to Wales of the global economy.

Agenda Item 6b

Children and Young People Committee

CYP(4)-04-12 Paper 8

Learning and Skills Measure 2009

Additional information from Construction Skills

Welsh medium provision

1. Are young people who wish to study vocational courses through the medium of Welsh in further education colleges, usually able to do so? If not, for which types of courses, or in which areas, is Welsh medium provision most scarce?

Some bi-lingual provision and informal Welsh medium provision is undertaken in Construction at FE. By informal provision we mean that the lecturers' and students are naturally 1st language Welsh speakers so much of the practical instruction in the workshops will naturally be in Welsh.

There has been examples of good practice over the years in some colleges such as Coleg Menai, Meirion Dwyfor, Llandrillo and Sir Gar with regards to provision for 14-16 students studying Foundation Craft subjects. ConstructionSkills has ensured that comparable teaching material has been made available for Foundation Craft multiskilling courses and BTEC 1st Construction Courses.

Barriers to the growth of bi-lingual provision are demand and take up by students which is possibly as much of an issue in colleges which have the staff to deliver the courses, whereby in areas where fewer students speak Welsh there are also issues of staff ability should the demand increase.

Other barriers to progress exist with regards to the availability of Bi-lingual EV's and assessment materials made available by Awarding Bodies. ConstuctionSkills are currently completing the updating of the NOS (National Occupation Standards) for the main craft occupations. On completion of this work the QCF units will also be translated and placed on the RITS system. This will enable AO and AB's to develop assessment systems in both Welsh and English.

supplementary questions

Is there any recent improvement in the number of vocational courses run through the medium of Welsh particularly by further education colleges?

Limited growth mainly due to the issues outlined below. Recent work by ConstructionSkills would indicate that whilst the availability of bi-lingual provision and assessment needs to be developed as outlined above there is unlikely to be a rapid growth in demand due to the 'conservative' nature of the industry and those who enter it. However significant and useful growth can be probably be achieved through the teaching and assessment of Essential Skills bi-lingually in a Construction context. This work is being undertake/considered we believe by some more innovative colleges.

Careers Advice

2. How can employers and sector skills councils help to ensure that young people receive careers advice that includes up to date labour market information on all their options?

ConstructionSkills has developed a Careers, Recruitment and Lifelong Learning Strategy and Welsh employers will sit on the newly formed UK Recruitment and Lifelong learning groups. A key part of this strategy is the newly revamped b-constructive web site www.bconstructive.co.uk which has been translated for a launch by mid February 2012.

This web site will provide information about craft careers and apprenticeships and the opportunity to apply online for an apprenticeship. Some LMI exists on the bconstructive web site.

The main ConstructionSkills web site also provides LMI and the information for employers and the opportunity to provide information about apprenticeship places. Stronger links need to be made between these web sites and that additional LMI is easily available to careers advisers and young people.

The main emphasis from our view point is that LMI assists to meet the Skills demands and needs of employers and that this is done professionally and collaboratively.

This will be particularly true during the forthcoming review of vocational qualifications being led by Jeff Cuthbert, appendix A below notes comments by the Minister with regards to ConstructionSkills role within this review. (Comments relate to the launch of ConstructionSkills CSN LMI report on the 23rd January)

Appendix A (quote by Jeff Cuthbert AM)

I wish to forward my support to Construction Skills at the launch event for their Construction Skills Network report today and give my apologies for not being able to attend in person today.

Having the right intelligence on the demand for skills is critical to informing how we work with businesses to support their training needs. It is fundamental to our planning process and in giving the insight as to where industries like Construction are going and what their future needs and priorities look like.

The Construction Skills Network Model has always delivered this breadth of knowledge by linking planned capital projects with the impact on recruitment needs. It's true that in recent years the reports haven't been easy reading and the ongoing outlook still remains fragile. However, I remain committed to understanding how we utilise intelligence from the Model in advising on our approach to planning for skills and in maximising the employment opportunities that do present themselves.

We also need to be mindful of where the industry is going. Construction Skills has rightfully highlighted the low carbon agenda as a major driver for change. It will be important to have the real-time information of how these changes are impacting on the industry and the resulting effect on skills and training needs. I understand the CSN Model looks at these scenarios and believe it to be an important one for Wales. It is also important that Wales gives leadership to this agenda and is capable of exporting skills rather than just relying on creating employment opportunities within our borders.

Bridging the relationship to the education and training sector – or the supply side – is another critical success factor if we are to make the changes to the mix of training on offer to businesses. Training providers need to have access to up to date information on future challenges for the sector if they are to change the training offer available to businesses and new recruits. This is very much about shaping demand and I welcome the role Construction Skills can play in supporting this work.

I am also interested in how labour market information can support the ongoing development of qualifications for the sector. As part of my review of vocational qualifications I will be looking at this specific issue and would ask those industry representatives with a view on this debate to pass these via the Sector Skills Councils.

Finally, I would like to thank all those from within the industry who contribute to the Construction Skills Network Observatory in Wales on a regular basis. As Construction Skills

would agree, your input to the process is invaluable in making sure outputs contained within the Reports truly reflect how the industry is progressing.

Work-based learning

3. The focus of the Measure is on school and college based provision. Should the Measure be amended to include work-based learning?

Yes work based learning is an essential component in post 16 learning and should be included in the measure. Work based learning is the main route way to enter the Construction Industry

supplementary question

Do you think that more emphasis should be given to work-based learning opportunities when young people are making their choices at age 16? If yes, how should this be done for example by the schools or CareersWales?

Yes but only balanced with the availability of places, innovative apprenticeship and wbl models can offer additional places, broaden experience and encourage sole traders to employ a person possibly for the first time for even if this is only for part of the working week or year.

QUALIFYING SOCIAL WORK EDUCATION AND TRAINING

Review of Trends 2010/11

Page 74



Introduction

Each year the Care Council produces a summary report of the themes and trends in social work education and training based upon its quality assurance work over the year.



2010/11 has been a significant year in relation to social work education and training in Wales. In November 2010 the Independent Commission on Social Services in Wales published their report, *From Vision to Action*. In their report the Commission acknowledged the pivotal role of the workforce in delivering high-quality social work and social care.

The report stated that “social work and social care will only ever be as good as the people who work in them. The workforce is the service.”

The importance of a confident and competent professional workforce was re-stated in February 2011 in the Welsh Government’s policy document, *Sustainable Social Services for Wales: A Framework for Action*, which says: “citizen-focused, sustainable services will not be possible without placing the professional contribution of social workers and social care workers even more at the heart of services.”

It recommends a continued drive towards improvement through the

commitment to, and investment in, continuing professional development. Over the year the Care Council has been developing its proposals for a new framework of continuing professional education and learning (CPEL) as a key part of delivering the ‘new professionalism’ set out in the policy paper.

The success of the CPEL framework however also depends on the social work degree providing the right social workers for the workforce and over the year we have worked

with others to review the degree and make proposals for its further improvement. That review was informed by the Care Council’s Quality Assurance work. The full Quality Assurance Report for Approved Social Work Education and Training Programmes 2010/11 upon which this summary is based referred to in this summary can be found on the Care Council website at www.ccwales.org.uk.

Key Messages from 2010/2011 continued

The social work degree involves equal amounts of academic and practice learning and therefore reflects contemporary practice. Consideration needs to be given to how closer integration of the two can be achieved. Practice Assessors need to ensure an approach to assessment of overall professional standards and avoid mechanistic approaches to evidencing National Occupational Standards (NOS).

Consistency of standards across social work degree programmes, for instance in relation to assessment requirements is important and the Care Council could assist in this through the production of clearer guidance.

The Care Council's 'quality assurance' model for the social work degree should be reviewed to take account

of standards for regulatory excellence and should seek to involve employers and service users.

Effective social work requires close working with other professional groups. This needs to be reflected in students' learning and inter-professional learning opportunities should be promoted to embed understanding of different professions from an early stage.

The expectations for Welsh language provision need to be clear and the Care Council should regularly review social work degree programme's action plans for development through its quality assurance processes.



Entering Qualifying Social Work Education and Training

According to UCAS data there were 4.3 times as many applicants as places available for the social work degree in Wales.¹

Programmes reported 977 applicants in 2009-10 and 1378 in 2010-11 for 316 places (excluding the OU), an increase of 39%. This increase exceeded the wider increase in applications to higher education with UCAS reporting an overall increase of 8.6% in applications for the year.

309 students were accepted onto programmes starting within the year and at 31 March 2011 there were 847 students on the social work degree.

Intake onto degree programmes is controlled by four main factors. The quality of applicants, the entry criteria of programmes, the capacity

of employers to provide Practice Learning Opportunities (PLO) and the number of places a programme is approved by the Care Council to provide. The overall uptake of places saw 88% of Care Council approved places taken up, with only two courses 10% or more below their approved intake. As employers' workforce planning has developed so there has been some change in the PLOs offered and consequently two programmes have reduced their planned intake for 2011.

Students can undertake the social work degree at undergraduate or postgraduate levels and through a

traditional or distance learning route. Since 2009 the only programme offering a part-time route is the Open University. One of the eight approved programmes is a Masters level course and accounts for 16% of the student intake in the year. 88% of students enrolled for full-time study, the remaining 12% being on the distance learning route.

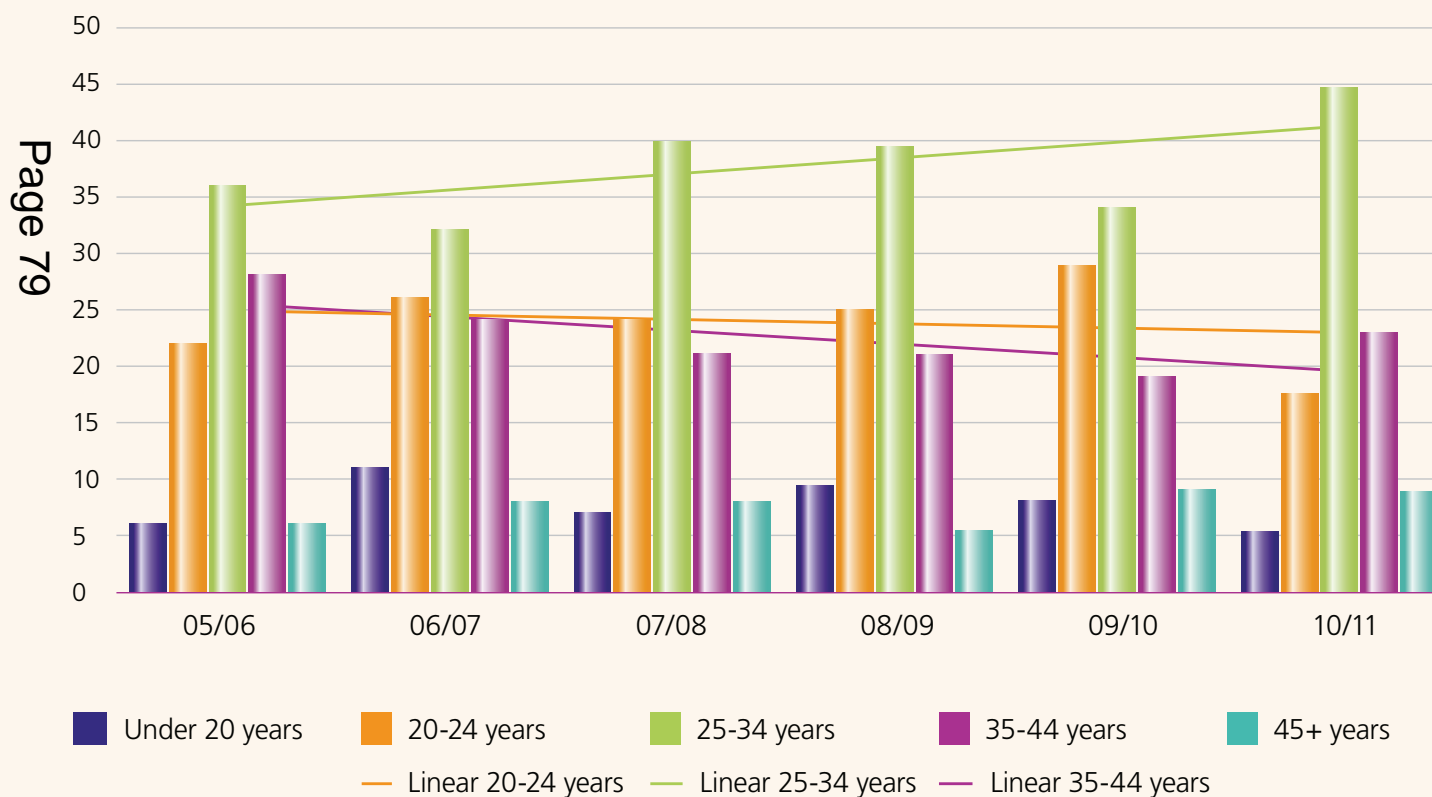
The demographic profile of students remains similar to previous years with minor fluctuations.

18% of new students are men, which whilst being the largest proportion since the start of the degree, is still

below the 23% of registered social workers who are male. This may suggest the profession is becoming increasingly female and consideration could be given by the Council and programmes to developing careers information that promotes social work as a career for both men and women.



Age Profile of SW degree enrolments 2005-11 including trend lines



At the point of the degree's introduction there was debate around whether the age profile of students would reduce. The chart provides evidence of an upward trend in those aged 25-34 at enrolment but a decrease in those aged 20-24 and 35-44 years. This suggests social work graduates are not getting younger; however the age profile for the 2010-11 entry is different to other years and it may be that future years will help provide more reliable evidence on this.

The Care Council requires programmes to provide opportunities for students to learn and be assessed through the medium of Welsh and Coleg Cymraeg Cenedlaethol has been established to expand higher education teaching in this regard. Bangor University has the lead role in developing social work learning opportunities in Welsh

from which all other programmes should benefit. In the year 24% of new social work students are Welsh speakers. All programmes support these (and non Welsh speaking) students in a range of ways including opportunities to learn and improve Welsh as well as the provision of academic and practice learning opportunities through Welsh.

In 2010-11, 10.7% of students declared a disability, the most common being dyslexia or other specific learning disability. This compares with the Disability Rights Commission survey from July 2008 which estimates 9% of the working population to have a disability.

Again, given the commitments to widening participation in higher education and involving service users and carers in social work education and learning, this may be another

area for considering suitable careers information promoting social work as a career.

Whilst social work programmes recruited a greater ratio of people from Black and Minority Ethnic backgrounds than is found in the national population, it does appear that they find it difficult to increase the proportion further. Over the 6 years for which records exist 4.5% of students enrolling have declared themselves to be from Black or Ethnic Minority backgrounds. In 2010-11 the figure was slightly below average at 4.2% (or 18 people). For those that are recruited it is hoped the Care Council publication *Best Practice Guidance in Supporting Black and Ethnic Minority Students of Social Work Degree Programmes in Wales*² will prove a positive development that encourages others to pursue social work education.



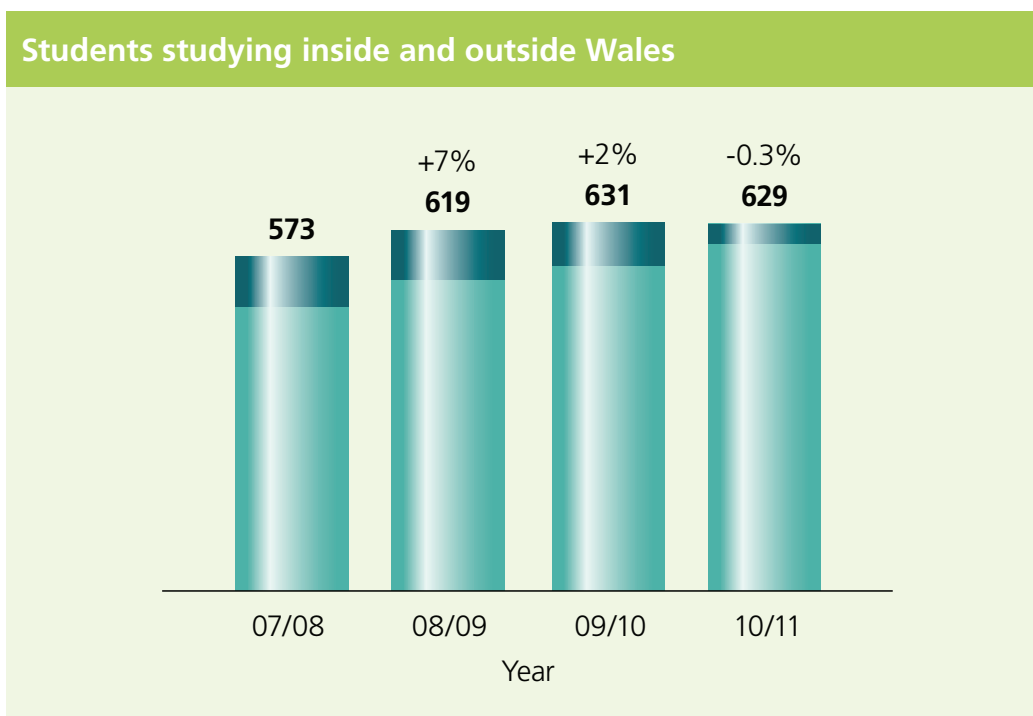
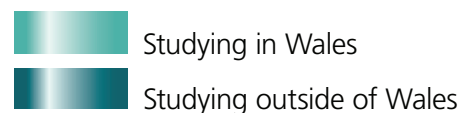
Funding of Social Work Students

In 2010-11 the Care Council provided social work bursaries to 629 students undertaking undergraduate and Masters degrees in Social Work amounting to £3,241,042.

The Care Council supported the funding of social work qualifying students through the Student Funding schemes throughout 2010-11, and supported social work degree programmes through the Practice Learning Opportunity Fund (PLOF) payable to local authority hosts of students and the Service User and Carer Participation Grant payable to the university.

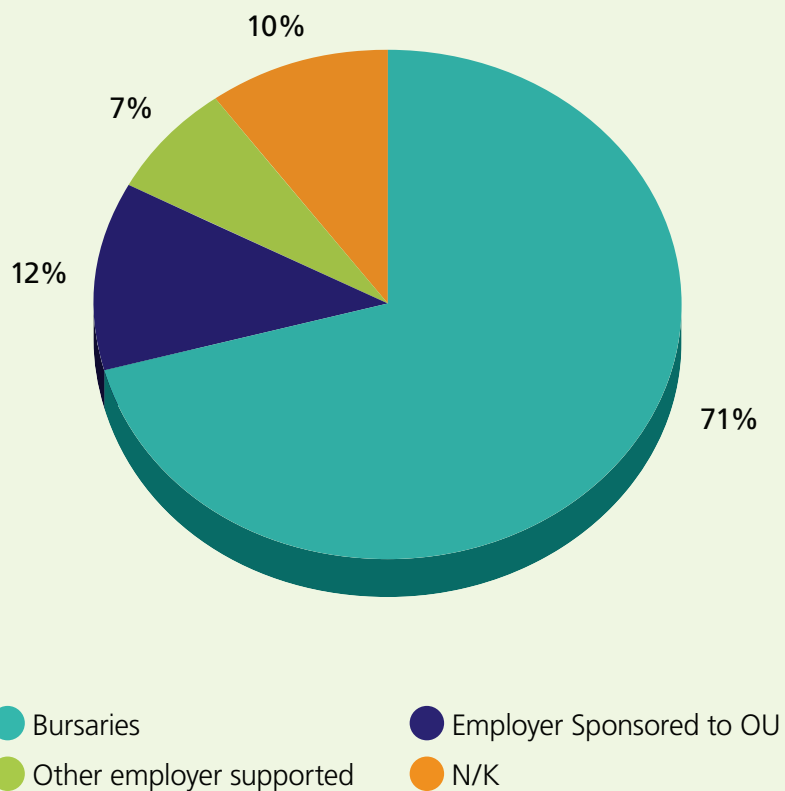
In 2010-11 the Care Council provided social work bursaries to 629 students undertaking undergraduate and Masters degrees in Social Work amounting

to £3,241,042 which represented a small decrease of 1.7% over the previous year. The Council no longer supports new applications for bursaries to study outside of Wales hence the reducing number of bursaries being paid to those studying elsewhere.



Funding of students enrolling 2010-11

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The Welsh Government, through its Social Care Workforce Development Programme requires local authorities to support social work qualifying training and this remains an important contribution to the overall funding picture through the use of secondments and trainee schemes.

Like all other public bodies the Care Council is facing significant financial pressures but remains committed to supporting qualifying and post qualifying social work education and learning as best it can. Discussions are continuing with partners on how best to use the resources available.

Additionally £75,000 was provided by the Care Council to the Social Work programmes across Wales to support the involvement of service users and carers in the Social Work degrees. This annual grant has contributed to an increase in the level and range of service users and carers participating in social work education and learning which students widely reported as being of significant benefit.

Developing Practice Skills

The Care Council supported Local Authorities to manage 855 practice learning opportunities, an increase of 15 PLOs over the previous year

The social work degree requires students to complete 200 days of practice learning as part of their course.

In total the Care Council supported Local Authorities to manage 855 practice learning opportunities, an increase of 15 PLOs over the previous year. A regional perspective indicates all areas sustained their level of PLOs except for south east Wales which saw a rise of 8.5%.

At least one period of a student's practice learning must be within a local authority social services authority. Many students report

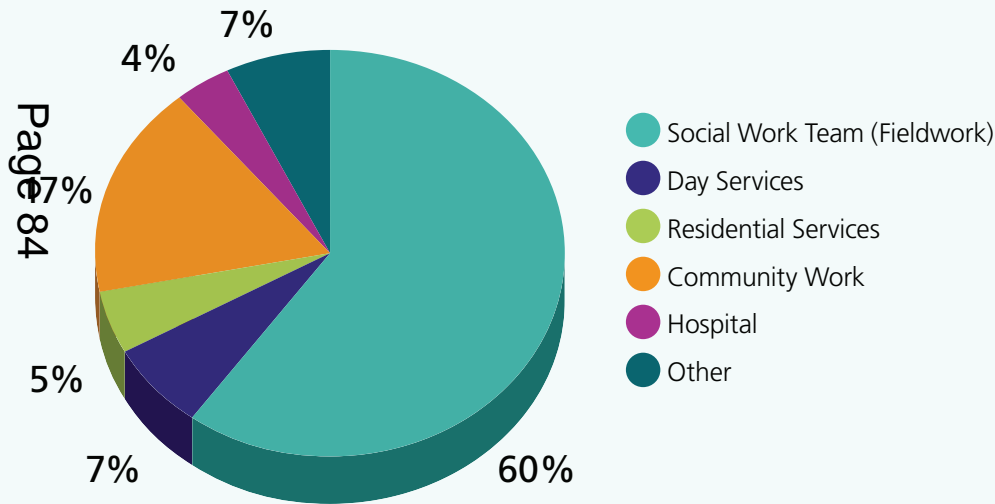
they have more than one PLO in this sector. Analysis of the PLOF data indicates there has been a slight reduction in the proportion of PLOs being provided in the statutory sector over the past 5 years which reflects the efforts made by local authority employers to develop PLOs in the private and voluntary sectors. These are understood to be particularly prevalent in the first 20 day PLO.

In terms of settings there remains a wide range of PLOs available. The majority of qualified social workers however find work in local authority social work teams and so it is

	2006/07	2007/08	2008/09	2009/10	2010/11
Local Authority Social Services	77%	72%	70%	70%	69%
Voluntary and Independent	23%	28%	30%	30%	31%

encouraging that social work fieldwork teams have sustained the same proportion as previously.

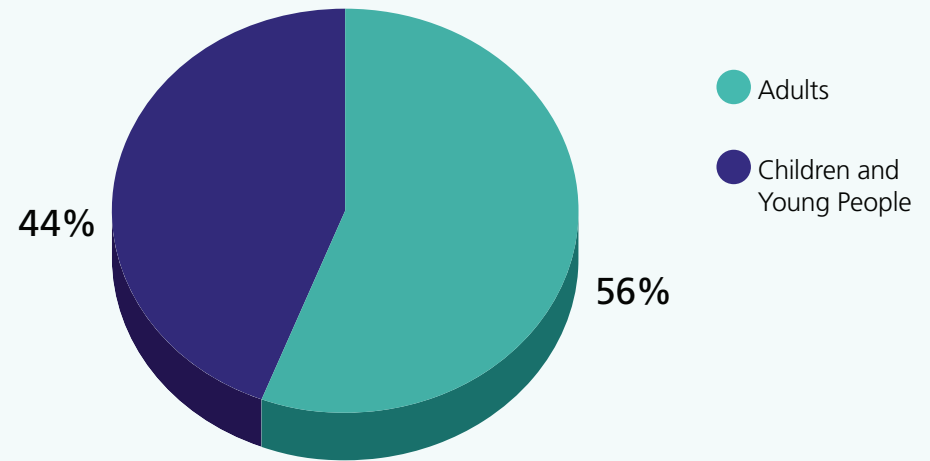
PLO Settings



Whilst most employment opportunities remain with child and family teams, the majority of PLOs are within adult services. More work is required to analyse this data further in relation to the two longer PLOs to better understand

the experience of students and how effectively this prepares them for the employment opportunities they face upon graduating.

PLO's per Service User Group



Similarly the apparent majority of Practice Learning Opportunities in adult services may mask a different picture at each of the three levels of the degree. The second and third levels provide the better opportunities to develop

practice skills as they are longer. Understanding the balance of PLO's by service user group at each level would provide a clearer picture of the extent to which PLO's are preparing students for the available job opportunities.

Social Work Degree Graduates

834 students have completed a social work degree in Wales since 2007. 262 graduated in 2010-11

The first graduates gained their awards in 2007³. Since then the total number to have completed a social work degree in Wales is 834 of which 262 were achieved in 2010-11

33 students withdrew from the degree in 2010-11, representing 3.9% of the total number of registered students. The largest number left for “academic” reasons, representing one third of all withdrawals.

Of the 262 graduating in 2010-11, 97 received some support from their employer, with 56 having been seconded and 14 on an employer trainee scheme, the remainder

receiving other non-specific forms of support including Care Council bursaries and NHS bursaries where students were from England. Secondment and Trainee schemes therefore accounted for 26% of graduates in the year.

Of the 262 graduates, 49 were at Masters level and of the 213 completing an undergraduate degree, 105 achieved first or upper second class honours degrees.

The Care Council has published information on newly qualifying social workers in Qualified Social Worker Profile June 2011⁴. This



3. The first cohort graduating in 2007/08 was made up of only 4 programmes which started a year before the others. 2008/09 is therefore the correct benchmark to refer to when measuring change.
4. Qualified Social Worker Profile June 2011, Care Council for Wales. www.ccwales.org.uk

Social Work Degree Graduates continued

indicates that between June 2010 and May 2011, 252 newly qualified social workers were registered with the Care Council for Wales, 91% of whom were trained in Wales.

This supports the case that Wales is largely self sufficient in preparing the future social work workforce. However it also illustrates the difficulties in accurate workforce planning as employers had anticipated appointing 137 newly qualified social workers in the year as part of the Social Worker Workforce Planning Project.⁵

The demographic profile is consistent with previous reports, indicating

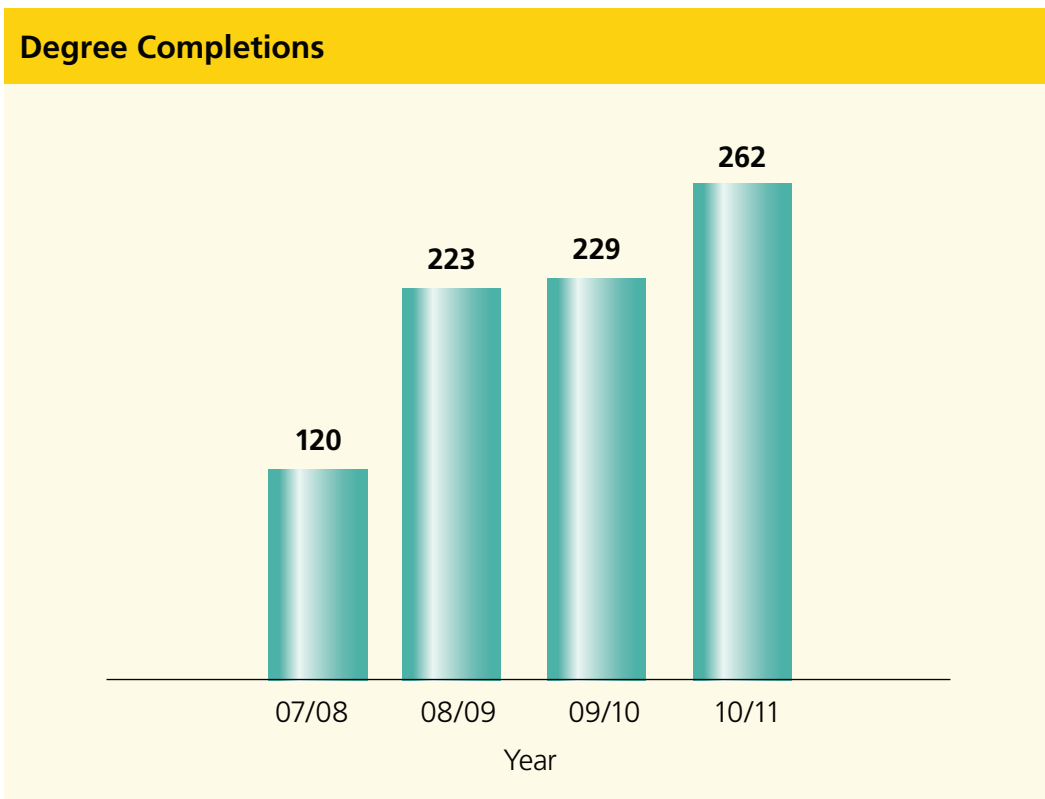
- 85% graduates were female
- 72% were aged over 25 years
- 87% described themselves as white

- 24% are Welsh speaking
- 15% describe themselves as having a disability
- 13 graduates completed via a part time route of whom 69% achieved a first or upper second class degree (compared with 49% overall)

As part of its quality assurance work the Care Council regularly meets with social work students and recent graduates. Comments received in these meetings have focused upon the quality of support offered by academic and practice teachers, and their willingness to allow students to explore issues in a safe environment. Comments have also included some concern about some academic staff having little recent experience of social work practice, and different practices between programmes in assessment requirements and the wish to see greater standardisation.

These comments have been considered in the recent review of the degree rules and it is proposed that all programmes include

registered social workers on teaching staff and that the Care Council provide more guidance in relation to assessment.



5. <http://www.dataunitwales.gov.uk/Publication.asp?id=SX9A80-A77FFBB7>

The Conclusions

The social work degree is a popular course in Wales producing academically successful and competent social workers who largely gain employment in social services in Wales

This annual summary of trends has been drawn from the annual monitoring of social work degree programmes and the more comprehensive Periodic Reviews conducted over the two years of 2009-10 and 2010-11. A review of the social work degree Rules and Requirements has also informed the findings.

It aims to provide the sector with key information on those starting and completing the social work qualification. Further detail can be found on the Regulation of Training Pages of the Care Council website at www.ccwales.org.uk.

The social work degree is a popular course in Wales producing academically successful and competent social workers who largely gain employment in social services in Wales.

The commitment of employers and HEIs to sustaining partnerships and the development of the framework for Continuing Education and Learning will further contribute to the profession's ability to deliver the ambitions of the Welsh Government for social services in Wales.

