

# Agenda – Children, Young People and Education Committee

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Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 14 November 2018

Meeting time: 09.15

For further information contact:

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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 Status of the Welsh Baccalaureate Qualification – Evidence session 1

(09.30 – 10.15)

(Pages 1 – 36)

Hannah O'Neill, Bleanau Gwent Branch Secretary for ATL section of NEU

Neil Butler, NASUWT National Official Wales

Rebecca Williams, UCAC Deputy General Secretary and Policy Officer

Roger Vaughan, UCAC National President

Attached Documents:

Research Brief

CYPE(5)–31–18 – Paper 1

CYPE(5)–31–18 – Paper 2

CYPE(5)–31–18 – Paper 3 (English Translation by Assembly Commission)

CYPE(5)–31–18 – Paper (Welsh only)



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### **3 Inquiry into the Status of the Welsh Baccalaureate Qualification – Evidence session 2**

(10.15 – 11.00)

(Pages 37 – 40)

Tim Pratt, Director, ASCL Cymru

Gavin Jones, Deputy Head at Caerleon Comprehensive

Jane Harries, Headteacher at Haverfordwest High School

Attached Documents:

CYPE(5)–31–18 – Paper 4

### **4 Papers to note**

(11.00)

#### **4.1 Letter from the Cabinet Secretary for Education – further information relating to an action arising from the Committee meeting on 20 September**

(Pages 41 – 42)

Attached Documents:

CYPE(5)–31–18 – Paper to note 1

#### **4.2 Letter from the History of Wales Campaign – Welsh history in schools**

(Page 43)

Attached Documents:

CYPE(5)–31–18 – Paper to note 2

#### **4.3 Letter from the Minister for Children, Older People and Social Care – Stage 2 Proceedings**

(Pages 44 – 45)

Attached Documents:

CYPE(5)–31–18 – Paper to note 3

**4.4 Letter from the Minister for Children, Older People and Social Care –  
Childcare Funding (Wales) Bill – Draft framework of the administrative  
scheme**

(Pages 46 – 59)

Attached Documents:

CYPE(5)–31–18 – Paper to note 4

**4.5 Letter from the Chair of Petitions Committee – P–05–840 Fair Funding for  
Neath Port Talbot County**

(Pages 60 – 61)

Attached Documents:

CYPE(5)–31–18 – Paper to note 5

**4.6 Letter from the National Adoption Service for Wales – Review of  
arrangements 2018**

(Pages 62 – 63)

Attached Documents:

CYPE(5)–31–18 – Paper to note 6

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

(11.00)

**6 Inquiry into the Status of the Welsh Baccalaureate Qualification –  
Consideration of the evidence**

(11.15 – 11.30)

**7 Inquiry into the Impact of Brexit on Higher and Further Education  
– consideration of the draft report**

(11.30 – 12.00)

(Pages 64 – 109)

Attached Documents:

CYPE(5)-31-18 – Private paper 5

Document is Restricted

## CYPE(5)-31-18 – Paper 1

### Statws y Cymhwyster Bagloriaeth Cymru | The status of the Welsh Baccalaureate Qualification

WB 11

Ymateb gan: NASUWT CYMRU  
Response from: NASUWT CYMRU

1. The NASUWT welcomes the opportunity to submit written evidence to the Children, Young People and Education Committee (CYPEC) Inquiry into the status of the Welsh Baccalaureate Qualification (the Inquiry).
2. The NASUWT is the largest teachers' union in Wales, representing exclusively teachers and school leaders, and has drawn on comments and observations made by members to inform this submission.

#### GENERAL COMMENTS

3. The NASUWT has identified that the CYPEC wishes to receive views on the following questions:
  - The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers;
  - The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification;
  - The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government's target for universal adoption and the potential impact of this approach;
  - The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision;
  - The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers.

*Understood and valued*

4. The NASUWT has had long-held concerns regarding the Welsh Baccalaureate Qualification (WBQ). The union believes that the recent changes to the WBQ have improved the value in which it is regarded by learners, parents and education professionals in schools and colleges.
5. Nevertheless, the Union maintains that many teachers, members of school senior leadership teams (SLT) and school governors still do not have a full understanding of the qualification.
6. The NASUWT notes that the initial introduction of the changes to the WBQ were not without difficulties. The report of Qualifications Wales noted that:

*'For the reasons set out in this report, the introduction of the new Welsh Baccalaureate has been more challenging than it might otherwise have been. The late availability of detailed operational requirements and training have been the sources of frustration and confusion, and more guidance is needed to support the assessment of the new Skills Challenge Certificate qualifications. Concerns also remain about the proportion of assessment required in the new Skills Challenge Certificates and about the structure of the Welsh Baccalaureate as a whole.'*<sup>1</sup>

7. The NASUWT considers that there are still some major issues that need to be resolved before there is universal acceptance of the quality of the qualification.

*Equivalent, rigorous qualification;*

8. The decision to grade the qualification at A-level has improved the standing of the WBQ in the eyes of students and, the Union believes, universities and employers. The qualification is now considered to be more robust and rigorous.
9. The decision to reformat the qualification so that the core component has been replaced by the Skills Challenge Certificate has also been generally welcomed by the profession.
10. The view of the *Welsh Government's Review of Qualifications for 14 to 19-year-olds in Wales* 'attainment of the Welsh Baccalaureate should become the basis for measuring the performance of providers' should have caused a significant reassessment in schools.<sup>2</sup>

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<sup>1</sup> Qualifications Wales, *Review implementation new Welsh Baccalaureate from September 2015*, March 2016. Available at <https://www.qualificationswales.org/english/qualifications/welsh-baccalaureate/> accessed on 11/09/2018

<sup>2</sup> Welsh Government, *Review of Qualifications for 14 to 19-year-olds in Wales*, November 2012

11. The Union believes that this recommendation, together with the universal adoption of the Welsh Baccalaureate as the basis for programmes of learning, by schools and colleges, should have been a trigger to ensure that all schools and colleges supported the WBQ with the best resources. It should also have meant that the best qualified and most appropriate staff were deployed to teach the core elements.
12. The NASUWT believes, however, that this is far from being the case in all schools and colleges. Many institutions continue to follow the path that caused much concern and criticism in the early days of the WBQ in that staff with surplus contact time on their timetables, were drafted in to deliver the qualification without regard to their qualifications, their suitability or their enthusiasm, or lack of it, for the course. This continues to work to the detriment of the WBQ.

#### *Status of the WBQ*

13. The NASUWT also remains concerned about the workload and pressure on some students in undertaking the WBQ, especially those attempting to sit more than three GCE A-levels. In that regard some perceive that taking the WBQ is 'a waste of time'.
14. The impact on the, in many cases, obligatory nature of WBQ courses, has been unpopular with some students. For those near the border with England, this has, in some instance, led to pupils seeking school places across the border where they are not forced to take the WBQ. The students believe that this allows them to access a wider, and potentially broader, curriculum than would have otherwise been the case in Wales.
15. The Union notes that this was also a finding from the Wavehill and UCL review of the Skills Challenge Certificate:

*'Both FE colleges and schools close to the border remarked that they were losing potential candidates who opted to study at centres where the SCC is not offered, or where it is advertised as optional.'*<sup>3</sup>

#### *Wider impact*

16. The NASUWT notes that the WJEC describes the WBQ in the following terms:

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<sup>3</sup> Wavehill and UCL, *A review of the design and assessment model of the Skills Challenge Certificate, and its place within the Welsh Baccalaureate*, April 2018. Available at <https://www.qualificationswales.org/english/news/welsh-bacc-report-2018/> accessed on 11/09/2018

*“The Welsh Baccalaureate should reflect and support a curriculum that provides a broad and balanced general education at 14 to 16, and coherent programmes of learning at 16 to 19.”<sup>4</sup>*

17. The Union believes that the WBQ falls short of this in many schools across Wales, due in part to the methodology and ethos of its delivery. Whilst in some cases the inclusion of the WBQ in schools’ curriculum has in part safeguarded teacher’s jobs in a challenged climate of austerity and falling real-term school budgets there is no doubt that it has had a significant impact on the workload of those tasked with its delivery.
18. It is clear that in many schools the WBQ has displaced option choices at Key Stage 4 resulting in an unacceptable narrowing of the curriculum. This is at odds with the direction of travel envisaged by Professor Donaldson, and accepted by the Welsh Government, in *Successful Futures*:

*“The structure of the curriculum should ... embody the entitlement of all children and young people, including those with severe, profound or multiple learning difficulties, to a high-quality, broad and appropriately balanced education throughout the period of statutory education.”<sup>5</sup>*

19. The NASUWT remains extremely concerned that many schools in Wales appear to be following curriculum ideas that stem from England, which are at odds with current thinking in Wales and is causing significant teacher redundancies in non-core subjects, particularly the arts and design technology. The loss of teacher expertise may be difficult to reverse.

#### *Benefits and disadvantages*

20. The NASUWT understands that Qualification Wales has undertaken considerable work on improving the delivery of the WBQ. This included the involvement of practitioners in a working group that considered how to improve awareness and understanding, how to best support and provide training for delivery, and how to simplify the design.
21. Unfortunately, the Union still believes that the failure by too many schools to recognise the fundamental importance of good teaching and learning for the success of qualification, as well as providing adequate timetabled time and resources, continues to hinder the perception of the qualification’s wider value.

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<sup>4</sup> <http://www.wjec.co.uk/qualifications/levels/welsh-baccalaureate.html>

<sup>5</sup> Professor Graham Donaldson CB, *Successful Futures, Independent Review of Curriculum and Assessment Arrangements in Wales*, February 2015

22. The NASUWT also notes that the review by Qualifications Wales stated that:

*'Welsh Baccalaureate Co-ordinators are very positive and extremely supportive of the revised Welsh Baccalaureate and are keen for it to succeed.'*<sup>6</sup>

23. It is clear that this is the view of Co-ordinators who are positively engaged with the WBQ and enthusiastic advocates for it. However, the Union is of the opinion that, based on the views expressed by members, this is far from the case for the generality of teachers, including some of those who have been timetabled to deliver it.

### SPECIFIC COMMENTS

24. The NASUWT offers the following comments and observations from NASUWT members, which provide some insight into the situation being experienced in schools by teachers, pupils and their parents.
25. The NASUWT trusts this information will assist the CYPEC in undertaking their Inquiry.

#### *Understood and valued*

*'In most respects the qualification is understood and valued by learners, parents, education professionals in schools and colleges, but this depends very much on how it is led, structured and delivered.'*

*'Most learners see the worth in the qualification, and if delivered correctly can give experience no other subject delivers.'*

*'The Welsh Bacc is very poorly understood by most stakeholders. Out of all the stakeholders I believe the pupils have the best handle along with some informed parents. There are many colleagues in schools and colleges who have not made a distinction between the previous Welsh Bacc and this brand new qualification. It would have been better to rebrand it in my opinion. Governors have a hard time understanding the whole structure of the qualification in my experience. Most SLT have a good understanding of the qualification and most see the worth of the course but do not give it the time or resources it should. This has not been the case for me but has been for many colleagues. In my experience if employers have heard of the Welsh Bacc they associate it with the older qualification.'*

*'The pupils are generally disinterested in all the written project work. They need to be nagged, cajoled and forced to complete projects. This*

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<sup>6</sup> Op. Cit.

*often involves removing them from other lessons to finish Welsh Bacc work.'*

*'Some pupils don't care if they get the qualification or not and so don't put effort into their work. Top set pupils usually work well.'*

*'Pupils have quite a negative view of the Welsh Bac qualification because the choice to do it wasn't theirs and many pupils don't really understand the point of it, even after working on the qualification for a year.'*

*'Pupils are not interested in it and see it as something to get through to tick that box if they are cooperative pupils, and something to push against if they are not.'*

*'I do not teach Welsh Bac, but as a form teacher I can comment on pupil feedback – pupils do not understand how it adds to their educational / academic development; they do not value the skills taught or the subject areas proposed and see the whole course as a forced chore.'*

*'I have been asked many times over the last few years about its relevance – pupils do not understand.'*

*'Most Russell Group universities ignore it. Cambridge University state: "Applicants taking the WB are expected to have studied three A-levels as part of their qualification. Offers are conditional on achievement in the A-levels within their qualification, rather than the overall WB award" – i.e., we ignore it!'*

*'I have no doubt also that established Welsh universities such as Cardiff are being pressurized politically to accept it and give it some credibility.'*

*'As with most things in education, how well received it is is based on how seriously the school takes it. We are fortunate that we never offered the old qualification and do not have the negative baggage that was attached to that.'*

*'Where a school uses teachers that have spare capacity on their timetables - usually for the wrong reasons- and then changes these teachers from year to year, the experience will be a negative one. Where a specified coordinator is put in charge and is paid a decent TLR and that person is given a remit to get the teachers they want to teach it and that team, largely, sticks together, the experience is a positive one.'*

*'There is a lot of confusion over what the Welsh Bac is. Most think the Welsh Bac is what is taught in the classroom. This confusion extends*

*to students, parents, teachers and governors. With the Skills Challenge Certificate being uncoupled from Maths and English as a stand-alone measure of school performance this, hopefully, will change.'*

*'The vast majority of our pupils and parents have bought into the Skills Challenge Certificate because we have rolled it out correctly. Where that isn't the case it is treated like all those other subjects that students and teachers alike hate doing, as they are compulsory, such as RE and Welsh.'*

*'Evidence suggests that the vast majority of universities accept the Welsh Bac at full and face value but it will not replace the requirement to have 3 A Levels in most colleges. Rather it usually reduces the grade requirement for the 2nd/3rd A Level. Some universities do favour it and have dispensed with interviews prior to offers being made.'*

*'Levels of understanding vary hugely and this hasn't been helped by confusion between/with the Welsh Bacc, the Skills Challenge Certificate and the changes to the WG measure, etc. Teachers that actually deliver the Skills qualification have a good understanding but many others do not. Most parents are confused or ill-informed and HE institutions have widely differing views and understanding. Those admissions tutors that understand it, value it, but others don't. I would say that employers have a very poor understanding, even though it was partly designed to improve employability!'*

*Equivalent, rigorous qualification;*

*'Where and when it works well, there is a dedicated and qualified leader and a manageable team of staff; there is appropriate funding and timetabling.'*

*'Coordination by non-teacher "managers" unnecessarily complicates the delivery.'*

*'There is too much variation in the enthusiasm and expertise among teachers delivering the course.'*

*'An excellent Welsh Baccalaureate leader faces the prospect of delivering the qualification through 40 members of staff!'*

*'I have to deliver two elements of WB this year and yet have received the total of 1 hours training. I still have no idea what I will be doing.'*

*'Matters are not helped when schools and colleges use the Welsh Bacc to infill timetables resulting in staff relying on materials provided and a philosophy of delivering rather than teaching.'*

*'Concerns have also been expressed about the academic value of the WBQ as some universities do not recognise its full value.'*

*'Group projects are often delivered to half a year group at a time in the hall, with pupils sitting in large groups of around eight. What happens is that three or four pupils complete the work, another two contribute a little, and two others do nothing. Everyone is credited with having completed the work, regardless of their contribution, or lack of it.'*

*'Project / assignment work seems to be being "spoon fed" to pupils by staff, as staff are afraid pupils will not achieve.'*

*'Teachers of Welsh Bacc have had very little, if any, training. Personally I have had garbled instructions from an SMT member for literally 30 seconds as the Welsh Bacc class are entering the room.'*

*'Teaching of Welsh Bacc is not specialist. Teachers are generally assigned Welsh Bacc lessons if they have any spare time on their timetable, regardless of their suitability/enthusiasm to teach the subject.'*

*'The qualification could be great for pupils as it gives them more real life experience through the Community and Enterprise modules. Pupils love the practical side of the qualification (volunteering, creating a product, etc.) Global citizenship helps the pupils understand world issues and gives them opportunities to develop their opinions.'*

*'Not having specialist knowledge also means I have felt lost at times when teaching the subject.'*

*'It is not the equivalent of the other baccalaureate qualifications available and has little relevance to pupils and their future choices.'*

*'It is also a subject much like PSE where you deliver it if you have space on your timetable, rather than if you are a specialist with a particular knowledge base of the relevant topics.'*

*'I taught A-level across two subjects for 25 years and delivered Level 3 WB for two years. In my view qualification cannot be compared to other A-levels. Is an 'A' grade the same as an 'A' in physics?'*

*'There is absolutely no rigour in this qualification. My experience is that staff do it all, put it on a section of the school website and the students just copy and paste it into their portfolios. Thus, staff undertake all the work.'*

*'One element of the qualification, the Individual Investigation, which could be used to accurately assess ability, is routinely passively marked and grades inflated. I never saw an investigation that was better than the bare pass and most were written to a 'GCSE project' level, where information was routinely accessed and just pasted in verbatim with no analysis, interpretation, conclusion or evaluation.'*

*'There is no doubt significant pressure on WB teachers to be as 'positive' in their marking as possible, thus inflating marks and results. I have seen work given back and colleagues asked to 'review their marks' before samples are sent off.'*

*'In my view there was little rigour in the sampling and moderation process undertaken by the WJEC.'*

*'The extent that the WBQ is considered to be an equivalent and rigorous qualification varies. Many HE institutions see the individual project at level 3 as very valuable and helpful when preparing students for undergraduate study. Past pupils have also said how useful this has been and one of the most relevant pieces of learning they have ever done for HE. Most HE institutions do see it as an equivalent qualification but only alongside other level 3 qualifications. Students also use their experiences from the Skills Challenge to help in applications for apprenticeships and employment to demonstrate key skills.'*

#### Status of the WBQ

*'The Welsh Bacc is regarded as an afterthought which creates discord and negativity (as at my school).'*

*'Staff are not trained and yet are expected to deliver.'*

*'In my school the Welsh Bacc is a timetabled subject and is delivered by dedicated Welsh Bacc teachers. Time has been found by going to a three year KS4 model. Whilst this has its advantages and disadvantages it seems to be helpful in spreading the workload over an acceptable amount of time. Other institutions deliver the content through other specialist such as Geographers delivering the Global Citizenship challenge and the Community Challenge delivered by PE teachers. In my opinion this devalues the subject as some of these content deliverers can see this as an unwanted duty and further change to the job that they knew. I have heard of a school where 20 odd staff are delivering the qualification to a cohort.'*

*'At post-16 "experts" suggest that the Welsh Bacc qualification can facilitate entry to higher education by providing an additional*

*qualification and a broader skills-set but it is increasingly viewed by students and parents as an imposition that limits choice.'*

*'While most students will see the benefits of the qualifications and the Skills Challenge Certificate it is highly likely that given a choice most would not choose to study the Welsh Baccalaureate.'*

*'The Welsh Bacc is both reviled and viewed by those adults/children for whom suffering it is mandatory as a pointless waste of time.'*

*'WB has a place for certain students but not all and at no point should be used for benchmarking schools or be seen as compulsory.'*

*'In truth the majority of pupils have been receptive to the qualification and although they have found some of it to be repetitive they have learnt lots of topics they would never learn from another subject. The rigour sets up pupils well for college. I am starting to feel that maybe this subject should be an option as in its current form it doesn't provide much experience for non-academic pupils, even though it does try. This is mostly down to the massive 50% weighting on the Individual Project which is very much academically weighted.'*

*'There has been a mixed response from different secondary schools in regard to universal adoption. In conversation with different SLT from different institutions there has been a few headteachers who consider the Welsh Bacc an inconvenience and were quite pleased when there was some uncertainty with whether the qualification would be universally adopted; this was in mid-2018. Most other institutions see it as a chance to help their Capped 8/9 figures as it is 100% coursework; whilst this is true I believe it does not represent the enormous amount of effort it requires to get pupils to pass this qualification & that challenges are done under exam conditions. It is important to remember that 100% coursework does not equate to 100% pass rate!'*

*'If it must be made compulsory the options at GCSE must be increased to provide a broad and balanced education.'*

*'We have heard many a discussion of how students from Wales who live on the borders with England will accept English qualifications to avoid the Baccalaureate.'*

*'I note also that some schools and colleges in Wales are becoming more competitive by exploiting the opt-out loop hole. Whether this decision not to enforce the Welsh Bacc at post-16 will result in increased student numbers remains to be seen, but the trend is there.'*

*'Despite it not being compulsory schools do not give students the option; both my children have been forced to study it. When we asked*

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*for them not to be entered we were told that they would still have to attend the lessons as no other alternative would be provided. The schools employed a policy that would remove students from their academic studies until they completed any outstanding WB.'*

*'The children are very apathetic generally about it. My Year 11 form class last year didn't want to do it and got quite frustrated with being called out of form and lessons to complete tasks.'*

*'The learners don't really understand the purpose of it and why it's compulsory. As a teacher it took me a while to work out why it is in place. However I have used some of the business tools in my previous job outside of teaching so I know it is relevant in areas.'*

*'As a form teacher for pupils who have studied Welsh Bacc in the past and also as a current Welsh Bacc teacher I worry about the qualification and the emphasis placed on it. Its introduction and inclusion as a compulsory subject is to the detriment of other option subjects and contributes to a narrowing of option choices for many pupils. This often affects the more able as those who choose a triple science option have very little choice left and this is largely down to the Welsh Bacc (and Welsh full course) becoming compulsory.'*

*'The now near compulsory nature of the qualification at Level 3 is driving students in border areas to English schools, e.g. Chepstow to Wyedean.'*

*'We allocate 2 periods a week at GCSE and the normal 5 at A Level but we are one of the few that have not made it compulsory at KS5; in my opinion that should be resisted.'*

*'In most schools I would say it is still viewed as a 'bolt on' subject. Unfortunately, staff are often allocated last on the timetable and it is about space on the timetable rather than selecting the staff who are best qualified to deliver the course. This has meant that there is little continuity from one year to the next, there doesn't tend to be a 'team' responsible for delivery, there are a large number of teachers, delivering different parts to split groups.'*

#### Wider impact

*'Its impact on education has been significant and negative.'*

*'Welsh Bacc staff were RS staff. As such, the teaching of RS has at best been absorbed into Welsh Bacc and at worst set aside for the teaching of Welsh Bacc.'*

*'The Welsh Baccalaureate qualification has had a dramatic impact on pupil choice and has reduced the status of non-core subjects as options have been restructured to allow for the Welsh Bacc.'*

*'The Welsh Bacc is viewed at its worst by non-core teachers who don't teach it as something that has directly caused a 25% cut in our Key Stage 4 contact time.'*

*'In some instances it has led to a narrowing of the 14-16 curriculum.'*

*'Optional subjects have been decimated, due to WBQ and, as a result of the increased core subject delivery, children are having a significantly reduced choice at GCSE. The result has been increased redundancy in these areas.'*

*'Narrowing of the curriculum caused by the WBQ has had a blunt impact.'*

*'In one school, Humanities subjects have seen a reduction by 2 hours per fortnight. This is bound to have implications for staffing, the depth and breadth of the subject and of course, pupil choice. A recent Estyn report suggests a similar impact on Design Technology, Music and MFL.'*

*'Our Textiles teacher was made redundant last month, to make way for Welsh Bacc.'*

*'GCSE lessons usually 5 hours a fortnight, optional subjects have been reduced to 4 hours.'*

*'Welsh Bacc is the reason I no longer teach Media Studies. It was one of the subjects dropped by the school when the number of option subjects for pupils was reduced from four to three in order to allow more teaching time for Welsh Bacc.'*

*'The workload for both the students and teaching staff is significant.'*

*'According to my head teacher Welsh Bacc staff are working with pupils from 7.30 am until 5 pm in order to complete the course. This is a huge workload and huge pressure for staff, not to mention pupils.'*

*'Students are constantly removed from optional subjects for WBQ lessons and WBQ intervention days. This significantly impacts on subjects, their delivery and their outcomes.'*

*'Welsh Bacc, towards the end of the school year, seems to take priority over every other subject, apart from Maths and English. Pupils are removed from lessons to complete Welsh Bacc work, to the detriment of other subjects.'*

*'In Year 10, pupils don't take part in school community activities, like Sports Day and the Eisteddfod. Instead, they are working on Welsh Bacc. This is a great shame, as they miss out on so many experiences.'*

*'Teachers are still made accountable for their results despite having to deal with numerous intervention days for core subjects and Welsh Bacc.'*

*'I haven't taught Welsh Bacc for three years until this year. As a Head of Department I feel it is a horrendous amount of work that is going to take my time up from Science and Technology that I already don't have.'*

*'My class size is 35. I'm in a computer suite that is too small. I will also have 35 6,000 words essays to mark around March / April time which is such a manic time of the year.'*

*'Studying Welsh Bacc takes away an option for KS4 pupils and so they are more limited in the subjects they study. This, along with Welsh being compulsory has hit my specialist subject in terms of numbers (MFL).'*

*'Teachers are not fully behind the subject as a second subject. Mainly due to the workload it creates as the whole course is coursework. Chasing pupils who have missed lessons to catch up eats into the specialist subject time.'*

*'Without exception, KS4 pupils would rather have the opportunity of an extra subject choice when it comes to options. I am in agreement here as we are seeing the gradual erosion of subject choice in secondary schools in Wales with compulsory Welsh Bac, Welsh language GCSE, and, in some schools, compulsory RE GCSE taking the place of other traditional non-core subjects.'*

*'As a History teacher I have seen option numbers for my subject dwindle over the last few years, with many pupils leaving school without a humanities GCSE or a modern foreign language. This obviously puts pupils at a disadvantage when applying to University, especially outside of Wales, and especially with Russell group Universities. This is worrying. The Welsh Assembly's preoccupation with the Welsh Bac and Welsh Language is unnecessarily nationalistic and therefore divisive. Bring back choice and diversity.'*

*'How much it is valued, again, is variable. When it was rumoured that the Welsh Bac was going to be removed from being a key performance indicator there was a move by some schools to remove it from being compulsory. As it does bite into the wider curriculum offering there will always be resentment from some circles.'*

*'Unfortunately, a significant proportion of students still have a negative perception of the qualification and fail to see the value of the skills taught etc. In some areas I believe it has had an impact on skills such as research, report writing, widening understanding of politics, issues and context.'*

### *Benefits and disadvantages*

*'I have heard from former pupils that tertiary education institutions are telling their most able pupils that they don't need to take the Welsh Bacc Advanced and that they are better off focusing on other A Levels. This is a shame as the KS4 qualification sets up pupils well for College and likewise the KS5 qualification sets pupils up for the rigour of University.'*

*'My daughter who has studied biomedicine feels strongly that she was disadvantaged against her counterparts in England who had wider choice academically.'*

*'At my daughter's school, students wishing to pursue Medicine for example struggle to manage the traditional four A Levels when a lot of time is consumed by the Welsh Bacc.'*

*'WB has had a negative impact on my children. It has detracted from their academic studies and played no part in any of my daughter's university offers. Both children are clear, without WB they would have achieved better grades in their optional subjects. They are also very resentful that they were unable to study for an option of their choice particularly since they also had to learn Welsh as a compulsory subject.'*

*'Work experience seems to have ended in favour of project work, or so called community service. I feel pupils are missing out hugely on tasters of working life and possible jobs / careers.'*

*'Community service involves no real service to the community, at least not in my school. Instead, a sports / activity day is set up for Year 7, and also for Year 6, where Year 11 Welsh Bacc pupils are tasked with planning and running the day. In practice, the planning is done by teachers. As for the running of the days, this is often passed to twelve or so keen, reliable group captains. Input from other pupils is variable, but all are credited.'*

*'It is a simple money-making machine for WJEC and WAG.'*

*'The qualification has massive potential and is genuinely a chance to upskill our pupils; it is not perfect and WJEC do not help by not knowing what they are looking for, not providing enough help to centres and moving goalposts.'*

*'The WBQ Community Challenge creates extra work load in preparing resources, marking coursework, entering data, arranging and organising beach cleaning activities, handing out and recording SV2. There has been little training available or support provided by SLT this year.'*

*'On a positive note I do feel that some of the skills gained will be useful throughout the rest of their time in education.'*

*'There is an undoubted cosy relationship between the WJEC, who want to see the qualification be a success for financial reasons and the WG who have political and ideological interests. Consequently, they are extremely sensitive to criticism and use spurious and questionable PR to puff out this qualification.'*

*'I teach History, Politics, Geography and the Welsh Bac. I'll never be as passionate about it as I am about history but I believe it adds value to the curriculum offering. I have seen pupils grow through the two year period to be far more marketable in the real world having gone through the challenges.'*

*'Benefits have included, encouraging students to work collaboratively, take an interest in and gain some understanding of global issues, allowing them to conduct research and write a report based on an area of interest to them. The frequent changes to the qualification, lack of training for staff and instability have been obstacles.'*

## CYPE(5)-31-18 – Paper 2

Statws y Cymhwyster Bagloriaeth Cymru | The status of the Welsh Baccalaureate Qualification

WB 22

Ymateb gan: National Education Union Cymru

Response from: National Education Union Cymru

### **About the National Education Union Cymru:**

- The National Education Union Cymru stands up for the future of education. It brings together the voices of teachers, lecturers, support staff and leaders working in maintained and independent schools and colleges to form the largest education union in Wales.
- The National Education Union is affiliated to the Trades Union Congress (TUC), European Trade Union Committee for Education (ETUCE) and Education International (EI). It is not affiliated to any political party and seeks to work constructively with all the main political parties.
- Together, we'll shape the future of education.

### **NEU Cymru response**

NEU Cymru welcomes the opportunity to respond to the CYPE Committee Inquiry into the Welsh Baccalaureate (the Welsh Bacc). The Welsh Bacc is something our members feel very strongly about.

### **Introduction**

We are broadly supportive of the Welsh Bacc, but our members have seen some challenges with the Qualification at both KS4 and Post-16, which mean it is less valuable than originally intended. The Welsh Bacc has the opportunity to enable students to undertake better critical thinking, for example, and therefore supports WG aims around engaged citizens.

However, it is currently viewed by education professionals, learners and parents as inhibitive, and has been poorly supported by training and resources – critical to making the qualification match the WG's aspirations.

Despite concerns being voiced ever since the WB was introduced, it seems to us that little real attempt has been made by the WG to fully promote and extol the virtues of the WB to the profession, parents,

learners, employers, schools, colleges or universities, which has had a detrimental effect upon its currency.

The Welsh Bacc has been included as a performance measure, which we believe the current Cabinet Secretary should move away from.

We have outlined some of the issues below and also answered your questions:

### **Timetabling and incentives**

For post-16 and A level students who want to sit a fourth A level or alternative vocational course to support their entrance into further study or employment, members tell us that the extra work, and study time required by the Welsh Bacc means that learners are unable to sit the extra A level. Whilst we accept that the Welsh Bacc can contain elements which helpfully prepare the learner for work or further study, it can be prohibitive in getting there.

Consideration needs to be given to individual learners and their chosen path. If they want and need to undertake 4 A levels, for example, they should not be prohibited from doing that.

In the same way that the Welsh Bacc can cause issues at A level, members in secondary schools in particular highlight how the Welsh Bacc prohibits learners from undertaking as many options at GCSE as they would wish to pursue. Taken together with the introduction of Maths Numeracy, secondary timetables are facing great pressure. And learners may be unable to take as many options at GCSE, which means their options are narrowed at an age when they are still trying out a range of subjects to find out where their strengths are.

Therefore, WG needs to fund and support students who take a different course from the Welsh Bacc in the same way as those who do. This will enable real student choice.

Similarly, learners with ALN may be encouraged to undertake the Welsh Bacc when their route to further study or alternatives would be best met by other routes.

### **Funding**

Funding across the education sector is critical to support any policy implementation. The WG's move to encourage take up of the Welsh Bacc is unfair on schools and FEIs, as it uses performance indicators, therefore 'intended consequences'. Thus, whilst the WG says that it is down to learner choice, this is undermined by the policy.

### **Content**

The content of the Welsh Bacc has made many headlines. Members have been repeatedly concerned about the lack of guidance around the syllabus for the Welsh Bacc. Our Committee believe that the Welsh Bacc should be about critical thinking, and preparing learners to meet future challenges which are not met within other subjects.

### **Marking**

The Welsh Bacc has been introduced without clear parameters in terms of expectations, which has left our members creating their own marking schemes. This has undermined the qualifications comparability. Whilst we understand this has improved there is some way to travel on this.

1. The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers;

NEU Cymru is supportive of the Welsh Bacc in principle. If it is an opportunity to expand the horizons of learners at KS4 and PCET, engage in critical thinking and be more engaged as citizens then that is something to welcome.

However, the Welsh Bacc is unpopular with parents, and our members, when it limits the choices for learners, who would otherwise, for example, be able to have more in depth knowledge of maths (in further maths) or music.

2. The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification;

Universities which accept the Welsh Bacc as the 'forth A level' is not helpful. Either it is an A level equivalent or it isn't. much was made of Cambridge seeing it as a forth A level – but this is meaningless if they

only require 3 A levels. Indeed, the Welsh Bacc is devalued as our members tell us it is not valued by a number of Russell group admissions tutors, who the Cabinet Secretary says are taking an “increasingly flexible approach”<sup>1</sup>.

Vocational qualifications should be considered an equivalent with ‘academic’ routes, where they are an equivalent.

3. The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government’s target for universal adoption and the potential impact of this approach;

We have concerns about this, which are outlined in our introduction above.

4. The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision;

Please see our introduction. We would also note that our members tell us that there is a challenge in finding teachers who ‘specialise’ in the teaching of the Welsh Bacc. We believe that extra money is needed to recruit people to teach the Welsh Bacc.

5. The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers.

The Welsh Bacc has the potential to be a great opportunity to engage in critical thinking and be engaged as citizens, undertake independent research and work in a team. Our members cannot support it until the time it takes away from other key activities are fully considered.

Mary van den Heuvel  
National Education Union Cymru  
[Mary.vandenheuvel@neu.org.uk](mailto:Mary.vandenheuvel@neu.org.uk)

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<sup>1</sup> <http://www.senedd.assembly.wales/documents/s73006/23.01.18%20Correspondence%20-%20Cabinet%20Secretary%20for%20Education%20to%20the%20Chair%20of%20the%20Children%20Young%20People.pdf>

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

Document is Restricted

## Statws Cymhwyster Bagloriaeth Cymru

Croesawa UCAC y cyfle hwn i ymateb i ymgynghoriad Y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 'Statws Cymhwyster Bagloriaeth Cymru'.

Mae UCAC yn undeb sy'n cynrychioli athrawon, arweinwyr ysgol, tiwtoriaid a darlithwyr ym mhob sector addysg ledled Cymru.

### I ba raddau y mae dysgwyr, rhieni, gweithwyr addysg mewn ysgolion a cholegau, cyflogwyr a sefydliadau addysg uwch yn deall ac yn gwerthfawrogi'r cymhwyster Bagloriaeth Cymru

Mae aelodau UCAC yn gyffredinol yn gadarnhaol dros ben am fodolaeth ac egwyddorion Fagloriaeth Cymru. Maent yn gweld ei gwerth yn glir iawn i ddisgyblion unigol o ran meithrin sgiliau a hyder, ac o ran agor llwybrau gyrfa a/neu i astudiaethau pellach. Gwelant yn ogystal fudd y Fagloriaeth i'r system addysg a chymdeithas ehangach, gyda'i gweledigaeth - nid annhebyg i 'Bedwar Diben' y cwricwlwm arfaethedig newydd - o greu dinasyddion 'crwn'. Mae'n gwbl wahanol i unrhyw 'gymhwyster' arall am ei fod yn rhyngddisgyblaethol, yn rhoi pwyslais ar sgiliau bywyd/cyflogadwyedd a chyd-destun cymdeithasol (lleol, cenedlaethol a rhyngwladol), ac yn rhoi elfennau pwysig o ddewis a rheolaeth i'r dysgwyr.

Mae rhai themâu, fodd bynnag, wedi amlygu eu hunain, a hynny'n gyson erbyn hyn dros nifer o flynyddoedd fel meysydd ble fyddai athrawon yn dymuno gweld newid. Fel mae'n digwydd, mae canfyddiadau'r adolygiad a gomisiynwyd gan Gymwysterau Cymru<sup>1</sup> yn adleisio'r themâu hyn yn agos iawn ac roedd croeso gan aelodau UCAC i'r adroddiad, ei ganfyddiadau a'i argymhellion.

- **Diffyg hyfforddiant digonol i athrawon**

Mae hyn wedi bod yn bryder ers y cychwyn cyntaf, gydag ail don o bryder pan ddaeth newidiadau i'r Fagloriaeth yn 2015, gan gynnwys i'r dulliau asesu. Adroddir yn ogystal bod yr hyfforddiant sydd ar gael ar gyfer rhai o'r 'heriau' yn annigonol. Yn gyffredinol ar draws y system, mae'n gynyddol anodd i athrawon gael eu rhyddhau ar gyfer hyfforddiant, hyd yn oed pan mae hyfforddiant gwbl berthnasol ar gael, oherwydd ystyriaethau cyllidebol.

Heb hyfforddiant, mae'n anodd sicrhau cysondeb (dysgwyd y wers honno'n amlwg iawn wrth gyflwyno'r Cyfnod Sylfaen), ac mae camddealltwriaethau'n debygol o godi. Un enghraifft yw nad yw athrawon, yn gyffredinol, yn gwahaniaethu rhwng y Dystysgrif Her Sgiliau a'r Fagloriaeth, er bod y naill ond yn un elfen o'r llall.

Mae'n bwysig cofio nad pwnc yw'r Fagloriaeth, na'r Dystysgrif Her Sgiliau, ac nid oes athrawon wedi'u hyfforddi'n benodol ar gyfer ei dysgu. Mae pob un ohonynt yn athrawon pynciau eraill yn gyntaf, sydd wedi cael cyfrifoldeb ychwanegol dros gydlynw'r Fagloriaeth a/neu'r Dystysgrif Her Sgiliau. Gall fod y cyfrifoldeb yn aros yn nwylo'r athro/athrawes/athrawon am gyfnod o flynyddoedd, ond - yn fwy tebygol - mae'r cyfrifoldeb yn gallu newid o flwyddyn i flwyddyn yn ddibynnol ar amserlen yr ysgol. Mae gofynion a phatrymau hyfforddiant felly'n dra gwahanol i 'bynciau' arferol. Ni ddylid diystyru pwysigrwydd Addysg Gychwynnol Athrawon yn y cyswllt hwn, yn enwedig gyda'r cyrsiau ar eu newydd wedd yn cychwyn ym mis Medi 2019.

- **Llwyth gwaith i ddisgyblion**

Teimla aelodau UCAC fod gofynion y Dystysgrif Her Sgiliau yn ormodol, ac yn rhy feichus ar ddisgyblion yn sgil yr holl bwysau a gofynion eraill sydd arnynt yn ystod y cyfnod hwn o'u haddysg. Rhaid cwblhau prosiect a thair her, sef Her y Gymuned, Her Dinasyddiaeth Fyd-eang a Her Menter a Chyflogadwyedd, sy'n llwyth gwaith sylweddol. Yn ogystal, mae canfyddiad o ddyblygu rhwng yr Heriau, sy'n peri rhwystredigaeth i ddysgwyr.

- **Llwyth gwaith i athrawon**

Mae'r llwyth gwaith ynghlwm, yn bennaf, â'r

<sup>1</sup> Adolygiad o gynllun a model asesu'r Dystysgrif Her Sgiliau, a'i lle o fewn Bagloriaeth Cymru (Wavehill/UCL Institute of Education, Ebrill 2018)

- o gwaith cydlynu aruthrol
- o dulliau asesu, a'r ffaith na fu hyfforddiant digonol adeg cyflwyno newidiadau sylweddol i'r dulliau asesu
- o prinder adnoddau, yn enwedig yn y Gymraeg, i gyd-fynd â'r Dystysgrif Her Sgiliau
- **Strwythur, dulliau asesu ac effaith ar amser cwricwlaidd**  
Prydera athrawon fod y strwythur a'r dulliau asesu'n rhy drwsogl, sy'n golygu ei fod yn gostus ac yn feichus i'w ddarparu.  
  
Pryderant yn ogystal ynghylch dyblygu wrth i ddysgwyr fynd drwy'r wahanol 'lefelau' – Cyfnod Allweddol 4, Ôl-16 ac Uwch, a rhwng y gwahanol Heriau o fewn yr un 'lefel'.  
  
Mae canfyddiad yn ogystal, ei fod yn cymryd amser cwricwlaidd sylweddol o'i gymharu â phynciau Safon Uwch, er enghraifft.

### **Statws y cymhwyster Bagloriaeth Cymru mewn ysgolion a cholegau, gan gynnwys targed Llywodraeth Cymru o ran sicrhau bod y cymhwyster yn cael ei fabwysiadu'n gyffredinol, ac effaith bosibl y dull gweithredu hwn;**

Mae UCAC yn eithriadol o bryderus ynghylch dyfodol y Fagloriaeth ôl-16. Am nad yw wedi'i mabwysiadu'n gyffredinol hyd yma, mae'n cael ei defnyddio fel rhan o'r 'gêm' recriwtio dysgwyr ôl-16. Hynny yw, mae sefydliadau ble nad yw'r Fagloriaeth yn orfodol yn defnyddio'r ffaith honno i ddenu dysgwyr oddi wrth sefydliadau ble mae'n orfodol, a hynny yn ei dro yn rhoi pwysau ar sefydliadau sydd wedi bod yn llwyr ymrwymedig i'r Fagloriaeth i'w ddiraddio o statws gorfodol i statws dewisol.

Mae gennym bryderon penodol ynghylch effaith hyn ar y sector cyfrwng Cymraeg, oherwydd bron yn ddiwahân, mae'r sefydliadau ble nad yw'r Fagloriaeth yn orfodol (yn golegau addysg bellach, ac yn ysgolion) yn rhai nad ydynt yn cynnig darpariaeth gyfrwng Cymraeg. Mae colledion niferus, a chynyddol, felly o ddysgwyr o'r sector ôl-16 cyfrwng Cymraeg, ar yr union adeg pan mae Llywodraeth Cymru'n ceisio gwella cyfraddau dilyniant ieithyddol a datblygu sgiliau ieithyddol uwch ar gyfer amrywiaeth o lwybrau gyrfaol, gan gynnwys darpar-athrawon.

Byddai UCAC yn ffafrio polisi ble fyddai'r Fagloriaeth yn orfodol i bob dysgwr ôl-16, oni bai am eithriadau prin a phenodol iawn. Gallai Mesurau Perfformiad ôl-16 fod yn bwysig o ran gyrru ymddygiad yn y cyd-destun hwn.

### **Yr effaith ehangach y mae astudio Bagloriaeth Cymru yn ei chael ar bynciau cwricwlwm eraill ac ar ddarpariaeth addysg;**

Fel y nodwyd uchod, mae pryder ynghylch faint o amser cwricwlaidd mae'r Fagloriaeth yn ei chymryd. Gall hyn achosi anawsterau i ysgolion o ran amserlennu, yn ogystal â bod yn anghymhellid i ddisgyblion 'disglair' sydd am sefyll pedwar neu pum cymhwyster Safon Uwch.

Gallai symleiddio rhywfaint ar y strwythur, y gofynion ac yn arbennig ar y dulliau asesu wneud gwahaniaeth mawr i leihau'r pryderon.

Ar nodyn cadarnhaol, teimlwn y byddai'n werth meddwl am y Dystysgrif Her Sgiliau fel dull ar gyfer pontio rhwng y cwricwlwm newydd (gyda'i bedwar diben, a'i Meysydd Dysgu a Phrofiad), i Gyfnod Allweddol 4 - y 'cyfnod cymwysterau.' Mae cwestiynau mawr wedi codi ynghylch sut byddai'r cwricwlwm amlddisgyblaethol newydd yn cyd-fynd â chymwysterau - ac a fyddai'r cymwysterau'n parhau'n bynciau unigol neu'n fwy rhyngddisgyblaethol. Efallai bod y Dystysgrif Her Sgiliau'n gallu cynnig rhai atebion i'r cwestiynau dyrys hynny.

### **Manteision ac anfanteision y cymhwyster Bagloriaeth Cymru i ddysgwyr, ysgolion a cholegau, cyflogwyr a sefydliadau addysg uwch.**

Fel y nodwyd uchod, mae aelodau UCAC yn gweld gwerth diamheuol i'r Fagloriaeth i ddisgyblion unigol o ran meithrin sgiliau a hyder, ac o ran agor llwybrau gyrfa a/neu i astudiaethau pellach, gan gynnwys sicrhau lle mewn prifysgol na fyddai, o bosib, wedi digwydd oni bai am y Fagloriaeth.

Yn ogystal, gwelant fudd y Fagloriaeth i'r system addysg a chymdeithas ehangach, gyda'i gweledigaeth – nid annhebyg i 'Bedwar Diben' y cwricwlwm arfaethedig newydd; mae'n edrych ar y dysgwr fel unigolyn cyfan, ac fel rhywun a fydd yn bodoli ac yn gweithredu o fewn cymdeithas ehangach.

Mae'n gwbl wahanol i unrhyw 'gymhwyster' arall am ei fod yn rhyng-ddisgyblaethol, yn rhoi pwyslais ar sgiliau bywyd/cyflogadwyedd a chyd-destun cymdeithasol (lleol, cenedlaethol a rhyngwladol), ac yn rhoi elfennau pwysig o ddewis a rheolaeth i'r dysgwyr.

Mae prifysgolion yn adrodd eu bod yn gallu gweld gwahaniaeth clir mewn ymgeiswyr (a myfyrwyr blwyddyn gyntaf) sydd wedi ennill y Fagloriaeth (a'r Dystysgrif Her Sgiliau'n benodol) o ran eu haeddfedrwydd, eu gallu i gyfathrebu, a'u sgiliau bywyd.

## I gloi

Mae UCAC yn pwysu ar yr holl bartneriaid perthnasol i weithredu i sicrhau bod elfen Tystysgrif Her Sgiliau'r Fagloriaeth mor atyniadol ac mor fuddiol â phosib i gynifer â phosib o ddisgyblion ledled Cymru.

Mae hynny'n cynnwys:

- fframwaith sy'n sicrhau cysondeb ei gweithrediad ar draws sefydliadau a sectorau
- cryfhau hyfforddiant a chefnogaeth i athrawon (cydlynwyr, ac aelodau eraill o staff)
- gwell gyfathrebu gyda'r holl randdeiliaid perthnasol
- symleiddio'r strwythurau, gofynion a dulliau asesu



Prif Swyddfa **UCAC**, Ffordd Penglais, Aberystwyth, Ceredigion SY23 2EU

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# Agenda Item 3

CYPE(5)-31-18 – Paper 4

Statws y Cymhwyster Bagloriaeth Cymru | The status of the Welsh Baccalaureate Qualification

WB 14

Ymateb gan: Cymdeithas Arweinwyr Ysgolion a Cholegau  
Response from: Association of School and College Leaders

1. The Association of School and College Leaders (ASCL) represents 19,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK. ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales.
2. ASCL has been a long-standing advocate of the Welsh Baccalaureate Qualification (WBQ) since its inception. We believe that, in particular, the Skills Challenge Certificate (SCC) element provides young people with a series of experiences and training in skills that would otherwise not be available to them through standard qualifications. We have taken and will continue to take an active role in helping to develop the qualification and subsequently in publicising its benefits.
3. It is difficult to be definite about the extent to which the WBQ is both understood and valued as these two things tend to be quite different. We will therefore in this response look at them separately. In addition, there are significantly different responses with regard to the different groups mentioned who will be dealt with individually.
4. Education professionals who are involved with the WBQ in both schools and colleges tend to have a very high level of understanding of the qualification. They know intimately the requirements of it and are committed to its delivery. Those professionals who do not have regular contact with the WBQ tend to have a lower level of understanding and therefore are less likely to understand the benefits. As a result of discussions with school and college leaders we believe that the vast majority value the WBQ highly and can see significant benefits for students undertaking the qualification.
5. Students in schools and colleges who follow the WBQ are inevitably well versed in its detail and have a high level of understanding. However, many students perceive the qualification as something they are required to do, rather than something they would choose to do,

which can lead some to adopt a very negative stance towards it. Discussions with former students who return to visit school after they have left to go to university or into work reveal that, in retrospect, they understand and value greatly the benefits of having done the qualification, but acknowledge that, at the time, they did not. This is not an unusual response with regard to many aspects of education and shows how perspectives can change with time and experience. Interestingly, we have come across a few cases of students who did not do the WBQ and subsequently have stated that they felt they missed out on some important and potentially valuable learning experiences.

6. Parents tend to have a lower level of understanding of the qualification, and their perspective often reflects the views of students who either are in the process of undertaking and have just completed the qualification. Whilst there are some good materials available for parents explaining what the WBQ is, they often appear not to have been understood properly. The fact that, for some parents, they perceive the WBQ as something that is “imposed” can cause problems for schools. In addition, there is often confusion over the difference between the Skills Challenge Certificate (SCC) element and the status of the WBQ as an over-arching qualification. The value of the WBQ for parents can all too often only be appreciated after the event, and some parents can find it difficult to understand why their son/daughter should be required to follow an additional course. The level of enthusiasm and support for the WBQ shown by the school leaders and staff at any particular school can have a significant impact on its perceived value to parents.
7. Education professionals in higher education (HE) institutions vary significantly in terms of their understanding of the WBQ. In our experience most Welsh HE institutions tend to have a better understanding and place greater value in the WBQ than some others. We hear many accounts of how university lecturers value the additional skills that students who have achieved the WBQ display. Admissions tutors tend to have a reasonable understanding, but frequently do not make offers to students that include the WBQ. This does not mean that they value the qualification less, but rather that either it allows them to make a slightly more generous offer or, after results, if the grades are just below the offer, the WBQ frequently will “tip the balance” in favour of that student being accepted. This element is difficult for students and parents to understand, but there is a growing level of evidence from schools and colleges that this is what happens.
8. Employers who have experience of students who have come to them with the WBQ tell us they value highly the additional skills that these young people possess. However, we tend to observe that many employers have, at best, a sketchy understanding of the WBQ and

frequently do not consider it to be of any particular value. We would suggest this shows the need for a greater level of publicity and awareness-raising amongst employers, particularly those who may consider employing young people who have undertaken the WBQ.

9. With regard to the extent to which the WBQ is regarded to be an equivalent, rigorous qualification, there is a very mixed picture. Schools and colleges who teach the WBQ have a very clear understanding that there is rigour and that students have to achieve high standards to achieve the qualification. Similarly, students undertaking the qualification know all too well the level of effort that is required to achieve the WBQ. Indeed, there is some work to be done to ensure that the requirements are not too onerous, as currently the level of maintaining records of work can be excessive for both students and staff. Once again there still exists confusion between the WBQ as an over-arching qualification and the status of the SCC (see para 6 above). This is something that needs further exemplification, particularly for parents and employers who frequently do not understand the difference.
10. The Government's target for universal adoption displays a worthy intent but has created a few problems. We have numerous reports of schools on the border with England experiencing a significant number of students opting to study in England specifically in order to avoid having to undertake the WBQ. This is a major concern for those schools as the loss of those students can have a major impact on their ability to offer a broad range of sixth form courses.
11. Some other schools, particularly high-performing schools in urban areas, have decided to make the WBQ optional and that has created problems for those schools whose policy is for all students to follow the course. These issues present real challenges to the intent of universal adoption of the WBQ, and mean that there is an urgent need for a review of both the content and assessment rationale, and the ongoing impact of requiring universal adoption
12. We do not believe that studying the WBQ impacts in any negative way on the study of other curriculum subjects. Indeed, we find to the contrary that the skills set developed as part of the SCC can make a very valuable contribution towards more effective study across the board. Whilst there is no doubt that the WBQ is expensive to staff and run, we feel that this cost is out-weighed by the benefits accrued to the students.

## Conclusion

13. As leaders of educational professionals, we maintain our enthusiasm and support for the WBQ. We perceive there to be significant advantages to continuing to offer the qualification and would encourage the Welsh Government to maintain and develop it as something unique to Wales that is of significant value to our young people. However, we would also wish to highlight our concerns expressed above which, in our view represent areas that need clarification and possibly adjustments to be made to ensure the qualification achieves wider recognition and support from all stakeholders in education.
14. I hope that this is of value to your inquiry. ASCL Cymru would be happy to contribute to further discussions.

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



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA-P-KW-3043-18

Lynne Neagle AM  
Chair CYPE Committee  
National Assembly for Wales  
Cardiff bay  
Cardiff CF99 1NA

5 November 2018

Dear Lynne,

## **Inquiry into the Impact of Brexit on Higher and Further Education**

I am writing in response to your letter of 24 October seeking further information relating to one of the actions arising from the Committee meeting on 20 September, Impact of Brexit on Higher and Further Education.

Your letter seeks clarity on two points: An analysis of what initial implications were identified and how the £6.2m contributed to their management in practice.

My earlier response explained that although we have identified the key risks and potential impacts for the sector we are also aware, through evidence provided by HEFCW and discussions we have had with both HEFCW and Universities Wales, that individual providers are assessing the risks at an institutional level and are having to consider a variety of measures that may be required to reduce costs. That institutional level risk assessment work, and the specific impacts and actions identified by individual providers, has not been shared with us and it is not information that could be made public, as HEFCW explained in their evidence to the committee.

HEFCW works closely with institutions to understand the challenges and risks they face and to ensure they are well positioned to deal with those challenges. The additional funding was allocated to HEFCW not only to help them to support the sector in preparing for the implications of Brexit but also to deal with the additional challenges resulting from demographic changes. In making the allocation the Welsh Government did not specify how the funding should be split between those two areas. HEFCW is responsible for determining how the funds allocated to it by Welsh Government should be distributed. In this instance, they will have used their knowledge of the sector and expertise to judge the most appropriate method of allocating the resources provided. In their view, as the funding was money brought forward from funds initially identified for the 2018-19 financial year, they judged that reducing the size of the funding adjustment applied to their 2017-18 allocations

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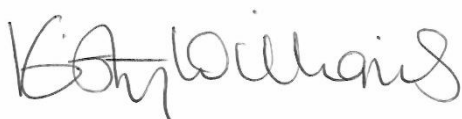
[Gohebiaeth.Kirsty.Williams@llyw.cymru](mailto:Gohebiaeth.Kirsty.Williams@llyw.cymru)  
[Correspondence.Kirsty.Williams@gov.wales](mailto:Correspondence.Kirsty.Williams@gov.wales)

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

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

would ensure institutions were able to benefit immediately from the earlier allocation of funds and would enable them flexibility to further develop contingency planning for Brexit.

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

## *HISTORY OF WALES CAMPAIGN*

Tan-y-dderwen, Penmachno, Betws-y-coed LL24 0PS  
[owaintan@hotmail.com](mailto:owaintan@hotmail.com) 01690 760335

Lynne Neagle AC  
Cadeirydd Pwyllgor Plant, Pobl Ifanc ac Addysg  
Cynulliad Cenedlaethol Cymru  
Caerdydd  
CF99 1NA

29 October 2018

Dear Lynne Neagle

I am writing further to receiving your letters of 10 January and 12 January this year, in response to a request by the History of Wales Campaign that the Children, Young People and Education Committee should carefully scrutinise the development of the new curriculum and, in particular, the place of Welsh history within the Humanities Area of Learning and Experience.

You will know that the Welsh History campaign, along with a great many others, is unhappy with the lack of status and attention given to Welsh history in many schools. We are also concerned that not enough guidance has been given to the pioneer schools and other partners working on the curriculum that the history of Wales needs to be at the core of historical studies.

In your previous response, you stated that the Ch,YP an E Committee would continue to monitor the process and would consider curriculum content when appropriate to do so. I do not see, from reading transcripts, that this has happened to date.

As the Cabinet Secretary for Education has stated that the new curriculum will be available by Easter 2019, it is clear that the content of the different Areas is now (or will soon) being finalised.

We call again the P, PI Committee and to discuss these issues as a matter of urgency and to question the Cabinet Secretary in detail on how Welsh history will be part of the curriculum.

I look forward to receiving your response.

Yours sincerely



**Eryl Owain**  
**History of Wales Coordinator**

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



Llywodraeth Cymru  
Welsh Government

Our Ref: MA - L/HID/0673/18

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

Dear Lynne,

5 November 2018

### **Childcare Funding (Wales) Bill: Stage 2 proceedings**

Thank you for your letter of 23 October, seeking clarification on the information we provided in relation to registration requirements for those wishing to provide childcare funded under this Bill's provisions.

The purpose of the Childminding and Day Care Exceptions Order (2010) is to set out exceptions to what constitutes (or does not constitute) "*child minding*" or "*day care for children*" for the purposes of Part 2 of the Children and Families (Wales) Measure 2010.

The Order makes no reference to whether a school can or cannot register to provide childcare. The Order does state, under Part 3 14.–(1), that '*a person does not provide day care where care is provided to children at a school and the provision of care is incidental to the provision of education*'. The intention of this clause is to ensure that schools are not required to register as childcare providers for the incidental care they provide. I can confirm that our planned review of the Childminding and Day Care Exceptions Order (2010) will not seek to change the registration requirements for schools who choose to provide childcare services. These are set out in the Child Minding and Day Care (Wales) Regulations 2010. We have no current plans to amend these Regulations.

You asked for clarification on the Welsh Government's position in relation to the provision, by nannies, of childcare funded under this Bill. The Childminding and Day Care Exceptions Order (2010) states under Part 2 5.–(1) that:

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[Correspondence.Huw.Irranca-Davies@gov.wales](mailto:Correspondence.Huw.Irranca-Davies@gov.wales)

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

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

*A person who is employed -*

*(a) (i) to look after a child or sibling group for parents ("the first parents"), or  
(ii) to look after a second child or sibling group for parents ("the second parents") in addition to the children looked after for the first parents, and  
(b) who looks after the children concerned wholly or mainly in the first or second parents' own home or homes, does not act as a child minder'*

This clause means that nannies are not treated equivalently to childminders and are not required to register with the Care Inspectorate Wales to provide care. However, to deliver the Offer, childcare providers must be regulated and inspected by CIW in order to ensure that they adhere to the National Minimum Standards for Regulated Childcare. Therefore, as you letter rightly points out, nannies are excluded from providing childcare funded through the Offer, and we do not plan to change that position.

Yours sincerely

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

**Huw Irranca-Davies AC/AM**

Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol  
Minister for Children, Older People and Social Care

CYPE(5)-31-30 - Paper to note 4  
**Agenda Item 4.4**

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

Our Ref: MA - L/HID/0676/18

Lynne Neagle AM  
Chair, Children, Young People and Education Committee



Llywodraeth Cymru  
Welsh Government

Mick Antoniw AM  
Chair, Constitutional and Legislative Affairs Committee

National Assembly for Wales  
Ty Hywel  
Cardiff  
CF99 1NA

5 November 2018

Dear Lynne and Mick,

**Childcare Funding (Wales) Bill**

In my response to both the Children, Young People and Education and Constitutional and Legislative Affairs committees following stage 1 scrutiny of the Childcare Funding (Wales) Bill, I outlined my aim to share an initial framework draft of the administrative scheme ahead of stage 3.

The draft framework scheme is attached for the Committees' consideration; it is a work in progress. As previously indicated, I would welcome the opportunity to return to the Committee in the spring to discuss the scheme in more detail.

During the Stage 2 Committee session on 18 October 2018, I also committed to exploring ways in which we could ensure full transparency in respect of the hourly rate paid to childcare providers delivering the Childcare Offer. This was, in part, in response to amendment 32 tabled by Janet Finch-Saunders AM.

Having given this further thought, I have come to the conclusion that my preferred approach would be to include information on the hourly rate in the administrative scheme, which will of course be published and reviewed as and when appropriate. I hope this will help provide the reassurance that the committee is seeking around the Government's intentions to publish details of the hourly rate.

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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[Correspondence.Huw.Irranca-Davies@gov.wales](mailto:Correspondence.Huw.Irranca-Davies@gov.wales)

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

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

## DRAFT: Childcare Funding (Wales) Scheme 20XX

### **EXPLANATORY NOTE**

*(This note is not part of the Scheme)*

The Welsh Ministers are committed to providing up to 30 combined hours of early education (hereinafter referred to as foundation phase nursery (“FPN”)) and government funded childcare for qualifying children of working parents for up to 48 weeks of the year (“the Offer”).

All children in Wales are entitled to access early education through the FPN ahead of their entrance into mandatory schooling. Parents are not required to accept any or all of the hours of FPN that are offered to their child. The Welsh Ministers require that local authorities offer a minimum of 10 hours FPN; however, some local authorities provide additional hours.

The Offer will provide additional entitlement to funded childcare provision for qualifying children of working parents. The number of hours of FPN to which a child is entitled will form part of the 30 hours of early education and childcare referred to within the Offer. This entitlement is taken into account whether a

parent chooses not to take up any or all of the hours of FPN to which their child is entitled.

The Childcare Funding (Wales) Act 201x (“the Act”) makes provision about the funding by the Welsh Ministers for childcare for qualifying children of working parents.

Regulations made by the Welsh Ministers under sections 1 and 2 of the Act (“the Regulations”) define who is a qualifying child of working parents, and sets out the conditions that a parent (or partner of a parent) must meet in order to be eligible to receive funded childcare.

The Regulations under sections 1 and 2 of the Act also make provision about the application process and how a person who submits an application may seek a review of, or an appeal in respect of, a determination of their eligibility for funded childcare. They also make provision regarding penalties for inaccurate, false or misleading information or actions made in connection with a person’s application for funded childcare.

This Scheme makes provision for the administrative arrangements required to deliver the Offer.

Part [2] specifies the amount of childcare to which an eligible parent of a qualifying child is entitled and details the period during which funded childcare is available.

Part [3] clarifies that an application for funded childcare must be made in accordance with the Regulations.

Part [4] makes provision about the duration of entitlement to funded childcare.

Part [5] makes provision who may deliver funded childcare.

*Part [6] [Process – parental journey following receipt of positive determination of eligibility]*

*Part [7] makes provision about the interface between [payment authority] and childcare providers and the process for paying providers.*

Part [8 ] makes provision about rates of payment to childcare providers and sets out requirements in respect of additional charges.

**DRAFT: Childcare Funding  
(Wales) Scheme 20XX**

**PART 1**

**General**

**Title, commencement and application**

1. The title of this Scheme is the Childcare Funding (Wales) Scheme 20xx.

2. This Scheme comes into force on XXX and applies in relation to Wales.

**Interpretation**

3. In this Scheme—

“the Act” (“ ”) means the Childcare Funding (Wales) Act 20xx;

“the Regulations” (“ ”) means the [Regulations to be made under sections 1 and 2 of the Act];

“local authority” (“ ”) means a local authority in Wales;

“FPN” (“ ”) has the meaning given in paragraph [6];

“qualifying child” (“ ”) means a child—

(a) who comes within the description specified in (regulation ( )) of the Regulations,

(b) whose parent satisfies the conditions specified in (regulation ( )) of the Regulations,

(c) in respect of whom the parent of the child has made a declaration in accordance with (regulation ( )) of the Regulations;

“term time” (“ ”) means the school term time applicable for the qualifying child concerned;

“working parent” (“ ”) is a person who has received a determination that [for the period specified in the determination] the criteria specified in or by virtue of [section 1(2)(a),(b) and (c)] of the Act are met in relation to the child in respect of whom the declaration was made;

#### **Revision**

4. The Welsh Ministers may at any time revise, revoke or add to the provisions set out in this Scheme.

## **PART 2**

### **Childcare offer**

#### **Childcare Offer**

5. The Welsh Ministers will provide up to 30 hours of FPN and childcare for qualifying children of working parents.

## Early education

6. “FPN” means nursery education (within the meaning of section 117 of the School Standards and Framework Act 1998 (“the 1998 Act”)) the provision of which a local authority is under a duty to secure is sufficient by virtue of section 118 of the 1998 Act and regulation 4 of the Education (Nursery Education and Early Years Development and Childcare Plans) (Wales) Regulations 2003(1).

7. In accordance with the provisions referred to in paragraph [6], all local authorities are required to offer a minimum of 10 hours of FPN for all children from the beginning of the school term after their third birthday until the earlier of a child reaching compulsory school age(2) or being offered a full time school place.

8. A local authority may provide more than 10 hours of FPN at its discretion. The exact number of hours of FPN to which a child is entitled will be notified to a parent by the local authority in which the child resides.

- 
- (1) In accordance with these provisions, all local authorities in Wales must provide part time FPN free of charge for children who have as a minimum attained their third birthday in accordance with the requirements set out in the Statutory Guidance issued by the Welsh Ministers under section 118 of the School Standards and Framework Act 1998. *See* Foundation Phase Provision for three and four year olds: Guidance for local authorities in Wales (Guidance document 233/2018) issued September 2018.
- (2) “Compulsory school age” is defined in accordance with section 8 of the Education Act 1996 and the Education (Start of Compulsory School Age) Order 1998 (SI 1998/1607). A child begins to be of compulsory school age when the child attains the age of five when the child attains that age on “prescribed day” (either 31<sup>st</sup> August, 31<sup>st</sup> December or 31<sup>st</sup> March), otherwise at the beginning of the prescribed day next following the child’s fifth birthday.

9. A working parent is not required to take up all or any of the FPN offered by a local authority to their child in order to access the childcare element of the Offer.

10. Unless paragraph [11] applies, In calculating the number of hours of funded childcare to which a qualifying child is entitled, account will be taken of all the hours of FPN to which a child is entitled (whether they are utilised in full or at all).

11. This paragraph applies if a child accesses FPN provision in a different local authority area to the one in which they live.

12. If paragraph [11] applies, the number of hours of funded childcare to which the qualifying child is entitled will be calculated on the number of hours of FPN the child actually receives (and not the number of hours to which the child is entitled).

### **Childcare**

13. “Childcare” means care [or other supervised activity] for a child in respect of which the provider is required to be registered under Part 2 of the Children and Families (Wales) Measure 2010 or under Part 3 of the Childcare Act 2006, and “funded childcare” means any childcare which is delivered under the Offer.

### **30 hours –term time provision**

**14.** During each of the 39 weeks of term time<sup>(1)</sup>, the number of hours FPN to which a qualifying child is entitled forms part of the 30 hours referred to in paragraph [ ].

**15.** The number of hours of funded childcare to which a qualifying child is entitled during term time is the balance between the number of hours of FPN offered to the child and 30 hours.

**16.** If a working parent chooses not to take up any or all of the hours of FPN offered to a child this does not affect the calculation under paragraph [15 ].

**17.** A working parent may not substitute any or all of the hours of FPN offered to their child for hours of funded childcare under the Offer.

**18.** A working parent is not required to take any or all of the hours of funded childcare offered to their qualifying child. A working parent may take up any number of the hours which are offered.

**19.** A working parent may elect to use their entitlement to funded childcare flexibly but the combined number of hours of funded childcare and FPN may not exceed 30 in any week of term time provision.

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(1) For the purpose of the Offer school term time is 39 weeks of the year. This is based on the 195 days each year during which teachers are required to be available for work or training. The exact dates of a school term are set by local authorities and may vary from authority to authority.

*[This Part will include provision that refers to:  
Entitlement during inset days]*

**30 hours – holiday provision**

**20.** The maximum number of weeks during which funded childcare is available by way of holiday provision is 9 weeks.

**21.** Entitlement to holiday provision is calculated in accordance with paragraph [31] .

**22.** A working parent may choose up to 9 from the 13 weeks which are not term time in which to use their qualifying child’s entitlement to holiday provision.

**23.** During each of the weeks of holiday provision identified by a working parent the amount of childcare to which a qualifying child is entitled is 30 hours<sup>(1)</sup>.

**24.** A working parent may elect to use the entitlement to funded childcare flexibly but the number of hours of funded childcare may not exceed 30 in any week of holiday provision.

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(1) Early education provided through FPN is only delivered during school term time.

## PART 3

### Eligibility for the Offer

#### **Eligibility**

25. An application for funded childcare must be made in accordance with [regulation ( ) / Part ( )] of the Regulations.

26. A determination of whether a child is a “qualifying child” will be made by the Welsh Ministers in accordance with [regulation ( ) / Part ( )] of the Regulations.

27. A determination of whether a parent is a “working parent” will be made by the Welsh Ministers in accordance with [regulation ( ) / Part ( )] of the Regulations.

28. An application for a review of, or an appeal to the First-tier Tribunal in relation to, a determination of the Welsh Ministers as to eligibility for funding for childcare under the Offer must be made in accordance with [regulation ( ) / Part ( )] of the Regulations.

*[This Part will include provision that refers to:*

*Period of validity of the declaration/determination*

*What happens when parents fall out of eligibility (Temporary Exemption Provision)]*

## PART 4

### Availability of the Offer

#### **Period of entitlement**

**29.** Unless paragraph [ 30] applies, a working parent may access funded childcare from the beginning of the school term after their qualifying child's third birthday until, whichever is the earlier of—

- (a) the point at which the child is offered a full-time education place<sup>(1)</sup>, or
- (b) the beginning of the September following their child's fourth birthday.

**30.** If a local authority specifies a different date by which a child must have reached their third birthday in order to begin to access entitlement to FPN, a working parent may access the funded childcare to which their qualifying child is entitled beginning on the same day as their child's entitlement to FPN begins.

#### **Entitlement to holiday provision**

**31.** A qualifying child will be entitled to 3 weeks of holiday provision for each school term in which the child receives FPN.

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(1) This is usually the September after a child's fourth birthday. Upon being offer a full time place in education the child will no longer qualify for the Offer. Parents may not refuse the offer of a full time education place in favour of continuing to access the Offer.

**32.** A working parent must identify any week in which they intend to utilise their qualifying child's entitlement to holiday provision in accordance with paragraph [19].

**33.** Unused weeks of holiday provision may be carried forward by a working parent and used during any week which is not term time provided their child remains a qualifying child for the purposes of the Offer.

**Early offer of a full time place in education – holiday provision**

**34.** Where a local authority offers a child a place in full-time education earlier than the time specified in paragraph [29(b)], a child will be entitled to three weeks of holiday provision for each school term until the beginning of the September following the child's fourth birthday<sup>(1)</sup>.

**35.** Where paragraph [32] applies, a working parent will be entitled to utilise any holiday provision to which their child is entitled during any week which is not term time until the beginning of the September following the child's fourth birthday

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(1) This is to ensure that there is consistency in the delivery of the Offer and to prevent a working parent whose child is offered a full time place in education earlier than the usual beginning of the September following the child's fourth birthday from being adversely affected.

## PART 5

### Childcare provision

#### Childcare providers

**36.** Funded childcare may be provided by a childcare provider who is—

- (a) a childminder or day care provider who is registered with the Welsh Ministers in accordance with Part 2 of the Measure;
- (b) an early years provider who is registered with Her Majesty's Chief Inspector of Education, Children's Services and Skills in accordance with Part 3 of the Childcare Act 2006.

**37.** Reference to a childminder in paragraph [36(a)] includes a childminder who provides childcare for a child who is a relative provided that the childcare is not provided at the child's home.

**38.** A working parent is responsible for making arrangements with one or more childcare providers<sup>(1)</sup> to secure the provision of funded childcare for their qualifying child.

**39.** In this Part—

“the Measure” (“ ”) means the Children and Families (Wales) Measure 2010;

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(1) In order to ensure that a working parent has flexibility to meet their individual circumstances, the parent may make arrangements with more than one provider to secure funded childcare for the same qualifying child.

“child minder” (“ ”) and “day care provider” (“ ”) each have the meaning given in section 19 of the Measure;

“early years provider” (“ ”) has the meaning given in section 96(3) of the Childcare Act 2006;

“relative”, in relation to a child, means a grandparent, aunt, uncle, brother or sister, whether of the full blood or half blood or by marriage or civil partnership.

## *PART 6*

*Process: Parental journey following receipt of positive determination of eligibility*

*Including provision relating to:*

*Compensation for delays in determination of application*

*Arrangements with childcare provider*

*Arrangements with providers for non-funded childcare*

## *PART 7*

*Interface between [administration authority]*

*and providers*

*Provider registration*

*Provider agreement*

*Process for payments*

*Data collection*

*Code of practice on Ethical Employment in Supply Chains*

## PART 8

### Payments

#### **Rate of payment**

40. Childcare providers who provide funded childcare will be paid at the national rate of [£4.50] per hour.

41. The national rate covers the cost of the provision of funded childcare only.

42. Childcare providers may not impose any additional charge for the provision of funded childcare.

#### **Additional charges**

43. Childcare providers who provide funded childcare may impose a charge for additional elements ancillary to the provision of funded childcare such as food, drink, transport and any off-site activity which incurs a cost.

**44.** Any additional charges imposed by a childcare provider in accordance with paragraph [42] must take account the Welsh Minister's guidelines [*reference required to name of the document, publication date and details of where copies may be obtained electronically or otherwise*].

**45.** A working parent is responsible for any additional charges imposed by the childcare provider in accordance with paragraph [43].

DRAFT

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**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Deisebau

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**National Assembly for Wales**  
Petitions Committee

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Committee Chairs  
National Assembly for Wales  
Tŷ Hywel  
Cardiff Bay  
CF99 1NA

6 November 2018

Dear Chair

**Petition P-05-840 Fair Funding for Neath Port Talbot County Borough Council and all other Local Authorities**

The Petitions Committee considered the above petition for the first time on 23 October. Further information on the petition, including the full petition text and correspondence received to date, is available on the Assembly's website at: <http://www.senedd.assembly.wales/ieIssueDetails.aspx?IId=23018&Opt=3>

At our meeting, Members agreed to make you aware of the petition as a Committee with responsibility for scrutinising aspects of funding for local authorities from the Welsh Government's budget for 2019/20.

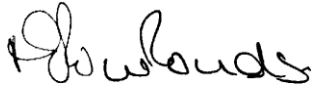
The Committee also agreed to:

- write to all local authorities and the WLGA to seek their views on the Welsh Government's budget process and the current challenges for local authorities; and
- Write back to the Cabinet Secretary to:
  - ask him to provide further details of the draft local government budget allocations once the spending plans have been published on 23 October; and
  - seek clarification on how the £30m of additional funding for Social Care identified in the draft budget will be allocated and provided.



If you would like any further information about the petition please contact the clerking team at [SeneddPetitions@assembly.wales](mailto:SeneddPetitions@assembly.wales).

Yours sincerely

A handwritten signature in black ink that reads "D Rowlands". The signature is written in a cursive style with a large initial 'D'.

David J Rowlands AC/AM  
Cadeirydd/Chair





Gwasanaeth  
**Mabwysiadu**  
Cenedlaethol | National  
**Adoption**  
Service

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

Date: November 5<sup>th</sup> 2018 – by e-mail

Dear Ms Neagle,

**Re: National Adoption Service for Wales (NAS) – Review of arrangements 2018**

I wanted to provide the committee with an update about the above review.

As the Committee will be aware the review was commissioned by the Welsh Local Government Association (WLGA). It has been undertaken independently by the Institute of Public Care at Oxford Brookes University, overseen by the NAS Governance Board. Its aim was to undertake a detailed review leading to recommendations to strengthen the coherence of the NAS arrangements in order to enhance the achievement of strategic objectives and improvement priorities for adoption services across Wales.

The review thus far has concluded with a preferred option for the future which the NAS Board has agreed in principle. This is outlined in a detailed report the key points of which are that:

- There is broad recognition of hard work and extensive efforts to establish NAS regionally and nationally and that the arrangements have been made to work;
- NAS has established a nation-wide service which has achieved improvements and shows the potential for securing significant further benefits;
- The needs and challenges faced by children presenting for adoption are changing rapidly which requires a more effective response especially in the recruitment of adopters and in ongoing support services;
- There are major further steps to be taken to evolve to a new stage of development which is a shift in emphasis to NAS 'realising its full potential';
- Although the review focuses on structures and arrangements, it is about making the adoption experience better for children, young people and their parents.

There is a proposed revised model suggested which includes the following:

- Revised ways of working for all parts of the NAS, clarifying roles and functions across the 3 tiers, revised governance arrangements nationally and regionally as well as taking a different approach to resourcing and internal commissioning;
- Strengthened relationships with the wider regional children's services agenda and links to arrangements for planning and funding services;
- Detailed memoranda of understanding and schemes of delegation to underpin various elements of the model together with there being a need to consider changes to the legislative basis for NAS;
- The potential for the proposal to lend itself to incorporating appropriate national elements of the National Fostering Framework (NFF) in line with existing plans for that initiative.

We are about to commence the final phase of the review by further testing the proposed changes with key stakeholders alongside undertaking the detailed work to develop the revised model for agreement.

I hope that this update is helpful at this stage. I will be very happy to provide further updates as the work progresses should that be helpful.

I also wanted to take this opportunity to thank the committee again for the information provided in the early summer, to the Institute of Public Care, for consideration in the review.

Yours sincerely,



Suzanne Griffiths  
DIRECTOR OF OPERATIONS (NAS)

Mae'r Gwasanaeth Mabwysiadu Cenedlaethol yn croesawu gohebiaeth yn Gymraeg a Saesneg a byddwn yn sicrhau ein bod yn cyfathrebu â chi yn eich dewis iaith boed yn Gymraeg, yn Saesneg neu'n ddwyieithog dim ond i chi roi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

The National adoption Service welcomes correspondence in English and Welsh and we will ensure that we communicate with you in the language of your choice, whether that's English, Welsh or bilingual as long as you let us know which you prefer. Corresponding in Welsh will not lead to any delay.

# Agenda Item 7

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

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