

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – The Senedd

Meeting date: 12 July 2018

Meeting time: 09.15

For further information contact:

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Committee Clerk

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Private Pre-meeting

(09:15 – 09:30)

1 Introductions, apologies, substitutions and declarations of interest

(09:30)

2 Inquiry into the impact of Brexit on Higher and Further Education – evidence session 1

(09:30 – 10:30)

(Pages 1 – 41)

Professor Nora de Leeuw, Pro Vice-Chancellor for International and Europe at
Cardiff University

Professor Maria Hinfelaar, Vice-Chancellor and Chief Executive of Glyndŵr
University

Professor Medwin Hughes, Vice-Chancellor of the University of Wales Trinity
St David

Berwyn Davies, Head of Office – Welsh Higher Education Brussels



Attached Documents:

Research Brief

CYPE(5)-22-18 – Paper 1 – Cardiff University

CYPE(5)-22-18 – Paper 2 – Wrexham Glyndŵr University

CYPE(5)-22-18 – Paper 3 – Universities Wales and Welsh Higher Education
Brussels

Break

(10:30 – 10:45)

3 Inquiry into the impact of Brexit on Higher and Further Education – evidence session 2

(10:45 – 11:45)

(Pages 42 – 44)

Mike James, Chief Executive Officer at Cardiff and Vale College

David Jones, Chief Executive of Coleg Cambria

Caroline James, Director of Finance at Pembrokeshire College

Claire Roberts, External Affairs Director – ColegauCymru

Attached Documents:

CYPE(5)-22-18 – Paper 4 – ColegauCymru

4 Papers to note

(11:45)

4.1 Childcare Funding (Wales) Bill – Additional information from the WLGA following the meeting on 6 June (Pages 45 – 46)

Attached Documents:

CYPE(5)-22-18 – Paper to note 1

4.2 Childcare Funding (Wales) Bill – Additional information from Care Inspectorate Wales following meeting on 6 June

(Pages 47 – 66)

Attached Documents:

CYPE(5)-22-18 – Paper to note 2

4.3 Childcare Funding (Wales) Bill – Additional information from HM Revenue & Customs following the meeting on 24 May

(Pages 67 – 68)

Attached Documents:

CYPE(5)-22-18 – Paper to note 3

4.4 Childcare Funding (Wales) Bill – Additional information from the Minister for Children, Older People and Social Care following the meeting in 14 June

(Pages 69 – 71)

Attached Documents:

CYPE(5)-22-18 – Paper to note 4

4.5 Letter from the Cabinet Secretary for Education – Update on the development of the new curriculum

(Pages 72 – 75)

Attached Documents:

CYPE(5)-22-18 – Paper to note 5

4.6 Letter from Dr. Hayley Roberts – Admissions Policy for Summer Born Children

(Pages 76 – 77)

Attached Documents:

CYPE(5)-22-18 – Paper to note 6

4.7 Letter from the Cabinet Secretary for Education – School Organisation Code
(Pages 78 – 79)

Attached Documents:

CYPE(5)-22-18 – Paper to note 7

**4.8 Letter from the Minister for Welsh Language and Lifelong Learning –
appointment of the Chair of the Interim Youth Work Board**
(Page 80)

Attached Documents:

CYPE(5)-22-18 – Paper to note 8

**4.9 Letter from the Chair of the Health, Social Care and Sport Committee to the
Chief Executive of Public Health Wales**
(Pages 81 – 82)

Attached Documents:

CYPE(5)-22-18 – Paper to note 9

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

**6 Inquiry into the impact of Brexit on Higher and Further Education
– consideration of the evidence**
(11:45 – 12:00)

7 Childcare Funding (Wales) Bill – Consideration of the draft report
(12:00 – 13:00)

Document is Restricted

CYPE(5)-22-18 – Paper 1

On behalf of Cardiff University, please find enclosed a response to the [inquiry](#) by the Children, Young People & Education Committee on the impact of Brexit on Higher and Further Education.

As you know, Cardiff University is an ambitious and innovative university with a bold and strategic vision located in a beautiful and thriving capital city. Our world-leading research was ranked 5th amongst UK universities in the 2014 Research Excellence Framework for quality and 2nd for impact. We provide an educationally outstanding experience for our students. Driven by creativity and curiosity, we strive to fulfil our social, cultural and economic obligations to Cardiff, Wales, and the world.

Our ambition is to be among the top 100 universities in the world and top 20 in the UK. Our [new strategy](#) sets out our strategic direction and focus on research, innovation, education and students, international and civic mission. We have 31,595 students enrolled, representing over 130 countries, including from the EU. We have a world-leading research community with a strong and broad research base; our research contract awards have a total value of over £530m. We have won seven Queen's Anniversary Prizes and our researchers include two Nobel Prize winners.

Over the last few months, colleagues and I have read with interest the Welsh Government's Brexit papers on trade policy and regional investment. I welcome the Welsh Government's proactive engagement with some of the major challenges facing our economy in light of the decision to leave the European Union.

I look forward to seeing your Committee's final report, and would be more than happy to contribute towards any discussions you may have on the points raised above. If you require any further information, please do not hesitate to contact me.

Professor Colin Riordan

Overview

1. Support for higher education will be crucial if Wales and the UK are to make a success of Brexit. By securing an effective post-Brexit settlement, universities can continue to make a vital contribution to a successful, dynamic and internationally competitive country and continue to attract international talent.
2. Cardiff University is a key driver of economic and social prosperity in Wales. We are a global, outward-looking university with links to more than 100 countries, and we have a strong sense of civic mission. A 2016 report by London Economics¹ found that Cardiff University contributes nearly £3bn to the UK economy, with the University's contribution to the Welsh economy approximately £2.2bn in 2014-15. Generating £6.36 for every £1 it spends, Cardiff is positioned as a top five university within the 2014 Research Excellence Framework; our research tackles challenges of global significance while our students receive a student experience that is ranked among the best in the UK.
3. Whilst we welcome the progress that has been made to date by the UK Government on the transition deal, there is much which has yet to be negotiated. Those negotiations will be complex and there is a strong possibility that any agreement on Horizon 2020 and Erasmus+ will remain dependent on other matters being satisfactorily concluded as part of a package, which could delay matters such that we once more find ourselves under time pressure ahead of the effective full withdrawal from 2021. The university sector really needs to have such matters resolved a good 18 months ahead of time – in other words by mid-2019 at the latest – if we are not to be faced with another cliff-edge or at least a gap between the end of Horizon 2020 and Erasmus+ and their successor programmes. Bridging such a gap would be difficult and sub-optimal, and it could mean that we would find it difficult to engage with the successor programmes adequately when we do have access. However, we very much welcome the Prime Minister's commitment in her speech at Jodrell Bank on the 21st May 2018 to pay for "full association" with EU research programmes. On top of that are the related matters such as clinical trials and the data protection framework which could have a material effect on research. There is good will on both sides to address and resolve all these questions, and it does look now as if we should have sufficient time to do so, but much depends on the big issues being resolved during the course of the next six months or so.
4. We note the recent report² of the External Affairs Committee into Wales' future relationship with the EU, and we strongly welcome the following findings:
 - **Recommendation 6.** We recommend that the Welsh Government seeks clarity from the UK Government on the timescales for moving to a future

¹ London Economics (2016) [The economic and social impact of Cardiff University: 2014-15 update](#). London: London Economics.

² National Assembly for Wales: External Affairs and Additional Legislation Committee (2018) [Wales' Future Relationship with Europe: part one – a view from Wales](#), Cardiff: National Assembly for Wales.

immigration system at the earliest opportunity in order to provide businesses and public sector bodies with much needed certainty on the recruitment issues that they may face in the future.

- **Recommendation 10.** If no agreement on Horizon 2020 and any successor programmes is reached between the UK Government and the EU, we recommend that the Welsh Government explores ways in which it could provide continued support for Welsh institutions to collaborate with European counterparts after Brexit.
- **Recommendation 11.** We recommend that the Welsh Government explores the potential for a new international student mobility programme after Brexit, and reports back to the Committee within six months.
- **Recommendation 12.** We recommend that the Welsh Government maps all existing EU networks, across all sectors, in which Welsh organisations play a role. The results of this mapping exercise should be published by June 2018.
- **Recommendation 13.** Following publication of the results of this mapping exercise, the Welsh Government should consult with stakeholders on the importance of these different networks, their benefits to Wales and which networks should be prioritised for access after Brexit. The consultation should be concluded by autumn 2018.
- **Recommendation 14.** We recommend that, based on the results of the consultation, the Welsh Government should set out plans for investing in Welsh participation in these networks, and consider the funding opportunities and implications for Welsh civil society to continue to collaborate with partners in key networks
- **Recommendation 17.** We recommend that the Welsh Government explores the opportunities for both governmental and non-governmental organisations in Wales to effectively engage with the EU and its institutions after Brexit.

We strongly urge the Children, Young People & Education Committee to consider endorsing and amplifying these recommendations as part of your own inquiry.

5. Our responses to the specific consultation questions are covered below. To prevent repetition, some of the questions have been grouped together.

Question 1: What are the potential challenges to learner success and employability post-Brexit, and what is and could be done to meet these?

Cardiff University believes there is a risk to learner success if EU students no longer to choose to study at UK universities. We believe that having students (and staff) from the EU and across the world creates a beneficial and diverse learning environment. This diversity fosters creativity and innovation and is an important part of our culture. Whilst we welcomed the confirmation that EU students currently studying here will receive student support for the duration of their studies, it may be that this is outweighed by the perception of the UK as unwelcoming. This could impact on students who were planning to come this

year, and on future years' recruitment. We would advocate that EU students are also provided a similar guarantee regarding access to loan book financial support for EU students starting courses in 2019/20. We believe this will go some way to assuring EU students that they are welcomed and valued in the UK. Research demonstrates that an international experience improves students' academic and employability outcomes. For example, students who go abroad are 9% more likely to gain a 1st or 2:1 degree; 24% less likely to be unemployed and 9% more likely to be in graduate jobs six months after graduation, compared with those who don't.³ Students from disadvantaged backgrounds and BME groups have the most to gain. At Cardiff University, an analysis in 2016 demonstrated that students who have undertaken an international placement are more likely to have a 'positive' DLHE outcome, and that the difference is statistically significant.

Question 2: To what extent would any loss of the EU ERASMUS+ mobility scheme impact on the sector and what are the opportunities for alternative mobility schemes which currently exist or could conceivably be developed?

Early assurance is needed on the continued access to Erasmus+, but if this should prove impossible or undesirable, a replacement Welsh or UK scheme that will allow our students to study, work and volunteer abroad must be secured.

In 2016/17, 20.2% of graduating home undergraduate students had been internationally mobile during their time at Cardiff University⁴. Many of these participated in the Erasmus+ programme, supporting the enhancement of students' personal development, inter-cultural understanding and linguistic abilities, as well many of the transferable skills sought by employers.

We believe that Brexit offers an opportunity to create a new international outward mobility programme that could replicate and perhaps improve upon the most successful elements of the Erasmus+. This would allow universities to continue valuable collaboration with EU partners and support all our students spending a compulsory period abroad as part of their respective courses, in addition to supporting wider internationalisation of education in Wales and the UK.

Question 3: What potential challenges might Brexit pose to the financial sustainability of Further and Higher Education institutions?

Circa 7% of tuition fee income for Cardiff University is from non-UK EU domiciled students (2016-17 HESA Finance Return). This is a substantial figure and will likely be similar for other Welsh institutions.

The UK is a net beneficiary of European research funding. Overall research and development spend needs to be maintained at least at current levels to preserve the capacity of UK science and research and to maintain our position as a world leader in the field. The UK Government should consider seriously the possibility of

³ Universities UK International (2017) [Gone International: mobility works](#), London: Universities UK International.

⁴ Internationally mobile are defined as home students who have studied, worked or volunteered abroad for at least a month during their time at Cardiff.

negotiating full access to Framework Programme funding. Alternatively, provision would need to be made through uplift to the national science and research budget equivalent to the amount secured from Horizon 2020, recognising the UK as a net beneficiary from EU research programmes. The total value of funding received through Erasmus+ KA103 and KA107 projects so far (since 2014/15) is €4,097,514.25.

Question 4: How dependent are Further and Higher Education institutions investment plans on European funding and what are the opportunities for alternative sources of investment funding?

Universities in Wales receive a significant amount of funding from European Structural Funds⁵, and this continues to provide vital investment and funding for projects and infrastructure that contribute towards economic and social growth in Wales. European Structural and Investment Funds have also played an important role in both innovation funding in Wales⁶, and private investment in research and development. In addition, Higher Education institutions in Wales and the UK have benefitted significantly from borrowing from the European Investment Bank.⁷ High quality research and innovation are the bedrocks of a growth economy, and have knock-on benefits for all communities across Wales.

Urgent clarification is sought about how these funds will be sustained or replaced at a devolved level following the UK's withdrawal from the EU so that Welsh universities can continue to deliver the maximum economic and social impact in communities across Wales.

Should the UK look to establish a new regional development fund, such as the proposed UK Shared Prosperity Fund in place of ESIF, it is imperative it allocates funding to Wales appropriately and on a similar needs-based system if it is to help rebalance the economy.

Question 6: What is currently being done, and what might be done to safeguard EU research collaborations and networks in preparation for and after Brexit?

The Prime Minister has recently announced⁸ that she would like the UK to have the option to “fully associate ourselves with the excellence-based European science and innovation programmes – including the successor to Horizon 2020 and Euratom R&D.” Reassurance is therefore sought that that Welsh Government

⁵ Around £240 million awarded to date to Welsh universities for the period 2014-2020, according to the Welsh Government [list of Approved Projects 2014-2020](#).

⁶ A key driver of innovation activity in England is the Higher Education Innovation Fund and, similarly, in Scotland the University Innovation Fund. There is no equivalent fund in Wales. £160m innovation funding is currently provided in England with a recent additional increase of £160m funding for knowledge exchange.

⁷ <http://www.eib.org/infocentre/press/releases/all/2014/2014-075-gbp-45m-for-bangor-university-campus-investment-and-expansion-plans.htm>;
<http://www.eib.org/infocentre/press/releases/all/2012/2012-122-GBP-60-million-European-funding-boost-for-Swansea-University.htm>

⁸ <https://www.gov.uk/government/speeches/pm-speech-on-science-and-modern-industrial-strategy-21-may-2018>

will work with the UK Government to enable this, as well as in the cases of future EU research and innovation programmes focused on excellence, including FP9, now known as Horizon Europe. Should such access prove to be impossible, for example if the UK adopts Third Country status, a replacement scheme that will support collaborative international research must be secured.

Cardiff University believes that the overall level of spending on research and development needs to be maintained at least at current levels to preserve the capacity of UK science and research, and to maintain the UK's position as a world leader in this field. Research and innovation are global pursuits, reliant on ideas and people that are mobile across borders. It is not only the funds provided by the EU but also the networks and facilities made available to researchers. Continued collaboration in international networks is paramount if the UK is to maintain its standing as a leader in science and technology, and drive forward a culture of innovation.

If the UK Government secures continued access through "full association" to Horizon 2020 and future EU research and innovation programmes such as Horizon Europe, it will be important to ensure that we can continue to exert influence on the research programme and funding mechanisms.

If the UK Government cannot secure continued access, the government should make provision through uplift to the national science and research budget equivalent to the amount secured from Horizon 2020, recognising the UK as an existing net beneficiary from EU research programmes. The UK Government should consider building on existing mechanisms, such as the targeted Global Challenges Research Fund and the Newton Fund, and look to develop more bilateral partnerships (such as the recent UK and Ireland Research Summit).

In the event that the UK no longer participates in European research funding mechanisms post-Brexit, the Government should ask UK Research and Innovation (UKRI) to propose alternative mechanisms such as an International Research Council in partnership with other leading countries with a substantial advanced science base.

If sufficient access to funding cannot be negotiated, or alternative long-term funding cannot be found, then we will lose not only a major and irreplaceable funding stream, but the equally important opportunities to engage in international research collaboration. Such collaboration is critical to excellent science and any reduction could cause lasting harm to the UK research effort.

The total value of future research income to Cardiff University from live FP7 and Horizon 2020 projects, awarded up to 22 May 2018, amounts to £34M, with further applications to Horizon 2020 in the pipeline to the value of £31.6M. So far in Horizon 2020 we have been awarded nearly 80 projects, worth a total of £30.7M, covering topics ranging from developing the next generation of renewable energy connectivity through to research into diabetes. Applications to Horizon 2020 currently under review are valued at £31.6M. In addition, we have secured a further £3.5M from the Welsh Government's EU-funded MSCA (Marie Skłodowska-Curie

Actions) COFUND programme to support 19 individual Research Fellowships. Also our EU Structural Funds ERDF projects have brought in £54M, with a further £3.5M of projects pending contract. One significant recipient of this funding is the Cardiff University Brain Research Imaging Centre (CUBRIC).

Question 7: Are there any other matters relevant to this inquiry?

In addition to the points made above regarding Erasmus+, we would also like to raise the general issue of **the status of non-UK EU students and staff post-Brexit**. It is important to keep non-UK EU student numbers high in Wales, not just for universities in Wales, where they make up 4 per cent of all students, but also because they bring diversity to our student body and support the local economy. A recent Universities Wales report⁹ found:

- The off-campus expenditure of students from the rest of the EU generated over £110 million of output in the UK (of which £83 million was in Wales);
- 934 full time equivalent jobs were generated in the UK (692 in Wales);
- Non-UK EU students generated over £51 million of UK GVA (£37 million in Wales);

At Cardiff University, 16% of our academic staff and 5% of our students are non-UK EU nationals (10% of our research students are EU nationals). Our international students contributed £217m to the economy in 2014/15¹⁰. They are a long-term asset to cultural and trading partnerships of the UK. Many members of the public do not see students as migrants¹¹, and a policy of cutting international students to reduce net migration does not therefore address concern about immigration. Cardiff University are concerned that, **without mitigating action such as an EU scholarship or bursary, the worst-case scenario could see Wales lose 80-90 per cent of its current non-UK EU undergraduate students.**

We note the First Minister's recent announcement¹² of a £50m EU Transition Fund to provide a "combination of financial support and loan funding, and will support the provision of technical, commercial, export-related and sectoral-specific advice for businesses". In addition, the fund will be designed to help "employers retain and continue to attract EU nationals, who make a crucial contribution to Wales". **We believe there is a strong case for Welsh Government to provide dedicated support in the form of bursaries or scholarships for undergraduate, postgraduate and research students from the EU post-Brexit.**

Practically, facilitating work placements for students in Europe could become more difficult, depending on the resolution of visa requirements.

⁹ Universities Wales (2018) [The Economic Impact of Higher Education in Wales](#), Cardiff: Universities Wales.

¹⁰ London Economics (2016) [The economic and social impact of Cardiff University: 2014-15 update](#), London: London Economics.

¹¹ ComRes (2017) [UUK poll on British public's perceptions of international students](#), London: ComRes.

¹² Welsh Government (2018) [£50m fund to help prepare Wales for Brexit](#), Wales: Welsh Government

We also wish to highlight the **potential impact of Brexit on the Cardiff Capital Region City Deal**, and what this might mean for Cardiff University. Assurances from both UK and Welsh Governments are needed on the EU funding component of the Cardiff City Deal, specifically the allocation of £106m of funding for the development of the Cardiff Capital Region Metro from the European Regional Development Fund.

Cardiff University is involved in the Cardiff Capital Region City Deal, a £1.2bn agreement by UK Government, Welsh Government and the ten local authorities of south-east Wales. It seeks to improve productivity and drive innovation. It expects to create 25,000 jobs throughout the region and attract £4bn worth of private sector investment.

The University's involvement is expected to go much further. The City Deal foresees the potential for investment in other areas in which the University is able to offer expertise, such as software development and cyber security, public service innovation, energy and resources, the creative sector, health and wellbeing, and the development of the Cardiff Capital Region City Deal itself.

We are, therefore, seeking assurances from both UK and Welsh Governments on the status of the EU funding component of the City Deal, specifically the ERDF funding in pipeline projects, which includes approved funding for compound semiconductor investment and business support, and the allocation of the agreed £106m for the development of the Cardiff Capital Region Metro from the ERDF.

Conclusion

Cardiff University is committed to working with partners to navigate the best course for Wales and the rest of country as the United Kingdom exits the European Union.

Though the UK's exit from the EU will bring challenges, we are committed to seeking opportunities in the new world context. We want to continue to form productive collaborations across Europe and across the world.

Learner Outcomes and Employability

Question 1: What are the potential challenges to learner success and employability post-Brexit, and what is and could be done to meet these?

Mobility of our graduates could be affected, since there will be barriers to employment in EU countries. The 'four freedoms' of the EU include the right to live and work across EU countries, with recognition of each other's qualifications and seamless access to each other's healthcare systems and other benefits. In several major population centres across the EU such as Amsterdam there are multinational corporations which currently employ significant numbers of native English speakers, and this may not be as straightforward in the future (for instance, UK nationals may lose out to Irish nationals).

Clearly there are concerns about a slowdown of the economy, which has already happened since the referendum. It remains to be seen what the longer term impact will be on the economy post Brexit, depending on whether there are sensible transition arrangements and to what extent access to the single market of the EU can be safeguarded. This will have a knock-on effect on graduate employability prospects. In addition, it is possible that the mix of economic sectors may change; in NE Wales there are several advanced manufacturing companies which are part of supply chains that operate across borders within the EU; if this becomes overly complicated other solutions will be sought by these companies. I have heard people expressing the expectation that the supply chain will be 'brought home', i.e. fully relocated to the UK and create new employment – this would clearly only happen if the majority of the customer base is also in the UK. Sadly, I do not believe that is the case for many of the multinational businesses operating in our region.

To what extent would loss of the EU Erasmus+ mobility scheme impact on the sector and what are the opportunities for alternative schemes?

Student exchange programmes will be affected. For instance, our School of Creative Arts attracts a number of Erasmus students every year and they contribute a great deal to the learning experience of our domestic students. It is particularly the creative industries where multicultural and multilingual influences can really enrich the curriculum and support community engagement activity; for instance, we currently have Welsh, English, Polish, Greek and Spanish arts students collaborating on an Erasmus-funded project "Alien", in conjunction with Ty Pawb and the Enterprise Hub in regenerated parts of Wrexham town centre.

IF the UK chooses not to participate in Erasmus+ as a third country and pay a contribution, a solution to loss of access to Erasmus+ schemes could be bilateral agreements with partner universities for 'closed pocket' arrangements (no fees charged for exchange programmes). However, with our profile as a widening participation university, our students would need support grants and have their travelling expenses covered. This would require alternative public funding.

Financial Sustainability and Investment

What potential challenges might Brexit pose to the financial sustainability of FE and HE institutions?

Loss of EU enrolments; already, our applications from EU markets are down by approximately 30% compared with 17/18. Given the demographic downturn and the strong competition in the sector, it is unlikely that this shortfall will be made up by UK students.

It is possible that negative perceptions of Brexit, and doubts whether the UK is still a welcoming place for international students, are playing a part. It is acknowledged that several government departments and the British Council, as well as UUK and Universities Wales, are attempting to counteract these negative perceptions and support the universities with their marketing efforts.

Specifically for Welsh universities and our communication with prospective EU students or partners, we have discovered that there is a huge challenge in explaining the tuition fee increase associated with the implementation of Diamond for 2018/19, which gets conflated with Brexit even though there is no connection. The reality is that in the space of 3 years we will have three different funding regimes for EU students as follows:

- a) 2017/18 cohort: Welsh/EU students pay £4296 tuition fee, with access to the SLC.
- b) 2018/19 cohort: Welsh/EU students pay £9K tuition fee, with access to the SLC.
- c) 2019/20 cohort: Welsh/EU students will pay £9K tuition fee, but EU students will no longer have access to the SLC so will have to pay their full fees upfront.

It is extremely unlikely that there will be many EU students from 2019/20 who will be attracted to come and study here on that basis, and this will cause huge damage to the sustainability of many university programmes, which in turn will reduce the choices available to domestic students. For instance, 50% of the final year of some of our Engineering programmes is currently made up of intake from a German group of colleges on an articulation route and this partnership is in serious jeopardy.

We would advocate continued access for EU students to the SLC, possibly on a targeted scholarship basis, on the grounds that the wider positive impact on the economy brought by international students would far exceed the potential cost of such a scheme.

How dependent are HE investment plans on EU funding and what are the alternatives?

There is an indirect but significant link between the perceived risks posed by Brexit to the sector and appetite from lenders to support capital investment. Downgrades of some of the elite universities by Moody has hit the headlines, but

it must be understood that there is an impact on all institutions which has not been publicised. For instance, loans and other financing arrangements are now being offered to universities across the 'league table' spectrum at less attractive rates (if at all), e.g. by a couple of percentage points.

Obviously, the concern is that there will be overcapacity in student accommodation or teaching space due to falling enrolments, and universities unable to service their capital debt.

Research and Innovation Funding and Collaboration

To what extent do FE and HE institutions rely on future EU research and innovation funding?

Currently, we avail of significant EU funding streams for initiatives such as Go Wales, WEFO projects, the Youth Enterprise Scheme and the North Wales Business Academy (the latter two are joint FE-HE projects). Much of this work has a strong regional focus and is embedded with partners such as the Regional Skills Partnerships, PSBs, local authorities and schools, and of course industry partners. We would expect that similar funding will be available post- Brexit under the UK Shared Prosperity Fund, so that this valuable work can continue.

What might be done to safeguard EU research collaborations and networks?

Personal relationships will be important, such as between individual academics and institutional leaders. However, at the system level this must be backed up by funding. The best possible scenario, short of Brexit not proceeding, would be for the UK to opt into the future equivalents of Horizon 2020 and the FP programmes as a third country member.

Universities Wales represents the interests of universities in Wales and is a National Council of Universities UK (UUK). Universities Wales' Governing Council includes the Vice-Chancellors of all Welsh universities and the Director of the Open University in Wales.

Welsh Higher Education Brussels (WHEB) is funded by all Welsh universities and the Higher Education Funding Council for Wales (HEFCW) to represent Welsh universities in Brussels and is based in Wales House in Brussels as part of the wider Welsh representation.

Introduction

Welsh universities have been strengthened and enhanced by their participation in European programmes, through their access to European funding and through their extensive engagement with universities, businesses and other organisations across Europe. Welsh universities have been partners, collaborators and innovators in many areas across the sciences, technology, health, social sciences and humanities with transformational benefits for Wales, the rest of the UK and for Europe. Wales has benefited from the significant flows of talented people and funding into Wales due to the UK's membership of the European Union. To limit or inhibit the flows of people, ideas and innovation that currently flow naturally across borders will damage Welsh higher education's ability to deliver its activities, which will have an impact on all areas of Welsh life, due to the significant contribution made by universities' activities to the Welsh economy and society.

It is vital that there is a full understanding of the significant impact of Brexit on Welsh higher education and the impact on Wales as a consequence. Post-Brexit Welsh universities must be able to access appropriate financial support, in an appropriate regulatory context and in a supportive policy environment to maintain and advance their activities. Welsh universities hope that the new UK-EU relationship will have as one of its key dimensions the higher education and research relationship that has been so important over the last four decades. This relationship, encompassing research and innovation collaboration and mobility, is a critical element in the continued prosperity and development of Wales, the UK and the EU.

Executive summary

The implications of a UK withdrawal from the EU are likely to impact upon all aspects of Welsh higher education activity. Concerns for Welsh universities posed by the UK exiting the European Union include:

Wales' higher education sector's reputation as a collaborator of choice in vital research is weakened, and access to key funding and collaboration mechanisms to support research excellence are lost, having knock-on implications for economic

growth and communities across Wales,

- Wales will lose existing academic talent from the EU, impacting upon the excellence of Wales' research base and the quality and diversity of teaching provision,
- Students in Wales will lose valuable opportunities to study abroad as part of their degree and Welsh universities will experience sudden, steep declines in EU student enrolments, which will have an economic and social impact on universities and communities,
- Welsh universities' activity to drive local and national growth, generate jobs and further prosperity will be hampered, especially if European Structural Funds are not replaced or replicated
- Opportunities to strengthen international trade and diplomatic relationships across Europe and the wider world through the international activities of universities will be significantly reduced or lost.

Such negative impacts on universities will have knock-on effects on all areas of Welsh life as Welsh universities are of such importance to Wales. The recent Universities Wales report on economic impact highlighted the critical role of universities in Wales and stated:

*'When compared to the rest of the UK, Welsh higher education is of greater relative importance to Wales, forming an even larger part of its economic base, than the UK higher education sector is to the UK overall.'*¹

Our universities in Wales are internationally competitive and a major economic asset, that bring widespread benefits to individuals, communities, the nation as a whole and government in Wales. The total combined impact of Welsh universities and their students on Wales' GVA came to nearly £2.4 billion - equivalent to 4.6% of all Wales GVA in 2013. Welsh universities bring in a total of £413 million of export earnings⁴ and income to Wales through knowledge exchange between universities and the public, private and third sectors was £201 million in 2013/14⁵.

Post-Brexit, Universities can play a central role in driving inclusive economic growth locally, regionally and nationally; improving productivity as part of a new industrial strategy; and strengthening our international trade and diplomatic relationships across Europe and the wider world.

Welsh universities are transformational organisations both for their students and graduates but also for their local economies and communities. These benefits are also national and international as Welsh universities work with partners across the UK, across Europe and around the world.

This transformational impact however is dependent on Welsh Government securing the best deal for universities Post-Brexit, in order to support them to continue delivering for Wales.

¹ The Economic Impact of Higher Education in Wales, Universities Wales, January 2018

Learner Outcomes and Employability

Leaving the EU will have direct and indirect consequences for students and staff, both inside and outside the classroom. Issues around learner success and employability could include difficulties around the mutual recognition of qualifications and the comparability of qualifications. The UK system has benefited from extensive engagement and participation in a wide range of system reforms across Europe around quality assurance, mutual recognition of degrees and qualifications frameworks to improve the learner experience and employability. While much of this activity is undertaken at a broader European level the EU has played and will continue to play an important role in system development that could marginalise the UK.

The Professional Qualifications Directive provides a comprehensive EU system for the recognition of professional experience, enables labour market flexibility and promotes the automatic recognition of professional qualifications in EU and EEA countries. Leaving the Single Market could mean that the UK is no longer covered by the Directive which could reduce the value of UK degrees as EU students may be unsure about the transferability of their qualifications. In addition, UK residents' may face difficulties if they wish to work in the EU or if they study in the EU and wish to use their qualifications in the UK. It will be important to ensure that the areas around mutual recognition, standards and comparability in qualifications are included within the arrangements for the future UK-EU relationship.

Students and staff from EU member states are likely to face additional administrative and financial requirements to study and work in the UK. These requirements and the wider perceptions around the UK are likely to deter a number from coming to the UK. EU staff play a critical role in supporting the excellence of Wales' research activities as well as the quality and diversity of teaching provision. EU staff form over 10% of the academic workforce at Welsh universities.² The excellence and global competitiveness of Wales' research base relies on attracting and retaining the most talented researchers to pursue ground-breaking projects at Welsh universities, regardless of where they come from. Inability to recruit and retain the best researchers has serious risk of damaging our internationally excellent research reputation and losing the beneficial impact Wales' research has on Wales. The outstanding results of Welsh universities in the Research Excellence Framework (REF 2014) were reliant on high performing research teams, many of which are strengthened, if not dependent on, international mobility

European students make a significant contribution to Wales – academically, culturally and economically. In 2014/15 there were 5,424 EU students studying at Welsh universities who generated £150.3m for the Welsh economy and supported over 1,400 FTE jobs across Wales.³

² Higher Education Statistics Agency hesa.ac.uk

³ The Economic Impact of Higher Education in Wales, Universities Wales, January 2018

Changes to visa regulations and uncertainty as to long-term EU citizen's rights would lead to EU citizens wishing to come to the UK being unclear on visa requirements and eligibility, and facing an increase in bureaucracy and cost, particularly with regards to tuition fee costs. This would likely lead to a fall in EU students applying to study in Wales. A drop in student recruitment from the EU will have a significant financial impact on all Welsh universities. Such a drop would have a knock-on financial impact on the wider economy. A reduction in EU student numbers would also adversely affect the diversity of the student body, which broadens perceptions and prepares our graduates for an increasingly global world of work.

UK students and staff are also likely to face new requirements when considering mobility opportunities or drawing together research project consortia. Brexit potentially will limit opportunities for UK nationals to travel, study and work in the EU which could challenge learner success and employability. There could be additional requirements placed on UK nationals seeking opportunities in the EU as they will be third country nationals. These could relate to visa requirements, health insurance requirements and residence restrictions.

Students at Welsh universities have benefited from the opportunities to study and work elsewhere in Europe provided by the ERASMUS+ programme. Figures on student mobility from Welsh universities indicate that ERASMUS+ forms a major component of mobility for students at Welsh universities. ERASMUS+ provides over 40% of mobility opportunities for students based in Wales who undertake mobility within the EU⁴. In 2015/16 over 700 students at Welsh universities took part in the ERASMUS+ programme providing them with academic, career and life-enhancing opportunities. In the period 2007-14 over 4,500 students at Welsh universities participated in Erasmus+ mobility programmes and during the same period over 700 academics and teachers benefited from a mobility period.⁵

Key aspects of ERASMUS+ are the scope, as mobility opportunities are possible across Europe into academic programmes and also work placements, and there is also funding to support mobility. Modern languages departments rely heavily on ERASMUS+ funding to support the mobility of their students for whom experience of studying and/or working in another language is a critical component of their studies. The loss of this funding would undermine the viability of these departments and create financial difficulties for universities, apart from the educational and cultural losses arising from diminished modern languages departments.

Without the range of mobility and funding opportunities offered through ERASMUS+ it may be more difficult to promote mobility, particularly for disadvantaged groups who are already less likely to be mobile during their studies. Continued participation in the ERASMUS+ programme would be a pragmatic and cost-effective move for the UK given the expense and bureaucracy involved in

⁴ HEFCW data

⁵ British Council data

setting up an alternative replacement scheme at a national level at this scale. ERASMUS+ also has a high level of 'brand recognition' that could not be easily or quickly replicated.

Bilateral mobility programmes are already run by a number of Welsh universities with partners across Europe and beyond. These programmes could perhaps be enlarged and additional programmes could be developed to replace ERASMUS+. However, this would require considerable additional investment and management resource by universities. In a recent welcome development it appears that the EU has is willing to allow 'third country' participation in the next ERASMUS programme starting in 2021 which may enable UK participation subject to an appropriate financial contribution and administrative arrangements⁶.

Financial Sustainability and Investment Opportunities

Loss of direct and indirect funding and investment as a result of leaving the EU will likely impact upon not only the financial position of Welsh universities, but local and national economies and jobs and growth as a result.

Welsh universities have received significant funding from direct European funding such as the research and innovation programmes, Structural Funds and other programmes such as the territorial co-operation INTERREG programme. It is to be hoped that it may be possible for UK universities to have continued access to the research and innovation programmes after Brexit but the loss of the regionally-distributed Structural Funds will have significant and specific financial implications for Welsh universities. There are also major potential financial issues arising from the re- categorisation of EU students as international fee-paying students

As indicated in paragraph 17 there are significant numbers of EU students at Welsh universities. After the UK leaves the EU and transitional fee arrangements for EU students at UK universities phase out then EU students will become international student fee payers. Although the difference between UK/EU fees and international student fees in many subject areas is not as significant as it was the jump to international student fee levels will likely have an impact on enrolments by EU students. Any additional income associated with the move from EU to international fee status may be undermined by a drop in EU student numbers. Although the UK university sector, and the Welsh sector in particular, has a number of attractive features these may be outweighed by financial considerations together with concerns about additional administrative requirements. There may also be concerns about the future value of UK qualifications and perhaps more negative views of the UK that could also have an impact on EU student enrolments.

In addition to direct income to universities there is also a considerable impact 'off campus' by EU students. Figures from the Universities Wales Report on the impact

⁶ http://ec.europa.eu/programmes/erasmus-plus/news/commission-adopts-proposal-next-erasmus-programme-2021-2027_en

of international students indicated that every EU student generated £19.3k of Welsh output, one Welsh job was generated for every six EU students in Wales and every EU student generated £9.3k of Welsh GVA⁷. This impact was not limited to those areas with universities but had an impact across Wales. In addition to this financial contribution, the immense academic, social and cultural benefits brought to Wales by EU students should be recognised.

The Welsh higher education sector has been strengthened and enhanced through participation in Horizon 2020 and the previous Framework Programmes. Welsh universities have been successful in winning funding from this highly competitive EU research and innovation funding programme. Universities have accounted for nearly two-thirds of Welsh participations in Horizon 2020 so far and have received over 60% of funding received by Welsh organisations.⁸

Projects have been funded across a range of areas including excellent science, industrial leadership and societal challenges. Examples include PATROLS, INMARE, SIRCIW and GRACE that are led by Welsh universities or involve Welsh universities⁹. Cardiff University is the lead co-ordinator for a 1m euro Horizon 2020 Innovative Training Network project 'InnoDC' involving partners from Spain, Portugal, Denmark and Belgium that draws together early career researchers to work in the field of developing new approaches to electricity transmission from offshore wind.'

Funding has enabled extensive work with a wide range of partners leading to transformational benefits for many areas of the Welsh economy and society as well as benefits for the rest of the UK, Europe and beyond. If Welsh researchers cannot access European research and innovation programmes there is no source of alternative funding on the necessary scale to maintain and develop international networks and collaborations.

Structural Funds have been a very important, and distinct, funding stream for Welsh universities providing significant investment in infrastructure that has enabled research and innovation capacity to be enhanced that has supported competitive funding bids to Framework Programmes. It has been particularly important due to the historic research funding gap between Wales and the rest of the UK.

Wales has received over £4.5 bn in Structural Funds since 2000¹⁰ with universities receiving over £570m¹¹. Universities have utilised Structural Funds wisely to support capacity-building and to position Welsh universities as strong partners in collaborative European research projects. Welsh universities have used Structural Funds and Horizon 2020 funds to support researcher development through programmes such as the Knowledge Economy Skills Scholarship, Marie Skłodowska-Curie Cofund and Ser Cymru II fellowships.

⁷ The Economic Impact of Higher Education in Wales, Universities Wales, January 2018

⁸ <http://www.gov.wales/funding/eu-funds/horizon2020/?lang=en>

⁹ <https://gov.wales/docs/wefo/publications/180327-horizon-higher-education-case-studies.pdf>

¹⁰ Welsh European Funding Office

¹¹ Welsh European Funding Office

Structural Funds have supported a number of projects led by Welsh universities. One example is ASTUTE 2020, a £22.6m all-Wales scheme led by Swansea University in partnership with Aberystwyth University, Cardiff University, the University of South Wales and the University of Wales Trinity St David¹². This project works with the manufacturing sector across Wales to support their growth by facilitating and de-risking the development and adoption of advanced technologies, increasing competitiveness and enabling greater levels of business innovation.

Structural Funds supported the design and building of Swansea University's £450m Bay Campus that opened in 2016. It redeveloped 65 acres of brownfield land providing accommodation for students and academic and research space for industrial partners. The campus will host the new £31m Computational Foundry that will support computational science and research with capacity for 1150 undergraduate students and 150 researchers.

Structural Funds have provided the capital for the investment in a number of buildings and facilities at Bangor University – including MSparc, SEACAMS, Pontio and the Management Centre. European funding has also provided revenue funding for Bangor to work with business on collaborative research and development in projects such as Winning in Tendering, SEACAMS1 and LeAD/ION.

Aberystwyth University has benefited from over £46m of Structural Funds during the 2014-2020 programme (with a further £8m in planning). This funding has supported the highly successful BEACON and BEACON+ operations which work with industry to utilise sophisticated bio-refining processes to turn non-food crop plants into fuel, novel materials and high value chemicals to reduce dependency on fossil fuels. The INTERREG Ireland-Wales programme has been particularly valuable for Aberystwyth with four projects working to counter the effects of climate change and five more under development.

The European Investment Bank (EIB) has also provided an important source of funding through loans for investment in development. The development of Swansea University's Bay Campus has been supported by £60m of EIB funds.

The impact on Wales of the loss of Structural Funds is perhaps insufficiently understood by the UK Government. It will be important for Wales and Welsh organisations to articulate the need for significant, strategic investment in infrastructure and capacity-building. There have been some discussions at UK level about funding to replace Structural Funds, the 'Shared Prosperity Fund', but it is unclear how this is progressing and it is also unclear as to the extent to which Wales would 'control' this funding. Universities UK has highlighted the need for university involvement in the development of such a fund due to universities'

¹² <https://www.astutewales.com/en/>

expertise and experience and the need for replacement funding at the devolved administrations level not just at UK level¹³.

Welsh universities are committed to working with the Welsh Government to look at future proposals for this area of funding. It will be important to avoid a multiplication of small funds but instead to consider how strategic, large-scale investment can support Welsh development through utilising the role of Welsh universities as economic and social anchors in many parts of Wales. Even if replacement national funds are made available there may be a gap between the end of Structural Funds and new funding programmes.

Higher education is a growth-enhancing sector and Welsh universities are some of the best-placed organisations to support the Welsh economy and society to develop and meet the needs of its citizens. Welsh universities are embedded in their local economies and communities but able to operate nationally and internationally to drive innovation. Welsh universities with their expertise in many areas of relevance to the Welsh economy including financial and business services, healthcare and biosciences, digital and creative industries can support the Welsh economy post- Brexit but will need appropriate and innovative regional level funding to foster excellence in place of Structural Funds. Cardiff Met's new Cardiff School of Technologies is designed to support innovation in the digital economy through a global industry-education partnership to develop future technologies, encourage economic growth and widen engagement in the digital sector.

Research and Innovation Funding and Collaboration

Wales has benefited from the funding, mobility and networks that EU research and innovation programmes have offered to participants. Leaving the EU will have a significant impact on universities research and innovation activities. EU programmes have provided opportunities for Welsh universities to develop and innovate across a wide range of research areas with partners in Wales and with partners across Europe. Welsh universities have also benefited from significant investment through European Structural Funds that have developed improved facilities and new infrastructure across Wales as well as offering education and skills development. This investment has enhanced the capacity of Welsh universities in research and innovation. Even if replacement national funds emerge, and there are many questions around the level and allocation mechanisms for such funds, there may be a gap between the end of Structural Funds and new funding programmes.

Research funding from EU sources is significant for Welsh universities with successful applications for research and innovation funding resulting in projects across a range of academic areas. Horizon 2020 is the current major EU research and innovation programme with a budget of around 70 billion euros for the period 2014-2020. The Welsh higher education sector has been successful in

¹³ Universities UK briefing paper, March 2018 – Policy priorities to support universities to thrive post-EU exit

winning funds from this highly competitive programme and universities have accounted for nearly two-thirds of Welsh participations in Horizon 2020 so far and have received over sixty per cent of funding received by Welsh organisations. In 2014/15 the total EU research grants and contract income for Wales was approximately £46 million. This represented around 21% of total research grants and contracts income in Wales for that year. However, financial statements will only provide a historic view of the income that universities have received from EU sources. Of much more significance is the income that they are forecast to receive from projects currently funded, or in the process of being funded by the EU.

In 2015/16 EU research grants and contracts income received by Welsh universities was over £48 million¹⁴. This represented over 20% of the total research grants and contracts income received by Welsh universities for that year. There is no source of alternative funding to the EU research and innovation programmes on the necessary scale to maintain and develop international networks and collaborations. Any replacement national UK funding or even Welsh funding would not be available on the same scale and with the same inbuilt and invaluable collaborative opportunities that European funding provides.

Welsh universities have historically received less UK-level research funding than the rest of the UK with underinvestment in research infrastructure and a lower level of STEM activity in Wales, although Welsh universities have been effective in using more limited research income to support high impact research¹⁵. A recent Royal Society report on research infrastructures in Great Britain indicated that Wales has the lowest percentage of research infrastructures in Great Britain¹⁶. European engagement and funding has helped to close this gap through capacity building and collaborative opportunities but without this investment Wales may continue to fall further behind.

Apart from the financial benefits there are perhaps even more important benefits associated with participation in European research and innovation funding. European programmes enable and facilitate collaborative working between researchers across Europe that transcends national boundaries. Schemes such as the Marie Skłodowska-Curie Actions enable academic career development and COST supports researcher networking. Welsh higher education has been immeasurably enhanced by the collaborations between Welsh universities and European partners in higher education, research organisations and industry. Limited and constrained access to future European research and innovation programmes will diminish Welsh universities.

Within Horizon 2020 the European Research Council (ERC) approach has been very important in raising the aspirations of academic research in Wales and has formed an increasing proportion of Horizon 2020 funding received by Welsh

¹⁴ Higher Education Statistics Agency HE-BCI 2015/16 Part B Tables 1 and 3

¹⁵ International Comparative Performance of the Welsh Research Base 2013, Elsevier for HEW, HEFCW and the Welsh Government

¹⁶ A snapshot of UK research infrastructures, The Royal Society, January 2018

universities. The ERC's work is driven from the 'bottom up' by researchers and funding is awarded on the basis of excellence.

In the area of research and innovation funding there have been some positive signals from the UK and the EU on future UK access to EU research and innovation programmes. It would be extremely helpful if the UK could secure full 'associate' status for the next European research and innovation programme as an early element of the future UK-EU relationship agreement due to be finalised in autumn 2018. As the new programme, 'Horizon Europe', will start on 1 January 2021 there is limited time for the arrangements for participation and alignment with required regulatory processes to be finalised. Delays in securing participation could result in UK researchers being unable to access the programme in its first years and/or require significant management resource at short notice to meet new requirements. There remain issues around the nature of 'associate' status for the UK. There is a difficult balance to be struck between the significant financial contribution and research strengths that the UK can offer to the EU programme and the extent of the influence that the UK can hope to have in the discussions around the formulation, organisation and implementation of the next programme.

As Wales does not receive the same level of funding for research as the rest of the UK the importance of EU funding in bridging the gap has been significant. The loss of EU funding, if it is not replaced, will hit Welsh universities particularly hard. Given the importance of Welsh universities to Wales this loss would have a cumulative impact across Wales.

As the UK leaves the EU a key area of work for Welsh universities and associated bodies will be to maintain and sustain current partnerships and collaborations across Europe. While we wish to see Welsh Government push for continued partnerships and engagement with the formal networks and frameworks of the EU, we recognise the value of and opportunities for further engagement through additional and/or informal channels. As the UK will no longer be part of the formal EU structures it will be vital for Wales and Welsh organisations to be active and influential in relevant platforms and networks that contribute to the informal decision-making and engagement processes. This will serve to strengthen Wales' relationship with the EU post-Brexit, and compliment any continued engagement with existing networks/frameworks. The UK's new role as a likely 'Associate Country' for EU research and innovation programmes will mean informal influencing will be very important.

The Welsh Government should prioritise developing new collaborative funding arrangements and providing enhanced support for collaboration with both European partners and key partners outside Europe, with a focus on delivering excellent research. The Welsh Government should seek to build on or develop informal networks, and relationships with regions and countries of strategic importance for Welsh higher education. These may offer opportunities for further

research and academic collaboration and partnerships outside of the formal EU frameworks, for example with regional inter-Governmental bodies and country level organisations. The Welsh Government should consult universities on any proposed new relationships or agreements with regional bodies and/or governments, to ensure they align with priority areas or areas of strength for Wales.

A number of Welsh universities are already engaged in significant bilateral research collaborations with European universities and this will be increasingly important. Swansea has links with Universite Grenoble Alpes and Cardiff's has links with KU Leuven. Cardiff Met has a number of research groups, centres and emerging Global Academies that enhance jobs and growth within Wales but also have global reach and engagement such as the Centre for Applied Research in Inclusive Art and Design, the Food Safety Research Group and the International Centre for Product Design and Research. There are also geographically vital collaborations such as the Ireland-Wales programme that must be sustained despite Brexit¹⁷.

As the UK and EU are keen for research and innovation collaboration to continue, although the details remain to be finalised, it would be helpful if UK level strategic funding opportunities could be aligned with the strategic priorities and potentially the 'missions' within the new Horizon Europe programme. This approach would support large-scale R&D programmes on a UK and EU basis with the critical mass to enable breakthroughs in key areas.

Looking forward

Universities in Wales are committed to working with Welsh Government and othersto navigate the best course for Wales and the rest of country as Britain exits the EU. Whilst the process of exiting the EU will bring challenges, universities welcome the opportunity to continue contributing to shaping solutions, and we are committed to maximising the opportunities it will present for Wales.

¹⁷ <http://irelandwales.eu/>

Agenda Item 3

CYPE(5)-22-18 – Paper 4

ColegauCymru

ColegauCymru welcomes the opportunity to respond the National Assembly for Wales Children, Young People and Education Committee's Inquiry into the Impact of Brexit on Higher and Further Education. ColegauCymru represents the 13¹ further education (FE) colleges and FE institutions in Wales² and exists to promote the public benefit of post compulsory education and learning.

Learner Outcomes and Employability

1.1) Ensuring that qualifications in Wales remain aligned to the European Qualifications Framework, which allows learners, learning providers and employers to compare qualifications between different national systems, is necessary for Wales' current and future citizens to play their part in the wider world. Portability of qualifications is key to employability both in terms of learners from Wales being able to work in other countries but also so that employers in Wales have confidence in qualifications of the workforce from across Europe and beyond.

1.2) Participation in the Erasmus+ and its predecessor programmes has proved invaluable for learners in Wales. ColegauCymru has had further recent success in bidding for Erasmus+ funding, building on our established and solid track record in applying for, and project managing, Erasmus+ funds on behalf of the FEIs in Wales. Since the launch of Erasmus+ in 2014, ColegauCymru has secured over €3.2million of Erasmus+ funding through its pan Wales consortium applications for staff and vocational learner/apprentice mobility projects. In 2018, ColegauCymru has been successful in securing over €1.3 million of European funding for its learner mobility project:

All Wales Vocational Learner Mobility 2018/20

TOTALS

584 participants, 11 FE colleges, 1 employer, 19 subjects and 12 countries
= €1,383,808.00.

1.3) The wider impact of Erasmus+ funding is difficult to quantify. Anecdotal evidence from learners who have experienced working abroad under the scheme suggests increased confidence and the opening of horizons. In terms of employability, many learners have been offered paid employment at the businesses where they undertook their placement in settings ranging from catering to childcare to engineering.

1.4) It is vital that the same scheme or equivalent operates after the UK leaves the EU in March 2019. ColegauCymru's preference is for the UK to opt in and remain part of the Erasmus+ scheme at a UK level. However, if this is not possible, Wales must look at the practicalities of how to set up its own equivalent scheme, drawing on the expertise in this area that already exists within Wales.

1.5) Erasmus+ is not confined to learners but offers staff opportunities to learn from other countries with a focus on improving learner outcomes and the employability of learners, as well as areas of broader interest.

ColegauCymru recently secured funding of just over €40k in 2018 for a pan Wales staff mobility project to Helsinki, Finland to explore how the Centre for International Mobility (CIMO) has worked with vocational colleges in the city on the design and implementation of an internationalisation strategy for vocational education and training (VET).

Examples of past staff mobility projects include:

- 2014-15: Senior leaders from FE colleges in Wales, Estyn and Welsh Government visit Finland to explore how literacy and numeracy are embedded in a vocational curriculum.
- 2015-16: A visit to Basque Country, Spain to explore innovation and VET. Tknika, a centre of innovation in San Sebastian hosted the visit. Since the staff visit,
- ColegauCymru's CEO and Alun Davies AM, then Minister for Welsh and Lifelong Learning returned to San Sebastian to look in more detail at the Basque Country's strategy for innovation in relation to VET.
- 2016-17: A visit to Catalonia, Spain to explore bilingualism and employer demand for language skills in that region. Representatives from ColegauCymru, the FE colleges, Welsh Government and Coleg Cymraeg Cenedlaethol also participated.
- 2017-18: A visit to Denmark to see what actions are in place to deliver higher-level skills in a vocational setting and how capacity building amongst teaching staff is undertaken to deliver these skills.

Financial Sustainability and Investment Opportunities

2.1) We attach a copy of the ColegauCymru research "Involvement of Welsh Further Education colleges and institutions in EU funding: An overview of the financial uptake" which gives more detail about how colleges in Wales have benefitted from European funding. This has been used to support and upskill the population of Wales through European programmes. These activities have made an important contribution to business and the economy, often in the most deprived areas of Wales. Over the past 10 years, FEIs in Wales have been involved in the delivery of EU funded projects to a

total value of almost £600m, both as project lead or project partner. The high degree of concern about the potential loss of this funding across the FE sector must not be underestimated.

2.2) ColegauCymru seeks assurances from the Welsh Government of continuity of funding for technical and vocational education including apprenticeships; an outline of the capital investment required by the Welsh Government to replace ERDF investment in buildings and; also how the recently announced £50m EU Transition Fund will allow employers to retrain or upskill workers via FE led in-work provision.

Research and Innovation Funding and Collaboration

3.1) Colleges are keen to continue and enhance collaboration with Higher Education institutions. Research takes place in many Further Education institutions, focused on the needs of employers and the local economy and it is vital that funding is available to support this activity.

3.2) Participation in European networks and collaborations such as Cedefop (which supports development of European vocational education and training (VET) policies and contributes to their implementation), EQAVET (a community of practice that promotes European collaboration in developing and improving quality assurance in VET) and ECVET (the European Credit system for Vocational Education and Training) remains vitally important if we are to be able to contribute to and learn from developments in other European countries.

Links:

[Involvement of Welsh Further Education colleges and institutions in EU funding](#)

[Cysylltiad colegau a sefydliadau Addysg Bellach Cymru â chyllid yr UE](#)

CYPE(5)-22-18 – Paper to note 1

CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE: CHILDCARE FUNDING BILL

Please see below the further information requested by the Committee following its evidence session with WLGA/ADEW on 6th June.

How many local authorities give parents a choice between non-maintained and maintained settings for accessing the early years foundation phase entitlement

Twenty local authorities offer parents a choice at N1¹.

Fourteen of those 20 authorities also offer a choice at N2²: Blaenau Gwent, Bridgend, Cardiff, Carmarthenshire, Ceredigion, Conwy, Denbighshire, Isle of Anglesey (where the schools admission age is 4), Monmouthshire, Newport, Pembrokeshire (in some circumstances), Powys, Torfaen and Vale of Glamorgan.

Two local authorities - Neath Port Talbot and Swansea - offer N1 and N2 in the maintained sector only.

The hourly rates local authorities are paying to maintained and non-maintained settings for providing the early years foundation phase entitlement

Most local authorities do not pay childcare settings on an hourly rate. Instead there are a variety of different methods/circumstances as to how payments are made to settings, including:

- Same as for schools based on Age Weighted Pupil Unit – these rates vary per local authority
- Flat rate per child per term ranging from £290 to £900
- Flat rate per setting per term up to 8 children with additional amount per additional child
- In line with individual provider rate (unrelated to school rate)
- Flat rate per week per child
- Hourly rate per child ranging from £3 to £3.50 hour
- Funding staff in the settings to meet the required ratios
- Funding for a set number of purchased places.

A list of how many hours of early years foundation phase support each Local Authority is providing

¹ N1 = rising 3s (term after 3rd birthday)

² N2 = school year children turn 4 (full year before Reception)

Local Authority	Number of FP hours paid per week	Local Authority	Number of FP hours paid per week
Blaenau Gwent	12.5	Merthyr Tydfil	12.5
Bridgend	N1: 10 (non-maintained) 10-15 (maintained) N2: 10 (non-maintained) 30 (maintained)	Monmouthshire	10
Caerphilly	10	Neath Port Talbot	12.5
Cardiff	7.5 hours (3 x 2.5 hours) to 12.5 hours (5 x 2.5 hours)	Newport	10 – 12.5
Carmarthenshire	10	Pembrokeshire	10
Ceredigion	10	Powys	12.5
Conwy	10	Rhondda Cynon Taff	15
Denbighshire	10	Swansea	10 (maintained)
Flintshire	10	Torfaen	10 (non-maintained) 12.5 (maintained)
Gwynedd	10	Vale of Glamorgan	12.5
Isle of Anglesey	10	Wrexham	N1: 10 N2: 12.5

Independent Evaluation of Estyn/CSSIW Joint Inspection Pilot

Presented to **Estyn and CSSIW**
by **Arad Research** and **Welsh Institute for Health
and Social Care, University of South Wales**

November 2016

Authors: Brett Duggan (Arad Research) and Dr Mark Llewellyn (WIHSC)

Contents

- Executive summary3**
- 1. Evaluation findings6**
 - 1.1 Planning and development of the joint inspection framework 7
 - 1.2 Delivery of the joint inspections in practice 8
 - 1.3 Learning points for future joint activity 11
- 2. Areas for further consideration 15**

1. Executive summary

1.1 Introduction to the evaluation

Arad Research and the Welsh Institute of Health and Social Care, University of South Wales, were commissioned by Estyn and CSSIW to undertake an independent evaluation of the Joint Inspection Pilot. This evaluation aimed to test whether the concept of joint inspections had worked in practice – both at the strategic and operational levels.

There were three areas of focus for the evaluation (see research questions in Section 2). These were: i) the planning and development of the joint inspection framework; ii) the delivery of joint inspections in practice; and iii) the learning points to emerge from the process. Sections 1.4-1.6 below outline the findings of the evaluation in summary form in relation to each of these three areas of discussion.

1.2 Overview of research methods

The evaluation has drawn on a number of sources of data and evidence. This included documentation and data provided by Estyn and CSSIW: joint inspection documentation and materials; and data from post-inspection questionnaires issued to participating settings. Primary evidence was collected by the independent evaluation team through: a survey of pilot settings; interviews with settings (17 representatives from 10 settings); interviews with inspectors (8 from CSSIW and 6 from Estyn); and interviews with senior managers and other staff from both inspectorates.

Our findings draw on analysis of data from these multiple sources of evidence.

1.3 Overall assessment against the three research questions

Taking into account all of the evidence collected during the evaluation, we conclude that the pilot worked successfully, and achieved what it set out to, namely to plan and develop a joint inspection framework, and deliver joint inspections in a range of settings. In doing so, the pilot has demonstrated that the concept of joint working can be delivered in practice.

As is to be expected, there are a number of learning points that emerged from the pilot, to which we refer in this report. Evidence suggests that these learning points can be taken forward in a constructive manner, building on the relationships and practices established during the pilot. The majority of experiences during the pilot were positive – from the points of view of senior managers, inspectors and settings – however not in all cases. Accordingly, work remains to develop systems and structures to improve joint working.

There follows a more detailed consideration of the key features that were examined as part of the evaluation.

1.4 Planning and development of the joint inspection framework

1.4.1 Alignment

- The joint inspection framework developed proved fit for purpose in enabling aligned inspections in an area where both organisations have responsibility.
- The evaluation has found support among all main constituent groups (senior managers, inspectors and settings) for the concept of joint inspection.
- The development (and subsequent piloting) of the joint inspection framework was well received and viewed positively, almost unanimously, by senior managers, inspectors and settings.
- While the joint inspection framework supported greater alignment between Estyn and CSSIW through the joint strategic planning, there remained separate governance arrangements throughout the process.
- Aligning the operational processes of the two organisations presented challenges, however this improved over time as the inspectorates learned about each other's working practices through the process.

1.4.2 Pre-inspection activity

- Pre-inspection training and preparation was wide-ranging. It provided opportunities for inspectors to familiarise themselves with the joint inspection framework and to learn about each other's working practices.
- There were some aspects of pre-inspection training where more detailed guidance would have been beneficial and may have helped support greater efficiency during the inspection and reporting processes that followed.

1.4.3 Streamlined inspection process

- Pilot settings recognised that joint inspections offered the potential to deliver a more streamlined inspection process. The joint inspection framework encourages both inspectors and settings to consider the care and learning elements of provision in a more holistic and unified way.

1.5 Delivery of the joint inspections in practice

- Drawing on the views of inspectors and settings, the evaluation has identified potential for the joint inspection model to support improvements in the quality of care and education in non-maintained settings, however it is too early to arrive at any definitive conclusions on this.
- CSSIW and Estyn embarked on the joint inspection pilot from different starting points as organisations. The joint inspection pilots involved more that was new for CSSIW inspectors than for their Estyn counterparts, particularly in respect of the process of forming quality judgements. However, the pilot was delivered successfully, and the two organisations made it work despite these challenges.
- Adopting Estyn's systems for the joint inspection pilot was a positive choice that, in the main, worked very well.

- However, CSSIW's IT systems presented challenges during the joint inspection pilot. Problems related to IT impacted on the ability to test joint working practices in full during the pilot. This needs to be resolved before further pilot work is undertaken.
- The pilot demonstrated that the model can work in practice: the joint inspection framework proved fit for purpose as a tool to enable the two inspectorates to cooperate effectively. That is not to say that there is no room for improvement, but it is to recognise that overall, the pilot was a success.
- At its best, the joint inspection pilot delivered truly aligned and streamlined inspections in the view of both inspectors and settings. A minority of joint inspections completed during the pilot were seen as being simultaneous but separate processes.

1.6 Learning points for future joint activity

1.6.1 Communication

- Communication between inspection teams prior to, during and after the inspection was crucial. Evidence from the pilots suggests that effective communication had a major impact on how well inspections are delivered and received, especially as settings become used to these new approaches.
- Good communication between inspectors helped support a shared understanding of judgements reached.

1.6.2 Reporting processes

- Reporting, editing and quality assurance processes involved were initially protracted and revealed inconsistencies in approaches between the two organisations.
- Despite some improvements as the pilots progressed, work remains to be done in this area.

1.6.3 Testing the model in a wider range of settings

- The pilot tested joint working in settings that had put themselves forward and proactively chosen to take part in the pilot.
- A second phase of the pilot should include a broader range of settings in order to test joint working in a wider range of contexts.

1.6.4 Joint inspections through the medium of Welsh

- The pilot inspections revealed differences in the capacity of the inspectorates to conduct all aspects of joint inspections through the medium of Welsh.
- It is imperative that all inspectors undertaking joint inspections in Welsh-medium settings are able to deliver all aspects of the joint inspection confidently through the medium of Welsh, ensuring parity across all settings.

2. Evaluation findings

The evaluation team developed a series of overarching research questions to provide a focus for the evaluation. These questions, which were agreed with the Client team at the evaluation inception meeting, were as follows:

1. To what extent does the joint inspection framework developed by CSSIW and Estyn deliver:
 - Effective **alignment**, serving as a unifying feature in the work of both organisations;
 - A more **streamlined inspection process** for settings that provide care and education for three and four-year olds.

2. Based on the experiences of inspection teams and settings, how effective is the **joint inspection framework in supporting improvements in the quality of care and education** in non-maintained settings?
 - Is the joint inspection framework applied consistently by Estyn and CSSIW inspection teams?
 - For setting managers and staff was the joint inspection process clear, coherent and useful in supporting improvements in provision?

3. What are the principal **learning points** to emerge from the pilot (including practical recommendations) that can inform ongoing work to support joint inspection arrangements? Specifically, what are the learning points in relation to:
 - Value of joint working at an organisational level;
 - Integrating / connecting data management and other systems;
 - Professional development and the transfer of skills between organisations;
 - Resource considerations and efficiency.

This section is structured around these questions and sub-questions. We have summarised chapter headings as follows: Planning and development of the joint inspection framework (2.2); Delivery of the joint inspections in practice (2.3); and 'Learning points for future joint activity' (2.4)

2.1 Overall assessment against the three research questions

Taking into account all of the evidence collected during the evaluation, we conclude that the pilot worked successfully, and achieved what it set out to, namely to plan and develop a joint inspection framework, and deliver joint inspections in a range of settings. In doing so, the pilot has demonstrated that the concept of joint working can be delivered in practice.

As is to be expected, a number of learning points that emerged from the pilot, to which we refer in this report. Evidence suggests that these learning points can be taken forward in a constructive manner, building on the relationships and practices established during the pilot. The majority of experiences during the pilot were positive – from the points of view of senior managers, inspectors and settings – however not in all cases. Accordingly, work remains to develop systems and structures to improve joint working.

2.2 Planning and development of the joint inspection framework

This section presents key messages in relation to planning and development of the joint inspection framework.

2.2.1 Alignment

- The joint inspection framework developed proved fit for purpose in enabling aligned inspections in an area where both organisations have responsibility.
- The evaluation has found support among all main constituent groups (senior managers, inspectors and settings) for the concept of joint inspection.
- The development (and subsequent piloting) of the joint inspection framework was well received and viewed positively, almost unanimously, by senior managers, inspectors and settings.

The development of the joint inspection framework was successful and it embodied the important principle of equality between the two organisations. The joint framework built on several years of previous discussion to align inspections in areas where both organisations are required to inspect. The way in which the senior managers and senior inspectors approached this phase of the pilot was valuable in setting the appropriate tone for joint working. Although there are clear differences in the way the inspectorates operate, they recognised that there was much that united them. This helped them move relatively quickly from scoping discussions to beginning the process of creating a joint framework.

The joint framework document, with its equal division of themes and key areas between Estyn and CSSIW, ensured that joint working was enshrined in the spirit and practice of the pilot. Reaching agreement on the content of the framework was a positive process which engaged both organisations effectively. From the start there was buy-in from senior managers and senior inspectors. Of course, the success of any framework is contingent upon the way it is implemented, and evidence demonstrates that the joint inspection framework served as an effective tool to guide the inspection process in practice. Both inspectors and settings agreed that the framework provided a basis for driving improvements in the quality of care and education in non-maintained settings.

- While the joint inspection framework supported greater alignment between Estyn and CSSIW through the joint strategic planning, there remained separate governance arrangements throughout the process.
- Aligning the operational processes of the two organisations presented challenges, however this improved over time as the inspectorates learnt about each other's working practices through the process.

Senior managers collaborated well to oversee the strategic planning of the joint inspection pilot. Overall governance of each inspectorate's work as part of the joint working remained separate. The challenges associated with aligning working practices became clearer as the planning process progressed. In particular, the way in which inspectors organised their time

ahead of, during and following inspections varied between the two inspectorates. This is in part a product of the different legal and statutory bases of the organisations.

2.2.2 Streamlined inspection process

- Pilot settings recognised that joint inspections offered the potential to deliver a more streamlined inspection process. The joint inspection framework encourages both inspectors and settings to consider the care and learning elements of provision in a more holistic and unified way.

A clear majority of settings were positive about the joint inspection process and recognised the potential benefits of a more streamlined model of inspection to care and learning, although this was not a view held by all involved in the pilot. Estyn’s systems worked very well in preparing settings for the pilot, and settings reported that they valued the fact that both inspectorates were present at the same time. Settings commented positively on the holistic, ‘whole child’ approach embodied by the joint inspection framework, and valued the work of Estyn and CSSIW in seeking to ensure a seamless approach to the inspection process. A clear majority of settings commented positively on the work undertaken by the two inspectorates in moving towards a new and shared approach. There were nonetheless learning points to emerge from the pilot (see section 2.4 of this paper), and not all settings perceived the process as having been an unequivocal success.

- Pre-inspection training and preparation was wide-ranging. It provided opportunities for inspectors to familiarise themselves with the joint inspection framework and to learn about each other’s working practices.
- There were some aspects of pre-inspection training where more detailed guidance would have been beneficial and may have helped support greater efficiency during the inspection and reporting processes that followed.

Training for inspectors was wide-ranging and effective. There was good coverage of the joint inspection framework during training, with close attention paid to how to utilise the framework in practice during inspection visits. However, inspectors reported that there was less detailed attention given to reporting and quality assurance, which impacted on how streamlined some aspects of the joint working were. Some CSSIW inspectors felt that the training didn’t provide sufficient guidance in respect of the feedback that they would need to give in the settings at the end of the inspection. There were also IT problems which arose during the pre-inspection period and which impact on how streamlined the joint inspection pilot was: it was apparent prior to the inspection visits that CSSIW inspectors, who were unable to use their laptops remotely, would face difficulties in recording and sharing evidence electronically and accessing the Virtual Inspection Room (VIR) offline.

2.3 Delivery of the joint inspections in practice

This section presents key messages in relation to the delivery of the joint inspection pilots.

Inspectors from both inspectorates reflected positively on their experiences of being involved in joint inspections. In all cases, inspectors felt that they had succeeded in forging professional working partnerships in a short period of time. Inspectors embraced the opportunities offered through the joint working arrangements and recalled having learnt much from their peers during the inspections.

- Drawing on the views of inspectors and settings, the evaluation has identified potential for the joint inspection model to support improvements in the quality of care and education in non-maintained settings, however it is too early to arrive at any definitive conclusions on this.

There was much positive work done during the pilots that moved the two organisations towards the goal of supporting improvements in the quality of care and education provided. In a small number of cases, settings suggested that after receiving some of the judgements they were unclear as to how they might improve. They noted that they were unable to receive a consistent answer on what they might need to do to reach higher ratings within the framework, which would, by extension, provide a clear pathway to improve the childcare and educational provision of their setting. This related in part to the communication between inspectors (see 2.3.1) below, but evidence does suggest that moving towards the whole-child holistic approach offers the potential of achieving this goal.

- CSSIW and Estyn embarked on the joint inspection pilot from different starting points as organisations. The joint inspection pilots involved more that was new for CSSIW inspectors than for their Estyn counterparts, particularly in respect of the process of forming quality judgements. However, the pilot was delivered successfully, and the two organisations made it work despite these challenges.

The joint inspection pilots involved more that was new for CSSIW inspectors than for their Estyn counterparts. This was mainly because CSSIW inspectors were less familiar with the process of forming quality judgements. Estyn's inspectors had been evaluating and grading the quality of educational provision in non-maintained settings (and in other provision) for many years. The reporting style and quality assurance process adopted for the joint inspections also represented a different way of working for CSSIW. Estyn's systems for ensuring that its inspectors meet reporting deadlines are well established and closely managed. The systems and processes in place (including the IT systems) allow for a rapid process of evidence recording, evaluating and reporting evidence.

For all of these positive reasons, the project board determined that the joint inspection pilot would adopt many of Estyn's systems and processes. CSSIW inspectors welcomed the opportunity to learn from Estyn's established working practices. One consequence of the approach taken, however, was that the two groups of inspectors were faced with different 'learning curves' during the joint working pilot, which was compounded by the IT problems experienced by CSSIW inspectors (see below).

Due to the organisations' different starting points, inspectors demonstrated different levels of assurance when it came to undertaking their work during the early stages of the joint inspections. Linked to this, some Estyn inspectors felt that the process was lacking the level

of challenge or rigour they would have expected (some noted that they are used to peer inspectors questioning each other to ensure that the judgements they reach are sound and robust). It should be noted that this changed over time, particularly as CSSIW inspectors became increasingly familiar with the new approach, and had grown in confidence in making judgements.

- Adopting Estyn's systems for the joint inspection pilot was a positive choice that in the main worked very well.
- However, CSSIW's IT systems presented challenges during the joint inspection pilot. Problems related to IT impacted on the ability to test joint working practices in full during the pilot. This needs to be resolved before further pilot work is undertaken.

As described, it was decided that Estyn's VIR would be the means by which inspectors in the field would collate their evidence. There were, however, a significant number of issues that CSSIW inspectors had in gaining access to the VIR that impeded their ability to work effectively alongside their Estyn colleagues.

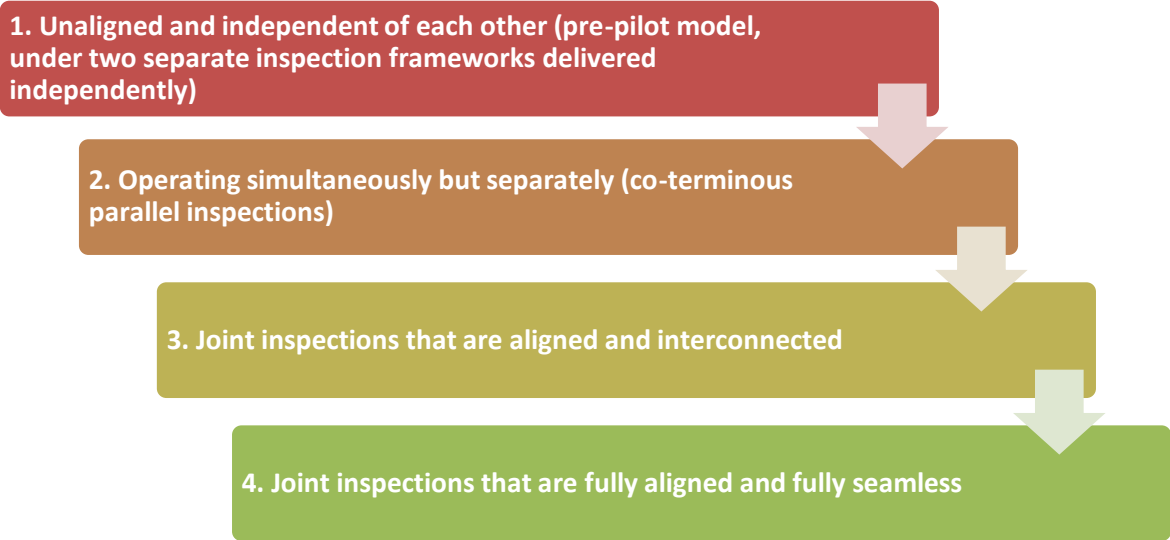
IT problems arose during initial training events. It was evident that issues with the Government Secure Internet meant that CSSIW inspectors were unable to record evidence electronically without an internet connection. Despite various attempts by senior managers within CSSIW, the failure to find a solution to the IT issues prior to the inspection visits caused considerable difficulties for CSSIW's inspectors and resulted in additional time pressures and workload.

CSSIW's inspectors were therefore working under different conditions to their Estyn counterparts. All inspectors from both organisations reported that this had impeded the inspection process significantly. Inspection teams worked around the problems with varying degrees of success: some teams compensated for the failure to record and collate evidence electronically by spending additional time discussing findings face-to-face in order to form joint judgements. A small number of CSSIW inspectors found 'work-arounds' for the IT problems which meant they were still able to input information electronically. The IT problems proved frustrating for both partners, and led inspectors to question whether organisations can deliver a truly aligned joint inspection without the corresponding alignment in their IT systems.

- The pilot demonstrated that the model can work in practice: the joint inspection framework proved fit for purpose as a tool to enable the two inspectorates to cooperate effectively. That is not to say that there is no room for improvement, but it is to recognise that overall, the pilot was a success.
- At its best, the joint inspection pilot delivered truly aligned and streamlined inspections in the view of both inspectors and settings. A minority of joint inspections completed during the pilot were seen as being simultaneous but separate processes.

Settings perceived the joint inspection pilots in different ways depending on the degree of alignment they observed between the inspectors. These ranged from those who felt very

positively that the inspectors' work was integrated to other settings who held a much more negative impression that two separate inspections were taking place at the same time, increasing their workload without a corresponding benefit. Based on the feedback of providers and inspectors, the evidence points to the fact that progress towards effective and fully aligned joint inspection can be considered along a continuum. There are arguably four stages on this continuum that range from the previous (separate) inspection model through to the model of joint working to which CSSIW and Estyn aspire, as illustrated below.



At the moment it is debatable where the two organisations are on the continuum, but much of the practice observed during the pilot can be classified in the third category, depicted above. It was, of course, possible for the organisations to reach stage four in the continuum, but it should be noted that getting as far as stage three represents a significant achievement – moving from a position of independent organisations with a common group of settings to inspect, to one that embodies the important principle of alignment. Settings, inspectors and managers all identified that more needed to be done (see Learning points section 2.4 and Areas for Further Consideration section 3), but that there had been much progress.

2.4 Learning points for future joint activity

This section highlights some of the key learning points to emerge from the pilot, specifically linked to communication, reporting processes and the inclusion of a broad mix of settings in any further piloting activity.

2.4.1 Communication

- Communication between inspection teams prior to, during and after the inspection was crucial. Evidence from the pilots suggests that effective communication had a major impact on how well inspections are delivered and received, especially as settings become used to these new approaches.

During the training, it was suggested to inspectors that they should build time into their joint inspections for regular team discussion. Evidence collected during the evaluation suggested that such discussions, and the quality of communication more generally, were a significant factor in how well the joint inspections were delivered and received, however the way in which these happened varied in terms of length and frequency.

Where communication was less effective either before and/or during the inspections, the inspectors reported that there were greater challenges in making effective judgements and decisions about the quality of care and educational provision. If there had been little discussion ahead of the field visit, there was a degree of confusion about how each inspector would operate, what data and evidence they would collect and how the framework would be populated. These challenges were exacerbated either in larger settings and/or those with more complex layouts for example where children were located in different buildings on one site, or where they were in lots of different rooms. This lack of clarity (where it occurred) was also evident to settings.

Guidance issued to inspectors stated that they should meet and discuss findings on the afternoon of the first day. However, communication challenges manifested themselves when they were unable to find sufficient time to discuss the outcomes of day 1 before going back into the setting on the morning of day 2. (Where this did not happen, it impacted on the ability of inspectors to clarify their positions in respect of the themes and key areas of the framework ahead of day 2. In a number of cases the problems CSSIW inspectors had with the IT systems exacerbated the teams' ability to meet and discuss findings.)

Conversely, other examples during the pilot demonstrated that effective communication between the two inspectors led to a much closer and more efficient working relationship. Indeed, the evidence suggests that it is the key success criterion that predicted whether settings (and the inspectors themselves) were confident that the judgements made were genuinely joint judgements, and were an accurate reflection of the combined evidence that had been collected.

- Good communication between inspectors helped support a shared understanding of judgements reached.

This issue of communication is also important in respect of the clarity around *how* judgements were arrived at. The descriptions written for 'good' judgements by the Project Team across the framework were welcomed by all. However it was left to the professional judgement of the inspection teams to extrapolate their findings to fit the other rating categories. Good communication between inspection teams led to a positive and shared understanding of the other categories described clearly to settings.

This is especially important on the occasions where there were some shortcomings identified especially around how to make joint decisions when there was initial disagreement. The disagreements may have been between inspectors or indeed between inspectors and settings. These were resolved with some pairs of inspectors effectively, but less so for others, and greater consistency was identified as an important improvement.

2.4.2 Reporting processes

- Reporting, editing and quality assurance processes involved were initially protracted and revealed inconsistencies in approaches between the two organisations.
- Despite some improvements as the pilot progressed, work remains to be done in this area.

As noted above, there were some differences in working practices that were revealed and addressed through joint working. To a considerable degree this was a positive process, but evidence suggests that in respect of reporting, editing and quality assuring this was not as universally effective as it might have been. In particular, evidence presented during the evaluation indicated that there remains a need to arrive at a clear agreement on the style of reports and how to ensure that the appropriate amount of supporting evidence is included in joint inspection reports, and is agreed by both inspectorates.

With the benefit of hindsight, these matters received insufficient attention during the inspectors' training. This meant that there was a lack of clarity about how exactly the reporting process in particular would be undertaken. That said, inspectors worked well to learn 'on the job' and to pick up approaches from each other as to how evidence might be presented.

Quality assurance processes also presented challenges for inspectors and colleagues across the two inspectorates. It became a very protracted, lengthy and resource-intensive process which did not really work to the satisfaction of either organisation.

Whilst the organisations were satisfied they discharged their duties effectively and made standardised judgements, there were a number of concerns raised by settings that there was a disconnect between messages received during feedback and the final reports. They pointed to the problems as they perceived them with the quality assurance mechanisms and suggested that work needs to be done to prioritise this in the next phase of joint working. This may in part be explained by the difference in understanding that the organisations have about quality assurance, but it is likely to improve as the inspectorates increase their alignment over time.

2.4.3 Testing the model in a wider range of settings

- The pilot tested joint working in settings that had put themselves forward and proactively chose to take part in the pilot.
- A second phase of the pilot should include a broader range of settings in order to test joint working in a wider range of contexts.

Pilot settings had applied to be involved in the joint inspections and were supportive and by definition enthusiastic for the development. They variously described themselves as wanting to be at the cutting edge of new practice and viewed the joint inspection pilot as a means of driving further improvements in their provision. They had expressed an interest in

being involved in the pilots because they believed it to be a progressive, innovative model, and as 'early adopters' were keen to know what was to come of this pilot.

Joint working was therefore successfully delivered on a small scale and under relatively 'controlled' conditions. This is not a criticism of the approach, and nor should it be seen to minimise the fact that there were challenges in delivering the pilot as described above. However, the fact that the joint inspection pilot did not deal with settings likely to be non-compliant with the regulations or in need of significant improvement means that the joint approach has not been fully stress-tested. There is an argument that the settings selected for any future piloting of the model should include a broader cross-section, including providers with lower past ratings. This would allow for the testing of joint governance and accountability structures so that a determination can be made as to whether they will stand up to the kind of scrutiny that would lead to judgements being challenged formally, perhaps even in court proceedings.

The evaluators also received comments from the inspectors on the benefit realised within CSSIW now it has moved to an outcomes framework across the whole of its childcare work. This has meant that a larger number of CSSIW staff are now engaged in making ratings and judgements.

2.4.4 Joint inspections through the medium of Welsh

- The pilot inspections revealed differences in the capacity of the inspectorates to conduct all aspects of joint inspections through the medium of Welsh.
- It is imperative that all inspectors undertaking joint inspections in Welsh-medium settings are able to deliver all aspects of the joint inspection confidently through the medium of Welsh, ensuring parity across all settings.

During the pilot Estyn ensured that its inspectors who were assigned to inspections in Welsh-medium settings were able to engage with staff, collect evidence and report through the medium of Welsh. Senior managers and inspectors interviewed explained that this is usual practice for Estyn. Evidence presented during the evaluation found that CSSIW inspectors selected for joint inspections in Welsh-medium settings lacked confidence in their Welsh language skills to complete all tasks (including evidence collection and reporting) through the medium of Welsh. As a result, all reporting and QA processes were managed through the medium of English as part of the joint inspection pilot, including for inspection of Welsh-medium settings. Some senior managers noted that additional training may be required to ensure that inspectors from CSSIW are equipped to deliver all aspects of the joint inspection confidently through the medium of Welsh.

3. Areas for further consideration

This final section draws the evaluation evidence together and leads us to the 'Areas for Further Consideration' borne out of the data provided during the study. They are contextualised by a brief commentary about the nature of what needs to be considered. They are not however presented in any formal priority order, but do reflect the general weight of opinion about the need to improve these areas. As an over-riding principle it is suggested that whatever happens, Estyn and CSSIW realise the amount of expert knowledge that resides in the experiences of the people who have participated in the pilot and do not miss the opportunity to utilise that resource.

Based on the broad conclusions presented above, we have identified six priority areas for the next phase of the pilot. We trust that these prioritised 'Areas for Further Consideration' will help the organisations make an effective transition from this pilot project to scaling up joint inspection activity. In the view of the evaluation team, further consideration of these issues will help strengthen joint working or clarify working arrangements. The priorities are listed here, and detail is provided on each in the table that follows:

- 1. Review the accountability and governance arrangements for joint working with a view to encouraging greater strategic alignment.**
- 2. Provide greater consistency of working practices in part through the development of a Memorandum of Understanding.**
- 3. Ensure read across between the Joint Inspection Framework and the other frameworks of CSSIW and Estyn for non-maintained settings.**
- 4. Invest in an ongoing commitment to the joint training and development of inspectors, and review the materials and resources for subsequent phases of training.**
- 5. Provide a clearer link between the judgements reached and how settings might improve their provision in order to secure better outcomes in care and education for children.**
- 6. Work to maintain the consistency of approach across all setting types, including the prioritisation of the quality assurance processes (including, by extension, report writing).**

As an additional point for consideration, we feel that it would be beneficial if both sets of inspectors take part in a joint debrief on the pilot, perhaps prompted by the gathering of findings in the evaluation.

Area for Further Consideration	Commentary to support the conclusion reached
<p>1</p> <p>Review the accountability and governance arrangements for joint working with a view to encouraging greater strategic alignment.</p>	<p>There appear to be three different governance and accountability challenges for the next phase of work post-pilot:</p> <ol style="list-style-type: none"> 1. There are very different strategic and legislative bases for the two inspectorates. The pilot has led to an increased awareness of each other's roles, but there is still some work to be done to ensure that the core purpose of each is able to be served and is not lost in joint working. These differences in the role of regulator (concerned with enforcement of standards) and inspector (concerned with improvement) need to be rehearsed and reconciled further before the pilot is taken further. Governance and accountability mechanisms need to be codified in order to ensure that arrangements are robust, and that there is an effective test of evidence gathering processes if conclusions and judgements are challenged in court; 2. At the project working group level colleagues from Estyn and CSSIW have worked well. However the membership of the project working group was asymmetrical with a more senior involvement of Estyn colleagues than CSSIW decided to supply. One of the unintended consequences of this was unnecessary delay and confusion when it came to key decisions being made. Further, given the crucial role of the senior inspectors in this process, it might be beneficial if senior CSSIW inspectors take part in inspections in the next phase of the work. Overall, operational and project management arrangements, including the internal infrastructure of how the next phase is to be governed should be reviewed to ensure it is fit for purpose; and 3. The joint inspection arrangements that have been developed in the pilot need to be tested in the field in more challenging environments to ensure the concept is robust in all circumstances. This may require a review of how expert the joint inspection process is to be governed in order to satisfy the issue raised in point 1 above, especially given the legal scrutiny to which these judgements can be exposed. It may also be useful to think through whether having a pooled team of inspectors who become experts in undertaking joint working is developed. <p>The arrangements that are needed may well already be in place, but we have seen no codified evidence that they are. If these are 'understood' but not documented, then this needs to be addressed.</p>
<p>2</p> <p>Provide greater consistency of working practices in part through the development of a Memorandum of Understanding.</p>	<p>The pilot revealed differences in working <i>cultures</i> between Estyn and CSSIW in many positive ways. There is a need to continue to respect and value the role of each inspectorate as the work develops. There is much to be gained from continuing to learn from each other.</p> <p>The pilot also revealed differences in working <i>practices</i> between Estyn and CSSIW in terms of recording evidence and reporting. Despite discussing the plan and resourcing at the outset of the pilot, there were also different expectations in relation to meeting reporting deadlines, when work would take place, when drafts should be ready, and generally how the inspectors would work as a team. Overall, the resourcing of the organisations and approach to running the pilots was very different. Accordingly inspectors worked different types of day. At times, this got in the way of effective communication between the teams, and impeded</p>

Area for Further Consideration	Commentary to support the conclusion reached
	<p>the efficient running of the joint inspection pilot.</p> <p>It is suggested that a Memorandum of Understanding (MoU) between the organisations be developed which would address these matters by clearly specifying how the inspectors would work, to what deadlines, within an agreed resource allocation. An agreed MoU that genuinely was sympathetic to the way the organisations operate and which found an effective compromise between the very different working patterns to find a genuinely shared new way of working would go some considerable way to resolving the majority of operational problems observed during the pilot (notwithstanding CSSIW's difficulties with the Government Secure Internet as described above which requires separate attention).</p>
<p>3</p> <p>Ensure read across between the Joint Inspection Framework and CSSIW's new inspection framework for non-maintained settings.</p>	<p>CSSIW have now moved to an inspection framework based on ratings across all childcare settings. This is very positive as CSSIW inspectors are now in a better position to understand the process and the importance of consistency in reaching ratings/judgements on a large scale across a number of settings.</p> <p>However it is crucial that there is alignment between the joint inspection framework and CSSIW's and Estyn's other frameworks for non-maintained settings, otherwise confusion for both inspectors and settings will be result.</p> <p>This further alignment would allow settings to compare their judgements over time when subsequent inspections are completed, regardless of whether the visit was undertaken jointly by CSSIW and Estyn (i.e. once in every six years) or whether it was undertaken by CSSIW individually in the intervening period either once or twice (depending on the nature and circumstances of the setting).</p>
<p>4</p> <p>Invest in an ongoing commitment to the joint training and development of inspectors, and review the materials and resources for subsequent phases of training.</p>	<p>The pilot involved a greater shift in working practices for CSSIW's inspectors. Estyn inspectors had to learn how to work alongside another organisation but CSSIW inspectors had to do this in addition to learning a whole new approach to inspection. Consequently, there was more for their inspectors to take on board and familiarise themselves with during the training and at other stages of the pilot. In particular, the process of forming judgements was a relatively new experience for CSSIW inspectors.</p> <p>Training for inspectors was comprehensive. Despite investing a significant amount of time in these areas, greater attention needs to be focused on certain aspects of the joint inspection process, notably: how to collect evidence jointly under various themes; reaching joint judgements; the importance of challenge and critical reflection during the inspection; reporting styles; and quality assurance.</p> <p>There are two very different cultures coming together in this joint inspection framework. One of the consequences of this different culture is that Estyn inspectors felt confident to critique and challenge the evidence being collected by CSSIW colleagues to help make the findings more robust, but did not feel that CSSIW colleagues challenged them in kind.</p> <p>This issue may resolve itself over time, but might need to be thought about carefully in subsequent joint working. Moving forward there is a need to ensure that internal challenge and critical reflection is built into the model of joint working. This could be given greater focus during training activity.</p>

Area for Further Consideration	Commentary to support the conclusion reached
	<p>Finally, it should be recognised that no other group of inspectors who work on the joint inspections within non-maintained settings will not have the same amount of lead-in time that this group has benefitted from. This should be seen as an asset, as their knowledge should be valued and used positively in the ongoing commitment to the joint training and development of inspectors.</p>
<p>5</p> <p>Provide a clearer link between the judgements reached and how settings might improve their provision in order to secure better outcomes in care and education for children.</p>	<p>Whilst the development of an exemplar / criteria describing ‘good’ was viewed as a positive first step, there are no equivalent criteria describing the other rating levels for the joint inspection framework. Some settings have complained about this as it does not allow them to see how they need to develop and improve.</p> <p>Despite the fact that criteria for ‘good’ exist there are questions about its application. There is evidence to indicate that the framework was not applied consistently across all pilot settings, with variations in terms of the evidence that was collected and reported. A number of inspectors felt that additional exemplar paragraphs that describe ‘excellent’ and ‘adequate’ may help ensure consistency in arriving at judgements. This was particularly the case for inspectors less experienced in formulating quality judgements. It is important to note that these variations were addressed through the moderation and quality assurance processes. That said, there are still improvements needed in the quality assurance process (see 6 below).</p> <p>Ensuring that settings are clear about how they can improve their provision is crucial in developing the work together. Some settings reported that they were unclear how they could improve their rating based on the outcomes of their joint inspection – e.g. from a good to an excellent, or from adequate to good. This underlines the need for clarity in recommendations given, and is a call for a greater focus on how to secure better outcomes in care and education for children.</p>
<p>6</p> <p>Work to maintain the consistency of approach across all setting types, including the prioritisation of the quality assurance processes (including, by extension, report writing).</p>	<p>Settings reported that they valued the fact that both inspectorates were present at the same time, noting that there was a ‘whole child and whole facility approach’.</p> <p>There were, however, a range of different types of setting involved in the pilot. On the basis of the evidence received, it would appear that certain types of settings are more suited to joint inspection than others. For example if there are roughly equal numbers of children who have education funding and those that don't, the joint inspection can work very effectively. This is especially true if the setting has all of its activities in one room. More complex buildings with many different rooms are much harder to undertake effective joint working in. This is exacerbated if there are large numbers of children in the nursery do not receive education funding. It would be very useful to ascertain how many settings match this description to allow the inspectorates to determine whether a different balance of their respective contributions is needed in such places. However, in some settings the imbalance can be significant and clear guidance is required to address this.</p> <p>There is also, to a degree, a lack of clarity about which inspectors should gather evidence against which elements of the framework. In the view of some inspectors, it is still unclear whether CSSIW inspectors gather robust evidence for Estyn and vice versa. This is especially problematic where there are large numbers of children not covered by education funding. Some pairs of inspectors worked this through well and shared the task effectively, but this did not work so</p>

Area for Further Consideration	Commentary to support the conclusion reached
	<p>well for others. It is not clear the extent to which this is happening across the board, and this needs to be addressed.</p> <p>The editing and quality assurance processes involved in the pilot were protracted and revealed inconsistencies in approach across the two organisations. Through working together the process was robust and with first and second editors it made sure that quality was maintained throughout the process. However, there exists a need to ensure even greater consistency in approaches to quality assurance during the second phase of joint working given that it is still relatively immature. Much work needs to be done in order to ensure that confidence is maintained within the inspectors and settings about the conclusions reached.</p> <p>This will be an effective test of the revised governance structure for the pilot advocated above, and is absolutely crucial given the need for this joint working approach to be stress-tested.</p>

CYPE(5)-22-18 – Paper to note 3

Note on customer feedback for the Childcare Service

Monitoring customer service feedback

Customer service is monitored by an online exit survey from both the account pages and the registration pages. Once a customer has completed their activity within the service they are presented with the option to leave a satisfaction rating and any feedback around improvement suggestions.

At this stage the customer can opt to bypass this page and end the journey. If the customer does decide to complete the exit survey, they are presented with the following option;

Overall, how did you feel about the service you received today?

- *Very satisfied*
- *Satisfied*
- *Neither satisfied or dissatisfied*
- *Dissatisfied*
- *Very dissatisfied*

Once the customer selects the relevant option they can then leave any improvements suggestions in a free text box. We receive details all of the feedback and survey results from each day in a weekly report.

We also get details in Google Analytics of the survey results and can analyse the % rates using that tool. Each month a sample is taken from application feedback and account feedback to produce a monthly 'Postcard' which details the key themes customers are telling us about the issues they are having with the service as well as the positive feedback left too.

Customer Surveys

HMRC have set up a comprehensive research and evaluation programme to monitor, understand and improve parent and providers experiences of the service. During the implementation of the childcare service, we have been monitoring performance against six Rollout Success Indicators:

RSI1 – Parent take up

RSI2 – Positive parent experience

RSI3 – Positive childcare provider experience

RSI4 – Positive reputation of Tax-Free Childcare

RSI5 – Minimise error and fraud within Tax-Free Childcare

RSI6 – Efficient service providing good value for money.

Our customer experience survey for the childcare service has been conducted on an ongoing basis since 2017 by IFF Research. This is conducted on a quarterly basis with parents and every six months with providers. The survey covers both Tax-Free Childcare and 30 hours childcare customers, and helps us understand their experience of the key touchpoints of the service – e.g. application/sign-up,

account usage, support usage; as well as providing an understanding of the impact of the Tax-Free Childcare. We also conduct in-depth research with customers through this research.

IFF Research also conduct qualitative research that seeks to understand what the key triggers and barriers to parents and providers taking up Tax-Free Childcare. This research is being conducted in several stages to understand how these change over time, and to allow us to feed in any findings into communication/marketing plans.

Ipsos MORI are currently conducting research with parents and providers. This study aims to understand the perceived impact of Tax-Free Childcare amongst parents and providers. For parents, it will explore the impact of the scheme on the decisions, choices and behaviour of parents in relation to childcare. For providers, it will seek to understand responses to the policy, focusing on decision-making, and drivers of behaviour in relation to organisation, pricing and profitability structures.

Customer satisfaction rates

The satisfaction scores have gone from around the 76% mark in summer last year to 84% with an underlying steady increase as a result of the analysis done from the survey results leading to crucial insight for our development teams to implement IT improvements. We have seen issues involving, vouchers and the 30hrs claims being resolved which in turn has seen the customer satisfaction scores improve to their current level. The following table shows historic satisfaction ratings. Below that are listed notable events in the timeline.

May 17	June 17	July 17	Aug 17	Sept 17	Oct 17	Nov 17	Dec 17	Jan 18	Feb 18	Mar 18	Apr 18
72%	76%	76%	73%	71%	73%	77%	76%	75%	78%	82%	83%

Last week of April 2017 – Tax-Free Childcare begins its national rollout

September 2017 – start of the first term of 30 hours free childcare in England

January 2018 – start of the second term of 30 hours free childcare in England

April 2018 – start of the third term of 30 hours free childcare in England

Huw Irranca-Davies AC/AM
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
Minister for Children, Older People and Social Care

Agenda Item 4.4



Llywodraeth Cymru
Welsh Government

Our Ref: MA - L/HID/0321/18

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Ty Hywel
Cardiff Bay
Cardiff
CF99 1NA

27 June 2018

Dear Lynne,

Childcare Funding (Wales) Bill

Thank you for inviting me to attend the Children, Young People and Education Committee on 14 June to further discuss the Childcare Funding (Wales) Bill.

During the session, Committee Members were particularly interested in learning more about Foundation Phase early education, which forms part of the 30 hour childcare and early education offer for working parents.

As I explained at the meeting, it is the Cabinet Secretary for Education who has lead responsibility for early education. However, I said I would follow up with a more detailed note to the Committee on the particular issues raised, particularly the legislative framework; guidance to local authorities and funding arrangements for early education.

The attached note is provided by the Cabinet Secretary for Education and I would suggest that any further queries in relation to Foundation Phase early education be directed to the Cabinet Secretary.

Yours sincerely



Huw Irranca-Davies AC/AM
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
Minister for Children, Older People and Social Care

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

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

Note from the Cabinet Secretary for Education to the Children, Young People and Education Committee, following the committee meeting on 14 June to discuss the Childcare Funding (Wales) Bill

Guidance on the 10 hours of Foundation Phase for three and four year olds

The Foundation Phase (FP) is a flagship policy to provide developmentally appropriate curriculum for 3-7 year olds modelled on Scandinavian approaches. Foundation Phase early education refers to the provision for three and four year olds in Wales.

The statutory guidance for the delivery of the Foundation Phase for three and four year olds is issued under section 118 of the School Standards and Framework Act 1998 ("the 1998 Act").

Section 118(1) of the 1998 Act provides that Local Authorities must secure the provision of sufficient part-time and full-time nursery education for children in their area who have not attained compulsory school age or such age as may be prescribed in Regulations by the Welsh Ministers.

Under section 118(2) of the 1998 Act in determining whether nursery education provision is sufficient for its area local authorities must have regard to guidance issued by the Welsh Ministers. Setting the minimum of 10 hours part-time provision was initially set out in statutory guidance (see page 11 - Circular 7/99 - *Guidance for Local Early Years Development and Childcare Partnerships in Wales*). This guidance was expressly time-limited for the period of the childcare plans i.e. 1999 to 2003 although many local authorities continue to follow it.

We have not received any evidence of Local Authorities currently delivering less than, or intending to deliver less than 10 hours, with many Local Authorities offering over the 10 hours.

Funding to deliver Foundation Phase

Local Government Settlement: A large proportion of the funding for the Foundation Phase (age 3-7) is provided within the block funding provided to Local Authorities through the local government settlement. This is not ring-fenced as it relates to funding for a mainstream function. An additional £17m (one-off) was transferred into the settlement in 2008-09 for "Early Years". Funding for schools education has been protected in settlements from 2011-12 to 2016-17.

Education Improvement Grant (EIG): The EIG is administered by the Regional Educational Consortia and a minimum of 80% of it must be delegated directly to schools. As part of the grant terms and conditions, funding must be used to support Foundation Phase practitioners in non-maintained settings to deliver high quality education provision and to ensure that providers have the appropriate level of practitioner and learner ratios.

Local Authorities must be able to confirm that the distribution formula for the funding supports schools and settings to deliver the Foundation Phase in accordance with the ratios.

Prior to the EIG, funding for the Foundation Phase was provided through a grant to individual Local Authorities. In 2014/15 the grant was £97m. Since 2015/16, funding for Local Authorities to work towards the staff to learner ratios necessary to deliver the Foundation Phase (1:8 for nursery and Reception and 1:15 in Year 1 and Year 2) has been included within the EIG.

Local Authorities have the discretion to determine the pay rate they award Foundation Phase providers. Data is limited but suggests that the hourly rate varies across Local Authorities from £2.50 to £4.47 an hour per child, with a median of £3.00. Also, some pay a different rate to maintained and non-maintained settings.

Evidence from the existing Childcare Offer pilots, and others to be introduced in the autumn, will help inform the future implementation. We are looking closely at the possible impact on Foundation Phase provision – including structural and financial issues that might impact on effective delivery and the quality of provision.

I recognise that there are risks and opportunities presented by the introduction of the Childcare Offer. Officials across the Welsh Government have been working closely to ensure that these are explored fully and well understood as we continue to roll out the Childcare Offer across Wales. I am firm in my commitment to the provision of excellence in Foundation Phase for three and four year olds and will continue to ensure that is key in the development of any new arrangements. I will be looking closely at how we can strengthen practice – including through more effective guidance – to strengthen the position of the Foundation Phase.

Agenda Item 4.5

Kirsty Williams AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay.
CF99 1NA.

26 June 2018

Dear Lynne,

Development of the new curriculum continues at pace, with a learner progression model now developed and integral to the evolving 'Areas of Learning and Experience'.

I have issued a written statement today updating Members on progress, but I'd like to draw attention to the communications that have been issued this week to ensure we are keeping the profession and key stakeholders informed.

A DYSG special has been issued that brings together insights and updates about developments since March. This includes:

- A short video on activity this year plus a look to the Autumn term
- A 'Curriculum special' podcast: Professors Graham Donaldson, Louise Hayward and Mark Priestley discuss the background, rationale and challenges. This follows the launch of our first Education Wales podcast in April.
- Papers showing how 'Areas of Learning and Experience' are evolving as a central element of the new curriculum, and written a short blog to support the publication.
- The new curriculum is built on 'progression' – see how the model works.

Articles that you may be interested in reading that have been published on the Curriculum for Wales blog since March are:

- Research report: how learning progression is being supported by research
- Estyn report: how primary schools are adapting their curriculum to respond to curriculum and education reforms
- Education Wales podcast: the first edition explains our education reforms and how they complement each other perfectly
- Schools as Learning organisations: new case studies on how working together works for professional learning
- On-line assessments: reading and numeracy assessments will soon move on line – that's good for the new curriculum.

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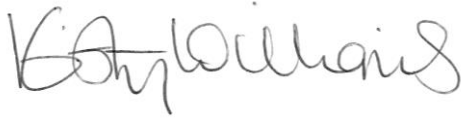
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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

You may also be interested in looking at the websites and subscribing to newsletters from the regional education consortia and Estyn who are supporting schools through our programme of transformation.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

WRITTEN STATEMENT BY THE WELSH GOVERNMENT

TITLE **New curriculum and assessment arrangements**

DATE **26 June 2018**

BY **Kirsty Williams, Cabinet Secretary for Education**

I would like to update members on the development of new curriculum and assessment arrangements, which are progressing well and to timescale and a draft version will be available in April 2019.

Schools will then have the opportunity to feedback, test and refine, before having access to the final curriculum from 2020, allowing them to get fully ready and prepared for statutory roll-out in September 2022. This is central to our national mission to raise standards, close the attainment gap and create an education system that's a source of national pride.

Since January Pioneer Schools, supported by world leading educationalists, Higher Education Institutions, Welsh Government and our stakeholders have made significant progress.

Pioneer schools have developed 'What Matters' statements for each Area of Learning and Experience - the ways of organising learning across the curriculum. The 'What Matters' statements set out the most important knowledge and skills to be gained and aim to make what children and young people learn relevant to the world we live in today and help them adapt to a changing society and world.

Our new curriculum and assessment arrangements are being built on 'progression'. The CAMAU project run by Yr Athrofa and Trinity St David has supported Pioneers in developing this approach. It will be based on a nationally described continuum of learning from 3 - 16.

Progression Steps will be at ages 5, 8, 11, 14 and 16 and take the form of Achievement Outcomes relating broadly to expectations at those ages. These will help teachers sequence learning purposefully for each learner.

Pioneers are also considering emerging professional learning needs which will inform the National Model for Professional Learning that will be launched in the autumn to support

professionals to move to the new curriculum.

In June, Estyn published a route map to help schools prepare. School leaders can start preparing for change now by using the route map and looking at the case studies across Wales.

Our reforms are being developed collaboratively and transparently, with regularly published updates. This week we have published five papers outlining our approach to the Areas of Learning Experiences, with a further paper to publish in July. We have also released the latest EducationWales podcast focusing on the new curriculum in which teachers and Professors Graham Donaldson, Mark Priestly and Louise Haywood talk about how our reforms are putting Welsh education on the world map.

Anyone interested in following the progress of our reforms can subscribe to the Curriculum for Wales blog, listen to the recently launched EducationWales podcast or sign up to receive the Welsh Government's education newsletter Dysg, which this week will focus entirely on progress in developing curriculum and assessment arrangements.

Agenda Item 4.6

Ysgol y Gyfraith

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Wednesday, 27 June 2018

Dear Ms Madeley,

1. I note from the Children, Young People and Education Committee's agenda that the Cabinet Secretary for Education is due to be scrutinised tomorrow morning, one item being the school admissions policy pertaining to flexible school admissions for summer-born children. I would like to take the opportunity to support the letter submitted by the Flexible Admissions Group, Wales, and would like this letter to be distributed to the members of the Committee and the Cabinet Secretary.

2. Children do not have to start school until compulsory school age (CSA) at which point they enter Year 1 in the term following their fifth birthday. However, most children undertake a Reception year first, which research has consistently shown is the most important and impactful year in primary education.¹ Children generally start Reception in the Autumn term following their fourth birthday.

3. Nevertheless, owing to the timing of the entry points, summer-born children (1 April – 31 August) are put at a significant disadvantage compared to their peers. They may suffer adverse educational and emotional impacts as they start their formal education at a much younger age than their peers.

4. For this reason, parents may choose to defer their summer-born child's entry into school until CSA, as is their legal right. However, they may find that their child is put straight into Year 1, missing the crucial Reception year.

5. On this matter, the current School Admissions Code (2013) states that,

‘while it would not normally be appropriate for a child to be placed in a year group that is not concurrent with their chronological age, admissions authorities should consider these requests carefully and make decisions on the basis of the circumstances of each case and in consultation with the parents and the school, and specifically in relation to what is most beneficial to the child.’

In principle, this should give some flexibility for parents to request that their summer-born child be educated outside their normal age group and permitted to enter Reception year at CSA. However, in practice, the wording of the Code has proven to be extremely rigid and problematic and has made it very difficult for parents in Wales to exercise this choice. LEAs have implemented a blanket policy refusing virtually any such requests. The letter from the Flexible Admissions Group outlines some very useful case studies illustrating the problems with the application of this provision.

The Foundation Phase in Wales will not meet the needs of *every* child in Wales; it cannot. This must not be given as a reason for refusing such requests. A more flexible admissions policy is needed to take children's individual needs and their best interests into consideration. The UN Convention on the Rights of the Child (UNCRC) emphasises that the education of *the child* shall be directed to the development of *the child's* personality, talents and mental and physical abilities to their fullest potential (Article 29(1)(a),

¹ See, for example, Teaching Schools Council, 'Effective Primary Teaching Practice Report' (2016).

emphasis mine).² By putting summer-born children at a disadvantage, this School Admissions Code does not achieve that.

6. A recent research study conducted by the Department for Education aimed to show that delaying entry to primary school has little impact on attainment. This study should be consulted by the Welsh Government with caution. This study was very limited, measuring only academic attainment and excluding all children with special or additional educational needs.

Academic attainment is very unlikely to be the main reason that parents choose to decelerate their child's entry into primary education. School readiness is not about a child's academic ability, but about emotional and social maturity. It is these skills that will help a child to cope with school life, to make friends, to deal with their emotions, to follow instructions and concentrate, and to foster good mental health. The attainment of these skills cannot be measured with a phonics test.

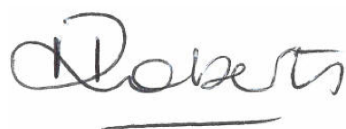
7. Other devolved countries within the UK are already ahead of Wales in this respect. Nick Gibb, Minister of State for School Standards, has made a commitment to amend the School Admissions Code for England to reflect this parental choice. In Scotland, children of equivalent age are automatically granted a deferral if their parents request it, and they will not miss any school years in doing so.

8. There is no statutory or otherwise legal barrier to children being educated outside their normal age group. It is a policy issue. I would urge the Cabinet Secretary to amend the School Admissions Code without delay, clarifying that schools can admit summer-born children to reception class at the age of 5, if that is their parents' choice, and ensuring that children can stay in this year group as they progress through school.

9. This would ensure that the School Admissions Code is more child-focussed, takes account of children's rights, and ensures consistency for LEAs across Wales.

10. As a legal academic with interest in this particular area, please let me know if I can be of further assistance to the Committee.

Yours faithfully,



Dr. Hayley Roberts
Lecturer in Public International Law
Bangor University

² The Rights of Children and Young Persons (Wales) Measure 2011 places a duty on Welsh Ministers to have due regard to the UNCRC when exercising any of their functions.

Agenda Item 4.7

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref: MA-L/KW/0340/18

Lynne Neagle
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
CF99 1NA.

29 June 2018

Dear Lynne

Thank you for your letter of 6 June on behalf of the Children, Young People and Education Committee raising concern that the draft School Organisation Code will not be laid before the National Assembly for Wales until the autumn rather than the summer as I originally expected. I explained the reasons for the delay to the Committee at its meeting on 28 June.

The Committee has asked for assurances of the steps I am taking to ensure that local authorities are adhering to the spirit of my policy in respect of a presumption against closure of rural schools and of the arrangements I will be putting in place to protect schools from long-term decisions being made while the Code is not finalised.

Firstly, it is important to emphasise once again that a presumption against the closure of rural schools does not mean that rural schools will never close - however, it does mean that the case for closure must be strong and not taken until all viable alternatives have been exhausted. It is also important to note that a presumption against closure will apply specifically to schools designated as rural for this purpose in the revised Code.

I have been very clear in respect of the direction of travel of this policy and my expectation that local authorities act in the spirit of the proposed changes. However, I have also pointed out on a number of occasions that the statutory Code is not retrospective and that any changes to the existing Code will not have effect until the second version of the Code comes into force. With that in mind, whilst I have made my expectations clear, there is no statutory requirement on local authorities and other proposers to comply with provisions in the second version of the Code until it comes into force.

The Welsh Ministers are unable to comment on any proposals which may subsequently be referred to them for determination. However, in accordance with the existing Code before

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publishing a statutory notice on a school organisation proposal proposers must consult for at least 42 days, 20 of these being school days. The Code sets a high standard for consultation allowing all those with an interest to make their views known and for these to be taken into account. I would urge anyone with an interest in a closure proposal to make their views known through the consultation process and any objection period that may follow.

My priority now is to publish the summary of consultation responses before summer recess and make arrangements for the revised Code to be laid before the National Assembly for Wales. I am keen to ensure that there is no further delay which prevents the Code coming into force before the end of the year.

I will as agreed let the Committee have sight of the Code before it is laid before the Assembly.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Agenda Item 4.8

Eluned Morgan AC/AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Welsh Language and Lifelong Learning



Llywodraeth Cymru
Welsh Government

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales

28 June 2018

Dear Lynne,

Following our meeting in November and my letter to you in February, I wanted to notify you that I have now appointed the Chair of the Interim Youth Work Board. I continue to welcome the Children, Young People, and Education Committee's valuable, detailed scrutiny of our approaches to securing youth work in Wales, and therefore believe it appropriate that you should know the outcome of the recruitment process in advance of the formal announcement; I trust you will ensure it remains confidential until then.

I will make this announcement on 29 June at the Youth Work Excellence Awards in Cardiff's Principality Stadium. This will be supported by a Written Statement that will also include details of this year's award winners. Having adopted the principles of the public appointments process, and following consideration of a number of applications from high quality candidates, I have appointed Keith Towler to the role of Chair. You'll be aware that Keith is currently the Independent Chair of the Council for Wales of Voluntary Youth Services (CWVYS), the former Children's Commissioner for Wales, and the Wales Member of the Youth Justice Board.

I met with Keith on 25 June and emphasised to him that I have high expectations for this Board and his role as Chair. Our discussion reinforced that this cannot simply be a reiteration of things that have gone before. We have the opportunity to think outside the box, and consider the best way of moving forward, as we develop a new, long term, Youth Work Strategy. Keith's skills, knowledge, and experience, will play a vital role in supporting this agenda, as we work collaboratively to secure the strategic direction for youth work in Wales.

Yours sincerely

Eluned Morgan AC/AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Welsh Language and Lifelong Learning

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Cynulliad Cenedlaethol Cymru

Y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon

National Assembly for Wales

Health, Social Care and Sport Committee

Dr Tracey Cooper
Chief Executive
Public Health Wales

6 July 2018

Dear Tracey

Thank you for attending yesterday's meeting of the Health, Social Care & Sport Committee to answer questions on the work being done by Public Health Wales to protect and improve the health and well-being of the population of Wales.

During the course of the meeting, you agreed to provide the following additional information:

- An infographic used by Public Health Wales in dealing with adverse childhood experiences;
- Details of resilience work being done in relation to child and adolescent mental health services;
- Confirmation of the inclusion of neglect as an adverse childhood experience (ACE);
- Details of how funding is prioritised, including how Public Health Wales' health improvement programme spend is broken down across the life course;
- A breakdown of how staff are allocated across Public Health Wales, including the balance between research and delivery roles;
- Whether details are available on the number of people who survive sepsis but experience a reduced quality of life as a consequence;
- A copy of Public Health Wales' performance progress report;
- Details of capacity to respond to the expected increase in screening for bowel cancer when the new Faecal Immunochemical Test (FIT) test is introduced.



Cynulliad Cenedlaethol Cymru

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There were also some areas that we were not able to cover due to time constraints, which I would be grateful if you could provide further information on:

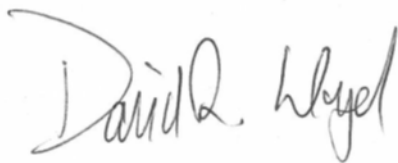
- The Welsh Government's plan for health and social care is clear that primary care should be used more systematically as a vehicle for prevention and health improvement. To what extent does Public Health Wales actively pursue opportunities to strengthen health improvement and prevention in primary care?
- Does public Health Wales have robust evidence about the effectiveness and cost effectiveness of social prescribing?

As part of the inquiry into suicide prevention, there are also some issues which Members would be grateful for further details on:

- Members met with the Jacob Abraham Foundation who expressed concern at being unable to obtain hard copies of Help is at Hand Cymru to give to service users, and having to rely on the England version which is of more limited benefit to Welsh residents. Members were told that attempts were made by the Foundation to obtain a copy through Public Health Wales but that the response was unhelpful. The Committee would be grateful if you could clarify the position regarding the availability of Help is at Hand Cymru, and the promotion by Public Health Wales of this resource.
- An update on when Public Health Wales expects the next Thematic Review of deaths of children and young people through provable suicide to be published.

I look forward to receiving your response in due course.

Yours sincerely



Dr Dai Lloyd AM
Chair, Health, Social Care and Sport Committee

