

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

**Children, Young People  
and Education Committee**

Lynne Neagle MS  
Cabinet Secretary for Education  
Vikki Howell MS  
Minister for Further and Higher Education  
Jack Sargeant MS  
Minister for Culture, Skills and Social Partnerships

22 April 2025

**Information following evidence session on April 2**

Dear Lynne, Vikki and Jack,

Thank you for appearing before Committee on 2 April and for your written evidence as part of our inquiry 'routes into post-16 education and training'.

During the evidence session you helpfully agreed to provide us with some additional information about the following:

- the education business partnership being run by Careers Wales;
- the work that Careers Wales are doing to deliver work experience opportunities to year 11 pupils (including its current scale, and any changes the Welsh Government wants to see in that area);
- the work currently being undertaken by the Welsh Government and partners regarding the expansion of junior apprenticeships Wales wide, including the work being undertaken by Medr, and timelines for any future expansion of the programme;

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- the proportion of Welsh domiciled learners who put a Welsh university as their first choice university, if that data is available (data suggests that students from Wales are more likely to cross borders than students in England and Scotland<sup>1</sup>);
- the different scholarships that are available to learners to study through the medium of Welsh; and
- the timeline for developing an integrated, comprehensive strategy for education and vocational training.

You also agreed to ask Medr to consider issuing to us up-to-date data about foundation and higher apprenticeship starts and anticipated future trends in apprenticeship take-up.

We had two additional questions that we did not have time for during the evidence session. We would be grateful for your responses in writing to the following:

- The OECD report you've just published says that, unlike many countries, Wales does not have a measure of completion that sets out the basic competencies that young people are expected to have at the end of formal schooling at 18. It says this means that society focuses on learners achieving three A levels at A\*-C rather than a measure that is accessible for all learners. How does the Welsh Government respond to this conclusion? And are you considering acting on it?
- Over and above the creation of Medr, are there any other big structural changes on the table? For example, we've heard arguments from some professionals in favour of a move away from school 6th forms to a full tertiary model post-16.

And finally, after the evidence session we discussed the '14-16 learner entitlement', which you raised in relation to discussions about competitions between post-16 institutions and that impact of that competition on the quality of advice given to learners. Please could you provide us with some information about what that entitlement will look like and the timescales for delivering it, including what you hope it will do to improve the quality of information provided to learners about their post-16 options and how institutions' compliance with that entitlement will be monitored and enforced?

I would be very grateful if you could provide a response by Friday 16 May, so that your views can feed into our key issues discussion, which is currently scheduled for 21 May. If this timetable is problematic for you please don't hesitate to contact our clerks at the earliest opportunity.

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<sup>1</sup> HESA, 'Higher Education Student Statistics: UK, 2023/24 - Where students come from and go to study', 20 March 2025

Once again, thank you and your officials for your time attending Committee on 2 April and for your constructive engagement with our inquiry.



Buffy Williams MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

