

Agenda – Children, Young People and Education Committee

Meeting Venue:

Hybrid – Committee room 2 Senedd
and video conference via Zoom

Meeting date: 5 March 2025

Meeting time: 09.30

For further information contact:

Naomi Stocks

Committee Clerk

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Hybrid

Private pre-meeting

09.15 – 09.30

Public meeting

09.30 – 11.30

1 Introductions, apologies, substitutions and declarations of interest

09.30

2 Scrutiny of Estyn Annual Report 2023 – 2024

09.30 – 11.10

(Pages 1 – 38)

Owen Evans, His Majesty's Chief Inspector, Estyn

Claire Morgan, Strategic Director, Estyn

Jassa Scott, Strategic Director, Estyn

[Estyn Annual Report 2023 – 2024](#)

Attached Documents:

Research brief

Break

11.10 – 11.20



3 Routes into post-16 education and training – evidence session 6

11.20 – 11.50

(Pages 39 – 49)

Jassa Scott, Strategic Director, Estyn

Catherine Evans, Assistant Director, Estyn

Mark Campion, Assistant Director, Estyn

Attached Documents:

Paper – Estyn

4 Papers to note

11.50

4.1 Information from Stakeholders

(Page 50)

Attached Documents:

Letter to the Chair of the Children, Young People and Education Committee from the President and Vice-Chancellor of Cardiff University

4.2 Information from Stakeholders

(Pages 51 – 53)

Attached Documents:

Letter to the President and Vice-Chancellor of Cardiff University from the Chair of the Children, Young People and Education Committee

4.3 Information from Stakeholders

(Pages 54 – 55)

Attached Documents:

Briefing note from Children's Participation in Schools Team

4.4 Annual Scrutiny of Medr

(Pages 56 – 57)

Attached Documents:

Letter to the Chair of the Children, Young People and Education Committee from Medr

4.5 Teacher recruitment and retention

(Page 58)

Attached Documents:

Letter to the Cabinet Secretary for Education from the Chair of the Children, Young People and Education Committee

4.6 Children on the margins

(Pages 59 – 73)

Attached Documents:

Briefing note from the Children's Legal Centre Wales, the Bevan Foundation, the Children's Society and TGP Cymru

4.7 Information from Stakeholders

(Pages 74 – 141)

Attached Documents:

Letter to the Chair of the Children, Young People and Education Committee from the Campaign for Mathematical Sciences

4.8 Information from Stakeholders

(Pages 142 – 143)

Attached Documents:

Information received from an Individual

4.9 Apprenticeship pathways

(Pages 144 – 146)

Attached Documents:

Letter to the Cabinet Secretary for Economy, Energy and Planning from the Chair of Economy, Trade, and Rural Affairs Committee

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

11.50

Private meeting

11.50 – 12.30

6 Estyn Annual Report and session on the inquiry – consideration of the evidence

11.50 – 12.00

7 Teacher recruitment and retention – consideration of the scope and approach

12.00 – 12.15

(Pages 147 – 154)

Attached Documents:

Private paper – Teacher recruitment and retention, Scope and approach

8 School Standards and Learner Attainment – consideration of the scope and approach

12.15 – 12.30

(Pages 155 – 162)

Attached Documents:

Private paper – School improvement and raising standards, Scope and approach

Document is Restricted

This response was submitted to the [Children, Young People and Education Committee](#) on the [Routes into post-16 education and training](#)

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Ymateb gan: Estyn

Response from: Estyn

Background information about Estyn

Estyn is the Office of His Majesty's Inspectorate for Education and Training in Wales. As a Crown body, we are independent of the Welsh Government.

Our principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000¹ and the Education Act 2005. In exercising its functions, we must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by those receiving education and training in Wales;
- Quality of leadership and management of those education and training providers, including whether the financial resources made available to those providing education and training are managed efficiently and used in a way which provides value for money;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Our remit includes (but is not exclusive to) nurseries and non-maintained settings, primary, secondary, special and all age schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and initial teacher training.

We may give advice to the Welsh Parliament on any matter connected to education and training in Wales. To achieve excellence for learners, we have set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

¹ This act to be replaced by the Tertiary Education and Research (Wales) Act 2022 when the quality provisions are commenced.

This response is not confidential.

Purpose of the consultation

The [Children, Young People and Education Committee](#) is conducting an inquiry into Routes into post-16 education and training.

The Committee would welcome written evidence on all or as many of the points below from professionals, individuals and organisations.

Terms of Reference

The inquiry will focus on:

- Quality of information given to learners about the full range of post-16 options (vocational and academic routes post 16, i.e. further education, sixth form, apprenticeships and training, and onward to higher education)
 - Quality and nature of information provided to learners within schools and those educated other than at school (EOTAS).
 - Quality and nature of information provided directly to learners by Careers Wales.
 - The extent to which further education colleges are able to engage directly with learners in schools.
 - The extent to which learners in schools are made aware of the options available to them in school sixth forms and local further education colleges, and how closely schools engage with local colleges. Are there any conflicts of interest between sixth forms and further education colleges and is this more prevalent in some areas of Wales more than others?
 - The extent to which employers are able to engage directly with learners in schools, for example at careers events.
 - Who else influences learners future career choices (e.g. parents, teachers, peers), and how well are those people supported to do this.
- How effective careers support is at compulsory school age
 - To what extent careers support at pre-16 is resulting in positive or negative outcomes post-16 e.g. young people finding themselves not in education, employment or training (NEET).
 - Whether work experience opportunities for learners of compulsory school are operational, effective and meaningful and any barriers in that regard.
- Changes in routes post-18
 - Is there evidence that learners are changing their choices post-18, including a drop in Higher Education enrolments, and if so why?
- Welsh-medium provision
 - The availability of post-16 options (both academic and vocational) through the medium of Welsh, and how this impacts on young people's choices.

- Equity of access
 - Are some groups of learners disadvantaged by the current system (e.g. pupils from low-income households, learners with travel needs)?
 - What support is available for learners to improve access (financial or otherwise)?
 - Is there any regional variation in the information and support provided about post-16 across Wales? Are there any particular challenges facing learners in rural areas?
 - Are there any other equality issues?
- Post-16 destination data
 - Is there sufficient post-16 destination data collected to understand trends and inform what education institutions deliver? If not, what data is required to fully understand the post-16 landscape?
- Welsh Government's role
 - How effective is the Welsh Government's approach to support participation in the full range of post-16 education and training options?
 - Are learners, their families and schools aware of available Wales-wide support and programmes, such as the Young Person's Guarantee?
 - Outcomes from Dr Hefin David MS's 'Transitions to Employment' report.

Response from Estyn

Summary

Our response highlights inconsistencies and challenges in the quality and accessibility of information, advice, and guidance available to learners about post-16 options in Wales. We have previously reported the lack of a cohesive national strategy for 16-19 education and training in Wales, and this makes for challenging context in which to provide learners with impartial information, advice and guidance.

Although the majority secondary schools (including all-age schools) provide strong support and guidance, impartiality is often compromised, particularly in schools with sixth forms, where alternative pathways like further education colleges and apprenticeships are underpromoted. A sense of competition has a negative impact on collaborative efforts between schools and colleges to support learners with post-16 options.

Learners' understanding of available post-16 options varies greatly, with too many learners lacking awareness of vocational and work-based learning opportunities. Impartial careers guidance by Careers Wales has been effective in many cases, but gaps remain in addressing learners' needs, especially those with additional learning needs (ALN) or Welsh language preferences. Limited Welsh-medium vocational options and challenges in recruiting skilled Welsh-speaking staff exacerbate inequalities.

Transport and financial barriers further hinder equitable access to post-16 education, disproportionately affecting learners from low-income households and those with ALN. There are issues with the quality and usefulness of post-16 destination data, limiting effective evaluation of outcomes.

Estyn has previously given recommendations that cover improving impartial guidance, fostering collaboration between schools and colleges, addressing transport and financial challenges, and enhancing data collection to better monitor and support learner outcomes.

We will now respond to the inquiry's focus areas.

Quality of information given to learners about the full range of post-16 options (vocational and academic routes post 16, i.e. further education, sixth form, apprenticeships and training, and onward to higher education)

The majority of secondary schools provide strong support and guidance for future learning and careers, with a few beneficially reintroducing work experience placements for learners in Years 10 and 12. However, only a minority of secondary schools take full advantage of opportunities to work with local colleges to enhance their curricular offer. In addition, secondary schools do not always provide pupils with impartial guidance regarding their future choices. For example, pupils in Year 10 and 11 at secondary schools with sixth forms, and their parents, are not always informed of open evenings at local colleges. These findings are based on a summary of the 31 secondary schools Estyn inspected during 2023/2024.

In the autumn and spring terms of 2021-2022, inspectors undertook online visits to a sample of providers across eight local authority areas in Wales to evaluate the current 16-19 curriculum arrangements in Wales. These included secondary and all age schools with sixth forms, further education colleges, work-based learning providers and local authorities. These meetings took place online rather than in person due to the continued impact of the COVID-19 pandemic. Inspectors spoke to learners, teachers, leaders, and other key stakeholders as well as looking at a wide range of documents relating to existing curriculum arrangements for 16-19 learners in Wales. This formed the basis for Estyn's thematic report, '16-19 Curriculum: A review of the current 16-19 curriculum in Wales' (published October 2022). The main findings of the report noted the following.

Estyn found that learners' awareness and understanding of the choices available to them varied considerably depending on the quality of information and advice provided to them. Too many learners lacked awareness of work-based learning opportunities such as apprenticeships.

Estyn found substantial differences in the options available to learners within their local area after they completed Year 11. The available options were strongly influenced by a learner's preferred language choice and educational attainment.

Overall, current arrangements for curriculum planning and delivery are not working well enough. There is no clear national strategy for 16-19 learning and too much inconsistency between, and within, areas and providers.

Despite the lack of coherent direction from the Welsh Government for learners aged 16-19, providers and local authorities in a few local areas work well strategically to overcome some of the barriers and provide a broad and relevant curriculum offer that meets the needs of learners at all levels and responds to employers' skills needs.

What learners choose to learn at age 16, and with what provider, is influenced by the quality and impartiality of information, advice and guidance they receive about the options in their local area and the pathways these provide for future education, training or employment. Many learners also told us that they also took information from friends and family members into account when deciding on where and what to study after completing their Year 11 studies.

In addition, the main findings of the Estyn thematic 'Post-16 partnerships Shared planning and provision between schools, and between schools and colleges' (published in January 2021) noted the following.

A majority of senior leaders in schools with sixth forms report that the relationship with their local colleges is generally not as strong as with other schools. Senior leaders within colleges also acknowledge that this is an issue between colleges and a minority of schools across Wales. They report a sense of competition and lack of transparency and trust between the two sectors. In a few cases, similar tensions exist between schools.

Many schools provide learners with suitable information about the options available to them once they complete Year 11. In a few schools, learners benefit from a comprehensive range of activities to help them learn about, and decide between, their post-16 options at all local providers. This includes opportunities to meet representatives from other local post-16 providers, including work-based learning providers as well as schools and colleges.

Many learners value the advice and guidance they receive whilst at school. A minority feel that advice from schools does not address alternative pathways to A level study sufficiently, and that staff members often focus on encouraging learners to progress to the school's own sixth form. Learners feel that post-16 providers, including schools and colleges, do not share enough information about the quality of their provision and the outcomes achieved by their learners.

Many school sixth forms and colleges see the number of learner enrolments as a high priority. Leaders of small sixth forms often feel under financial pressure to ensure that Year 11 learners progress to their sixth form. In a minority of cases, this leads senior and middle leaders to limit the promotion of alternatives. In a few cases, school leaders do not invite other providers to discuss their post-16 provision with Year 11 learners in a comprehensive way.

Most schools that do not have their own sixth form, provide learners with impartial information about the full range of progression options available to them. Learners benefit from regular interaction with local post-16 providers, both schools and colleges, to learn about the courses on offer and to discuss their aspirations. In a minority of cases, these schools ensure that learners also interact with providers of work-based learning provision. Many have effective transition arrangements that are supported by helpful dialogue between school staff members who know individual learners well and representatives of the post-16 providers.

In autumn 2021, Estyn HMI (His Majesty's Inspectors) visited a sample of secondary schools, special schools, pupil referral units (PRU) and education other than at school (EOTAS) across Wales to observe one-to-one guidance sessions between Careers Wales advisers and young people. HMI spoke to young people receiving guidance, teachers, careers advisers and Careers Wales leaders and managers. They also looked at a wide range of documents related to careers information advice and guidance provided by Careers Wales. The main findings of the Estyn thematic report, 'Impartial careers support and guidance to young people aged 14-16 by Careers Wales advisers' (published in May 2022), were as follows.

Most of the young people eligible for a guidance session at the schools and settings made good progress from their differing starting points when creating their plans for the future. Where young people began their guidance session with unrealistic plans and ideas, this usually stemmed from a lack of support from their school or setting. Following guidance, these young people made very good progress towards understanding the post-16 routes

available to them. Most careers advisers were well-prepared for their guidance sessions, particularly where they had well established relationships with providers, and they shared key information. Advisers were effective and provided clear and appropriate advice for next steps for young people to carry out. Specialist additional learning needs (ALN) advisers supported young people with ALN in their transition planning and had a comprehensive understanding of education, employment and training opportunities.

In a few cases, advisers were unaware that the learners spoke Welsh and, therefore, did not encourage them to consider the potential impact of this on their plans.

In September 2023, Estyn's thematic report of the new ALN system recommended that local authorities develop and publish their strategy for post-16 learners with ALN. The interim findings of a current thematic review of independent living skills provision in FE colleges is evidencing that colleges across Wales vary significantly in the complexity of learning needs that they can meet. This highlights the importance of local authorities providing clear and accessible information on further education and training options for all learners with ALN including those whose additional learning provision (ALP) is not their local FE college.

How effective careers support is at compulsory school age

Based on annual destination surveys conducted, Careers Wales data shows that at age 16, a very high proportion of learners in Wales continue in education (86.7%, 2023), with a very few learners starting work-based learning or going directly into employment (5.8%, 2023). Only 2% of learners are known not to be in education, employment or training (NEET) in the first few months after finishing Year 11 at school (2023). This is a similar figure to the proportion who were NEET pre-pandemic (1.8%, 2019). However, the figure for the proportion of learners who are NEET at 16 years old does not tell a full story. For example, in 2023, there was no response to the survey for 1.2% of learners, and as these learners were not in a local school, college or training provider, there's a risk that they are also NEET. Furthermore, we know that a considerable number of learners do not sustain their initial destination. It may be that the initial advice and guidance these learners received was not as helpful as it could have been. Some of these learners transfer to a new course or provider mid-year but not all do. This means that, as the year progresses, an increasing proportion of learners are NEET. Welsh Government estimated that the NEET rate for people aged 16 to 18 in Wales was 5.4% in the year ending June 2024, and the NEET rate for people aged 19 to 24 in Wales was 14.1% for the same year.

Estyn's thematic report, 'Impartial careers support and guidance to young people aged 14-16 by Careers Wales advisers', published in May 2022, recommended that Careers Wales, 'Develops systems and appropriate criteria to evaluate the impact that services have on the effectiveness and resilience of young people's career planning and decision-making'.

In addition, Estyn's thematic report, '16-19 Curriculum A review of the current 16-19 curriculum in Wales' (published October 2022) identified the following:

There remains too much variation in the quality of careers and work-related education and impartial advice and guidance to support all learners in schools fully in making choices about their education and training options post-16. A minority of learners that responded to our survey and who studied at schools with their sixth forms do not feel that the advice and guidance they received about post-16 options was comprehensive enough or sufficiently impartial. A majority of learners also feel that they are not given enough information about work-based learning pathways, including apprenticeships. Although

online advice and guidance succeeded to an extent during the pandemic, learners did not have access the same range of work-related experiences, taster sessions or guest speakers to help them understand the full range of post-16 options.

Changes in routes post-18

During recent Estyn link inspector engagement visits to further education colleges, a minority of senior leaders reported that fewer learners are choosing to progress to higher education. In addition, of those who choose to progress to higher education programmes, an increased proportion of these learners choose providers closer to home. The main reason cited for these changes is the impact of the cost of living crisis.

Welsh-medium provision: the availability of post-16 options (both academic and vocational) through the medium of Welsh, and how this impacts on young people's choices

Within the Estyn thematic report, '16-19 Curriculum A review of the current 16-19 curriculum in Wales' (published October 2022) the main findings highlighted the following:

Learners across Wales have access to a wide range of A level courses through the medium of Welsh, but opportunities to learn through the medium of Welsh on vocational courses and work-based learning are far more limited. Around six in ten Welsh speaking learners that responded to our survey feel that they are able to access course or assessment activities through the medium of Welsh always or most of the time.

The main findings of Estyn's thematic report 'Post-16 partnerships Shared planning and provision between schools, and between schools and colleges' (published in January 2021) identified the following:

The majority of designated Welsh-medium schools share post-16 provision through small partnerships that are led by the providers themselves. In many cases, neighbouring schools maintain strong working relationships. To overcome the long distances between them, a few providers share provision using video links between each other's lessons. Many subject teachers who deliver sixth form lessons through the medium of Welsh collaborate well to develop and share teaching and learning resources written in Welsh. However, colleges and Welsh-medium schools generally find it difficult to collaborate to help learners pursue elements of vocational courses through the medium of Welsh.

The main findings summarised in the Estyn thematic report, 'A Level Welsh First Language' (published June 2020) also identified the following:

Leaders in a minority of bilingual schools face increasing challenges in strengthening Welsh medium teaching in key stage 4 and 5. In order to overcome these challenges, there are successful examples of leaders adapting and tailoring their provision to empower and strengthen Welsh-medium linguistic progression. There are also quantitative targets in these schools' strategic plans to increase the number of learners that study their subjects through the medium of Welsh in key stage 4 and 5.

Most key stage 4 and key stage 5 learners' attitudes towards the Welsh language in Welsh-medium schools and naturally bilingual schools are positive, on the whole. However, the desire and confidence of a minority of learners in using the Welsh language socially, and in a range of situations outside their lessons at school, tends to fade during their secondary education. Most learners are aware of the valuable skills that are gained from being bilingual learners, in terms of employability and appeal to employers. However,

many learners in bilingual school choose to study their courses through the medium of English in key stage 5.

The methods for monitoring the targets that are set in Welsh in Education Strategic Plans (WESPs) to improve Welsh-medium education in their area vary greatly across local authorities.

Our [Annual Report 2022-2023](#) noted that apprenticeship providers and subcontractors continued to develop a range of bilingual teaching and learning resources and made progress in recognising and increasing the capacity of their staff members to deliver bilingually. However, the number of learners who choose to complete written aspects of their work in Welsh remains low.

In addition to the issue of the availability of Welsh-medium options, our [report](#) on lead workers for young people at risk of becoming NEET (July 2024) found that 'Lead worker support for first language Welsh speakers was limited, a challenge intensified by difficulties in recruiting Welsh speakers.'

We have recently reviewed the work of Coleg Cymraeg Cenedlaethol with colleges and apprenticeship providers to develop the Welsh language skills and bilingual pedagogy of practitioners in the further education and apprenticeships sector. We found some evidence of progress over the last 5 years in terms of the numbers of practitioners who speak Welsh and the number of learning activities that include '*a small amount of Welsh*' has increased significantly during the past five years. However, activities in categories such as *a large proportion of Welsh-medium, bilingual and Welsh-only learning* have not increased during the same period.

Equality of access

The way that data is collected and published for pre-16 and post-16 learners makes it difficult to analyse trends that could highlight issues relating to equality of access. For pre-16 providers, we are able to use the proportion of learners eligible for free school meals as a proxy for learners from low-income households in Welsh Government data sets for attainment. However, we don't have a comparable measure for post-16 learners. In our [review of the 16-19 curriculum](#) (October 2022), we gave this recommendation for Welsh Government and its partners:

'Improve the quality of data collected and shared to enable full analysis of learners' destinations at 16 and beyond and their outcomes, including by a learner's protected characteristics, additional learning needs, preferred language of learning and engagement in key initiatives such as the Seren programme.'

Recent Estyn link inspector engagement visits to further education colleges in autumn 2024 identified heightened concern among college leaders in relation to recent and proposed changes to student transport arrangements within several local authorities. Specific concerns included the potential impact of changes on groups of learners, such as a few local authorities amending the minimum distance requirement to access funded transport to college and revising restrictions on nearest provider eligibility. Leaders note that such changes may impact negatively on learners from low-income households and those seeking to access specialist provision in courses such as agriculture, where the nearest provider may be a considerable distance away from their home. A few colleges are also considering imposing or increasing charges for college arranged transport due to an increasingly challenging financial environment. Additionally, our engagement with specialist FE colleges has found that some learners with additional learning needs or

disabilities have been unable to take up placements at these colleges because of a lack of transport.

The ALN Code expects most learners with ALN, including those leaving special schools, to have their education and training needs met by their local FE college. Our insights report 'Additional Learning Needs in Further Education Colleges' (October 2024) found that:

Around half of colleges reported that recruiting suitably skilled staff to support learners with ALN was a challenge. In some instances, it was difficult to find Welsh-speaking staff. In others, recruitment was hard as roles were grant funded and so not permanent. Smaller colleges reported that it was particularly challenging to ensure that they had the right range of specialist staff, especially where there is uncertainty about whether a learner will join the college and require certain support. Larger colleges reported staffing created challenges in ensuring an equity of offer for learners with ALN over large geographical areas.

Our report on Equity of curriculum experiences for pupils who are educated other than at school (EOTAS) (June 2023) found that pupils in PRUs are usually supported well with their post-16 transition:

Older secondary-aged pupils feel well supported to help them think about their next steps in preparation for leaving PRUs. Frequent visits with PRU staff to colleges and local employers help them think about what options are available to them when they leave. Nearly all pupils in this age range mention the strong support from Careers Wales advisers, who spend time with pupils in PRUs on a regular basis.

Post-16 destination data

The timeliness, robustness and usefulness of post-16 destination data collected by providers and reported by Welsh Government as part of the post-16 consistent measure data is a cause for concern. For example, the number of young people aged 16 to 18 not in education, employment or training is likely to be underreported due to factors such as those who initially enrolled in school or college at the start of the academic year but withdrew during the first few months of their programme and whose revised destination is not recorded or reported in official data.

Our [Youth Engagement and Progression Lead Work Review](#) (July 2024) recommended that Welsh Government works with partners to 'develop ways to measure the success of work to prevent young people becoming NEET that are based on longer-term evaluations and do not over-emphasise the value of initial destination survey data.'

The review noted that 'leaders ... tended to overly prioritise young people known to be NEET in the Careers Wales destination survey, placing insufficient emphasis on individuals in tier 1, unknown. Referring to the data outlined in the background section of this report, NEET figures for 16 to 18-year-olds in 2022, as per SFR data, amounted to 14,400; APS data reported a figure of 9,300, while the Careers Wales school leaver destination survey indicated there were 1,066 NEET young people. The Careers Wales' destination data can present an overly positive view of success as drop-outs from post-16 provision are not consistently captured. While there has been a shift towards a more holistic approach, there remains a potential risk in this regard as local authorities make use of the Careers Wales destination data more than other sources as it is the only data source that allows for comparisons with other local authority areas.'

The destination data that Careers Wales collects and presents for Year 12 and Year 13 learners only relates to learners who are in a school sixth form. This results in data that is of very limited use, especially at a local authority level as the proportion of schools with a sixth form in each local authority ranges from 0%-100%.

Post-16 destination data for learners with ALN who have attended independent living skills provision at FE colleges is inconsistent and under-developed. This makes it difficult for colleges to evaluate the quality of their provision against learner outcomes.

The role of Welsh Government and Medr

Leaders of post-16 providers recognise and value the Welsh Government's support to date for participation in post-16 education and training options which underpin financial support arrangements, such as the Financial Contingency Funds and the Education Maintenance Allowance. However, the short-term nature of some additional funds for financial and well-being support arrangements is seen as restricting the ability to plan effectively beyond the immediate short-term in relation to decisions regarding issues such as additional funding support and free or subsidised transport arrangements for learners.

Agenda Item 4.1



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19 February 2025

Dear Ms Williams,

Thank you for your letter inviting me to attend the CYPE Committee. I also very much appreciate that you have worked to ensure that any appearance would not infringe on the 90 day consultation period with staff.

I would be happy to attend the Committee and will ensure that a copy of answers to your questions are sent by the deadline.

However, I would also like to ensure that my appearance is at a point which is most useful to the Committee in terms of its work. Following appropriate amendments and potential mitigations that will be made at the mid-way point in the process, the consultation period closes on 6 May 2025 and we anticipate that staff will be contributing to the consultation up until that point. The University's Executive Board and Council will then be considering these suggestions and revising the proposals, with a decision due in early June. By 14 May, we will likely still be assessing these contributions ahead of a final decision.

I would be grateful if we could look at subsequent dates that would allow us to have a wide-ranging conversation about the process as a whole.

Yours sincerely

Professor Wendy Larner
President and Vice-Chancellor



Mae'r Brifysgol yn croesawu gohebiaeth yn Gymraeg neu yn Saesneg. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

The University welcomes correspondence in Welsh or English. Corresponding in Welsh will not lead to any delay.

Elusen Gofrestredig, rhif 1136855
Registered Charity, no. 1136855

Agenda Item 4.2

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

—
**Children, Young People
and Education Committee**

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Professor Wendy Lerner

President and Vice-Chancellor, Cardiff University

17 February 2025

Request to appear before Committee

Dear Professor Lerner,

As the Committee of the Senedd with responsibility for scrutiny of policy and legislation relating to education, we have taken a close interest in your statement of 28 January¹ and the response to that statement from various stakeholders. We note that the proposals announced on 28 January are subject to a formal 90-day consultation. We also note that you anticipate that the specific proposals will be refined and developed over the next 90 days as a result of that consultation process.

We therefore request that you appear before Committee to give evidence in public soon after the formal consultation has ended. We would like to discuss with you the steps leading to your announcement on 28 January, the concerns raised by various stakeholders in relation to your proposals, and how the consultation period had shaped the final plans, which you anticipate will be approved by University Council in June 2025.

We propose a one-hour evidence session on either Thursday 1 May or Wednesday 14 May. Please contact our clerks at your earliest convenience to agree a time and date.

In the meantime, we would be grateful if you could respond in writing to the questions set out at Annex A no later than Friday 21 March. Your responses will help inform our understanding of the context surrounding your announcement on 28 January, and ensure that our discussions in Committee are as constructive as possible.

¹ Cardiff University, '[Securing our Academic Future](#)', 28 January 2025

Yours sincerely,



Buffy Williams MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

Annex A: Questions to Professor Wendy Larner about the proposed changes to Cardiff University

Please can you provide the Committee with:

- an overview of your assessment of the financial challenges facing Cardiff University, with reference to key data that underpins your proposed changes (e.g. current and projected student numbers, take-up rates, levels of Cardiff University reserves, etc.);
- details of any specific policies at Welsh- or UK-government level that have significantly impacted on Cardiff University's ability to operate sustainably;
- the changes that have already been made in recent years by you or your predecessors to mitigate the impact of the financial challenges facing Cardiff University;
- clarification of the rationale for each of the key proposals set out in your statement of 28 January, including whether the proposal has been made strictly for financial reasons or otherwise;
- the expected cost savings associated with each of the key proposals as set out in your statement of January 28;
- more details about what will happen after the consultation closes and associated timelines (including how the consultation responses will shape the final plans, and when those final plans will be drafted); and
- any other information that you feel is relevant to the announcement made on 28 January.

Agenda Item 4.3



Welsh Legislation and Policy: An analysis of young children's participative rights in education

The remit of this research was to gain a deeper understanding of the extent to which young children's participative rights are reflected within education related legislation and policy in Wales.

Definition of 'participative rights': *the entitlement of a child to be involved in decision making within and about their education. This is based on, but not limited to, Article 12 of the United Nations Convention of the Rights of the Child.*

[Click here to see the published research and the documents included in the review](#)

[Click here to access our legislative and policy analysis infographic](#)

The research analysed a selection of Welsh legislation, policy, reviews and evaluations relevant to young children's education from 1999-2023.

We used Cardno's (2018) policy analysis approach to examine the documents for the inclusion or absence of references to:

- the UNCRC and Article 12,
- participation and participative rights, and
- voice of the child.

We considered to what extent documents included further details around children's participative rights, and explanations of how they might be enacted in classrooms in Wales. Following the review we used the UN framework of Human Rights Education (2011) to examine whether the documents reflected education:

- **'about'** human rights – developing knowledge and understanding.
- **'for'** human rights – using rights respecting pedagogies
- **'through'** human rights – transformative education for active citizenship.

Findings

- Many post-devolution legislative provisions did not explicitly refer to the UNCRC or to children's participative rights, but their intended effects are wholly supportive of the implementation of children's participative rights.
- Although some Welsh legislation introduces requirements to know about and have due regard to children's rights, there is a lack of detail on what this means in practice.
- The majority of relevant policy documents analysed had no inclusion of information 'about', 'through' or 'for' human rights.
- A small number of policies prior to the Curriculum for Wales (2021) reflected education 'about' and 'through' human rights but the Curriculum for Wales (2021) was the first significant policy to fully reflect education 'about', 'through' and 'for' human rights.
- The Curriculum and Assessment Act (2021) embeds the UN framework of HRE as a cross-cutting theme for curriculum development in Wales and reflects a strong commitment to children's participative rights.

Recommendations

In order to better support young children's participative rights in Welsh policy we suggest the following:

- 1) **Future education policy in Wales should continue to account for children's participative rights.** Ongoing critical analysis of the enactment of children's participative rights in schools is needed to maintain this commitment.
- 2) **Children should be recognised as active rights holders in the 'now' in all future legislation and policy in Wales.** All children, including young and marginalised children, should be seen as capable and competent in expressing their wishes and feelings. They can be supported to participate in decision making in all aspects of their lives.
- 3) **Education policy should consider the 'how' of children's participative rights.** Practical guidance is needed to support teachers, school leaders and teacher educators in their responsibilities of enacting education about, through and for human rights throughout the curriculum.

17 February 2024

Buffy Williams MS
Chair,
Children, Young People and Education Committee,
Welsh Parliament,
Cardiff Bay,
Cardiff,
CF99 1SN.

Dear Chair,

Children, Young People and Education Committee, 6 February 2025: Patents resulting from research carried out in Welsh universities

Thank you for inviting Medr to the Committee for our annual scrutiny session on 6 February. At the meeting, I agreed to write to the Committee on patents resulting from research carried out in Welsh universities.

Our proposed Strategic Plan includes a founding commitment to “*identify how we can use data to measure and demonstrate the impact of the research and innovation that we fund and review how we share our knowledge and learning within communities*”. This reflects the requirements placed on us in the Tertiary Education and Research (Wales) Act 2022 to monitor and report on the value for money of the research we fund.

In taking forward this commitment, we will be identifying a basket of measures which reflect all aspects of research and innovation undertaken by universities in Wales and the economic, social, cultural and environmental impact which they deliver. We will consider whether patents resulting from research carried out in Welsh universities should be part of that set of indicators, but would note that research of the type that leads to patents is only a small subset of the full range of research undertaken by our universities and reflects commercial potential rather than commercial success.

In addition, one purpose of Medr’s Research Wales Innovation Fund (RWIF) is to incentivise commercialisation activity in universities, with funding based on performance measures which include income generation from intellectual property, which is another way in which we ensure we give due regard to the importance of return on investment from our funding.

I hope the Committee find this additional information useful.

Yours sincerely,

Rydym yn croesawu 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 correspondence in Welsh. Any correspondence in Welsh will be answered in Welsh, and corresponding in Welsh will not lead to a reply in Welsh.

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James Owen
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Agenda Item 4.5

**Y Pwyllgor Plant, Pobl
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**Children, Young People
and Education Committee**

Lynne eagle MS

Cabinet Secretary for Education

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18 February 2025

Strategic Education Workforce Plan

Dear Lynne,

We will shortly be starting an inquiry looking at teacher recruitment and retention. Issues around workforce were very prominent in our scrutiny of the Welsh Language and Education (Wales) Bill. We are also aware of the Chief Inspector's recent comments in the [forward of the Estyn annual report](#) about the links between recruitment and quality of teaching and learning.

In order to inform the scoping of our inquiry, it would be helpful to get further information on the work that you are currently doing to develop the Strategic Education Workforce Plan. In particular, the timelines for publication of the first plan and who you are working with to develop it.

It would be helpful to have this information by 14 March 2025.

Yours sincerely,



Buffy Williams MS
Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

Guardianship for Unaccompanied Children in Wales: a briefing on implementation

February 2025

Summary of key points

- Unaccompanied Child Asylum Seekers arrive alone in Wales and do not have parents to stand beside them or protect their interests.
- Unaccompanied Children are in an especially vulnerable position, often fleeing contexts of trauma or persecution. Uncertainty around their future status requires Triple Planning for three potential legal outcomes and additional emotional and psychological support.
- Existing services in Wales do not have capacity or do not have the relevant specialist expertise to deliver the essential support these children critically need.
- In our 'Child Rights Respecting', 'Nation of Sanctuary', safeguarding and supporting our most vulnerable children must be a priority. The UN Committee on the Rights of the Child and the Children's Commissioner for Wales have repeatedly called for a national Guardianship Service for all Unaccompanied Children in Wales.
- An independent Guardianship Service for all Unaccompanied Children in Wales is the only way to give Unaccompanied Children the support and protection they need.

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Tom Davies, The Children's Society

About this briefing

This briefing has been produced collaboratively by The Children’s Society, The Bevan Foundation, Children’s Legal Centre Wales, and TGP Cymru. It is based on the collective knowledge of all four partners, their research into the issue of Guardianship for Unaccompanied Children, and interviews with key stakeholders.

Acknowledgements

We are grateful to TGP Cymru and EYST for providing detailed information and case studies to support this paper.



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Contents

..... 1

- 1. Introduction..... 3**
- 2. The key principles of a Guardianship Service in Wales..... 4**
- 3. The Scottish Guardianship model 5**
- 4. Why can't existing services be used?..... 5**
 - 4.1 Independent Child Trafficking Guardians (ICTG): 5
 - 4.2 "Active Offer" of Advocacy: 5
 - 4.3 Personal Social Advisors (PSAs)..... 6
 - 4.4 Social workers..... 6
- 5. What are the impacts on children of not having a Guardianship service? 7**
 - 5.1 Age Assessment:..... 7
 - 5.2 Increased transfers to Wales and lack of support: 8
 - 5.4 Inadequate leaving care services: 8
 - 5.5 Isolation and loneliness: 8
 - 5.6 Legal barriers and access to justice:..... 9
 - 5.7 Disparities in support:..... 10
- 6. Why does the service need to be independent?..... 11**
- 7. Won't another service lead to "professional overload"? 12**
- 8. How would the service be funded?..... 12**
- 9. Conclusion..... 12**

1. Introduction

Our research briefing [A Guardianship Service for all Unaccompanied Children in Wales](#)¹, published in April 2024, made the case for establishing an independent Guardianship Service for Unaccompanied Children in Wales. Since publication, Welsh Government has committed to “exploring how a guardianship service could work, the resources needed to implement it and the intersection with other statutory support such as personal advisors and advocacy provision.”² This was reinforced by comments made in Senedd Plenary by the Cabinet Secretary for Culture and Social Justice:

“We are proud to take a child first, migrant second approach that upholds the best interests, rights and entitlements of unaccompanied asylum-seeker children. I also recognise that we have responsibilities through our compliance with the UNCRC.”³

In her *Annual Report for 2023-24*⁴, the Children’s Commissioner for Wales recommended that Welsh Government confirm its support for a national Guardianship scheme for Unaccompanied Children in Wales and set out actions that will be taken to implement the scheme.

As at 31 March 2024, there are 335 Unaccompanied Children looked after by local authorities in Wales⁵. This is a significant increase since 2021, when the figure stood at 65 Unaccompanied Children.

As part of its exploration of a potential Guardianship Service, Welsh Government has met with Scottish Government officials to gain an understanding of the Scottish Guardianship Model and along with Wales Strategic Migration Partnership has consulted with local authorities in Wales. The authors of this paper have continued conversations with Ministers, Members of the Senedd, Commissioners, and others about the need for Guardianship for Unaccompanied Children in Wales. This briefing attempts to address some questions that have arisen in these discussions.

Our research briefing made the case for a Guardianship Service but did not detail its implementation. We advocate for a service that follows the model of the Scottish Guardianship Service, which provides comprehensive support and guidance for Unaccompanied Children, resulting in better future prospects and improved legal outcomes. Any attempt to reduce costs by minimising the offer to children or reducing its independence will undermine value and lead to poorer outcomes for children. The Scottish model of Guardianship protects Unaccompanied Children and ensures that issues outlined in this paper and the included case studies are avoided or addressed.

2. The key principles of a Guardianship Service in Wales

In order to protect and support Unaccompanied Children, and to align with observations from the UN Committee on the Rights of the Child, the service must be:

- **Available to all:** a national service available to every Unaccompanied Child for whom Wales is responsible, wherever they are living.
- **Available on arrival:** appointed to every Unaccompanied Child immediately on arrival in Wales or when responsibility is transferred to an authority in Wales. Close working with the Home Office, National Transfer Scheme, asylum accommodation, and hotels is essential, so that children are quickly identified, supported, and appropriately placed.
- **Independent** of the state, local authorities, the Courts, and all other statutory bodies. Able to protect the rights and interests of children without fear or favour.
- **Trained and Expert:** Guardians skilled at supporting and advocating for children, trained to OISC Level 2 or IAAS equivalent, or working towards these qualifications.
- **Integrated and efficient:** working closely and supportively with social workers, legal advisors, Home Office caseworkers, Migrant Help, schools, colleges, hospitals, and third sector agencies working in asylum support and children's wellbeing.
- **Supportive and engaging:**
 - > building trust and supportive relationships with children
 - > helping with orientation and social adjustment
 - > proactive in obtaining legal advice, representation, and support through the legal process
 - > explaining and informing about services that are available, decisions that are made, and the options that children have
 - > advocating and ensuring that the voices and choices of children are heard and respected
 - > facilitating the child's attendance at and engagement in meetings and in decision-making
 - > making referrals to specialist services (e.g. to address physical or mental health concerns or trauma, or provide cultural services, socialisation, or play appropriate to the child's needs).
- **Lasting and empowering:** providing children with continuous support and protection as they grow towards independence and adulthood, even if they have left care.
- **Protecting rights and justice:** empowered to speak out for the children with whom they work, to protect their interests, and promote and defend their rights.
- **Well-resourced:** able to provide ongoing and comprehensive support and to access continuing training, updated resources, and relevant information.
- **Responsive and child-focused:** involving children in its development, ensuring that the service meets their needs.

3. The Scottish Guardianship model

The Scottish Guardianship Service provides an “exemplary” model which demonstrates that an equivalent in Wales has the potential to improve the lives of Unaccompanied Children and also to support social workers, other statutory roles, and other agencies. As in the Scottish model, a national Guardianship Service in Wales would help Unaccompanied Children to navigate the complex asylum system and to ensure that procedures such as age assessments are conducted in the best interests of children. The service would reduce missing episodes, criminalisation, and exploitation. This has been reported most recently as a significant area of concern in a Senedd Children, Young People and Education Committee report⁶. The Scottish Guardianship Service states that where a Guardian is involved, the numbers of missing children are very low.

4. Why can't existing services be used?

There is no existing service that fulfils the role of a Guardianship Service for all Unaccompanied Children.

Unaccompanied Children are required to navigate a complex path in a frequently changing legal landscape.

They need intensive, specialist support from someone with broad expertise in advocacy, supporting children and care leavers, and the complex interface between the asylum process and the care system.

“[A] is under the care of [X] authority and receives a weekly allowance of £65. He had to wait for two months after arriving in South Wales to be provided with an advocate.”

Existing services are often characterised by lack of time and resources. Providing the service as an “add-on” to existing, often already overstretched, services, would pose significant risk. Adequate funding and independence from government, local authorities, and social services are essential (see below).

4.1 Independent Child Trafficking Guardians (ICTG): Wales has access to this England and Wales-wide service, whose support is restricted to children identified as potential victims of modern slavery and trafficking. The service is not available to all separated migrant children, as is the Scottish Guardianship Service, leaving the needs of many Unaccompanied Children unmet. The UK Government committed to rolling out the ICTG Service nationally, but it has only been rolled out to two-thirds of all local authorities and there is increasing demand for the service.

4.2 “Active Offer” of Advocacy: Every child in Wales who is over the age of five and is new to life in care or is involved with child protection services that lead to an Initial

Child Protection Conference, must be informed of their right to advocacy. An Active Offer Meeting with an advocate will be arranged for them if they choose. There are difficulties with this approach for Unaccompanied Children. Firstly, the Active Offer Meeting contains information which it may be hard for Unaccompanied Children to take on board. They are at an early stage in their life in care and their focus is often dominated by their asylum claim, ID card, and access to college, which they may not associate with issue-based advocacy. Further, TGP Cymru reports that not all local authorities adhere to the principles of the Advocacy Code of Practice and that Unaccompanied Children are not always fully involved in their pathway planning.

A national Guardianship Service would automatically allocate a Guardian to every Unaccompanied Child and would go beyond advocacy, ensuring that children receive appropriate and specialist support with their asylum claim and other key issues in their lives, as well as consistent practical and emotional support that is focused on the child as a whole, not on one specific issue.

4.3 Personal Social Advisors (PSAs) provide support mainly to children over 16, though some local authorities provide the service to children aged 15. The role of a PSA is primarily to support with pathway planning and the transition to adulthood, which cover only part of an Unaccompanied Child's needs. Most PSAs in Wales are not trained in immigration and asylum law, which is crucial for Triple Planning (planning for three possible outcomes to the asylum claim) and they are not independent of the local authority. They may miss crucial legal steps that seriously affect a child's future life. Being an Unaccompanied Child seeking asylum adds a huge layer of complexity to a child's life that demands specialist and dedicated support. Most Unaccompanied Children under the age of 16 do not receive the support of a PSA.

4.4 Social workers provide ongoing support to children but often do not have specialist asylum knowledge. While training in asylum and immigration is available, this is a complex area and requires considerable time commitment to reach the levels of expertise that a Guardian can provide. There are serious concerns about social workers' ability to provide the support required to accompany a child through an asylum claim. In 2023, the Children, Young People, and Education Committee reported that over 79 per cent of social workers in Wales responding to a survey stated that they could not complete their work within their contracted hours. Adding additional responsibilities to the social worker role is not the answer for children or for local authorities. An independent, specialist service with asylum expertise is the key to ensuring that Unaccompanied Children receive the level and quality of support they need.

5. What are the impacts on children of not having a Guardianship service?

"From case work and participation work with several hundred [Unaccompanied Children] over the last six plus years, where we listen to the wishes, feelings and ideas of young people, it appears that there are several challenges to them reaching their full potential and their more basic needs being met in terms of their development and ability to thrive... They do face barriers and being in the care of a local authority is not enough for them to overcome these. At times, lack of resources, capacity, skills, training, knowledge, and experience within the care system may contribute to outcomes not being as good as they could be. Young people both with refugee status and those without who have no right to work are tempted into undertaking low paid work in some areas and being exploited."

Lee Evans, TGP Cymru

TGP Cymru reports the following trends affecting Unaccompanied Children in Wales:

5.1 Age Assessment: Delays in assessments of age disputed children and a lack of suitable Appropriate Adults affect Unaccompanied Children in Wales. TGP Cymru reports a backlog of "long overdue" age assessments which they became aware of in one local authority 18 months ago: "The young people told us the delay was distressing, affecting their sleep and mental health, disrupting their education and the processing of their asylum claim and ARC card."

In recent months, other local authorities have been reconsidering age assessment of children who were accepted into care up to two years ago. TGP Cymru state that "this seems to be at the request or suggestion of the Home Office as opposed to being something the local authority has instigated". Age assessment cases are described as a "steady stream", including children who have not previously presented to any local authority as well as those who have received a negative determination and require support to explore a legal challenge. Guardians can work with social workers to ensure that local authorities have sufficient knowledge and that children receive the help they need.

A national Guardianship Service would provide Guardians that children know and trust, who can act as appropriate adults and litigation friends for Unaccompanied Children. Guardians would have specialist skills and training to deal with age assessment requests and can support children before, during, and after the age assessment process. Independence and legal knowledge would enable Guardians to provide robust challenge to unreasonable age disputes.

5.2 Increased transfers to Wales and lack of support: Greater numbers of children coming to Wales via the National Transfer Scheme has led to professionals with limited or no experience of the asylum process being required to offer support to Unaccompanied Children. The numbers of Unaccompanied Children in Wales has risen from 65 in 2021 to 335 in 2024. Establishing a national Guardianship Service now would reduce pressure on local services and provide information for social workers and specialist support to children before the system reaches crisis point.

5.4 Inadequate leaving care services: TGP Cymru reports semi-independent accommodation places with minimal support, leading to safeguarding and exploitation risks, the need for positive adult role modelling, and queries from professionals within and outside local authorities as to whether this type of placement is suitable to meet a young person's needs. Children in this situation have reported feeling isolated and out of contact with the professionals responsible for their care. A Guardian's only focus is the child, and they are able to offer consistent contact, guidance, and advocacy.

5.5 Isolation and loneliness: Most Unaccompanied Children arrive in Wales after being moved by the National Transfer Scheme without choice. Separated from friends with whom they have important bonds and affected by past trauma, some struggle to adapt and may return to a familiar place, where they had a sense of community. A lack of appropriate foster placements also results in increased placements out of county and often out of country. Children placed outside of Wales live in a broad range of locations, including Liverpool, London, Canterbury, Reading, Preston, and Bristol. Other children are placed within Wales but outside of their local authority area.

A Guardianship Service is more likely to be able to provide a quality service at distance than are staff within the existing social work environment, whose time is divided between a much higher number of children and whose focus is more local. Guardians can devote time to visit Unaccompanied Children and act as a bridge between local authority and child, while protecting and promoting a child's wishes and needs. B's case study below (from TGP Cymru) demonstrates how a Guardian with legal expertise, dedicated time, and an independent position can make a difference and protect the interests of Unaccompanied Children within a system that does not always hear or understand their needs.

[B] is a 17-year-old Unaccompanied Child who arrived in Wales aged 16. Following concerns about his mental health, B was moved to a placement in a city in England, where he has friends. He had a cognitive assessment which showed mild learning difficulty and he struggles to retain information due to PTSD. He had not met any children in Wales who spoke his language or shared his experiences and background. He was supported via advocacy by TGP Cymru.

B's move was arranged in a hurry and he was placed a long way from his friends, on the other side of the city. He said that in many ways the move was like arriving in Wales all over again because he still felt isolated and in an unfamiliar environment. When he was able to visit his friends, they had to meet somewhere central and the round trip took him up to 3 hours.

Six months before B's 18th birthday, his social worker told him that he might be moved back to South Wales due to his housing needs post-18. The only possibility of him staying where he was living was if the foster carers would provide care as part of the When I am Ready scheme, which they felt unable to do. He does not agree with the decision of the local authority that it is "best for him" to return to Wales. B was working with an Independent Child Trafficking Guardian who supported his claim that a move was not in his best interest. Together, TGP Cymru and B's Guardian supported him to access public law advice about his position. A successful judicial review challenge was made against the local authority decision on the basis that they had not provided sufficient support to find B somewhere to live in the city where he was living.

B had a Guardian because he has been identified as a victim of trafficking. Other Unaccompanied Children in his position do not have this support to ensure that they can exercise choice. A national Guardianship scheme would provide this valuable service.

5.6 Legal barriers and access to justice: As demonstrated in reports produced by the Bevan Foundation^{7&8}, there are severe barriers to accessing legal advice and representation in Wales. A drastic cut in legal services in little over five years saw Wales lose most of its immigration legal aid provision and severely depleted legal expertise. Levels of exploitation and unregulated advice are extremely high. Guardians would assist children in accessing legal services within and outside of Wales and having training to IAA (previously OISC) Level 2 would enable them to guide children away from legal pitfalls which can seriously damage their legal cases while they are waiting for quality legal advice. Training Guardians to IAA Level 2 would also help to address the skills shortage in Wales and provide a pool of legal expertise to complement the legal system and from which the legal system could potentially draw.

To support Unaccompanied Children effectively, anyone advocating for them needs to be able to actively engage with the immigration process and not break the law. The role of a Guardian is not just to 'support' or ensure children's views are heard, it is to actively ensure that things are working in the way they should. Should the need arise, for example, a Guardian could act as a litigation friend in appeal proceedings. A Guardian can ensure that Unaccompanied Children are fully supported to navigate a complex asylum system, and that their legal rights are fulfilled.

Due to the difficulty in finding legal representation, an Unaccompanied Child reaching adulthood may be invited to a substantive interview on their asylum claim before any legal representative has been engaged. In this situation the local authority or representative of the child can request a postponement of the interview.

TGP Cymru was asked by a social worker for help in the case of B, an Unaccompanied Child who had undergone their substantive asylum interview without having seen a solicitor or other legal representative. As a result, B was refused asylum.

B's social worker had queried the lack of legal representation at interview and was told by someone at the Home Office that it was alright for the interview to go ahead. Without knowledgeable advice, the social worker had agreed for this to happen. TGP Cymru are supporting B, and were able to find an immigration representative willing to take on their appeal.

Guardianship would avoid situations like this by ensuring that every Unaccompanied Child has an experienced professional working alongside them to ensure that their legal rights are upheld. Even if an appeal is successful, a child refused asylum faces a period of lost rights and significant delays in obtaining status and moving on with their life. Such a situation can severely affect a child's mental health and wellbeing.

5.7 Disparities in support: EYST reports discrepancies in the weekly financial support provided by social services, with as much as £18 per week difference between some local authorities. In addition, there are inconsistencies in access to essential resources such as leisure access, transport, IT equipment, Eid and Christmas money, support to access cultural and religious connections, and school and other essentials. In some cases, children within the same community and even the same living space receive differing amounts of financial and other support. EYST also raise concerns regarding children not being able to access formal education for long periods of time. A single Guardianship Service would help to create consistency across local authorities, providing advice, support, and information to local authority staff, and advocating for children to access their rights and relevant services.

6. Why does the service need to be independent?

It is vital that a Guardianship Service is offered independently from local authorities and the care system. A Guardian must act only for the child. They may at times need to challenge the local authority or to support children who are seeking judicial review of local authority decisions. While Guardians should be supportive of local authorities and focus on collaborative working, there may be times when they need to provide robust and independent challenge to protect and promote a child's legal rights. An independent Guardianship Service would not be swayed by top-down pressure or limited local authority resources that often result in gatekeeping of services. The following case study, provided by TGP Cymru, highlights the inconsistency of approach that is sometimes found within the same local authority, and demonstrates the need for sometimes intensive and ongoing independent advocacy and legal support.

In February 2024, TGP Cymru referred 2 children (D and E) presenting as under 18 to the same Welsh local authority, via a Children's Safeguarding Multi-Agency Referral Form (MARF). Local Authorities have a duty to respond to safeguarding concerns and to provide accommodation and support to children in their area who require it.

While the initial response in one case was that the local authority would make arrangements for social workers to contact and meet D, this decision was overridden by an Intake and Assessment principal social worker, who specified that in both cases (D and E) the Home Office had carried out age assessments. The worker claimed that TGP Cymru needed to challenge the Home Office assessments before the local authority would provide protection and support. The social worker went on to state that Unaccompanied Children arrive via the National Transfer Service and that the local authority only accept children in this way, based on assessment by the Home Office.

The TGP Cymru Project Manager explained the remit of TGP's advocacy work around age assessments and distinguished between age assessment by social workers and by the Home Office. TGP were also able to point out the frequency with which children are accepted via the referral route they were requesting. This was not accepted and so TGP Cymru sought advice for both D and E through a public law age disputes expert.

Due to action by the legal expert, the local authority were made to accept their legal duty and subsequently arranged independent age assessments with a specialist provider. These assessments were not carried out until July and August 2024.

7. Won't another service lead to "professional overload"?

Evidence shows that Unaccompanied Children currently have a lack of adult support in their lives, not too much. Responses to our Freedom of Information request in 2024 showed that for 33 per cent of Unaccompanied Children in Wales, social workers are the only professionals involved in liaising with lawyers, healthcare professionals, police, and Home Office officials on behalf of the child

A national Guardianship Service will complement existing services and consolidate some provision into a single role. This will protect children from professional overload and provide a trusted point of contact, guidance, and support.

8. How would the service be funded?

A Guardianship Service must be funded centrally by Welsh Government. This will ensure that it is sustainable and provides a consistent and equitable service, supported by core funds. It is vital that the service is Welsh Government funded and not funded by UK government, so that children can access the benefits of being in a Nation of Sanctuary and one that has a stated commitment to respecting and giving due regard to the rights of the child.

9. Conclusion

We are calling for a Guardianship Service for Unaccompanied Children that is embedded into law, policy and delivery frameworks in Wales. We have outlined a model that would provide an essential service, with the necessary resources and expertise required to support such vulnerable children. It should actively empower Unaccompanied Children to be able to access basic services, to navigate the complex asylum system and to claim all of their rights. It should ensure that all Unaccompanied Children's views are heard and given due weight, and actively engage them in the design, delivery and monitoring of the service. Finally, the service should be independent, guarantee accountability to Unaccompanied Children, and treat them equally without discrimination.

An independent Guardianship Service for all Unaccompanied Children in Wales is the only way to give Unaccompanied Children the support and protection they need.

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<https://www.bevanfoundation.org/resources/briefing-immigration-legal-services-wales/>
- ⁸ Bevan Foundation, *Experiences of Justice: seeking legal help for immigration and asylum in Wales* (series), 2024
<https://www.bevanfoundation.org/resources/experiences-of-justice-seeking-legal-help-for-immigration-and-asylum-in-wales/>

Agenda Item 4.7

This open letter can be signed [here](#).

Open Letter to Cardiff University in Response to its Plans for the Future of Mathematics

We, the undersigned, call on Cardiff University to reverse its plans to impose compulsory redundancies on its staff in the School of Mathematics.

The University proposes to merge the School of Mathematics and the School of Computer Science to create a new School of Data Science, Mathematics and Computing. The proposed School will have three departments: Data Science and AI, Computer Science, and Mathematics. All academic staff in the new Department of Mathematics have been threatened with compulsory redundancy, with the aim of reducing staff numbers from 30 to 15-20. Furthermore, plans are in place to significantly reduce the student intake to the Cardiff University mathematics degree programmes.

These proposals will cause long-lasting damage to Cardiff University, a leading research university in Wales. In particular:

- The undergraduate programmes in mathematics at Cardiff University currently meet their intake targets, and the School of Mathematics returns a significant budget surplus to the University. Cutting a profitable income source in a cost-effective subject area does not make financial sense when there are major budget pressures elsewhere in the institution.
- Mathematics is the foundation and fuel of AI (and other current disruptive technologies). Separating mathematical scientists in the proposed new structure is a short-sighted move that will put Cardiff on the back foot in this rapidly developing field.
- The proposed reduction in staff in the newly formed Department of Mathematics is so significant that it endangers the sustainability of its undergraduate programmes in the subject. This looks like the beginning of the end of pure and applied mathematics research and teaching at Cardiff.
- The number of mathematics programmes offered by Welsh universities has dropped significantly in recent years. Cardiff University has a key role in safeguarding the pipeline of talent into STEM subjects. There is a major shortage of mathematics teachers in Welsh schools, and Cardiff has a unique opportunity to expand its teacher training programme, in both languages, within its existing mathematics degrees.
- The threat of compulsory redundancies at a highly respected and research-active mathematics department has caused shock and disbelief in the international scientific community. These plans will cause long-lasting damage to the reputation of Cardiff University and risk a drop in its UK and global league table positions. The institution will lose its top researchers first and struggle to attract the brightest talent in the future.
- The scale of planned redundancies at a Russell Group university will furthermore have significant negative impact on the wider higher education sector, and limit the sector's ability to attract the best international researchers to work and live in the UK.

Senior members of the UK mathematics community have offered their support in finding alternatives to the proposed compulsory redundancies. We urge the University's senior

leadership team to work with them and create a more sustainable vision for the mathematical sciences at Cardiff.

Prof. Jens Marklof FRS, University of Bristol, President of the London Mathematical Society, U.K.

1. Professor Sir John Ball PRSE, FRS, Heriot-Watt University, UK
2. Professor Terry Lyons FLSW FRSE FRS, University of Oxford, UK
3. Prof. Sir Martin Hairer KBE FRS, Imperial College London, UK
4. Professor Martin R Bridson, FRS, University of Oxford, President of the Clay Mathematics Institute
5. Professor Ulrike Tillmann, University of Cambridge, Director of the Isaac Newton Institute and past President of the London Mathematical Society, UK
6. Prof. Alessio Figalli, ETH Zurich, FIM Director
7. Professor Jon Keating FRS, University of Oxford, Past President of the London Mathematical Society, UK
8. Prof Paul Glendinning FRSE, FIMA, University of Manchester, Immediate Past President of the Institute of Mathematics and its Applications, UK
9. Professor Sir Bernard Silverman FRS FAcSS MAE, University of Oxford, Past President of Royal Statistical Society and of Institute of Mathematical Statistics, UK
10. Prof. James Maynard FRS, University of Oxford, United Kingdom
11. Prof Peter Sarnak, Princeton University and The Institute for Advanced Study Princeton, USA
12. Prof. Elon Lindenstrauss, Institute for Advanced Study and The Hebrew University of Jerusalem, US & Israel
13. Prof. Paul Glaister CBE CMath CSci FIMA, University of Reading, President-Designate of the Mathematical Association, former Chair Joint Mathematical Council of the UK (JMC), UK
14. Prof. Jean-Pierre Bourguignon, AE, Institut des Hautes Études Scientifiques, European Research Council Past President, France
15. Professor Sir Timothy Gowers FRS, Collège de France and University of Cambridge, France/UK
16. (Joan Lyttle Birman '48) Professor Dusa McDuff, FRS, Barnard College, Columbia University, USA
17. Professor Dame Alison Etheridge DBE OBE FRS, University of Oxford, President, Academy for the Mathematical Sciences, UK
18. Prof Andrei Okounkov, Columbia University, USA
19. Prof. Stanislav Smirnov, University of Geneva, Switzerland
20. Prof. Maxim Kontsevich, Institut des Hautes Études Scientifiques, France
21. Prof Ben Green FRS, University of Oxford, UK
22. Professor Simon Tavaré FRS, FMedSci, Columbia University, Past President of the London Mathematical Society, USA
23. Professor Angus Macintyre FRS, FRSE, University of Edinburgh, U.K
24. Dr Andrew Garrett, Past President, Royal Statistical Society, United Kingdom
25. Graeme Segal FRS, All Souls College, Oxford, U.K.
26. Sir Michael Berry, FRS, FLSW, FRSE, HonFInstP, University of Bristol, United Kingdom
27. Prof Nigel Hitchin FRS, University of Oxford, UK
28. Nobel Laureate Giorgio Parisi, Rome University La Sapienza, Italy
29. Professor Richard Thomas FRS, Imperial College London, UK
30. Professor Frances Kirwan DBE FRS, University of Oxford, UK

31. Prof. Sanja Petrovic, Nottingham University Business School, President of the Operational Research Society, UK
32. Professor Arthur Jaffe, NAS, HMRIA, Harvard University, Past President American Mathematical Society, USA
33. Professor Peter Goddard, CBE, FRS, Institute for Advanced Study, Princeton., USA
34. Prof. Terence Tao, FRS, University of California, Los Angeles, USA
35. Prof. Peter Scholze ForMemRS, Max-Planck-Institute for Mathematics, Germany
36. Sir Simon Donaldson, Imperial College, United Kingdom
37. Professor John Toland FRS FRSE, Past University of Bath, past Director of Isaac Newton Institute, Cambridge, UK
38. Sir Martin Taylor FRS, Previous Warden of Merton College Oxford, UK
39. Prof Sir John Aston, FRS, President of the Royal Statistical Society, United Kingdom
40. Dr Gilbert Owusu, Past President, The Operational Research Society, United Kingdom
41. Professor Caroline Series CBE FRS, University of Warwick, UK
42. Prof. Jan Philip Solovej, President of European Mathematical Society, Denmark
43. Prof Jason Lotay, University of Oxford, United Kingdom
44. Prof Simon Salamon, King's College London, UK
45. Prof. Peter Ashwin, University of Exeter, UK
46. Professor Emeritus Uzy Smilansky, The Weizmann Institute, Israel
47. Professor Sara Lombardo, Heriot-Watt University Edinburgh, UK
48. Professor Yasuyuki Kawahigashi, the University of Tokyo, Japan
49. Emeritus Professor Roberto Longo, University of Rome Tor Vergata, Italia
50. Prof. Erik Bédos, University of Oslo, Norway
51. Dr Simone Castellan, University of Glasgow, United Kingdom
52. Dr Sven Möller, University of Hamburg, Germany
53. Dr Ana Kontrec, University of Kyoto, RIMS, Croatia
54. Prof. Hiroshi Yamauchi, Tokyo Woman's Christian University, Japan
55. Professor David Jordan, University of Edinburgh, United Kingdom
56. Dr Gregor Schaumann, University of Würzburg, Germany
57. Prof Lotte Hollands, Heriot-Watt University, UK
58. Dr Matthew Pressland, Université de Caen-Normandie, France
59. Dr. Thorsten Heidersdorf, Newcastle University, UK
60. Prof Gregory Sankaran, University of Bath, UK
61. Dr. Adrien Brochier, Université Paris-Cité, France
62. Prof Antun Milas, SUNY-Albany
63. Prof Michela Ottobre, Heriot Watt University and Maxwell Institute for Mathematical Sciences, UK
64. Dr Ilaria Colazzo, University of Leeds, UK
65. Dr Jennifer Brown, University of Edinburgh, UK
66. Prof. Christoph Schweigert, Hamburg University, Germany
67. Prof. Jethro van Ekeren, Instituto de Matemática Pura e Aplicada, Brazil
68. Prof. Peter Schupp, Constructor University Bremen, Germany
69. Emanuel Roth, University of Edinburgh, United Kingdom
70. Dr Neil Sloane, FLSW, Chairman, The OEIS Foundation, USA
71. Prof Anastasia Doikou, Heriot-Watt University, UK
72. Prof. Leandro Vendramin, Vrije Universiteit Brussel, Belgium
73. Dr Josephine Evans, University of Warwick, United Kingdom
74. Prof. Annalisa Cesaroni, University of Padova, Italy
75. Sinead Wilson, Australian National University
76. Prof. Matteo Capoferri, University of Milan, Italy & Heriot-Watt University, UK

77. Dr. Arpit Das, University of Edinburgh, United Kingdom
78. Mr Matthew Buck, Lancaster University, United Kingdom
79. Dr. Thibault Lefeuvre, Sorbonne Université, France
80. Dr. Ro Jefferson, Utrecht University
81. Professor Richard Szabo, Heriot-Watt University, United Kingdom
82. Prof. Catherine Goldstein, CNRS, Institut de mathématiques de Jussieu-Paris Gauche, France
83. Dr. Giorgio Saracco, Università di Firenze, ITALY
84. Dr Henrik Ueberschar, Sorbonne University, France
85. Emeritus Prof. Bryan Rynne, Heriot-Watt University, Scotland
86. Prof. Dugald Duncan, Heriot-Watt University, UK
87. Prof. Matteo Novaga, University of Pisa, Italy
88. Dr Robert Laugwitz, University of Nottingham, United Kingdom
89. Dr Linus Wunderlich, Queen Mary University of London, UK
90. Prof. Umut Gursoy, Utrecht University, Netherlands
91. Prof. Luigi Ambrosio, Scuola Normale Superiore, Italy
92. Prof. Jean Van Schaftingen, UCLouvain, Head of the School of Mathematics, Belgium
93. Dr Hubert Saleur, IPhT CEA Saclay, France
94. Prof. Filippo Cagnetti, Università di Parma, Italy
95. Prof Ian Strachan, University of Glasgow, United Kingdom
96. Prof. Bianca Stroffolini, University of Naples, Federico II, Italy
97. Professor Benjamin Martin, University of Aberdeen, United Kingdom
98. Prof. Anne Taormina, King's College London, United Kingdom
99. Dr. Dimitrios Kalogiros, Queen Mary University of London, UK
100. Dr Amaranta Membrillo Solis, Queen Mary University of London, United Kingdom
101. Prof Beatrice Pelloni, Heriot-Watt University, Scotland
102. Prof. Karin Baur, University of Leeds and University of Bochum, UK and Germany
103. Dr Panagiota Adamopoulou, Heriot-Watt University
104. Professor Timothy Hollowood, Swansea University, UK
105. Prof. Martino Bardi, University of Padova, Italy
106. Dr Nathan Moynihan, Queen Mary University of London, United Kingdom
107. Dr Robin Hillier, Lancaster University, UK
108. Prof Gerard Watts, King's College London, UK
109. Dr Michalis Agathos, Queen Mary University of London, UK
110. Dr. Adrian Kantian, Heriot-Watt University, United Kingdom
111. Dr. Billy Woods, University of Essex
112. Prof. Cristiana De Filippis, University of Parma, Italy
113. Prof. Filippo Callegaro, University of Pisa, Italy
114. Prof. Teemu Pennanen, King's College London, UK
115. Bram Petri, Sorbonne Université, France
116. Prof Laura Ciobanu, Heriot-Watt University, UK
117. Dr Martna Balagovic, Newcastle University, UK
118. Dr Eftychia Solea, Queen Mary university of London, United Kingdom
119. Prof Francis Burstall, University of Bath, UK
120. Prof. Constantin Teleman, University of California, Berkeley, USA
121. Professor Joost Vercruyssen, Université Libre de Bruxelles, president of the Belgian Mathematical Society, Belgium
122. Prof. Marino Gran, Université catholique de Louvain, Belgium

123. Prof Chris Budd OBE, University of Bath, Past Chair of the UKMT, Past Vice President of the IMA, Past Gresham Professor of Geometry, UK
124. Prof. Claudio Bonanno, University of Pisa, Italy
125. Dr Nicholas Simm, Royal Society University Research Fellow, University of Sussex, United Kingdom
126. Dr James Foadi, University of Bath, UK
127. Dr Matthew Cordes, Heriot-Watt University, UK
128. Prof. Marco Abate, Università di Pisa, Italy
129. Prof. Patrik Öhberg, Heriot-Watt University, UK
130. Professor Georgios Papadopoulos, King's College London, UK
131. Prof Marco Ghimenti, University of Pisa, Italy
132. Prof Nicos Georgiou, University of Sussex, U.K.
133. Prof. Mélanie Bertelson, Université libre de Bruxelles, Belgium
134. Dr Samuel Lewis, St John's College, University of Oxford, United Kingdom
135. Prof Kirill Cherednichenko, University of Bath, UK
136. Dr Clare Dunning, University of Kent, United Kingdom
137. Dr Francois Huveneers, King's College London, UK
138. Prof. Dr. Harald Garcke, University Regensburg, Germany
139. Dr Andrew Baggaley, Newcastle University, United Kingdom
140. Dr Aamir Khan, Newcastle University, UK
141. Jun.-Prof. Dr. Jonas Sauer, Friedrich-Schiller-Universität Jena, Germany
142. Professor Max von Renesse, Universität Leipzig, Germany
143. Prof. Serena Cenatiempo, Gran Sasso Science Institute, Italy
144. Prof. Eric Rowell, Texas A&M University, Presidential Impact Fellow, United States
145. Dr Cheuk Yu Mak, University of Sheffield
146. Professor Murray Pollock, Newcastle University, United Kingdom
147. Dr María Cumplido, Universidad de Sevilla, Spain
148. Dr Karsten Matthies, University of Bath, United Kingdom
149. Ms Sophie Bleau, University of Edinburgh, Scotland
150. Prof Yago Antolin, Universidad Complutense de Madrid, Spain
151. Dr Rowena Paget, University of Kent, United Kingdom
152. Professor Christian Korff, University of Glasgow, United Kingdom
153. Prof. Diogo Gomes, King Abdullah University of Science and Technology, Saudi Arabia
154. Prof Matt Roberts, University of Bath, UK
155. Prof José Figueroa-O'Farrill, The University of Edinburgh, Scotland
156. Prof. Heiner Olbermann, UCLouvain, Belgium
157. Dr. Pedro Tamaroff, Germany
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159. Dr Ottavio Croze, Newcastle University, UK
160. Dr Alistair Wallis, Heriot-Watt University, UK
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162. Dr David Sheard, King's College London, UK
163. Prof. Paul Bushby, Newcastle University
164. Prof Natalya Vaysfeld, King's College London, England
165. Prof John Tucker CEng FBCS FLSW MAE, Swansea University, Wales
166. Dr Michael Dritschel, Newcastle University, UK
167. Prof Christian Voigt, University of Glasgow, United Kingdom
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169. Professor Claudia Garetto, Queen Mary University of London, UK

170. Charles Wexler Professor in Mathematics Nicola Garofalo, Arizona State University, USA
171. Prof. Jeyabal Sivaloganathan, University of Bath, United Kingdom
172. Prof. Stefano MARMI, Scuola Normale Superiore, Pisa, Italy
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174. Dr Chris Bruce, Newcastle University, United Kingdom
175. Dr David Seifert, Newcastle University, UK
176. Professor Akshay Venkatesh, Institute for Advanced Study, United States
177. Prof. Christopher Herzog, King's College London, United Kingdom
178. Dr Jean Lagacé, King's College London, UK
179. Prof Sergey Neshveyev, University of Oslo, Norway
180. Prof. Ana G. Lecuona, University of Glasgow, UK
181. Prof. Matthias Gaberdiel, ETH Zurich, Switzerland
182. Dr José M. Tornero, Universidad de Sevilla, Spain
183. Dr Joan Simon, University of Edinburgh, United Kingdom
184. Dr. Anthony Small, Maynooth University (Retired), Ireland
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186. Prof Peter Clarkson, FIMA, University of Kent, UK
187. DR Séverine Leidwanger, Université Paris Cité, France
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191. Professor Tamas Szamuely, University of Pisa, Italy
192. Prof. Emil Wiedemann, University of Erlangen, Germany
193. Dr Duncan Laurie, University of Edinburgh, United Kingdom
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196. Dr Johannes Flake, University of Bonn, Germany
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198. Prof Xin Li, University of Glasgow, United Kingdom
199. Professor Emeritus J Toby Stafford, University of Manchester, UK
200. Liao Wang, University of Bonn, Deutschland
201. Prof. Misha Feigin, University of Glasgow, UK
202. Professor Kit Yates, University of Bath, United Kingdom
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204. Dr James Timmins, University of Edinburgh, United Kingdom
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206. Professor Thomas Prellberg, Queen Mary University of London, United Kingdom
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216. Dr James Foster, University of Bath, United Kingdom
217. Matthew Walters, Heriot-Watt University
218. Prof Julius Kaplunov, Keele University, UK

219. Prof Kevin Houston, University of Leeds, UK
220. Dr Jere Koskela, Newcastle University, UK
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222. Prof Mike Whittaker, University of Glasgow, UK
223. Dr Sammie Buzzard, Northumbria University, UK
224. Prof. Fedele Lizzi, INFN and Università di Napoli Federico II, Italy
225. Dr Eleni Matechou, University of Kent, UK
226. Dr Damián Gvirtz-Chen, University of Glasgow, United Kingdom
227. Dr Ivan Tomasic, Queen Mary University of London, UK
228. Prof. Roger Moser, University of Bath, UK
229. Professor Sergey Mikhailov, Brunel University of London, UK
230. Dr. Ramon Flores, Universidad de Sevilla, Spain
231. Dr Konstantinos Koumatos, University of Sussex, UK
232. Dr. Léo Schelstraete, Max Planck Institute for Mathematics, Germany
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240. Mr Adrian Fowle, University of Warwick, Research Development Manager for
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243. Dr Florian Theil, Warwick University, UK
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246. Prof. Emeritus Timothy Porter, FLSW., Ex University of Bangor, Wales
247. Prof. Moritz Egert, TU Darmstadt, Germany
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249. Dr Eng-Jon Ong, Queen Mary University of London, UK
250. Prof John Rawnsley, University of Warwick, United Kingdom
251. Dr Bryn Davies, University of Warwick, UK
252. Dr Rachael Boyd, University of Glasgow, UK
253. Dr. Alberto Castaño Domínguez, University of Seville, Spain
254. Prof. Carsten Hartmann, Brandenburg University of Technology Cottbus-
Senftenberg, Germany
255. Dr Ferran Brosa Planella, University of Warwick, United Kingdom
256. Dr Emanuele Dotto, University of Warwick, UK
257. Prof. Hipolito Treffinger, University of Buenos Aires, Argentina
258. Dr David Rosario, Newcastle University, UK
259. Prof. Richard Sharp, University of Warwick, UK
260. Prof. Tom Montenegro-Johnson, University of Warwick, UK
261. Prof. Tomoyuki Arakawa, RIMS, Kyoto University, Japan
262. Prof. Louis JEANJEAN, Université Marie et Louis Pasteur, France
263. Prof, Charles Elliott, University of Warwick, UK
264. Dr Alessandro Sisto, Heriot-Watt University, UK
265. Prof. Italo Capuzzo Dolcetta, Sapienza Università di Roma, Italy
266. Prof. Frédéric Le Roux, Sorbonne University, France

267. Professor Donatella Danielli, Arizona State University, United States of America
268. Dr Emily Peters, Loyola University Chicago, USA
269. Prof Nikolaos Zygouras, Warwick, UK
270. Dr Vladislav Vysotsky, University of Sussex, United Kingdom
271. Prof Peter Morters, University of Cologne, Germany
272. Prof Marie-Therese Wolfram, University of Warwick, United Kingdom
273. Dr Anatoly Konechny, Heriot-Watt University, UK
274. Dr Matthias Kurzke, University of Nottingham, UK
275. Dr Anthony Manning, University of Warwick, UK
276. Dr Ian Wood, University of Kent, UK
277. Dr Iain Souttar, University of Warwick, UK
278. Dr. Han Wang, University of Hamburg, Germany
279. Prof Oleg Pikhurko, University of Warwick, UK
280. Dr Francesca Tripaldi, University of Leeds, UK
281. Dr. Ehud Meir, University of Aberdeen, UK
282. Prof. Alberto Saracco, Università di Parma, Italy
283. Dr. Matthew Young, Utah State University, United States
284. Jennifer Benedict, M.Math., University of Edinburgh
285. Dr Raffaele Grande, University of Duisburg Essen
286. Dr Tom de Jong, University of Nottingham, United Kingdom
287. Dr Martin Lotz, Warwick University, United Kingdom
288. Dr Stuart Hall, Newcastle University, UK
289. Dr Thomas Eckl, University of Liverpool, United Kingdom
290. Dr Ian Morris, Queen Mary University of London, United Kingdom
291. Dr Daniel Kious, University of Bath, United Kingdom
292. Prof. Carlo Mantegazza, Università di Napoli Federico II, Italy
293. Mr. Marco Fava, University of Liverpool, United Kingdom
294. Prof. Filip Rindler, University of Warwick, UK
295. Professor Anthony G. O'Farrell MRIA, Maynooth University, Past President of the Irish Mathematical Society, Ireland
296. Prof Sarah Whitehouse, University of Sheffield, United Kingdom
297. Prof. Ivan Cheltsov, University of Edinburgh, United Kingdom
298. Mr Jordan Haden, University of East Anglia, United Kingdom
299. Prof. Zair Ibragimov, California State University, Fullerton, USA
300. Dr Alexander Shapiro, University of Edinburgh, UK
301. Dr Alexander Baranov, University of Leicester, UK
302. Prof. Diane Maclagan, University of Warwick, UK
303. Dr Davide Pigoli, King's College London, UK
304. Dr Sam Chow, University of Warwick, United Kingdom
305. Dr Jean-Baptiste Gramain, SFHEA, University of Aberdeen
306. Prof. David Benson FRSE, University of Aberdeen, UK
307. Prof. Vadim Silberschmidt, Loughborough University, United Kingdom
308. Prof Philip Brown, University of Kent, UK
309. Professor Tony Carbery FRSE, FAMS, University of Edinburgh, Past President of Edinburgh Mathematical Society, UK
310. Distinguished Prof. Aidan Sims FAustMS, University of Wollongong, President of the Australian Mathematical Society, Australia
311. Dr Emma Lepri, University of Glasgow, United Kingdom
312. Prof. Dr. Frank Neumann, University of Pavia, Italy
313. Prof Michael Melgaard, University of Sussex, United Kingdom

314. Dr Patrick Orson, California Polytechnic State University, United States
315. Prof Jarosław Kędra, University of Aberdeen, Scotland
316. Dr Susana Gomes, University of Warwick, UK
317. Prof Graham Ellis, University of Galway (Emeritus), Ireland
318. Prof Andrea Brini, University of Sheffield & CNRS, UK
319. Dr. Mordechai Katzman, University of Sheffield
320. Prof. David McGloin, University of Aberdeen, UK
321. Prof. Francesco Maggi, University of Texas, United States
322. Dr Roberto Rubio, Universitat Autònoma de Barcelona, Spain
323. Prof Gareth Roberts FRS FLSW, University of Warwick, UK
324. Prof Benjamin Doyon, King's College London, United Kingdom
325. Prof., Grigori Giorgadze, Tbilisi State University, Georgia
326. Dr Dan Popovici, University of Toulouse, France
327. Špela Špenko, Université libre de Bruxelles, Belgium
328. Dr Julia Plavnik, Indiana University, USA
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330. Dr. Alessandro Iraci, Università di Pisa, Italy
331. Dr Nicola Gambino, The University of Manchester, United Kingdom
332. Professor Xenia de la Ossa, Mathematical Institute, University of Oxford, UK
333. Dr. Miguel Barrero, University of Aberdeen, UK
334. Dr Kirsten Leslie, University of Sussex, United Kingdom
335. Dr Katrin Leschke, University of Leicester, United Kingdom
336. PROF JELENA GRBIC, University of Southampton, UK
337. Jack Davidson, University of Sheffield, United Kingdom
338. Dr Damiano Testa, University of Warwick, UK
339. Professor Mikael Rordam, University of Copenhagen, Denmark
340. Prof Lehel Banjai, Heriot-Watt University, UK
341. Dr Vincent Macaulay, University of Glasgow, United Kingdom
342. Prof. David Hernandez, Université Paris Cité, France
343. Professor Tyler Kelly, Queen Mary University of London, UK
344. Prof Christian Saemann, Heriot-Watt University, Scotland
345. Dr Lukas Eigentler, University of Warwick, UK
346. Dr Jon Woolf, University of Liverpool, UK
347. Professor David Steigmann, University of California at Berkeley, USA
348. Dr Hayley Ryder, Open University, UK
349. Dr David Wood, University of Warwick, UK
350. Prof. Patrick Dorey, Durham University, UK
351. Prof Inwon Kim, UCLA, USA
352. Dr Yoav Len, University of St Andrews, United Kingdom
353. Dr Detta Dickinson, Maynooth University, Ireland
354. Prof. Dmiriy Rumynin, University of Warwick, UK
355. Dr Alexander Kasprzyk, University of Nottingham, UK
356. Dr Richard Hepworth-Young, University of Aberdeen, United Kingdom
357. Dr Meadhbh Boyle, University of Aberdeen, Scotland
358. Dr Stefan Dawydiak, University of Bonn, Germany
359. Dr Luca Galimberti, King's College London, UK
360. Dr Markus Upmeyer, University of Aberdeen, UK
361. Eimear Byrne, UCD, Ireland
362. Professor (Assistant) Dr Hermann Render, University College Dublin, Ireland
363. Dr. Mateus Sousa, Basque Center for Applied Mathematics, Spain
364. Dr Timothy De Deyn, University of Glasgow, United Kingdom

365. Dr Nikos Katzourakis, University of Reading, United Kingdom
366. Dr James Cranch, University of Sheffield, UK
367. Prof Ran Levi, University of Aberdeen, UK
368. Caio Laurenti, Universidade Estadual de Campinas, Brazil
369. Dr Alan Thompson, Loughborough University, United Kingdom
370. Prof. Pascal J. Thomas, Université de Toulouse, France
371. Prof. Jeffrey Giansiracusa, UK
372. Dr Roland Young, University of Aberdeen, UK
373. Dr Alexander Baumgartner, SnS Pisa, formerly a PhD student at the University of Warwick, Italy
374. Dr Alessandro Carbotti, University of Salento, Italy
375. Prof. Cora Uhlemann, Bielefeld University, Germany
376. Prof. Niall MacKay, University of York, UK
377. Prof. Eugene Shargorodsky, King's College London, UK
378. Dr Peter Spacek, TU Chemnitz, Germany
379. Dr Abhishek Pal Majumder, University of Reading, UK
380. Prof. Daniele Cassani, Università degli Studi dell'Insubria. President of Riemann International School of Mathematics, Italy
381. Prof. Gandalf Lechner, FAU Erlangen-Nürnberg, Germany
382. Dr. Fionntan Roukema, University of Sheffield, United Kingdom
383. Dr. Thomas Huettemann, Queen's University Belfast, United K
384. Professor Alastair Craw, University of Bath, United Kingdom
385. Prof. Dr. Patrick Dondl, Albert-Ludwig-University Freiburg, Germany
386. Prof Michael Levitin, University of Reading, United Kingdom
387. Professor James Davenport FIMA CMath, University of Bath, UK
388. Dr Federico Cornalba, University of Bath, UK
389. Dr Andrew Iskauskas, Durham University, United Kingdom
390. Prof. Jair Koiller, Federal University of Rio de Janeiro (retired), Brazil
391. Prof Matt Jacobs Ph.D
392. Dr Marco Viola, Dublin City University, Ireland
393. Professor Derek Holt, University of Warwick., UK
394. Dr Oliver Tough, University of Durham, United Kingdom
395. Dr Djoko Wirosoetisno, Durham University, United Kingdom
396. Mr Callum ILKIW-JENKINS MSci MMath, United Kingdom
397. Prof. Enrico Scalas, Sapienza University of Rome, Department of Statistical Sciences, Italy
398. Dr. Tyler Helmuth, University of Durham
399. Prof. Eleonore Faber, University of Leeds and University of Graz, UK and Austria
400. Dr Calvin James Smith, University of Reading, UK
401. Distinguished Research Professor Isaac Elishakoff, Florida Atlantic University, USA
402. Associate Professor, Dr Miguel D Bustamante, University College Dublin, Ireland
403. Prof. Rossen I. Ivanov, Technological University Dublin, Ireland
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405. Dr. Joachim Harnois-Deraps, Newcastle University, UK
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855. Prof. David Gontier, Ecole Nationale des Ponts et Chaussées, France
856. Prof. David Perez-Garcia, Universidad Complutense de Madrid, Spain
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862. Prof. Gennady Mishuris, FLSW, Aberystwyth University, United Kingdom
863. Dr. Daria Poliakova, University of Hamburg, Germany
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872. Dr. Sergey Berezin, KU Leuven, Belgium
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912. Prof. Federico Polito, University of Torino, Italy
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930. Yufeng Li, University of Cambridge, United Kingdom
931. Prof. Jing-Hao Xue, UCL, UK
932. Directeur de recherche au CNRS Bruno Kahn, Institute of Mathematics of Jussieu - PRG, France
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944. Nelson Niu, University of Washington, PhD Student in Mathematics, USA
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952. Dr Niall Taggart, Radboud University Nijmegen, The Netherlands
953. Dr Andrew Donald, University of Bristol, UK
954. Dr Paul Levy, University of Birmingham, United Kingdom
955. Dr Jeffrey Carlson, Former Research Fellow at Imperial College London, UK
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957. Dr Sebastian Maier, UCL, UK
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959. Dr. Siu Hang Man, Charles University, Czechia
960. Prof. Dr. Michael Joswig, TU Berlin, Germany
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962. Prof. Tiziano De Angelis, University of Turin and Collegio Carlo Alberto, Italy
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964. Emeritus Professor Ed Corrigan FRS, University of York, UK
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969. Prof. Markus Land, LMU Munich, Germany
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971. Prof. Dr. Matthias Ludewig, University of Greifswald, Germany
972. Dr David Salinger, University of Leeds, UK
973. Dr Rohini Kumar, Wayne State University, USA
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989. Shun Ming Samuel Lee, Max Planck Institute for Mathematics, Germany
990. Prof. Alexander Pushnitski, King's College London, UK
991. Dr Alice Dell'Arciprete, University of York, UK
992. Prof. Ayelet Lindenstrauss, Indiana University, USA
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1004. Prof. Ingo Runkel, Hamburg University, Germany
1005. Prof. Carlangelo Liverani, University of Rome Tor Vergata, Rome, Italy. University of Maryland, MD, USA. Italian National Academy (Lincci)., Italy
1006. Florian De Leger
1007. Dr Jason Levesley, University of York, UK
1008. Prof. Gareth Jones, University of Southampton, Hampshire
1009. Dr Daniele Turchetti, Durham University, United Kingdom
1010. Dr Brent Everitt, University of York, UK
1011. Prof Steve Lack FAustMS, Macquarie University, Australia
1012. Dr Daniel Kasprowski, University of Southampton, UK
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1021. Dr. Tobias Kappé, Leiden University, The Netherlands

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1030. Dr David Mehrle, University of Kentucky, USA
1031. Dr William Salkeld, University of Nottingham, UK
1032. Prof. Jan de Gier, The University of Melbourne, Director MATRIX, Australia
1033. Mx Corey Lionis, University of Melbourne, Australia
1034. Prof Christopher Rogers, University of Nevada, USA
1035. Prof. Thomas Goodwillie, Brown University, USA
1036. Assistant Professor Yu-Shen Lin, Boston University, USA
1037. Dr Robert Heffernan, Munster Technological University, Ireland
1038. Dr Rui Soares Barbosa, International Iberian Nanotechnology Laboratory, Portugal
1039. Prof. Giuseppe Pareschi, Università di Roma Tor Vergata, Italy
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1048. Man Yi Kwok, University of Hannover, PhD candidate in mathematics, Germany
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1050. Dr Benoît Vicedo, University of York, UK
1051. Prof. Adi Armoni, Swansea University, UK
1052. Dr Daniel Gandolfo, Université de Toulon, FRANCE
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1054. Jingxiang Ma, University of Sheffield
1055. Prof Wilfrid Gangbo, UCLA, USA
1056. Mr Lok Wong, Cardiff University, Isle of Man
1057. Dr Tamás Görbe, University of Groningen
1058. Professor Emeritus Bernard Kay, Department of Mathematics, University of York, England
1059. Prof Stuart White, University of Oxford, United Kingdom
1060. Dr David Lawrence Miller, Biomathematics and Statistics Scotland, Scotland
1061. Professor Marcus Pivato, Université Paris 1, France
1062. Dr Gareth Wyn Jones, University of Manchester, UK
1063. Dr Ameet Malhotra, Swansea University, United Kingdom
1064. Dr Johanna Knapp, University of Melbourne, Australia
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1083. Dr. Kostiantyn Tolmachov, University of Hamburg, Germany
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1092. Prof. Lasse Rempe, The University of Manchester, United Kingdom
1093. Dr Robert Gaunt, University of Manchester
1094. Mr Harkan Kirk-Karakaya, University of York, United Kingdom
1095. Prof. David Wraith, National University of Ireland Maynooth, Ireland
1096. Professor Leonid Makar-Limanov, Wayne State University, USA
1097. Mr Yan Yau Cheng, University of Edinburgh, United Kingdom
1098. Prof. Alex Bartel, University of Glasgow, UK
1099. prof. Giulia Treu, Università di padova, Italy
1100. Prof. Jean-Christophe Wallet, IJCLab, University of Paris-Saclay, France
1101. Dr Christian Litterer, University of York, United Kingdom
1102. John Voight, University of Sydney, Australia
1103. Dr. Alexander Walker, University College London, UK
1104. Jack Fogliasso, Wayne State University, US
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1111. Prof. Michel Destrade, University of Galway, Ireland
1112. Prof. Giorgio Patrizio, Università degli Studi di Firenze, Past President INdAM (Istituto Nazionale di Alta Matematica), Italy
1113. Dr Huy Chau, The University of Manchester, England
1114. Frankie Higgs, University of Bath
1115. Dr Ardavan Afshar, King's College London
1116. Claudio Macci, University of Rome Tor Vergata, Italy

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1118. Prof Dr Sebastian Vollmer, RPTU, DFKI, Germany
1119. Giorgio Navone, University College London
1120. Dr Stephan Mescher, Martin Luther University of Halle-Wittenberg, Germany
1121. Prof. László Zsidó, Università di Roma "Tor Vergata", Italia
1122. Prof. Jennifer Smillie, University of Edinburgh, UK
1123. Dr. Wade Parsons, Memorial University of Newfoundland, Canada
1124. Prof Alan Carey FAA, Australian National University, Australia
1125. Prof Giovanni Rosso, Concordia University, Canada
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1128. Dr Artie Prendergast-Smith, Loughborough University, United Kingdom
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1155. Professor and Australian Laureate Fellow Enrico Valdinoci, University of
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1156. Ms Kelsey Yuen, University of Cambridge, Cambridgeshire
1157. Adjunct Professor Michael Murray FAustMS, University of Adelaide, Australia
1158. Professor Artan Sheshmani, BIMSA and Harvard-MIT IAIFI Institute, USA and
China
1159. Dr Victoria Schleis, Durham University and IAS Princeton, UK/US
1160. Prof. Xiaodan Zhou, Okinawa Institute of Science and Technology, Japan
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1164. Prof. Andrew Lobb, Durham University.
1165. Prof. Dr. Dierk Schleicher, Aix-Marseille Université, I2M, France
1166. Prof. Shahn Majid, Queen Mary University of London, UK
1167. Distinguished Professor Marston Conder (ONZM) FAMS, FNZS, FRSNZ, FTICA, University of Auckland, former President of the Academy of the Royal Society of New Zealand, New Zealand
1168. Dr Filippo Ambrosio, FSU Jena, Germany
1169. Prof. Andreas Blass, University of Michigan, U.S.A.
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1174. Prof Konstantin Blyuss, University of Sussex, UK
1175. Prof. Evgeny Shinder, University of Sheffield, UK
1176. Prof. Dr. Dierk Schleicher, Université Aix-Marseille, France
1177. Hao Zhang, University of Glasgow, United Kingdom
1178. Prof Reimundo Heluani, IMPA, Brasil
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1180. Prof. Biagio Lucini, Swansea University, UK
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1197. Dr Pavel Buividovich, University of Liverpool, UK
1198. Prof. (emeritus) Elliott Lieb, Princeton, USA
1199. Mr Norman deVaux Reynolds, University of Florida, Polytechnic of the South Bank London, The Open University, UK, Birkbeck, University of London, United Kingdom
1200. Dr James Richardson, University of Queensland
1201. Dr Francesco Cattafi, Julius-Maximilians-Universität Würzburg, Germany
1202. Dr. Charlie Beil, University of Graz, Austria
1203. Dr Matthew Dawes
1204. Dr Igor Chernyavsky, University of Manchester, UK
1205. Dr. Geoff Vooy, University of Calgary, Canada
1206. Dr Alexandre Minets, MPIM Bonn, Germany
1207. Prof. Bruce Blackadar, University of Nevada, Reno, USA

1208. Ann Bigelow, University of Wisconsin - Madison, USA
1209. Prof. Sergio Vessella, Università di Firenze, Italy
1210. Dr Matteo Sommacal, Northumbria University, UK
1211. Professor Graham Shore, FLSW, Emeritus Professor, Swansea University, U.K.
1212. Dr Konstantin Ilin, University of York, UK
1213. Dr Giacomo Tendas, University of Manchester, United Kingdom
1214. Dr Sean Crawford, University of Manchester, UK
1215. Prof Gabriele Villari, University of Florence, Italy
1216. Professor Thomas Chen, University of Texas at Austin, USA
1217. Dr. Joseph Najnudel, University of Bristol, UK
1218. Prof Jan van den Heuvel, London School of Economics & Political Science, past Head of Department of Mathematics, United Kingdom
1219. Dr Andrew Duncan, Newcastle University, United Kingdom
1220. Dr Anne-Sophie Kaloghiros, Brunel University London, United Kingdom
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1222. Prof. Franz Luef, Norwegian University of Science and Technology, Norway
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1224. Dr. Maxwell Stolarski, University of Warwick
1225. Dr Irene Pasquinelli, University of Bristol, UK
1226. Dr Bea Bleile, University of New England, Armidale NSW, Australia
1227. Dr. Hannah Dell, University of Bonn, Germany
1228. Prof Emmanuil Georgoulis, Heriot-Watt University and National Technical University of Athens, UK / Greece
1229. Prof. Claudia Landi, University of Modena and Reggio Emilia, Italy
1230. Prof. Kasia Rejzner, University of York, President of International Association of Mathematical Physics, United Kingdom
1231. Prof. Yat Hin Suen, NCKU, Taiwan
1232. Dr. Henrik Schumacher, University of Georgia, United States of America
1233. Prof. SORIN POPA, University of California Los Angeles, USA
1234. Prof. Emeritus Frederick Goodman, University of Iowa, USA
1235. Prof. Yuri Bilu, University of Bordeaux, France
1236. Dr Mikhail Bershtein, University of Edinburgh, UK
1237. Dr Joseph Hyde, King's College London, UK
1238. Distinguished Professor Gaven Martin FRSNZ FAMS FNZMS FASL, Massey University, Past Vice President Royal Society of New Zealand., New Zealand
1239. Prof Fay Dowker, Imperial College London, UK
1240. Prof. Wojtek Dorabiala, Penn State University, USA
1241. Prof. Tanniemola Liverpool, University of Bristol, England
1242. Prof. ifan Hughes FLSW, Durham university, UK
1243. Associate Prof Andrea Collevicchio, Monash University, Australia
1244. Professor Mihai Maris, University of Toulouse, France
1245. Prof. Sylvie Monniaux, CNRS, Aix-Marseille Univ. (France), ANU (Australia), France (and Australia until end of 2026)
1246. Dr Terry Soo, University College London, UK
1247. Prof. Peter Selinger, Dalhousie University, Canada
1248. Prof Brien Nolan, Dublin City University, Ireland
1249. Dr Ben Sharp, University of Leeds, UK
1250. Prof. Emeritus Sigurd Angenent, University of Wisconsin-Madison, USA
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1252. Dr Raymond Vozzo, University of Adelaide, Australia

1253. Dr Sione Ma'u, University of Auckland, New Zealand
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1258. Prof Todd Schmid, Bucknell University, United States
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1266. Prof. Mauricio Romo, Fudan U and SIMIS
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1279. Mr Chengxian Liu, Imperial College London, United Kingdom
1280. Prof. Mason Porter, University of California, Los Angeles, USA
1281. Asst. Prof. Jean-Emile Bourguin, Fudan University
1282. Prof. Dale Rolfsen, University of British Columbia, Canada
1283. Prof. John Bush, MIT, USA
1284. Dr Alastair Darby, Xi'an Jiaotong-Liverpool University, China
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1369. Professor Sergey Suslov, Swinburne University of Technology, Australia
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Mathematical Society (2010-14), Portugal
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Colloquium, Past President European Set Theory Society, UK
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1705. Dr Simon Schulz, Scuola Normale Superiore, Italy
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1939. Prof. Jacek Miękisz, President of Polish Mathematical Society, Poland
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India
1960. Tatsuki Seto, Meiji Pharmaceutical University, Japan
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1962. Prof. Dawid Kielak, University of Oxford, United Kingdom
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1964. Prof. Simone Scacchi, University of Milan, Italy
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1967. Dr. Chelsea Walton, Rice University, USA
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1971. Dr Eleftherios Kastis, Lancaster University, United Kingdom
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2930. Prof. Antonia Wilmot-Smith, University of St Andrews, Scotland
2931. Prof. Miguel Alcubierre, Nuclear Sciences Institute, National University of Mexico (UNAM), Mexico
2932. Prof. Dr. Heiko von der Mosel, RWTH Aachen University, Germany
2933. Prof. Dr. Olaf Post, Universität Trier, Germany
2934. Prof. Dimitri Shlyakhtenko, University of California, Los Angeles (UCLA), United States of America
2935. Prof. Marcelo Pereyra, Heriot Watt University, Scotland, UK
2936. Prof. emerituls Horst Knörrer, ETH Zürich, Switzerland
2937. Prof. Ramona Wolf, University of Siegen, Germany
2938. Dr Katerina Kaouri, Cardiff University, UK
2939. Prof Ian Frigaard, University of British Columbia, Canada
2940. Dr Ostap Hryniv, Durham University, UK
2941. Professor Hans Wenzl, University of California, San Diego, United States
2942. Dr Zachary Bezemek, Duke University, USA
2943. Prof. Angelo Felice Lopez, Roma Tre University, Italy
2944. Dr Michail Papatomas, University of St Andrews, United Kingdom
2945. Dr Sam Collingbourne, University of Edinburgh, Scotland
2946. Prof. Olivier Wintenberger, Sorbonne University, France
2947. Prof Joel Lebowitz., Rutgers University, USA
2948. Prof. Mark Jerrum, Queen Mary, University of London, UK

2949. Dr Edward Inyangala, Sol Plaatje University, Department of Mathematical Sciences, South Africa
2950. Prof. Jayce Getz, Duke University, USA
2951. Prof. Christian Blanchet, University Paris City, France
2952. Prof. Rosalie Iemhoff, Utrecht University, The Netherlands
2953. Dr. Pedro L. del Angel R., CIMAT, Mexico
2954. Prof Sergei Gukov, Caltech and DIAS, USA
2955. Emeritus Professor David Applebaum, University of Sheffield, UK
2956. Sebastian Heinrich, University of Hamburg, Germany
2957. Prof. Dr. Michael Plum, Karlsruhe Institute of Technology, Germany
2958. Dr. Stephen Bruce Sontz, Centro de Investigacion en Matematicas (CIMAT), Mexico
2959. Prof. Piotr Borodulin-Nadzieja, University of Wrocław, Vice-Director of the Mathematical Institute, Poland
2960. Prof. Phil Chodrow, Middlebury College, USA
2961. Prof. Dan Margalit, Vanderbilt University, USA
2962. Prof. Dr. Christian Haase, Freie Universität Berlin, Germany
2963. Dr Zachiri McKenzie, University of Chester, United Kingdom
2964. Prof Richard Hain, Duke University, USA
2965. Prof. Alicia Dickenstein, University of Buenos Aires, President National Academy of Exact, Physical and Natural Sciences,, Argentina
2966. Dr Mariano Zeron, UK
2967. Dr Thomas Forster, Queens' College cambridge, and Victoria University of Wellington
2968. Prof. Ilse Fischer, University of Vienna, Austria
2969. Dr Matthew Lewis, Queen Mary University of London, United Kingdom
2970. Chair Professor Tudor Ratiu, Shanghai Jiao Tong University, China
2971. Dr. Mani A, International Rough Set Society, India
2972. Dr Nikolaos Sfakianakis, University of St Andrews, United Kingdom
2973. Dr. Rasmus Blanck, University of Gothenburg, Sweden
2974. Prof. Josephine Yu, Georgia Tech, USA
2975. Dr Leah Keating, University of California, Los Angeles, USA
2976. Maciej Tadej, University of Wrocław, Poland
2977. Dr Thierry Bodineau, CNRS, IHES, France
2978. Prof. Antti Knowles, University of Geneva, Switzerland
2979. Assistant Professor Cain Edie-Michell, University of New Hampshire, USA
2980. Prof Faustino Sánchez-Garduño, Universidad Nacional Autónoma de México (UNAM), Mexico
2981. Dr Nicolò Margaritella, University of St Andrews, Scotland, UK
2982. Mr Roy Wikramaratna CEng, CSci, CMath, REAMC Limited, UK
2983. Dr Peter Kenneth Sweby, University of Reading, UK
2984. Abigail Watkins, Indiana University, United States
2985. Prof. Ruodu Wang, Canada Research Chair, University of Waterloo, Canada
2986. Dr Silvia Nagy, Durham University
2987. Prof. Philippe Gravejat, CY Cergy Paris University, France
2988. Dr Alekos Cecchin, University of Padova, Italy
2989. Prof Martin Utley, University College London, UK
2990. Prof. Alvise Sommariva, University of Padua, Italy
2991. Prof. Alice Niemeyer, RWTH Aachen University, Germany
2992. Prof. Sebastiano Carpi, University of Rome Tor Vergata, Italy
2993. Professor Helmut Hofer, Institute for Advanced Study, Princeton, USA

2994. Dr Matthias Langer, University of Strathclyde, United Kingdom
2995. Prof Aleksander Owczarek, FAustMS, Ex-University of Melbourne, Australia
2996. Professor Adrian Ioana, University of California, San Diego, USA
2997. Dr. Vedran Sohinger, University of Warwick, UK
2998. Dr Assaf Libman, University of Aberdeen, United Kingdom
2999. Dr Manuel Aprile, University of Padua, Italy
3000. Giorgio Genovesi, PhD student, University of Leeds, United Kingdom
3001. Prof. Giulio G. Giusteri, Università di Padova, Italy
3002. Prof. Kouichi Toda, Toyama Prefectural University, Japan
3003. Prof. Christian Krattenthaler, University of Vienna, Austria
3004. JProf. Dr. Daniele Agostini, University of Tuebingen
3005. Dario Beraldo, UCL
3006. Miss Camilla Sordi, University of Freiburg, Germany
3007. Dr Owen Patashnick, University of Bristol, UK
3008. Dr Alexis Prévost, University of Geneva
3009. Prof. Paulo J. S. Silva, Universidade Estadual de Campinas, Brazil
3010. Dr Pieter Blue, University of Edinburgh, UK
3011. Dr Aleksei Kroshnin, Weierstrass Institute for Applied Analysis and Stochastics, Germany
3012. Dr Michael Hartglass, Santa Clara University, USA
3013. Kentaro Kobayashi, Shimane University, Japan
3014. Professor Apala Majumdar FRSE, FIMA, University of Strathclyde, United Kingdom
3015. Prof. Andrew Linshaw, University of Denver, United States
3016. Dr Apurva Seth, University of Oxford, UK
3017. Dr. Otgonbayar Uuye, Past president of Mongolian Mathematical Society, Mongolia
3018. Prof. Simon Levin, Princeton University, USA
3019. Prof. Dan Romik, University of California, Davis, United States
3020. Dr Takuya Takeishi, Kyoto Institute of Technology, Japan
3021. Dr Fei Qi, University of Denver, United States of America
3022. Prof. Dinakar Ramakrishnan, California Institute of Technology, USA
3023. Professor Emeritus Tomio Umeda, University of Hyogo, Japan
3024. Prof. Carola-Bibiane Schönlieb, University of Cambridge, UK
3025. Samanwita Samal
3026. Prof. Todd Kemp, University of California, San Diego, USA
3027. Dr Nicholas Cook, Duke University, USA
3028. Dr. Sho Katayama, The University of Tokyo, Japan
3029. Prof. Maria Emilia Maietti, University of Padova, Italy
3030. Dr. Vlada Limic, Centre National de la Recherche Scientifique, France
3031. Dingjia Cao, University of York, UK
3032. Prof Themba Dube, University of South Africa, South Africa
3033. Prof David Hewett, University College London
3034. Dr Justin McInroy, University of Chester, UK
3035. Prof. Otar Chkadua, A. Razmadze Mathematical Institute of I.Javakhishvili Tbilisi State University, Georgia
3036. Dr. Jaume Alonso, Technische Universität Berlin, Germany
3037. Mr Gavin Blackett FORS, Executive Director, Operational Research Society, UK
3038. Prof. Dr. Jan Modersitzki, University of Lübeck, Germany, Germany

- 3039. Prof Stanislav Volkov, Lund University, former professor of University of Bristol, Sweden
- 3040. Dr Benno van den Berg, University of Amsterdam, Netherlands
- 3041. Dr Arne Mertens, University of Antwerp, Belgium
- 3042. Prof. Marco Di Summa, Università degli Studi di Padova, Italy
- 3043. Prof. Michel Mehrenberger, Aix-Marseille University, France

Agenda Item 4.8

- My starting point is that I fear that since Cardiff broke away from the University of Wales in 2004, it no longer considers itself to be a “Welsh University” in any meaningful sense. Has any consideration been given to the needs of Wales in this cost cutting exercise? Or to the education policies of the Welsh government? And if so, what decisions if any, were modified as a result?
- You may be aware of the journalist Will Hayward’s credible claim that the proposal to cut the School of Nursing is driven primarily by a desire to move up the Russell Group rankings (<https://willhaywardwales.substack.com/i/156232859/cardiff-uni-cuts-its-not-like-we-need-any-nurses-anyway-right>). Is this correct?
- I can’t help wondering if the inclusion of the School of Nursing is also something of a ‘straw man’, intended to attract the attention of the Welsh government, politicians, the press and the public whilst other cuts go under the radar. Concessions may already be being planned. I have already heard rumours that a somewhat reduced nursing school will be moved to USW. If so, is this a fig leaf or a serious alternative? Will it be as attractive even to Welsh students, let alone to non-Welsh and foreign students? Statistics show that students often stay in the area where they have taken their degrees, both in this, and other subjects. Will we lose some of our best students to other universities, probably in England?
- It seems likely that the current vice-chancellor was employed on the strength of her role in cost cutting at the University of Wellington in New Zealand. Here is an account of the cuts at Wellington University, published just after Wendy Lerner had moved on to her new post in Cardiff. <https://www.rnz.co.nz/news/national/498474/devastated-victoria-university-axes-229-jobs-and-six-courses>.
- I understand that a similar methodology has been used to that implemented in Wellington, with departments being assessed under various criteria by a traffic light system. Were any of these criteria academic? If so, why were no academics included in the exercise? And, if not, is academic merit of no account in the university’s decision making? Out of curiosity, how many finance departments have been given a green light, despite the dire financial straits in which the university finds itself?

- I note also the tactic of divide and rule – It wasn't clear in Wellington exactly where the many cuts would fall – except for the internationally recognised geo-science courses (in a country that is prone to earthquakes) and languages. Other courses were put 'on probation'. Something similar is happening in Cardiff. Is the only certainty the closure of the School of Nursing? Or are many more jobs across multiple departments potentially at risk? University statements are ambiguous.
- This creates an atmosphere of uncertainty throughout the university, academics, students and would-be students alike. Can we expect that many scholars with an international reputation will now jump ship?
- I understand that in her address to staff at the university, the Vice Chancellor made no mention of the huge programme of building and refurbishment that would appear to be at the root of many of the university's financial problems.
- Finally I understand that the unions were given two weeks to come up with alternative proposals, but that when they requested access to detailed financial information they were told to submit a Freedom of Information request and that 'this could take up to 20 days' – in what way could this be said to be a meaningful negotiation?

Agenda Item 4.9

**Pwyllgor yr Economi,
Masnach a Materion Gwledig**

**Economy, Trade, and
Rural Affairs Committee**

Rebecca Evans MS

Cabinet Secretary for Economy, Energy and Planning

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25 February 2025

Dear Rebecca,

Follow up to meeting of 12 February 2025

Thank you for your time and the evidence you gave to Committee on 12 February as part of our inquiry into **Apprenticeship Pathways**.

Due to time constraints and that the Minister for Culture, Skills and Social Partnership was unable to attend, there are some areas the Committee wants to follow up on.

These questions may fall outside of your remit or in the area of another Ministerial portfolio so I am happy to receive a response from the Minister you feel is best suited to reply. Therefore, we have copied in the Minister for Culture, Skills and Social Partnership, the Cabinet Secretary for Education, and the Minister for Further and Higher Education.

Please could you set out the Government's response to the following questions.

The Vocational Qualifications for Wales Steering Group's Report recommended the Welsh Government develops a national strategy for vocational education and training which should form part of a wider post-compulsory education and training strategy. The Welsh Government accepted this recommendation and said that a short, action-focused policy statement on post-16 education will be developed:

- What progress has been made in developing this policy statement?

Role of advice and information, and work experience for learners to understand their options:



- Are you content with the advice and information that learners are provided with regarding apprenticeship opportunities, in particular the service provided by Careers Wales?
- How aware are you that there has been a drop off in meaningful work experience in schools since Careers Wales stopped performing a central co-ordinating role in 2015? To what extent could this be a barrier to learners understanding their options as far as apprenticeships and work-based learning goes?

Apprenticeship pathways and the ability to map out clear progression routes from lower level to higher level apprenticeships and vertical integration:

- To what extent are you aware that learners are being put off from pursuing an apprenticeship or from continuing to the next level due to difficulties in mapping out clear pathways? Are the opportunities available for learners to progress through the levels if they wish to?
- How can there be more flexibility within the system to allow apprenticeship pathways to respond quicker to the changing needs of fast paced and emerging sectors?

Role of employers and supporting small and medium enterprises (SMEs) to engage with the apprenticeship programme:

- There are a number of obstacles that smaller businesses face regarding the apprenticeship programme, such as limited administrative capacity and a lack of awareness about the benefits of apprentices. Who should be addressing these challenges and how?
- What more can be done to encourage employers, in particular smaller businesses, to engage with the apprenticeship programme and provide apprenticeships?

Role of the Welsh Government:

- A number of reports have been published in recent years with recommendations to the Welsh Government, and other key stakeholders, regarding apprenticeships. How confident are you that these interlinked recommendations are being taken forward and who is monitoring them?
- During the meeting you committed to writing to the Committee on the progress of, and funding for, the implementation of recommendations made in Sharron Lusher's **Review of Vocational Qualifications in Wales** and Hefin David's **Transitions to Employment report**.

Thank you again for your time in Committee. I would be grateful if you could reply to the above points by Friday 14 March.

A copy of this letter is being sent to the Children, Young People and Education Committee in relation to its inquiry into Routes into post-16 education and training.

Kind regards,

Andrew RT Davies

Andrew RT Davies MS

Chair: Economy, Trade and Rural Affairs Committee

We welcome correspondence in Welsh or English



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