

# Agenda – Children, Young People and Education Committee

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Meeting Venue:	For further information contact:
Hybrid – Committee room 4 Tŷ Hywel and video conference via Zoom	Naomi Stocks Committee Clerk
Meeting date: 8 December 2022	0300 200 6565
Meeting time: 09.15	<a href="mailto:SeneddChildren@senedd.wales">SeneddChildren@senedd.wales</a>

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## Private pre-meeting

(09.00 – 09.15)

### 1 Introductions, apologies, substitutions and declarations of interest

(09.15)

### 2 Scrutiny of Qualifications Wales Annual Report 2021 – 2022

(09.15 – 10.30)

(Pages 1 – 24)

David Jones, Chair, Qualifications Wales

Philip Blaker, Chief Executive, Qualifications Wales

[Qualifications Wales – Annual Report 2021–22](#)

Attached Documents:

Research Brief

### 3 Papers to note

(10.30)

#### 3.1 Mental Health support in Higher Education

(Pages 25 – 28)

Attached Documents:

Additional information from Aneurin Bevan University Health Board following the meeting on 19 October – CYPE(6)–25–22 – Paper to note 1



### **3.2 Welsh Government Draft Budget 2023–24**

(Pages 29 – 30)

Attached Documents:

Letter from the Learned Society of Wales to the Finance Committee's inquiry into the Welsh Government Draft Budget – CYPE(6)–25–22 – Paper to note 2

### **3.3 Welsh Government Draft Budget 2023–24**

(Pages 31 – 36)

Attached Documents:

Letter from Coleg Cymraeg to the Finance Committee – CYPE(6)–25–22 – Paper to note 3 (Welsh only)

Letter from Coleg Cymraeg to the Finance Committee – CYPE(6)–25–22 – Paper to note 3 (Translation)

### **3.4 Welsh Government Draft Budget 2023–24**

(Pages 37 – 39)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to Committee Chairs – CYPE(6)–25–22 – Paper to note 4

### **3.5 Food Supplement and Food for Specific Groups (Miscellaneous Amendments) Regulations 2022**

(Pages 40 – 41)

Attached Documents:

Letter from the Deputy Minister for Health and Wellbeing – CYPE(6)–25–22 – Paper to note 5

### **3.6 Food Supplement and Food for Specific Groups (Miscellaneous Amendments) Regulations 2022**

(Pages 42 – 44)

Attached Documents:

Letter from the Chair of the Health and Social Care Committee to the Minister for Mental Health and Wellbeing – CYPE(6)–25–22 – Paper to note 6

### **3.7 Tertiary Education and Research (Wales) Act 2022**

(Pages 45 – 49)

Attached Documents:

Letter from the Minister for Education and Welsh Language – CYPE(6)–25–22 – Paper to note 7

### **3.8 General scrutiny of the Deputy Minister for Mental Health and Wellbeing**

(Pages 50 – 51)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Chair of the Health and Social Care Committee – CYPE(6)–25–22 – Paper to note 8

### **3.9 Inter-Institutional Relations Agreement**

(Page 52)

Attached Documents:

Letter from the Minister for the Welsh Language and Education – CYPE(6)–25–22 – Paper to be note 9

### **3.10 Mental Health support in Higher Education**

(Pages 53 – 54)

Attached Documents:

Letter from the Chair of the Economy, Trade and Rural Affairs Committee –  
CYPE(6)–25–22 – Paper to note 10

### **3.11 Services for care experienced children: exploring radical**

(Pages 55 – 56)

Attached Documents:

Joint letter from the Minister for Social Justice and the Deputy Minister for  
Social Services – CYPE(6)–25–22 – Paper to note 11

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

(10.30)

## **Break**

(10.30 – 10.40)

## **5 Mental Health support in Higher Education – consideration of the key issues**

(10.40 – 11.25)

(Pages 57 – 80)

Attached Documents:

Key Issues – CYPE(6)–25–22 – Private paper

## **6 Consideration of the Committee forward work programme**

(11.25 – 11.55)

(Pages 81 – 105)

Attached Documents:

Scoping paper – CYPE(6)–25–22 – Private paper

Scoping paper: Services for care experienced children – CYPE(6)–25–22 – Private paper

## **7 Committee activities – oral update**

(11.55 – 12.05)

## **8 Briefing from Wales Institute of Social and Economic Research and Data (WISERD)**

(12.05 – 12.30)

Dr Rhian Barrance, Lecturer at the School of Social Sciences, Cardiff University  
Professor Sally Powers, Professor in the School of Social Sciences, Cardiff University and Co-Director of Wales Institute of Social and Economic Research and Data (WISERD)

Dr Laura Arman, Research Associate, Wales Institute of Social and Economic Research and Data (WISERD)

Professor Chris Taylor, Professor of Social Sciences, Cardiff University and Academic Director of the Cardiff University Social Science Research Park (SPARK)

Document is Restricted

## **CYPE(6)-25-22 – Paper to note 1**

### **Additional information from Aneurin Bevan University Health Board following the meeting on 19 October**

#### ABUHB Health board response

#### **4. Interactions between healthcare and education providers**

4.1 We have heard concerns that students do not understand the different roles that education and health providers have with regard to student mental health. How useful and realistic would it be to have a consistent threshold or guidelines on where the responsibility of healthcare providers begins with regard to mental health conditions?

4.2 What are the barriers to effective information sharing between education and health providers in terms of student mental health, and how could these be addressed?

4.3 What is your view of the suggestion to pilot an NHS student passport, to overcome difficulties with data sharing? Is this realistic? To what extent could such a pilot mitigate difficulties in continuity of care, particularly for students who frequently move between university and home addresses?

4.4 How could initiatives such as the Mental Health University Liaison Service (MHULS) in Cardiff provide a model for improved working between healthcare and education providers? Are there any limitations to that model, particularly with regard to non-campus-based and distance learners?

#### **5. Challenges in accessing mental health services**

5.1 [To Health Board representatives] How confident are you that primary and secondary care services in Wales are meeting the needs of the higher education student population? What more, if anything, could you be doing to deliver a comprehensive service to this population?

Response:

Currently, at a local level, students can access primary care mental health resources through their registered GP including speaking to psychological wellbeing practitioners on-line or in person, as well as being referred for a more in-depth assessment or intervention. As HEIs run their own counselling services it is important that links are built with local NHS providers to ensure referral routes are known and

publicised. The impact the pandemic has had on young people and students in HEIs is reported to have been significant nationally. This is likely to lead to increased demand in areas with significant numbers of students and this will need to be recognised when planning future support needs and resources. Clearly it is essential that students are put at the centre of any service redesigns/developments and that service and individual plans are co-produced

There are several innovative approaches being implemented in engaging with young people across the UK, such as in-reach services etc. However, it needs to be recognised that primary care and community mental health services are stretched and developing new services to meet these needs will need resourcing and cannot be met within the existing financial envelope. Extending the model of schools In Reach Practitioners into Higher education would be one model of supporting transition and providing this support but would require additional resource.

Urgent and crisis services are accessible to all regardless of registration with a local GP practice. As a Health Board we are looking to introduce 24hr Single Point of Contact over the next 6 months which will simplify the contact route for advice, signposting and, when needed, onward referral. Currently the route to access NHS services would traditionally be through their GP or via existing crisis services.

To understand the needs of the higher education population it would be helpful to extend the SHRN (Schools Health Research Network) data collection beyond 16 and into further education (17-18year olds) and as young people prepare for the next step into higher education (generally 18+) by overlapping this data collection into the first year of Higher education and possibly up to the age of 20. In younger students this information has identified the needs of the school population and therefore services can be developed according to need.

5.2 What is your view on the potential benefits of a transition service for young people aged 16 to 25, to serve as a bridge between CAMHS and adult mental health services? How could such a service be implemented, and are there other solutions that you would propose to support young people moving from CAMHS to adult mental health services?

Response

Within ABUHB a transition panel has been established to discuss young people who are known to CAMHS services. This is attended by senior managers and clinicians and provides a forum for advice and consultation, if better links are forged with HEI's this could be a useful space to discuss the more complex mental health needs of students. It is important to recognise that if transition for young people is managed



well from the beginning and there are regular opportunities to discuss wellbeing before the young person enters a HEI then early, proactive interventions which can include self-directed strategies can be embedded and in place prior to starting their period of study

All those known to mental health services will receive ongoing support through their transition into Community Mental Health teams if required or signposted to primary services through their GP. There is currently a development register of young people known to the CAMHS teams within Gwent. It would be a positive move for HEI's to engage with local health boards to establish the level of need for both primary and secondary mental health services in the area. If a young person is known to CAMHS/Adult MH services (if consent is gained) a transition/support plan could be established between services and HEI's to ensure best support for individuals through a variety of routes, including education based counsellors.

The eating disorder teams in both Adults and CAMHS in ABUHB have been working closely to support transition of young people at age 18. One of the challenges when young adults go to university, is that they often do not know who their personal tutors will be and therefore the best points of contact. Having 'In Reach' style mental health Practitioners as a named contact (consent permitting etc) would provide that transition from school into Higher education. These could also be useful for parents who often remain a useful source of support all be it from a distance.

The outcome of the inquiry into mental health support in Higher Education would feed into this project to determine whether there are further structures and safeguards that can be implemented to support young people's mental health whilst in a HEI.

5.3 What is your view on evidence from the NUS that the next iteration of the Welsh Government's Together for Mental Health Delivery Plan should "have more of a focus on supporting students in higher education"? How do you think this could most usefully be incorporated?

Response:

There should be more focus on supporting students in Higher education – this is a vulnerable time for young people and given the disruption due to Covid that the present students have experienced there is likely to be an increased demand.

Since 2019/20, the Health Board has developed CAMHS Schools In-reach, CAMHS Whole School Approach and School Nursing Emotional / Wellbeing teams as part of an integrated, whole-system, Gwent region approach to deliver services that support

the emotional health and well-being of children and young people in Schools/HE; ensuring the schools/pupils/student have timely access to appropriate support when needed. The Health Board has continued to build on this development in 2022/23, with our teams working on a model of easily accessible consultation and liaison for young people in HE, including offer of short, focussed intervention in conjunction with school staff, provision of preventative/lower-level need group work and transition plans for our more vulnerable students. Our teams also work alongside partner agencies to access appropriate training for school staff/interventions for specific young people and help create environments where all members of the education community can flourish and thrive. Their work has been key in achieving both the objectives set out in the Welsh Government Framework for Whole School approaches and the work of the T4YP/NEST national framework

5.4 Are there any other recommendations that you would make to Welsh Government to improve mental health support for students in higher education?

Response:

These have been discussed in previous responses.

## CYPE(6)-25-22 – Paper to note 2



**CYMDEITHAS DDYSGEDIG CYMRU**  
**THE LEARNED SOCIETY OF WALES**

### Response to the Senedd Finance Committee's inquiry into the Welsh Government draft budget 2023–24 18 November 2022

1. The Learned Society of Wales is the national academy for arts and sciences. Our Fellowship brings together experts from across all academic fields and beyond. We use this collective knowledge to promote research, inspire learning, and provide independent policy advice.
2. We welcome the opportunity to submit information to the Senedd's Finance and Children, Young People and Education Committees in advance of Welsh Government tabling its draft 2023-24 budget proposals later this year.
3. We appreciate that high inflation, the cost-of-living crisis, and tightened budgets necessitate difficult funding decisions, but research, development and innovation funding is not a luxury – it is a proven lever for economic growth and the activities it supports contribute to finding solutions for the significant challenges that society faces.
4. Higher education institutions are a crucial part of the research ecosystem of Wales. In 2019, Welsh higher education contributed 41% of Wales' investment in R&D, and 3.6% of UK higher education R&D expenditure. The institutions have a crucial role in delivering the ambitions of the UK R&D Roadmap, and the forthcoming Innovation Strategy for Wales, including bringing together industry and others to develop and deliver regionally based excellence-driven innovation, skills training, and knowledge creation.
5. In addition to creating tens of thousands of jobs and stimulating substantial economic activity across the country, the Higher Education sector contributes to the wider enrichment of culture and civil society and is a significant driver of social mobility by reducing inequality. Research from Welsh universities generates ideas and inventions which make a difference to people's lives in Wales, the UK and the rest of the world – from addressing climate change, reducing emissions and increasing sustainability and resilience, to tackling urgent health issues and the issues posed by an ageing population. The REF2021 exercise found that 89% of the research impact case studies submitted from Wales has an impact that is world-leading or internationally excellent.<sup>1</sup> In the spring of 2023, the Society will be publishing an in-depth analysis of the research impacts.
6. Welsh Government's budget for 2023-24 should recognise the vital importance of Quality Related funding (QR). The QR block grant is a basic building block for research activity across all disciplines and is part of the crucial 'dual support' system enabling universities and researchers to compete to

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<sup>1</sup> Research impact is 'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia'.

access large grants from UK (and, association to Horizon permitting, European Research Councils). It is the investment that ensures that Welsh universities have the capacity and agility to compete with universities across the UK for a share of research investment from UK Research and Innovation (UKRI). This potential source of funding, that would bring funding back to Wales, is growing.

7. The UK government has committed to protecting the growth of research and innovation investment. HM Treasury's Autumn Statement 2022 saw the UK Government recommit to investing £20 billion a year by 2024-25 in Research and Development activity, representing an increase in spending of 35% from the 2021-22 levels. UKRI budget allocations for 2023-24 to 2024-25 totals in excess of £17.2 billion. In 2020-21, UKRI invested £125 million in the Welsh research and innovation sector, roughly 1.4% of the total allocation.<sup>2</sup> It is therefore it is crucial that sufficient levels of funding are invested by the Welsh Government to ensure competitiveness.
8. Core funding allocations in the Welsh sector have lagged behind the rest of the UK in the past. Additional one-off funding in 2021-22 saw Wales catch up with other nations, but in 2022-23, QR and the Research Wales Innovation Fund have seen no real-terms uplift, and remain at £81.7 million and £15 million respectively. In England, Research England has increased the QR budget by 10% for the current financial year, and has confirmed a further 10% rise for 2023-24; the Higher Education Innovation Fund (HEIF) has also increased by 13% in 2022-23. Higher Education research in Wales needs to remain competitive with that in England, in order to draw down funding from UK-wide funding rounds.
9. The continuing uncertainty regarding the replacement of EU funding, including structural funds is a major concern for Higher Education in Wales. Structural funds have supported the development of research capacity from a comparatively low base – in terms of both talent and infrastructure – and have increased Wales's collaborative potential. The UK Shared Prosperity fund does not as yet offer an equivalent replacement programme of funding, and the lack of progress on association to Horizon further adds to the funding insecurity. This makes core funding even more crucial to help maintain Wales's research base.
10. **Welsh Government must ensure that competitive levels of core QR and innovation funding are provided to facilitate the sector to secure additional investment to further develop Wales' research capacity and research impact.**

**We would be pleased to speak further about our response. Please contact [Dr Sarah Morse](#), Policy and Public Affairs Manager**

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<sup>2</sup><https://public.tableau.com/app/profile/uk.research.and.innovation.ukri./viz/GeographicalDistributionofUKRISpendin2019-20and2020-21/UKRISpend>



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Annwyl Bwyllgor,

16 Tachwedd 2022

**Cyf: Galwad am wybodaeth – cynigion ynghylch Cyllideb Ddrafft Llywodraeth Cymru ar gyfer 2023-24**

Diolch yn fawr iawn i chi am y cyfle i ymateb i'r ymgynghoriad ar Gyllideb Ddrafft Llywodraeth Cymru ar gyfer 2023-24.

Mae'r Coleg Cymraeg yn creu cyfleoedd hyfforddi ac astudio yn y Gymraeg drwy weithio gyda cholegau addysg bellach, prifysgolion, darparwyr prentisiaethau a chyflogwyr. Ryn ni'n ysbrydoli ac yn annog pawb i ddefnyddio'u sgiliau Cymraeg. Nod y Coleg yw adeiladu system addysg a hyfforddiant Cymraeg a dwyieithog sy'n agored i bawb ac i ddatblygu gweithluoedd dwyieithog.

Bydd ein hymateb i'r ymgynghoriad yn canolbwyntio ar yr elfennau hynny o'r Gyllideb sy'n berthnasol i gylch gorchwyl y Coleg.

Rydym yn croesawu'n fawr iawn ffocws y Pwyllgor ar feysydd penodol a'r ffaith bod addysg bellach ac addysg uwch yn ganolog i'r gwaith craffu hynny.

Sefydlwyd y Coleg yn 2011 ac erbyn hyn mae darpariaeth helaeth yn y Gymraeg ac yn dwyieithog wedi ei ddatblygu ar draws pob prif bwnc a ddarperir ym mhrifysgolion Cymru. Mae Cynllun Academaidd newydd y Coleg yn amlinellu ein cynlluniau ar gyfer y bum mlynedd nesaf ac un o'r prif amcanion ydy nid yn unig sefydlogi a chryfhau'r ddarpariaeth bresennol ond hefyd denu cynulleidfaoedd newydd i addysg uwch Cymraeg a dwyieithog gan gynnwys y rheiny sy'n llai hyderus yn defnyddio'u Cymraeg a hefyd pobl o gefndir Du, Asiaidd a lleiafrifoedd ethnig.

Yn 2018 derbyniodd y Coleg gyfrifoldeb am Addysg Bellach a Phrentisiaethau ac rydym wedi dechrau gweithredu cynlluniau uchelgeisiol i ddatblygu'r ddarpariaeth i bob dysgwyr yn y sectorau hyn, beth bynnag eu sgiliau Cymraeg, dros y blynyddoedd nesaf. Mae cynnydd amlwg wedi digwydd yn y sector addysg bellach a phrentisiaethau ers i'r Coleg dderbyn cyllideb pwrpasol ym mlwyddyn ariannol 2022-23 i fuddsoddi mewn darpariaeth newydd mewn colegau a darparwyr prentisiaethau. Ond, i wreiddio'r Gymraeg ar draws y sector addysg bellach a phrentisiaethau mewn modd sy'n gynaliadwy dros yr hir-dymor, mae'n allweddol bod y cyllid hwnnw yn parhau ac yn cynyddu dros y blynyddoedd i ddod.

Mae'r Coleg yn croesawu'r trafodaethau adeiladol sydd wedi digwydd dros y blynyddoedd diweddar gyda Llywodraeth Cymru a'r gwrthbleidiau ynglŷn â'r angen i fuddsoddi yn natblygiad y Gymraeg yn y sector addysg bellach a phrentisiaethau ac addysg uwch er mwyn gwireddu amcanion Strategaeth Cymraeg 2050. Mae sicrhau cyfleoedd i bobl barhau i feithrin a datblygu eu sgiliau Cymraeg wedi iddynt adael yr ysgol, a'u paratoi ar gyfer gweithio mewn gweithleoedd dwyieithog, yn gwbl allweddol os am wireddu'r nod o ddyblu'r defnydd dyddiol o'r iaith yn ein cymunedau.

Derbyniwyd cynnydd pwrpasol yn ein cyllideb eleni gan y Llywodraeth ac mae hyn, yn ogystal â'r rhagolygon cyllidebol a dderbyniwyd ar gyfer 2023-24 a 2024-25, yn golygu y gall y buddsoddiad yn ein colegau a'n darparwyr prentisiaethau barhau i gynyddu. Derbyniwyd cyllideb yn ystod 2022-23 i weithredu dau brosiect yn y maes addysg gychwynnol athrawon hefyd – agenda sy'n bwysig iawn o ystyried y prinder yn y nifer sy'n hyfforddi bob blwyddyn i ddysgu yn y sector Gymraeg a Saesneg.

Mae'r cynnydd yn y gyllideb a dderbyniwyd yn 2022-23 ac sydd wedi ei amlinellu ar gyfer 2023-24 a 2024-25 yn gyson gydag ymrwymadau'r Llywodraeth yn ei Raglen Lywodraeth ar gyfer y tymor hwn, a hefyd, gyda chynnwys y Cytundeb Cydweithio rhwng y Llywodraeth a Phlaid Cymru:

### **1. Rhaglen Lywodraethu 2021-2026:**

"Ehangu rôl y Coleg Cymraeg Cenedlaethol a'r Ganolfan Dysgu Cymraeg Genedlaethol, a chynyddu'r cyllid ar eu cyfer."

### **2. Cytundeb Cydweithio Llywodraeth Cymru a Phlaid Cymru:**

"Ehangu rôl y Coleg Cymraeg Cenedlaethol a'r Ganolfan Dysgu Cymraeg Genedlaethol, a chynyddu'r cyllid ar eu cyfer."

### **3. Rhaglen Waith Cymraeg 2050, 2021-2026:**

"Mae gan y Coleg Cymraeg Cenedlaethol a'r Ganolfan Dysgu Cymraeg Genedlaethol ill dau rol hanfodol i'w chwarae yn yr ymdrech i gaffael a dysgu'r Gymraeg.

15. Ehangu rol y Ganolfan Dysgu Cymraeg Genedlaethol i gefnogi dysgu'r Gymraeg mewn ysgolion cyfrwng Saesneg a darparu llwybr dysgu iaith o'r ysgol i addysg ol-orfodol, mewn cydweithrediad a'r consortia rhanbarthol ac awdurdodau lleol.

16. Ehangu rol y Coleg Cymraeg Cenedlaethol, a datblygu cynigion ar gyfer y Bil Addysg Cyfrwng Cymraeg i'w roi ar sail statudol.

17. Rhoi cyllid ychwanegol dros 5 mlynedd i'r Coleg Cymraeg Cenedlaethol er mwyn ehangu darpariaeth cyfrwng Cymraeg mewn addysg bellach, prentisiaethau ac addysg uwch.

18. Datblygu, ar y cyd gyda'r Coleg Cymraeg Cenedlaethol, dargedau i gynyddu dilyniant ieithyddol rhwng addysg statudol ac addysg bellach a phrentisiaethau.

19. Cynyddu dysgu, asesu a dilyniant drwy gyfrwng y Gymraeg drwy sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil newydd, drwy'r Bil Addysg Drydyddol ac Ymchwil (Cymru) arfaethedig, gyda dyletswyddau strategol yn gysylltiedig a hyrwyddo addysg drydyddol cyfrwng Cymraeg."

Gyda sefydlu'r Comisiwn Addysg Drydyddol ac Ymchwil newydd a'r dyletswyddau penodol sydd ganddo dros hyrwyddo ymchwil a darpariaeth Cymraeg ac annog cyfranogiad yn y ddarpariaeth honno, bydd y disgwyliadau ar y sector gyfan i wneud cynnydd ystyrlon yn natblygiad y Gymraeg yn codi ac mae hynny i'w groesawu. Mae sgysiau strategol wedi cychwyn er mwyn cytuno ar y modd mwyaf effeithiol o gynllunio a chyllido addysg Gymraeg a dwyieithog ôl-orfodol a rôl greiddiol ac arweiniol y Coleg yn hynny. Bydd cynnwys y Bil Addysg Gymraeg arfaethedig, a'r Papur Gwyn cyn hynny, yn allweddol hefyd o ran sefydlu strwythurau a fframwaith ddeddfwriaethol gadarn i gefnogi'r cynnydd y mae'r Llywodraeth yn dymuno ei weld.

Edrychwn ymlaen at barhau gyda'n trafodaethau gyda'r Llywodraeth ac aelodau'r Pwyllgorau perthnasol yn Senedd Cymru i sicrhau bod yr agenda allweddol hon yn derbyn blaenoriaeth haeddianol yng Nghyllideb Ddrafft y Llywodraeth ar gyfer 2023-24 a thu hwnt.

Am ragor o wybodaeth mae croeso i chi gysylltu gyda Gwenllian Griffiths, Prif Swyddog Ymgysylltu'r Coleg ar [g.griffiths@colegcymraeg.ac.uk](mailto:g.griffiths@colegcymraeg.ac.uk).

Yn gywir,



**Dr Ioan Matthews**  
**Prif Weithredwr**

### **CYPE(6)-25-22 – Paper to note 3**

*This document provides a translation of correspondence received from Coleg Cymraeg Cenedlaethol for Members'*

Senedd Cymru / Welsh Parliament  
Y Pwyllgor Cyllid / Finance Committee  
Cyllideb Ddrafft Llywodraeth Cymru 2023-24 / Welsh Government Draft Budget 2023-24  
WGDB\_23-24 04 Coleg Cymraeg Cenedlaethol

Dear Committee,

#### **Ref: Call for information – proposals regarding the Welsh Government's Draft Budget 2023-24**

Thank you very much for the opportunity to respond to the consultation on the Welsh Government's Draft Budget 2023-24.

Coleg Cymraeg creates training and study opportunities in the Welsh language by working with further education colleges, universities, apprenticeship providers and employers. We inspire and encourage everyone to use their Welsh skills. The aim of the Coleg is to build a Welsh and bilingual education and training system that is open to all and to develop a bilingual workforce.

Our response to the consultation will focus on those elements of the Budget that are relevant to the remit of the Coleg.

We very much welcome the Committee's focus on specific areas and the fact that further education and higher education are central to that scrutiny.

The Coleg was established in 2011, and extensive Welsh-language and bilingual provision has now been developed in all major subjects delivered at Welsh universities. The Coleg's new Academic Plan outlines our plans for the next five years, and one of the main objectives is not only to embed and strengthen the current provision but also to attract new audiences to Welsh and bilingual higher education, including those that are less confident in using their Welsh, as well as people from a Black, Asian and ethnic minority background.

In 2018 the Coleg assumed responsibility for Further Education and Apprenticeships, and we have since begun to implement ambitious plans to develop provision for all learners in these sectors over the coming years, whatever their Welsh language skills. There has been clear progress in the further education and apprenticeships sector since the Coleg received a dedicated budget in the 2022-23 financial year to invest in new provision at colleges and apprenticeship providers. But in order to embed the Welsh language across the further education and apprenticeships sector in a way that is sustainable over the long term, it is key that that funding continues and increases over the coming years.



The Coleg welcomes the constructive discussions that have taken place over recent years with the Welsh Government and the opposition parties regarding the need to invest in the development of the Welsh language in the further education sector and the apprenticeships and higher education sector in order to achieve the objectives of the Cymraeg 2050 Strategy. Ensuring opportunities for people to continue to nurture and develop their Welsh skills after they have left school, and to prepare them for working in bilingual workplaces, is absolutely key if we are to achieve the aim of doubling the daily use of the language in our communities.

There was an appropriate increase in our budget this year from the Government and this, in addition to the budget forecasts received for 2023-24 and 2024-25, means that the investment in our colleges and apprenticeship providers can continue to increase. A budget was received during 2022-23 to also implement two projects in the field of initial teacher education – an agenda that is very important considering the shortage in the number of people training each year to teach in the Welsh and English medium sectors.

The increase in the budget received in 2022-23 and that which is outlined for 2023-24 and 2024-25 is consistent with the Government's commitments in its Programme for Government for this term, and also with the content of the Co-operation Agreement between the Government and Plaid Cymru:

1. [Programme for Government 2021-2026:](#)

"Expand the role of and increase funding to the Coleg Cymraeg Cenedlaethol and the National Centre for Learning Welsh."

2. [Welsh Government and Plaid Cymru Co-operation Agreement:](#)

"Expand the role of and increase funding to the Coleg Cymraeg Cenedlaethol and the National Centre for Learning Welsh."

3. [Cymraeg 2050 work programe, 2021-2026:](#)

"The Coleg Cymraeg Cenedlaethol and the National Centre for Learning Welsh both have important roles to play in Welsh language acquisition and learning.

15. In collaboration with the regional consortia and local authorities, expand the role of the National Centre for Learning Welsh to support the teaching of Welsh in English-medium schools and provide a language learning pathway from school to post-compulsory education.

16. Expand the role of the Coleg Cymraeg Cenedlaethol, and develop proposals for the Welsh-medium Education Bill to place the Coleg on a statutory footing.

17. Provide additional funding over 5 years to the Coleg Cymraeg Cenedlaethol to expand Welsh-medium provision in further education, apprenticeships and higher education.

18. In conjunction with the Coleg Cymraeg Cenedlaethol, develop targets to increase linguistic progression between statutory and further education and apprenticeships.

19. Increase learning, assessment and progression through the medium of Welsh by establishing the new Tertiary Education and Research Commission, through the proposed Tertiary Education and Research (Wales) Bill, with strategic duties associated with promoting Welsh-medium tertiary education."

With the establishment of the new Tertiary Education and Research Commission and the specific duties that it has for promoting Welsh-medium research and provision and encouraging participation in that provision, the expectations on the whole sector to make meaningful progress in the development of Welsh will rise, which is to be welcomed. Strategic talks have started in order to agree on the most effective way of planning and funding post-compulsory Welsh-medium and bilingual education and the core and leading role of the Coleg in that regard. The content of the proposed Welsh Education Bill, and the White Paper before that, will also be key in terms of establishing structures and a firm legislative framework to support the progress that the Government wishes to see.

We look forward to continuing our discussions with the Government and members of relevant Senedd Committees to ensure that this key agenda receives the priority it deserves in the Government's Draft Budget 2023-24 and beyond.

Yours sincerely,

**Dr John Matthews**  
**Chief Executive**

## CYPE(6)-25-22 - Paper to note 4

### Y Pwyllgor Plant, Pobl Ifanc ac Addysg

#### Children, Young People and Education Committee

Chair of the Climate Change, Environment, and Infrastructure  
Committee  
Llyr Gruffydd MS

Chair of the Culture, Communications, Welsh Language, Sport, and  
International Relations Committee  
Delyth Jewell MS

Chair of the Economy, Trade, and Rural Affairs Committee  
Paul Davies MS

Chair of the Equality and Social Justice Committee  
Jenny Rathbone MS

Chair of the Finance Committee  
Peredur Owen Griffiths MS

Chair of the Health and Social Care Committee  
Russell George MS

Chair of the Local Government and Housing Committee  
John Griffiths MS  
23 November 2022

## The Welsh Government's Draft Budget 2023-24

Dear colleagues,

The Children, Young People and Education Committee recently considered how to approach its scrutiny of the Welsh Government's 2023-24 Draft Budget.

We have committed in our Sixth Senedd strategy to seek out opportunities to work with other Senedd committees where there are areas of shared interest and where it will improve scrutiny. We therefore asked officials supporting the Children, Young People and Education Committee to share any relevant written evidence we receive and briefing information with other Senedd committees to support holistic, joined-up scrutiny of the Draft Budget across the Senedd.

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We have also asked officials to be mindful of where we may be coming to similar views to another committee about matters that straddle committees' remits, with a view to proposing joint recommendations if appropriate. During scrutiny of the 2022-23 Draft Budget, we and the Economy, Trade and Rural Affairs Committee made a joint recommendation relating to transparency of one particular funding stream - an important matter of principle for both committees. I believe the joint recommendation added weight to our shared views.

I would be very grateful for your reciprocal support on the above issues.

We also agreed that our scrutiny of the Draft Budget will include consideration of the following cross-cutting issues:

- the Welsh Government's so-called 'revised baseline': how clearly and accurately it presents changes in expenditure from one year to the next.
- how the Draft Budget impacts different groups of people and how well these impacts are taken into account in the Welsh Government's Strategic Integrated Impact Assessment (SIIA). The Welsh Government has assured us that the SIIA sets out the contextual evidence that supports its spending decisions. However, we do not believe that the SIIA published alongside the 2022-23 Draft Budget clearly demonstrated its compliance with its duties under the Rights of the Child and Young Persons (Wales) Measure 2011. We believe that a Child Rights Impact Assessment (CRIA) should be undertaken for the Draft Budget as a whole and published as a standalone document.

These issues, or closely related issues, may be relevant to your Committee's consideration of the 2023-24 Draft Budget. If so, I would welcome any opportunities for coordinated scrutiny. I have asked officials supporting the Children, Young People and Education Committee to pursue any such opportunities, depending on your views and those of your fellow committee members.

Yours sincerely,



Jayne Bryant MS  
Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

# Agenda Item 3.5

CYPE(6)-25-22 – Paper to note 5

Lynne Neagle AS/MS  
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant  
Deputy Minister for Mental Health and Wellbeing



Llywodraeth Cymru  
Welsh Government

Jayne Bryant MS,  
Chair, Children, Young People and Education Committee  
Welsh Parliament  
Cardiff Bay  
Cardiff  
CF99 1SN

21 November 2022

Dear Jayne

I am writing to give you early notification of an amending Great Britain SI entitled the Food Supplement and Food for Specific Groups (Miscellaneous Amendments) Regulations 2022 which will be laid before UK Parliament on (14 December 2022) to come into force on 18 January 2023, except for the amendment to update the unit of measurement used for copper in food supplements, which will come into force on 11 July 2024 to allow for an 18-month transition period.

The proposed SI will amend the following legislation to effect changes in Scotland, Wales and England.

- The Nutrition (Amendment etc.) (EU Exit) Regulations 2019 (SI 2019/651) as amended,
- Regulation (EU) No 609/2013 of the European Parliament and of the Council of 12 June 2013 on food intended for infants and young children, food for special medical purposes, and total diet replacement for weight control and repealing Council Directive 92/52/EEC, Commission Directives 96/8/EC, 1999/21/EC, 2006/125/EC and 2006/141/EC, Directive 2009/39/EC of the European Parliament and of the Council and Commission Regulations (EC) No 41/2009 and (EC) No 953/2009<sup>1</sup>,
- Commission Delegated Regulation (EU) 2016/127 of 25 September 2015 supplementing Regulation (EU) No 609/2013 of the European Parliament and of the Council as regards

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<sup>1</sup> Retained EU regulation as amended by The Nutrition (Amendment etc.) (EU Exit) Regulations 2019 and 2020

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

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

the specific compositional and information requirements for infant formula and follow-on formula and as regards requirements on information relating to infant and young child feeding and,

- Commission Delegated Regulation (EU) 2016/128 of 25 September 2015 supplementing Regulation (EU) No 609/2013 of the European Parliament and of the Council as regards the specific compositional and information requirements for food for special medical purposes.

These amendments will:

- update the unit of measurement used for copper in food supplements;
- update the unit of measurement used for zinc in food supplements;
- update the forms of niacin which are permitted for use in the manufacture of food supplements to include nicotinamide riboside chloride;
- update the forms of magnesium which are permitted for use in the manufacture of food supplements to include magnesium citrate malate;
- update the forms of folate that are permitted for use in the manufacture of infant formula and follow-on formula (IFFOF) to include calcium L-methylfolate;
- update the forms of folate that are permitted for use in the manufacture of processed cereal-based foods and baby foods to include calcium L-methylfolate;
- standardise the definition of pesticide residues used in the regulations on IFFOF; and
- standardise the definition of pesticide residues used in the regulations on food for special medical purposes developed to satisfy the nutritional requirements of infants and young children (iFSMPs).

There is no divergence between the Welsh Government and the UK Government (Department of Health and Social Care) on the policy for the corrections. Therefore, making separate SIs in Wales and England would lead to duplication, and unnecessary complication of the statute book. Consenting to a UK wide SI ensures that there is a single legislative framework across the UK which promotes clarity and accessibility. In this circumstance, the Welsh Government considers it appropriate that the UK Government legislates on our behalf in this instance.

I have also sent a letter to the Chair of the Health and Social Care Committee and the Chair of the Legislation, Justice and Constitution Committee.

Yours sincerely,



**Lynne Neagle AS/MS**

Y Dirprwy Weinidog Iechyd Meddwl a Llesiant  
Deputy Minister for Mental Health and Wellbeing

# Agenda Item 3.6

**CYPE(6)-25-22 - Paper to note 6**

**Y Pwyllgor Iechyd a**

**Gofal Cymdeithasol**

**Health and Social Care  
Committee**

**Senedd Cymru**

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Lynne Neagle MS  
Deputy Minister for Mental Health and Wellbeing  
Welsh Government

1 December 2022

Dear Lynne

## Food Supplement and Food for Specific Groups (Miscellaneous Amendments) Regulations 2022

Thank you for your letter of 21 November 2022 to provide early notification of the above Regulations, expected to be laid before the UK Parliament on 14 December 2022.

We would welcome clarification of the following issues (including, where appropriate) where the relevant information can be found in the Explanatory Memorandum that we anticipate will be laid alongside the Regulations in December.

### **Territorial extent**

Your letter notes that the Regulations will apply in Scotland, Wales and England. It also states that "Consenting to a UK wide SI ensures there is a single legislative framework across the UK which promotes clarity and accessibility". However, the letter suggests that Northern Ireland will not be included within the extent of the Regulations.

1. Will these Regulations lead to divergence between GB and Northern Ireland? If so, what assessment has been made of whether any divergence could result in barriers to trade or public health matters?

You also state that the UK Government and Welsh Governments are agreed on the policy objectives, and that your rationale for consenting to the UK Government legislating in devolved areas is that "making separate SIs in Wales and England would lead to duplication, and unnecessary complication of the statute book".



2. Is the Scottish Government bringing forward its own Regulations in this respect?
3. Regulations brought forward by the UK Government are made only in English. Regulations brought forward by the Welsh Government must be made in Welsh and in English. To what extent did you consider whether legislation applicable to Wales should be available in both Welsh and English when making your decision on whether to consent to the Regulations?

### **Nutrition Labelling Composition and Standards Common Framework**

4. Was the joint GB approach for these Regulations considered through the mechanisms set out in the Nutrition Labelling Composition and Standards Common Framework?

### **Rationale for the amendments**

5. What is the rationale for making the amendments to be set out in the Regulations? For example, are they for the purpose of keeping pace with changes to EU legislation, or do they reflect developments in the scientific evidence?

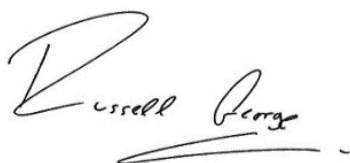
### **Retained EU Law (Revocation and Reform) Bill**

If the Retained EU Law (Revocation and Reform) Bill were to be passed in its current form, then unless these Regulations were to be saved by either UK or Welsh Ministers, they would be repealed automatically on 31 December 2023.

6. What discussions have you had with the UK Government about the potential implications of the Retained EU Law (Revocation and Reform) Bill for these Regulations?

We would be grateful for a response **by 5 January 2022**.

Yours sincerely



Russell George MS

Chair, Health and Social Care Committee

cc Jayne Bryant MS, Chair, Children, Young People and Education Committee

Huw Irranca-Davies MS, Chair, Legislation, Justice and Constitution Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg. We welcome correspondence in Welsh or English.



## CYPE(6)-25-22 - Paper to note 7

**Jeremy Miles AS/MS**

**Gweinidog y Gymraeg ac Addysg  
Minister for Education and Welsh Language**



**Llywodraeth Cymru  
Welsh Government**

Jayne Bryant MS  
Chair  
Children, Young People and Education Committee  
Senedd Cymru  
Ty Hywel  
Cardiff Bay  
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23 November 2022

Dear Jayne,

### **Tertiary Education and Research (Wales) Act 2022**

During scrutiny of the Tertiary Education and Research (Wales) Act 2022 ('TERA') I committed to provide the Committee with updates on its implementation. This letter is intended to provide an overview of the work completed to date and the steps being taken to refine the implementation plan.

#### Approach to implementation

An overarching implementation plan has been prepared which my officials are working to refine and finalise and this is progressing at pace. My officials are engaging regularly with HEFCW to ensure the work is informed by their knowledge and expertise.

The PCET Reform Strategy Board, which I chair and of which key stakeholders from across the sector are members, is due to meet in early December. At this meeting I intend to seek the views of members on the overarching plan, utilising expertise to further test and refine the plans.

We are adopting a phased approach to the implementation of TERA and the creation of the Commission, guided by three core principles:

- Ensuring continuity of provision for the sector with no discernible disruption for providers or learners during the establishment of the Commission,

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

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

- Avoiding undue burden on providers during the implementation phase, for example managing and synchronising the volume and timing of engagement and formal consultation,
- The strategic duties, as set out in Part 1 of the Act, to form the core foundation for the Commission's work from the outset, including the preparation and publication of the Welsh Ministers' statement of priorities.

In addition to the implementation activities and subordinate legislation necessary to provide for the Commission's statutory functions there remains a significant body of work to provide for the necessary consequential amendments to existing enactments and transitional and savings provisions to ensure a smooth transition. My officials are currently focusing substantial resource to scoping this work to ensure the implementation plan is fully informed and to minimise the risk of unintended consequences.

It is important to acknowledge that whilst the Welsh Government will take the necessary steps so that the Commission is enabled to exercise its new functions, the delivery of the reforms provided for in TERA will actually be in the hands of the Commission, which will be best placed to work with the sector and identify how best to implement the provisions, and in what order, to deliver the maximum reforms for the sector and learners.

Whilst the implementation of TERA is central to the establishment of the Commission, its creation will require several other critical activities and a programme of work is being taken forward in relation to finance, governance, system & processes, location and organisational design. Within this work, specific focus is currently being given to developing and agreeing the approach to transferring staff from HEFCW and the Welsh Government to the Commission, working closely with the relevant Trade Unions.

#### High level implementation timeline

The proposed implementation approach will broadly comprise of six steps, which are also set out in a high level timeline at Annex A to this letter:

- a) Autumn 22 – Summer 23: Implementation period  
During this period the focus will predominantly be on the work being undertaken by the CTER implementation programme, in conjunction with HEFCW and key stakeholders, to complete the necessary implementation activities to create the Commission

During this time I also intend, as per section 9 of TERA, to designate a body to provide the Commission with advice for the purpose of supporting it in the discharge of its strategic duty to promote tertiary education through the medium of Welsh.

- b) December 22: Legal entity date  
I will make the first commencement Order under the Act before the end of 2022, creating the Commission as a legal entity. The Commission will have no functions at this time and will not be properly constituted until the minimum number of member appointments are made.

The creation of CTER as a legal entity will enable the Welsh Ministers to appoint the core members of the Commission and the completion of key corporate implementation activities such as the creation of bank accounts etc.

c) Summer 23: Establishment date

This will be the point at which the Chair, Deputy Chair, CEO and at least four ordinary members have been appointed and the Commission will be legally constituted.

d) Summer 23 – April 24: Establishment period

During this time the Welsh Ministers and HEFCW will continue to exercise their existing functions, whilst certain appropriate functions of the Commission could be brought into force for the purpose of preparatory work.

My officials and I are currently considering how to ensure the Commission is appropriately supported during this time and that there is no discernible disruption or confusion for the sector. This work is underway and I will provide the Committee with further details in due course.

e) No later than April 24: Operational date

Subject to the below point, this is the point at which the statutory functions of the Commission will come into force, and the existing functions of HEFCW and the Welsh Ministers will be repealed. This is also the point at which relevant staff from Welsh Government and HEFCW will transfer into the Commission.

f) Apr 24 – Summer 26: Transitional period

A core aspect of implementing TERA is the establishment of the new registration and regulation arrangements, as such the transitional period will run until these new arrangements are fully implemented.

In line with the Statement of Policy Intent, published alongside the Act at its introduction, the register will be established in respect of providers of higher education and research from the outset with the intention that the register is populated by summer 2025 and the new regulatory arrangements apply to academic year 2026/27.

In selecting this timeframe for the registration system I am seeking to balance providing the Commission, and the sector, with adequate time to make the necessary arrangements to implement the system whilst also ensuring that the new arrangements are effective on the ground as soon as practicable.

### Appointment of the Commission's members

Following the making of the first commencement Order, I intend to appoint the Chair and Deputy Chair in early 2023.

I am pleased to say we had a strong field of candidates for both posts, interviews have recently concluded, and the Committee's pre-appointment hearing with the preferred candidate for each post is scheduled for 15 December.

The recruitment of the CEO, who I anticipate taking up post in summer 2023, is also progressing well, the advert recently closed and applications are in the initial stages of assessment..

We are now actively planning for the recruitment of the ordinary members, with the intention to recruit six members initially to ensure there is sufficient knowledge and experience of the sector whilst leaving flexibility to recruit further members once the Commission is operational.

Looking ahead, I intend to make the necessary arrangements to enable the appointment of the associate workforce and learner members so as to enable these individuals to influence the decisions of the Commission from the point it becomes operational.

#### Other activities relating to the establishment of the Commission

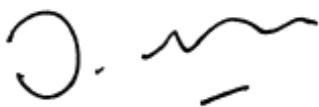
Whilst the Act was undergoing Senedd scrutiny the issue of institutional governance was raised by stakeholders.

I am keen that we take the time to explore the potential to develop core and consistent principles for governance at tertiary education providers in Wales, taking a collective and co-constructed effort. The new strategic duties, as an expression of our shared priorities and values, must be a key influence in how we think about effective, accountable, ethical, civically engaged and transparent governance.

Ideally this work would progress alongside the Commission becoming operational so as to enable the Commission to consider how it could address these matters as soon as practicable. I intend to explore the potential options and timing for this work, and how it may fit with the wider implementation activities and hope to be able to share more details in due course.

I anticipate writing to the Committee again in the New Year with further details of both the implementation plan and the subordinate legislation we will be making to implement TERA. If the Committee have any specific areas of interest I would be happy to provide further information at the appropriate time.

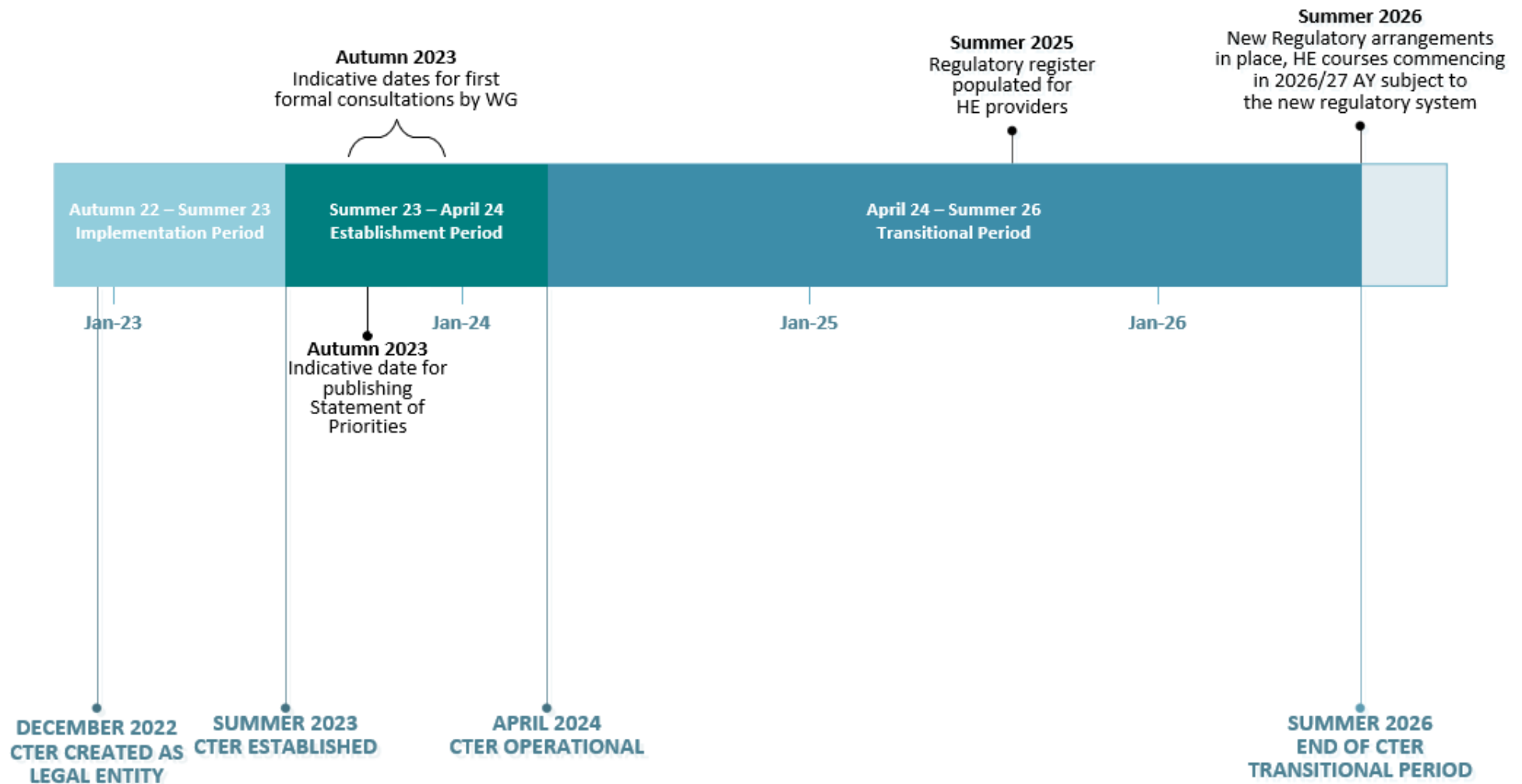
I have copied this letter to the Legislation, Justice and Constitution Committee.

A handwritten signature in black ink, consisting of a stylized 'J' followed by a series of loops and a horizontal line.

**Jeremy Miles AS/MS**

Gweinidog y Gymraeg ac Addysg  
Minister for Education and Welsh Language

## Annex A – TERA Implementation – High Level Timeline



# Agenda Item 3.8

## CYPE(6)-25-22 - Paper to note 8

### Y Pwyllgor Plant, Pobl Ifanc ac Addysg

### Children, Young People and Education Committee

Russell George MS  
Chair, Health and Social Care Committee

30 November 2022

### Invite to join CYPE Committee

Dear Russell,

Following our recent session with Mind Cymru on their Sort the Switch report, we have organised a scrutiny session with the Deputy Minister for Mental Health and Wellbeing on transitions between CAHMS and AMHS. This session will be 10am-11am on Thursday 15 December. I would like to invite members of the Health and Social Care Committee to join us for this session, under Standing Order 17.49. The meeting will be in a hybrid format.

We have invited the young people to submit questions in advance of the session to inform our lines of questioning.

I would appreciate if you could let us know by **Wednesday 7 December** which, if any, of your Members would like to join us for the session and in what format they wish to join. This will enable us to make the necessary arrangements.

Yours sincerely,



Jayne Bryant MS

Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

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**Senedd Cymru  
Welsh Parliament**

**Pack Page 50**

# Agenda Item 3.9

**CYPE(6)-25-22 - Paper to note 9**

**Jeremy Miles AS/MS**

**Gweinidog y Gymraeg ac Addysg**

**Minister for Education and Welsh Language**

Jayne Bryant MS

Chair

Children, Young People Education Committee

Senedd Cymru

Seneddchildren@senedd.wales



Llywodraeth Cymru

Welsh Government

30 November 2022

Dear Chair

## **Inter-Institutional Relations Agreement: Education Ministers Council meeting – 9 December 2022**

I am writing in accordance with the inter-institutional relations agreement to notify you of a meeting of the Education Ministers Council, which will take place in Cardiff on 9 December 2022.

The in-person meeting will be hosted by the Welsh Government. The meeting agenda will include discussions on the cost of living, qualifications and lifelong learning.

An update will be provided after the meeting.

Yours sincerely,

**Jeremy Miles AS/MS**

**Gweinidog y Gymraeg ac Addysg**

**Minister for Education and Welsh Language**

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

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

## CYPE(6)-25-22 - Paper to note 10

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

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

#### **Senedd Cymru**

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Jayne Bryant MS  
Chair, Children, Young People and Education  
Committee  
Russell George MS  
Chair, Health and Social Care Committee

28 November 2022

Dear Jayne and Russell,

On Thursday 24 November we took evidence on the effects cost of living pressures are having on skills, particularly focusing on the Young Persons Guarantee. As part of this we heard evidence which may be relevant to your Committees ongoing work:

- Children Young People and Education Committee – Services for care experienced children: exploring radical reform and Mental Health support in Higher Education.
- Health and Social Care Committee – Mental health inequalities.

I would like to draw your attention to the [transcript](#).

I am intending to write to the Minister for Economy following the session, and we will also raise some of the issues covered with him in our general scrutiny session scheduled for 7 December. I will copy you into my letter to the Minister.





Kind regards,



Paul Davies MS

Chair: Economy, Trade and Rural Affairs Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg | We welcome correspondence in Welsh or English.



## CYPE(6)-25-22 - Paper to note 11

Jane Hutt AS/MS  
Y Gweinidog Cyfiawnder Cymdeithasol  
Minister for Social Justice

Julie Morgan AS/MS  
Y Dirprwy Weinidog Gwasanaethau Cymdeithasol  
Deputy Minister for Social Services



Llywodraeth Cymru  
Welsh Government

Jayne Bryant AS/MS  
Chair  
Children, Young People and Education Committee

1 December 2022

Dear Jayne,

Thank you for your letter of 11 October regarding the evaluation of the basic income pilot for care leavers.

You specifically requested some information on our work gathering baseline data and the procurement of the evaluation of the pilot.

Robust evaluation of the pilot is essential and is a priority for the Welsh Government. An essential element of the evaluation work is understanding changes in the wellbeing of participants throughout the pilot period (baseline data). This will contribute to our understanding of how well the pilot has worked for care leavers by understanding the changes in participant wellbeing from at four points throughout pilot.

We are working with Coram Voice to gather this data using their *Your Life Beyond Care* survey. Coram Voice is a leading children's rights organisation. They champion the rights of children and get young voices heard in decisions that matter to them. They also work to improve the lives of children in care and care leavers. The *Your Life Beyond Care* surveys have been developed to measure the subjective well-being of care experienced children and young people, as part of the Bright Spots programme. The Bright Spots programme is a partnership between Coram Voice and the Rees Centre at the University of Oxford.

The *Your Life Beyond Care* survey was co-produced with care leavers to reflect the important components of wellbeing from their own experiences. Work is underway to further develop the survey to reflect the pilot outcomes including, co-designing additional questions with care experienced young people and the appointed evaluator.

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[Correspondence.Jane.Hutt@gov.wales](mailto:Correspondence.Jane.Hutt@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.

Eligible care experienced young people will be asked to complete the survey one month after enrolment then at 6, 12 and 24 months after enrolment. This will include care leavers who have decided not to enrol on the pilot.

We have worked closely with local authorities to develop an approach to administering the survey. The first tranche of Basic Income Pilot 'Your Life Beyond Care' surveys were issued on 17 October 2022. This is an exciting step towards measuring the impact of the pilot.

We have recently completed the procurement process to let a four-year contract for the implementation, impact and value for money evaluation. The contract has been let to Cardiff University (Principal Investigators, Professor Sally Holland and David Westlake) and started on 10 November 2022. Now that the contract has been let, we will begin the evaluation inception phase to confirm the methodological approach and begin research activity.


Welsh Government officials are currently considering how the in-depth qualitative ethnography research compliments the approach of the recently appointed evaluator and the data provided by the *Your Life Beyond Care Survey*.

The pilot will be evaluated robustly over the next four years to consider how a basic income affects individuals' wellbeing, financial security and life chances.

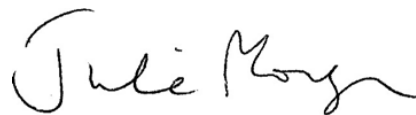
However, the objectives extend well beyond the initial lifespan of the pilot. The impact of receiving a basic income is expected to echo through a person's life, long after the payments stop. It is hoped it will extend opportunities or provide new opportunities for young people leaving care, which otherwise may not have been available. The appointed evaluator will be working to provide a framework for future evaluation (including linked administrative data) so we can continue to understand this impact into the future.

In terms of updates on the implementation of the pilot and any early signs of its impact, we would be happy to share updates from the programme of monitoring, evaluation and research when they become available.

Yours sincerely,



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Y Gweinidog Cyfiawnder Cymdeithasol  
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