

National Assembly for Wales
Children and Young People Committee

Inquiry into Implementation of the Learning
and Skills (Wales) Measure 2009

May 2012



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National Assembly for Wales
Children and Young People Committee

Inquiry into Implementation of the Learning
and Skills (Wales) Measure 2009

May 2012



Children and Young People Committee

The Committee was established on 22 June 2011 with a remit to examine legislation and hold the Welsh Government to account by scrutinising expenditure, administration and policy matters encompassing: the education, health and wellbeing of the children and young people of Wales, including their social care.

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Summary of Recommendations

The Committee recommends that:

Recommendation 1: The Minister for Education and Skills should review the decision to set 30 courses (including five vocational courses) as the minimum number of courses of study necessary to form a local curriculum at Key Stage 4.

As part of his review, the Minister should evaluate any unintended consequences of the wider choice of courses; the balance between academic and vocational courses and the impact on smaller and rural schools. (Page 15)

Recommendation 2: The Welsh Government should issue guidance requiring all schools and colleges to produce a joint prospectus containing impartial advice on all the local courses and training opportunities for 14-19 year old learners (including schools, colleges and work-based learning places) to enable learners to have access to all information available to assist with their choices at age 14 and 16. (Page 21)

Recommendation 3: The Welsh Government should review the extent and impact of increased travel and transport, which has arisen as a result of the implementation of the Measure. The Review should specifically research and evaluate:

- the impact of increased travel on 14-19 year old learners, specifically the number of learners that are travelling to other sites regularly and the average and maximum length of journeys;
- the impact of travel and transport on younger learners (14-16 year olds);
- the extent to which local authorities are trying to minimise the levels of learner travel;
- the cost of travel and transport to local authorities, schools, and individual learners, particularly in rural areas;
- the financial impact on Consortia, as the 14-19 grants are phased out and the effect on transport plans.
- the time spent by learners and teachers/lecturers on travel and transport and the impact of increased travel on other lessons and playtime/lunch breaks;

- the number of learners who are reluctant to travel and who, as a result, have a reduced choice of courses;
- the effectiveness of digital learning as a means to reduce the need for travel. (Page 24)

Recommendation 4: The Minister for Education and Skills, in conjunction with the Minister for Business, Enterprise and Technology, and the Welsh Local Government Association should ensure that schools are included as priority public sector institutions to benefit from the roll out of the next-generation broadband Wales project. (Page 26)

Recommendation 5: The Welsh Government, with other key partners, should promote positive action to tackle gender stereotypes in education, employment and training at every opportunity. (Page 28)

Recommendation 6: The Welsh Government should urgently commission a review of learner support services and pastoral care, including an evaluation of the consistency of provision of learning coaches and clarification of the roles of those providing learning support services. (Page 37)

Recommendation 7: The Welsh Government should evaluate and, if necessary, accelerate the implementation and use of Learning Pathway Plans to ensure their consistent use and application across all maintained schools. (Page 37)

Recommendation 8: The Welsh Government should evaluate the impact of the Learning and Skills (Wales) Measure 2009 on vulnerable learners, including learners in mainstream schools with additional learning needs and vulnerable learners in further education colleges. (Page 41)

Recommendation 9: The Welsh Government should identify a list of key actions that it can put in place quickly to promote more consistent and effective employer engagement in the planning and delivery of 14-19 provision. The Welsh Government should also draw up a list of key actions that will ensure that accurate and up-to-date labour market intelligence is more readily available to the 14-19 Networks. (Page 45)

Recommendation 10: The Welsh Government should review the impact of the implementation of the Measure on Welsh medium and bilingual education, including dual stream schools. (Page 48)

Introduction

1. The proposed Learning and Skills (Wales) Measure was introduced by John Griffiths AM, the then Deputy Minister for Skills, in July 2008. The Learning and Skills (Wales) Measure 2009 (“the Measure”) received Royal Approval on 13 May 2009. The 14-19 Learning Pathways policy has been a key Welsh Government strategy since 2003 and the Measure puts this policy onto a statutory basis.

2. The Measure has been implemented by stages both based on year group and by geography (local authority area). The staged implementation by academic year group is:

September 2009	Year 10
September 2010	Years 10,11
September 2011	Years 10,11,12
September 2012	Years 10,11,12,13

3. The implementation of the Measure and the principle of delivering a wider choice of courses through collaborative working are closely linked to the Welsh Government’s Transformation Agenda which addresses structural change in the education sector.

4. This was the first piece of Welsh legislation to be examined by a Committee to assess how successful its implementation has been to date.

Background

5. The underlying aim of the Measure is to ensure that all 14-19 learners have a Learning Pathway framework which aims to help them achieve their potential. Learning Pathways are the learning experiences of each individual learner and involve developing an entitlement for each learner. Learning Pathways include a balance of formal learning, wider choice, flexibility and a Learning Core 14-19, together with a blend of support to meet learners' needs.

6. To help implement the policy and to provide a strategic approach, the Welsh Government established 14-19 Networks in each local authority area. The Networks involve representatives from key stakeholders and were tasked with developing a strategic approach to ensure that all key elements are available for learners of all abilities.

The Committee's Inquiry

7. For this inquiry, the Children and Young People Committee examined:
 - the effect that the implementation of the Learning and Skills (Wales) Measure 2009 has had on young people aged 14-19 years;
 - whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16;
 - whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009;
 - what practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009.
8. The Committee undertook a written consultation and held eight sessions in which oral evidence was gathered. The written evidence was supplemented by a questionnaire aimed at young people aged 14-19 seeking their views on what effect, if any, the Measure has had on them.
9. A list of witnesses who provided written and oral evidence for this inquiry can be found at Annexes A, B C and D.

A wider choice of courses

Increased choice

10. A key objective of the Committee's inquiry was to look at whether all learners were benefitting from a wider choice of courses as a result of the [Learning and Skills \(Wales\) Measure 2009](#) ("the Measure") and whether there were any unintended consequences as a result of this wider choice.

11. Offering a wider choice of courses is a fundamental principle underpinning the Measure. Welsh Ministers specify by regulations the minimum number of courses of study necessary to form a local curriculum at Key Stage 4.¹ The [Education \(Local Curriculum for Pupils in Key Stage 4\) \(Wales\) Regulations 2009](#) set out that by 2012, each local curriculum must contain a minimum of 30 courses and score at least 780 points. This must consist of a minimum of five vocational courses of study, scoring at least 260 points.

12. Almost all the witnesses agreed that the implementation of the Measure has resulted in an increase in choice of courses for learners overall and particularly a wider choice of vocational courses.

13. However there was some contradictory evidence about whether all pupils are able to benefit in practice from the wider choice of courses. Some witnesses described a number of practical barriers which restrict the choices of some learners. In their written evidence, the Association of School Leaders and Teachers (ASCL) cautioned that for some "there is an illusion of increased choice, as the reality is one of restricted options"² and in their written evidence, the Association of Teachers and Lecturers (ATL Cymru/AMiE) said:

"Young people do undoubtedly have a wider choice of academic and vocational courses as a result of the Measure, but the absolute value of such a wider choice is disputed within the profession."³

14. Some witnesses, including Rebecca Williams, UCAC, told the Committee that the number of mandatory courses could be decreased without unduly affecting the choices available to young people:

¹ Welsh Government statutory guidance, [Local Curriculum for Pupils in Key Stage 4 Guidance](#)

² Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from the Association of School Leaders and (ASCL), CYP(4) LS04

³ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from the Association of Teachers and Lecturers (ATL Cymru) and AMiE, CYP(4) LS06

“At present, the figure of 30 courses, with five vocational, is included in the regulations, so it would be relatively simple to change the regulations without changing the Measure itself. We would need to be careful in terms of safeguarding a minimum number of vocational courses, because that was one of its main merits and one of its greatest achievements. There was no specific reason, as far as I can see, for choosing that initial figure of 30. Reducing it to just as arbitrary a figure of 25 would not have much of an impact on the variety of courses available to pupils. Having a choice of 25 courses would still be a broad range.”⁴

15. UCAC went on to say that Welsh medium providers have to be more creative in order to meet the requirement of 30 courses, partly because of the increased distances between potential partners. As a result, Welsh medium providers often have to make greater use of private providers than English medium provision and this brings a number of challenges, for example, new contractual arrangements and quality control issues. Other witnesses said that the specification of a choice of 30 courses was reasonable.

16. Some of the reasons why the choice of courses might be restricted in practice for individual learners were:

Harder for rural areas and for small schools

17. ASCL suggested that it is harder for smaller schools to meet the requirements of the Measure compared to larger schools, particularly to deliver the 30 choices. They told the Committee that the practical realities of joint timetabling and travel and transport issues mean that some children cannot access those choices, particularly in rural areas and for some children “make that choice an illusion”.⁵

Reluctance to travel

18. ASCL also told the Committee that some learners, especially pre-16 learners, were not confident to travel and study in other institutions and that this could limit their individual choice of courses.

19. Leighton Andrews, the Minister for Education and Skills (“the Minister”), subsequently stated that the evidence is contradictory about whether a reluctance to travel by some learners adversely affected their choice of courses: “there is some evidence in that regard but some evidence to the contrary.”⁶ The Minister

⁴ ROP [para 69], 17 November 2011, Children and Young People Committee

⁵ ROP [para 133], 9 November 2011, Children and Young People Committee

⁶ ROP [para 9], 26 January 2012, Children and Young People Committee

also said that he wants to minimise the number of young people who have to travel but he also recognised that it would be unrealistic for all institutions to offer the same number and range of courses.

Impact on class sizes

20. Ann Keane, Chief Inspector of Education and Training in Wales, told the Committee that Estyn has evidence of unsustainable class sizes in some subjects and in some areas. She said that in inspecting schools this year, they had found a “significant minority” of sixth form classes that were not viable.

21. Joyce M’Caw, Careers Wales summarised the issue:

“It is difficult, is it not? When you offer wider choice, particularly post-16, there is still the same number of learners, but there are more choices, so inevitably, there will be fewer students on courses, and some courses may find that there are insufficient learners opting for them to make them viable.”⁷

22. Rex Phillips, NASUWT, said:

“I have one point on the number of courses. Although 30 courses will be on offer, I do not know whether any work has been done to look at whether all of those 30 courses are taken up or whether they have been able to be run. The funding is a factor in that anyway, because of the viability issue. Even though children may have opted for a course, they may not be able to take up that option because there are not enough other pupils willing to do so.”⁸

Duplication of some vocational courses

23. In their written evidence, CollegesWales/ColegauCymru stressed that the implementation of the Measure, combined with targeted 14-19 funding, has provided the impetus for closer school/college collaboration and that this has benefited many young people.

24. However they also say that in some areas, there have been some unintended consequences:

“In some cases schools have developed their own vocational provision, without recourse to college facilities or specialist tutors. It has also

⁷ ROP [para 196], 1 December 2011, Children and Young People Committee

⁸ ROP [para 73], 17 November 2011, Children and Young People Committee

resulted in some duplication of pre-existing college provision. The number of pupils attending colleges on school link partnerships is declining in some areas.

“Funding pressures may encourage schools to limit vocational choice in the higher cost areas whilst at the same time school based vocational provision in lower cost subjects is being expanded. Typical examples include reduced engineering and construction provision with corresponding increases in public services, IT, sport, and travel and tourism.”⁹

Choice of Welsh medium provision

25. A number of witnesses told the Committee that, although the choice of courses for learners who wished to study through the medium of Welsh had increased, it had not increased to the same extent as English medium provision.

26. The Minister told the Committee that all maintained schools and further education colleges met their September 2011 statutory responsibilities under the Measure at both Key Stage 4 and post-16 level. However he also advised that, during the Third Assembly, he had debated the question of how much choice is really needed in the system and whether choice was really the answer. He said that his focus has always been more on quality.

“At the end of the day, it is important that there is an effective, good and meaningful choice available to pupils and students, but I do not think that we can pretend that there is an absolute choice of the entire marketplace of subjects.”¹⁰

27. The Welsh Government has recently introduced a banding system for secondary schools. Rebecca Williams was asked about the implications of the new system and advised the Committee that:

“The Welsh Government needs to be careful in bringing forward new policy priorities, that it does not undo the good work that it has already done in other areas, and that it does not create outcomes that conflict with other policies.”¹¹

⁹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from CollegeWales/ColegauCymru, CYP(4) LS16

¹⁰ RoP [para 43], 26 January 2012, Children and Young People Committee

¹¹ ROP [para 119], 17 November 2011, Children and Young People Committee

Unintended consequences of wider choice on some subjects: Modern Foreign Languages

28. Several witnesses told the Committee that they were concerned about some unintended consequences on some traditional subjects which were a result of the wider choice for learners. Nigel Stacey, Headteacher, Dŵr-y-Felin School, Neath and representing ASCL, said:

“I am also concerned that, because of the constraints that we have associated with block timetabling and so on pre-16, some of our more traditional subjects are in decline. For example, the numbers opting for modern foreign languages and so on are in decline.”¹²

29. However there was contradictory evidence for example: The 14-19 Network Co-ordinator for North Wales said that traditional academic subjects “are holding up strongly”¹³ in his area. The 14-19 Network Co-ordinator for South East Wales disagreed and told the Committee that music, geology, modern languages, and Welsh as a second language at post-16 are all vulnerable subjects in South East Wales as a result of the Measure.

30. The Minister told the Committee that the decline in the study of modern foreign languages is not caused by the implementation of the Measure. The Minister added that (a) there is also a decline in other nations of the United Kingdom and (b) the decline was happening before the Measure was implemented.

31. The Committee heard evidence that an unintended consequence of block timetabling and local curricula could be to deter learners from choosing modern foreign languages, for example if they were in the same columns on choice forms as more popular subjects.

32. In July 2010, the Welsh Government published [Making languages count: Modern foreign languages in secondary schools and Learning Pathways 14-19](#) which contained five key actions including working with the 14-19 Networks, the Welsh Baccalaureate Qualification, Careers Wales and CollegesWales/ ColegauCymru to encourage more students to include modern foreign languages as one element of their learning.

¹² ROP [para 116], 9 November 2011, Children and Young People Committee

¹³ ROP [para 29], 9 November 2011, Children and Young People Committee

33. The Minister said that the extent to which a modern foreign language was made compulsory was an issue that would be looked at as part of *Review of Qualifications* being undertaken by Jeff Cuthbert, Deputy Minister for Skills. The review is due to present its final report by November 2012.¹⁴

Science, Technology, Engineering and Maths (STEM) subjects

34. The Minister did not have concerns about the take-up of STEM subjects, particularly at Key Stage 4, where maths and science are mandatory subjects. He also said that the Measure requires that the post-16 local curriculum must contain at least one course within the domain covering STEM subjects so that they are available after 16.

Welsh as a second language

35. Welsh is a mandatory subject at Key Stage 4. The Minister agreed that there had been a very slight decline in the Welsh GCSE entry 2010-2011 but that there was no evidence that this was as a result of the Measure. The Minister published the Welsh Government's [Welsh Medium Education Strategy](#) in April 2010 but said that it was too premature to make any fundamental changes to it.

Recommendation 1: The Minister for Education and Skills should review the decision to set 30 courses (including five vocational courses) as the minimum number of courses of study necessary to form a local curriculum at Key Stage 4.

As part of his review, the Minister should evaluate any unintended consequences of the wider choice of courses; the balance between academic and vocational courses and the impact on smaller and rural schools.

¹⁴ Welsh Government Press Release, [Qualifications Review Project Board Announced](#), 6 December 2011

Funding of 14-19 provision

36. During the passage of the proposed Learning and Skills (Wales) Measure in the Third Assembly, the then Finance Committee had serious concerns about the initial funding estimates for the implementation of the Measure in their [Report on the financial implications of the Proposed Learning and Skills \(Wales\) Measure](#), November 2008, particularly:

“The Finance Committee has noted that the current level of spending and the projected savings were calculated using estimates and assumptions. The Government has been unable to verify substantially the methodology employed in the assumptions and therefore the Committee recommends that the Deputy Minister closely reviews the implementation of the Measure, if passed, to ensure that a funding gap does not emerge in the case of lower than expected savings and higher than expected participation rates.”¹⁵

37. They were also particularly concerned about the transport and travel costs:

“The Finance Committee re-iterates that it is vital that the financial implications of any proposed legislation are fully assessed at the outset and seeks assurance that the estimates for travel costs are robust.”¹⁶

38. The Committee heard evidence from many witnesses that the 14-19 grants have been used to fund a wide range of key actions that have been important to the implementation of the Measure for example: central locations for courses with low take-up; level one and pre-entry level courses and Welsh medium provision.

39. John Fabes, the 14-19 Network Co-ordinator for Cardiff told the Committee:

“The funding issue is critical to the implementation of the Measure. As John (Gambles) said earlier, for the pre-16 vocational courses in particular, without additionality they will collapse like a pack of cards; there are no two ways about it.”¹⁷

40. Nigel Stacey told the Committee:

¹⁵ FIN(3)-08-R13, Report on the Financial Implications of the Proposed Learning and Skills (Wales) Measure, November 2008

¹⁶ Ibid

¹⁷ ROP [para 103], 9 November 2011, Children and Young People Committee

“The message from our members, when we met a few weeks ago, was that the funding of the Measure is absolutely critical. Without the funding being attached, certainly in rural areas, there will be great difficulties with transport costs. It will probably mean that it will not be able to be delivered in those areas.”¹⁸

41. The Committee heard evidence from the Welsh Local Government Association (WLGA)/Association of Directors of Education in Wales (ADEW) and Estyn that vocational courses tend to be more expensive to run than academic courses.

42. Estyn said:

“We are a little concerned as to whether current collaboration arrangements are sustainable for the future as the grant shrinks over the years to come. Certain vocational courses are expensive, and they are certainly more expensive than the courses in the traditional academic subjects.”¹⁹

43. The 14-19 Network Co-ordinators stated:

“We need to move towards sustainability, but if we add transport costs to the costs of the provision of vocational courses, then that can be inhibiting or even prohibitive.”²⁰

44. John Gambles said:

“One of the early threats or risks associated with the Learning and Skills (Wales) Measure 2009 was that it would undermine level 1 and entry-level provision. However, we have made sure in all of the networks across Wales, not just in north Wales, that we have been able to use 14-19 learning pathways funding to make sure that those choices were there for those who could not cope with a level 2 and a level 3 offer.”²¹

45. In his written evidence to this Committee regarding the draft budget allocation for 14-19 learning, the Minister advised that:

“The budget has been reduced by £4.2m with savings of £3.368m identified against the 14-19 Learning budget in 2012-13 which will be

¹⁸ ROP [para 180], 9 November 2011, Children and Young People Committee

¹⁹ ROP [para 120], 23 November 2011, Children and Young People Committee

²⁰ ROP [para 58], 9 November 2011, Children and Young People Committee

²¹ ROP [para 84], 9 November 2011, Children and Young People Committee

achieved through shifting delivery of 14-19 learning pathways to regional working. This [reduction] rises to £4.611m in 2013-14.”²²

46. The Minister agreed that the 14-19 grants had played an important role in funding key developments as part of the implementation of the Measure. However he also said that these grants were always intended to provide pump priming funding and would be phased out in time. In his written evidence, the Minister said:

“The 14-19 Learning Pathways grant funding that the Welsh Government has provided has supported this and to provide stability the Welsh Government has already confirmed the continuation of grant funding for the 2012-13 and 2013-14 financial years.”²³

47. The Minister acknowledged that transport is an issue in some areas however he said that:

“We would need to see a great deal more evidence of that from local authorities before I would be willing to make any further commitment in this area.”²⁴

48. Following the meeting, the Minister provided additional information for the Committee which contained examples, provided by the 14-19 Learning Networks, where collaboration had resulted in financial savings for schools. However, in his covering letter, the Minister advised that savings were not a main driver for the Measure.²⁵

Post-16 funding

49. Previous post-16 funding systems, including the National Planning and Funding System (NPFS) have encouraged competition between providers rather than collaboration. John Gambles said:

“Currently, we have funding mechanisms that do not support partnership working. Matt (Morden) talked about the national planning and funding system, the suspension of which has militated against partnership

²² Children and Young People Committee Paper CYP(4)-06-11, Evidence from the Minister for Education and Skills, 19 October 2011

²³ Children and Young People Committee Paper CYP(4)-03-12, Evidence from the Minister for Education and Skills, 26 January 2012

²⁴ RoP [para 19], 26 January 2012, Children and Young People Committee

²⁵ Children and Young People Committee Paper CYP(4)-06-12, Evidence from the Minister for Education and Skills, 22 February 2012

working. There is no incentive for schools and colleges to increase the volume of learning or to increase the number of courses on offer”²⁶

50. In February 2011, the Minister announced major changes to post-16 funding.²⁷ He announced that the sector would have three year funding allocations to support stability, that the National Planning and Funding System (NPFS) would be set aside for this period and that a review of the planning and funding of post-16 provision would be undertaken by the Welsh Government.

51. The Committee recommends that the Welsh Government’s current review of post-16 planning and funding establishes a funding system which supports collaborative and partnership working rather than a system that is based on competition for learners.

²⁶ RoP [para 22], 9 November 2011, Children and Young People Committee

²⁷ Welsh Government Press Release, [Minister announces changes to post-16 funding](#), 4 February 2011

Collaborative working

52. The 14-19 Networks told the Committee that collaboration had been happening since 2005 as a result of the Learning Pathways policy, but that the Measure had added “a spur” to the process of collaborative working and local curricula.

53. John Fabes said:

“The strides that have been made in partnership, through collaborative working, as a result of this over the last five years have been significant. They have paved the way for schools to work together in ways that they had not conceived of, in many cases, in their history.”²⁸

54. Estyn said that there is a history of better collaboration in some areas than others.

55. The 14-19 Network Co-ordinators told the Committee that joint timetabling and travel and transport issues could result in longer blocks of time for lessons. The North Wales 14-19 Network Co-ordinator told the Committee that this could impact adversely on the Key Stage 3 timetable. The Committee also heard evidence that longer lesson blocks worked better for some subjects, for example, vocational courses but not so well for others, for example, modern foreign languages.

56. During questioning by the Committee, Ann Keane confirmed that the long timetabling blocks can result in some learners missing lessons in core subjects:

“That is where they have been taken out of school for, say, a half day, but the rest of the timetable is going on as normal. So, where the rest of the cohort who have not chosen an option that takes them out of the school would get English, mathematics or a Welsh lesson on that day, they have missed lessons.”²⁹

57. She added that the subject teachers usually provide extra support for the learners to help them catch-up.

58. The 14-19 Network Co-ordinators provided greater detail for the Committee about the changing role of the 14-19 Networks as a result of the move to regional working. They also talked about the collaborative working and networking

²⁸ RoP [para 5], 9 November 2011, Children and Young People Committee

²⁹ RoP [para 134], 23 November 2011, Children and Young People Committee

required to produce the new Regional Development Plans (which will replace the Annual Network Development Plans). However the 14-19 Networks did not anticipate any major problems as a result of the move to regional working. Ceredigion County Council provided the Committee with some practical examples of how they were working effectively with other local authorities including Powys.

59. The Committee asked witnesses for evidence as to whether schools and colleges were working effectively together, particularly as previous post-16 funding models had encouraged competition rather than collaboration between institutions. The anecdotal evidence seems to be rather contradictory. Some witnesses said that collaboration between schools and colleges worked well in their area whereas others were less confident.

60. Ann Keane said that it is important that schools and colleges collaboratively plan progression from level 1 to level 2 vocational courses and that good progress had been made on progression recently.

61. John Fabes said:

“With the collaborative models, you are able to get that mix across your local partnership of schools and you can move freely between schools to get that combination, but that takes time and a degree of marketing. In other words, the schools need to promote themselves as a single joint offer in the eyes of the students, not as individual sites.”³⁰

Recommendation 2: The Welsh Government should issue guidance requiring all schools and colleges to produce a joint prospectus containing impartial advice on all the local courses and training opportunities for 14-19 year old learners (including schools, colleges and work-based learning places). This will enable learners to have access to all information available to assist with their choices at age 14 and 16.

62. Joint prospectuses must be detailed, meaningful and say clearly where courses are run. The role of the local authority and 14-19 Networks in the publication of joint prospectuses should be strengthened. The same principle of the provision of up-to-date and impartial advice on all learning opportunities in the local curriculum area should be easily available for parents/guardians and should also be applied to parents’ evenings.

³⁰ RoP [para 35], 9 November 2011, Children and Young People Committee

63. All pupils and parents/guardians should receive and have access to full, open and impartial advice at all stages regarding the learning opportunities and choice of courses available in the local curriculum area.

Travel and Transport

64. The Committee heard evidence from several witnesses that dealing with issues relating to travel and transport were the most crucial in the implementation of the Measure. Problems related to the cost of transport; the practicalities of arranging taxis, minibuses and buses; the time spent travelling both by learners and teaching staff and the resulting implications for the timetable.

65. The WLGA said “Increasingly members of staff are travelling rather than pupils.”³¹ UCAC said that they were seeing problems with staff not being given adequate time to travel between education institutions and that staff were sometimes required to travel in their lunch breaks.

66. Ceredigion County Council said that the cost of maintaining the road infrastructure needed more investment in rural areas compared to urban areas.

67. John Gambles said in his written evidence:

“Funding of such transport has largely been through 14-19 Networks and their grant funding. The annual cost for one such Network for one post-16 local area curriculum is £85,000 or £230 per student per year, with the UA absorbing the management costs.”³²

68. The South West and Mid Wales Regional 14-19 Network Co-ordinator wrote:

“Transporting learners to their chosen provision is costly, time-consuming, logistically challenging and can be unpopular with young people in both rural and urban settings.”³³

69. UCAC said that travel and transport was a particular problem for Welsh medium providers because of the distance between potential partners and that any cuts to the travel grants would have a significant effect.

70. In a letter to the Committee about the draft budget (15 November 2011),³⁴ the Minister said that (a) travel should be kept as a last resort and that other arrangements should be considered for example digital learning;

³¹ RoP [para 43], 23 November 2011, Children and Young People Committee

³² Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from the Wales 14-19 Network Co-ordinators, CYP(4) LS03

³³ Ibid

³⁴ Children and Young People Committee Paper CYP(4)-11-11, Evidence from the Minister for Education and Skills, 1 December 2011

teachers/lecturers travelling rather than pupils; and (b) travel should be kept to the start and the end of the school/college day.

71. The Committee is also concerned about 14-16 year olds travelling on long journeys to attend long blocks of lessons in partner schools or colleges. Some pupils are not keen on travelling and for younger pupils, there can be issues around staff supervision on journeys. The Committee is also concerned that younger pupils have to carry heavy school bags on long journeys.

72. The Committee would like the Welsh Government to look at the impact of increased travel on shortening morning and lunchtime breaks.

Recommendation 3: The Welsh Government should review the extent and impact of increased travel and transport, which has arisen as a result of the implementation of the Measure. The review should specifically research and evaluate:

- the impact of increased travel on 14-19 year old learners, specifically the number of learners that are travelling to other sites regularly and the average and maximum length of journeys;
- the impact of travel and transport on younger learners (14-16 year olds);
- the extent to which local authorities are trying to minimise the levels of learner travel;
- the cost of travel and transport to local authorities, schools, and individual learners, particularly in rural areas;
- the financial impact on Consortia, as the 14-19 grants are phased out, and the effect on transport plans;
- the time spent by learners and teachers/lecturers on travel and transport and the impact of increased travel on other lessons and playtime/lunch breaks;
- the number of learners who are reluctant to travel and who, as a result, have a reduced choice of courses;
- the effectiveness of digital learning as a means to reduce the need for travel.

Digital learning

73. Digital learning is a key feature in the implementation of the Measure. Many young people are very comfortable with using a wide range of technology, with learners being able to teach themselves and learn from each other.

74. The Committee recognises that digital learning encompasses an increasingly wide variety of IT products incorporating Virtual Learning Environments (VLE) including Moodle,³⁵ [the National Grid for Learning Cymru](#), video-conferencing, YouTube videos, online materials etc.

75. However the Committee has heard evidence from witnesses that digital learning is more effective as a tool to supplement other types of learning, i.e. “blended learning”, rather than a replacement for the individual contact with a teacher in a classroom.

76. The Minister agreed, saying,

“Let us be clear: digital technology is not expected to replace classroom teaching; it has to sit alongside it.”³⁶

77. The Committee was advised that digital learning is more effective for some subjects than others; Frank Ciccotti, Head of Pembroke School and representing NAHT, told the Committee that his experience with digital learning for IT A-level was very successful and a “disaster” for the delivery of modern languages.

78. The Committee heard that the equipment used to provide digital learning has to be reliable and of good quality in order to be effective, be supported by robust ICT infrastructure for example, broadband capacity, especially in rural areas and that good practice needs to be disseminated effectively.

79. Rex Phillips suggested that,

“the jury is still out on the merits of digital learning.”³⁷

80. UCAC told the Committee that the use of digital learning for pre-16 year olds was different than for post-16 year olds for example 14-16 year olds needed a greater level of supervision when using digital learning. However the WLGA said that this was not corroborated by the evidence of local authorities.

³⁵ Moodle, Modular Object-Orientated Dynamic Learning Environment, used by many colleges and education institutions.

³⁶ RoP [para 70], 26 January 2012, Children and Young People Committee

³⁷ RoP [para 95], 17 November 2011, Children and Young People Committee

81. In September 2011, the Minister announced the establishment of a review of Digital Classroom Teaching Task and Finish Group.³⁸ The scope of the review includes, amongst other things, how to develop high quality, accessible digital classroom content in Welsh and English and how teachers can develop digital teaching skills. The review's report was published in March 2012.³⁹

82. The Minister added that the Welsh Government's target is to ensure that all residential and business premises have access to next-generation broadband by 2015.

“There is currently a tender out, which the Minister for Business, Enterprise, Technology and Science is leading on, and our next-generation broadband Wales project is the mechanism by which we will seek to meet this target. As part of the project, infrastructure will also be made available to public sector buildings, including schools.”⁴⁰

83. The Minister stressed the responsibilities of local authorities to support digital learning in their areas and said that it is the responsibility of head teachers to decide how to use digital learning most effectively in their schools.

84. The Committee want local authorities' IT departments to be much more proactive in promoting good practice and supporting more innovative digital learning solutions in schools in their areas.

85. The WLGA told the Committee that they had less success with Welsh medium digital learning than English medium digital learning, possibly as a result of a lack of expertise in the Welsh medium IT sector.

86. The Committee believes that the Welsh Government and WLGA should provide additional support to rural local authorities to ensure that schools in rural areas are supported by a robust ICT infrastructure.

Recommendation 4: The Minister for Education and Skills, in conjunction with the Minister for Business, Enterprise and Technology, and the Welsh Local Government Association should ensure that schools are included as priority public sector institutions to benefit from the roll out of the next-generation broadband Wales project.

³⁸ Welsh Government, Leighton Andrews (Minister for Education and Skills), [Establishment of a Review of Digital Classroom Teaching Task and Finish Group](#), Cabinet written statement, 22 September 2011

³⁹ Welsh Government, [Find it, make it, use it, share it: learning in digital Wales](#) (March 2012)

⁴⁰ RoP [para 62], 26 January 2012, Children and Young People Committee

Vocational qualifications

87. The Committee has heard evidence that more young people are studying vocational courses, as a result of the implementation of the Measure. The Minister told the Committee that:

“We have also been able to double the number of vocational courses from 1,000 to 2,000 over the last couple of years, so there is significant progress overall in this area.”⁴¹

88. However the Committee heard mixed views, based on anecdotal evidence, as to whether the Measure is helping to promote parity of esteem between academic and vocational courses.

89. The WLGA said:

“There are mixed and conflicting views about whether the parity of esteem between vocational and academic courses has been enhanced. It certainly has not been eradicated.”⁴²

90. The National Training Federation for Wales (NTfW) provided a practical example of a common misunderstanding about some vocational courses. Rachel Searle referenced a business and enterprise vocational course that was set up by a training provider as a pre-16 provision of six-week blocks, with one day a week in the classroom and one day a week in the workplace. However the course failed to attract sufficient interest from learners to fill all 15 places.

“To some pupils and parents perhaps there was an existing academic course in business studies, so they were not sure how the business and administration course differed, but it was about the skills of maintaining a business, customer service skills and running a business. Therefore, a lot of it relates to perception, concept, parity and getting the right people. When we set up the course, it was stressed that it was not for those with lower ability and that it was very much for people with higher ability.”⁴³

Gender stereotyping

91. In response to questioning by the Committee, Ann Keane said that gender stereotyping in the choice of courses was still “alive and well” in further education

⁴¹ RoP [para 84], 26 January 2012, Children and Young People Committee

⁴² RoP [para 73], 23 November 2011, Children and Young People Committee

⁴³ RoP [para 139], 1 December 2011, Children and Young People Committee

colleges, and in the choice of vocational courses at Key Stage 4. However, she added that it was less pronounced in the choice of traditional academic courses.

92. The Deputy Minister said that the wider choice of vocational courses as a result of the Measure had helped to tackle gender stereotyping, although he also agreed with the Committee's concerns saying that:

“there are still very apparent gender differences in subject choices, with some subjects more likely to contain female than male students, and vice versa. That tends to be more marked at advanced level and higher education level than at GCSE level.”⁴⁴

Recommendation 5: The Welsh Government, with other key partners, should promote positive action to tackle gender stereotypes in education, employment and training at every opportunity.

Progression between vocational courses

93. A number of witnesses told the Committee of their concerns about a lack of progression between vocational courses, especially between level 1 and level 2. In their written evidence, Estyn said that planned progression routes between vocational courses are now more common, partly as a result of increased collaboration between schools and colleges.

Delivery of vocational provision

94. The Committee heard anecdotal evidence that suggested that staff are being asked to teach courses, particularly for vocational subjects, for which they do not have the necessary knowledge or skills, at least at the start of the course. However the ASCL said:

“My staff are competent in meeting the needs of 14 to 16-year-old pupils. They show an interest and we have provided training and support for those members of staff...The vocational courses that we offer, such as business, sport and leisure, and health and social care are all courses that are derivatives of traditional GCSE courses. It is just a totally different approach to teaching and learning that our staff have been able to adapt to. This is the right approach for quite a number of our young people.”⁴⁵

⁴⁴ RoP [para 81], 26 January 2012, Children and Young People Committee

⁴⁵ RoP [paras 150 and 152], 9 November 2011, Children and Young People Committee

Deputy Minister's Review of Qualifications 14-19

95. As referenced earlier, the Deputy Minister for Skills has announced a review of qualifications for 14-19 year olds. The Deputy Minister has said that the review will be wide ranging but centred around three themes:

- to identify the most relevant qualifications and ensure they are available to learners;
- to ensure that qualifications are trusted and understood; and
- to ensure qualifications remain fit for purpose.

96. The Review is due to report in late 2012.^{46,47} The Deputy Minister has said that one of the aims of the Review is:

“Our vision is to ensure that our qualifications system is understood, valued and meets the needs of our young people and the Welsh economy.”⁴⁸

97. The Committee are seeking confirmation that the Review of 14-19 qualifications will look at the progression:

- between vocational and academic courses, particularly in respect of entry to higher education;
- between level one and level two vocational courses; and
- between vocational courses and the requirements of employers

to help to ensure that learners' expectations of the outcomes of courses are accurate and well informed.

Impact on learners aiming for higher education

98. The Committee heard oral evidence that the implementation of the Measure seems to have had little impact on young people who intend to aim for higher education, who still choose “traditional” academic subjects. In their written evidence, Careers Wales said:

“With regard to a wider choice in academic subjects, there is very little evidence to show that young people intending to apply for HE are in practice choosing more vocational subjects – rather they are tending to

⁴⁶ Welsh Government press release, Deputy Minister for Skills, [Deputy Minister announces major review of qualifications in Wales](#) , 29 September 2011

⁴⁷ Welsh Government press release, Deputy Minister for Skills, [Chair of qualifications review announced](#), 18 October 2011,

⁴⁸ Ibid

stay with the more traditional courses which they see as being linked to HE requirements.”⁴⁹

99. Frank Ciccotti said

“Learners rarely mix and match academic and vocational subjects.”⁵⁰

100. However in written evidence, the Higher Education Funding Council for Wales (HEFCW) told the Committee that an increasing number of students enter higher education with vocational qualifications:

“This increase pre-dated the implementation of the Measure, however, it is clear that the number of vocational entrants to HEIs from FEIs in Wales has increased, as has the proportion of students that have a vocational qualification as their highest qualification on entry.”⁵¹

Higher Education Wales (HEW) also alluded to this increase.

Impact on Further Education Colleges

101. Estyn told the Committee that there had been significant benefits in schools and colleges working more closely together including value for money, increased choices and the continued engagement of some learners who might have become disengaged. They said that better collaborative working has challenged schools and colleges to move outside their comfort zones; that there are benefits for teachers meeting teachers from different institutions and similarly for managers.

102. Young people themselves identified a number of potential benefits for those 14-19 year olds who choose to study in further education colleges for at least part of the week including a wider choice of vocational courses; a different learning environment compared to their school; and making new friends. However, there was also evidence that travelling to another school or college can also be lonely and a new learning environment can be both exciting or challenging.

103. Some witnesses continued to question the level of collaboration between schools and colleges. Llew Williams, University and College Union (UCU), told the Committee:

⁴⁹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Careers Wales, CYP(4) LS14

⁵⁰ RoP [para 158], 9 November 2011, Children and Young People Committee

⁵¹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Higher Education Funding Council for Wales, CYP(4) LS20

“Anecdotally, we find that some schools seek to offer the 30 subjects that they are supposed to offer under the Measure. In doing so, they can keep a hold on students, without giving them an opportunity to attend a further education college.”⁵²

104. Other issues raised by witnesses included the provision of learning support services for 14-16 year olds in colleges and more training/support for FE lecturers to deal with younger learners. The ASCL and UCAC, amongst others, told the Committee that some college lecturers need additional support to teach young learners (14-16 year olds):

“However, my concern lies with the college staff who have a different approach to teaching and learning, because they are used to dealing with 16 to 19-year-olds, which is a different animal altogether. We have had to give a lot of support to the college staff for them to be able to cope with the needs of our young people who are going there, because many of those young people tend to be more dependent, they are not mature with regard to their learning and many of them are only 14.”⁵³

105. UCU told the Committee:

“As a result of the pathways, we are now seeing 14 and 15-year-olds moving into further education colleges to study. Currently, the postgraduate certificate of education for further education only trains you to teach students aged 16 and over. Obviously, there are different teaching methods and mechanisms to be applied to the teaching of a 14-year-old. This is now leading to an increased pressure on lecturers in colleges.”⁵⁴

106. The Minister said that he did not have evidence that this is a widespread issue and that he has no plans to bring forward proposals at this stage regarding further training or professional qualifications for further education lecturers.

107. In response to a question about support for lecturers to deal with younger pupils, John Graystone, CollegesWales/ColegauCymru told the Committee:

“That is a valid point. We are currently in discussion with the trade unions about a common contract. We are looking for 30 hours of continuing

⁵² RoP [para 127], 17 November 2011, Children and Young People Committee

⁵³ RoP [para 150], 9 November 2011, Children and Young People Committee

⁵⁴ RoP [para 153], 17 November 2011, Children and Young People Committee

professional development every year to be part of that contract. The teaching of 14 to 16-year-olds will be a key feature of that.”⁵⁵

108. He then went on to say:

“Broadening the issue out, we have a system of standards for teachers, but we do not have a qualifications framework in Wales yet; we are pushing the Welsh Government on that issue. Perhaps the work of this Committee will reinforce that point and provide evidence to support it. We feel that the qualifications framework needs to reflect all of the changes that are taking place, one of which is the teaching of 14 to 16-year-olds.”⁵⁶

Welsh medium provision in further education colleges

109. Despite recent improvements, several witnesses are still concerned about the capacity of further education colleges to provide the breadth of choice for Welsh medium provision. The UCU agreed that “the level of Welsh-medium provision within FE colleges is very low and we need to ensure that we can increase that provision.” Llew Williams went on to tell the Committee that technical vocabulary and terminology could be a problem even for Welsh speaking lecturers as they had personally often studied their higher education degrees through the medium of English.

110. Dorian Williams, (Headteacher, Ysgol Bro Myrddin, Carmarthen and representing ASCL) gave a practical example of the problems:

“There is also a substantial challenge when providing a vocational course to ensure that the college’s internal assessors are versed in Welsh, and that you have someone externally who can look at the children’s work, particularly when you are dealing with work that has no final examination. I can also name one subject, which is dance, where it has been completely impossible for the Welsh-medium education partners in Dyfed to find an examination board that can offer units through the medium of Welsh. . . . Across Wales, I am confident in telling you that further education institutions are dragging their feet with regard to promoting Welsh-medium courses.”⁵⁷

⁵⁵ RoP [para 242], 7 December 2011, Children and Young People Committee

⁵⁶ Ibid

⁵⁷ RoP [para 146], 9 November 2011, Children and Young People Committee

111. The Minister advised the Committee:

“I am pleased with the progress that is being made now by the further education sector in establishing bilingual champions. There are a number of measures in place. I do not anticipate us wanting to reduce the investment that we are making in Welsh-medium provision and, therefore, I do not anticipate us wanting to reduce the grants that we are making in this area.”⁵⁸

112. The Minister added that he will continue to work with CollegesWales/ ColegauCymru and further education colleges directly to support an increase in Welsh medium provision in further education colleges through bilingual champions, Welsh medium fora and the specialist centre, Sgiliaith. The Committee endorses these actions.

⁵⁸ RoP [para 122], 26 January 2012, Children and Young People Committee

Learner support services

Learner support services

113. Learner support services are a key part of both the 14-19 Learning Pathways policy and subsequently the Measure.

114. Initial evidence to the Committee on Learner Support Services indicated some confusion between the differing roles. Careers Wales provided clear descriptions of the various roles, in their written evidence,

Learning Coaching supports learners by focussing on learning styles and identifying any barriers to learning and working with the learner and the learning settings to reduce these barriers

Careers advisers provide impartial support to learners to develop their career management skills, and improve their self awareness and awareness of opportunities post compulsory education in order to make realistic decisions at the post-16 / post-18 transition phases.

Personal support is provided by many organisations to address specific identified issues e.g. drug abuse, housing problems, behavioural problems, disengagement.⁵⁹

115. In his written evidence to the Committee, the Minister stated that ‘in due course we will ask Estyn to undertake an inspection of learner support services.’⁶⁰

Learning coaches

116. The WLGA told the Committee that “the real success story of the Measure has been the introduction of Learning Coaches”. The Welsh Government’s website states that the learning coach support is a crucial development within Learning Pathways and distinguishes Learning Pathways from that which has gone before.⁶¹

117. Although the Welsh Government has issued guidance on learning services support,⁶² the Minister decided not to recommend one national model for the delivery of learning coaching. This has resulted in a variety of methods of delivery.

⁵⁹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Careers Wales, CYP(4) LS14

⁶⁰ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from the Minister for Education and Skills, CYP(4) LS19

⁶¹ Welsh Government website, [Learning Coach](#)

⁶² Welsh Government, [Learning and Skills \(Wales\) Measure 2009: Learner Support Services and Learning Pathway Document Guidance](#)

Sometimes this is delivered by dedicated learning coaches, but sometimes it is also delivered by an existing member of staff. The 14-19 Network Co-ordinators advised the Committee that there were different learning coach structures throughout Wales and between regions.

118. The head teachers told the Committee that the system of learning coaches was still “bedding in” and evolving. They recognised that the system of dedicated learning coaches, as originally envisaged, was prohibitively expensive. Frank Ciccotti, said:

“Unless we accept that most learning coaching will take place at the level of the form tutor in schools, it is not possible to deliver this. The people who need learning coaching the most are those who are at risk of dropping out of education or those who have great barriers to progress and they are the ones who need much more intensive support.”⁶³

119. The Deputy Minister confirmed that there are many benefits to having all the functions of a learning coach in an individual, but that would be costly. The Welsh Government decided that learning coaching should be a function that could either be delivered by individuals or a team of people.

120. The Welsh Government has set up a [National Learning Coach Training Programme](#) to promote professional standards.

121. From the evidence provided, the Committee concludes that Learning Coaches and learning coach support services can be very effective in supporting learners. However there is a lack of consistency in the delivery of the Learning Coach provision within different geographical areas.

Learning Pathways Plan (or similar document)

122. The Welsh Government’s guidance on the Learning Pathways Document: [Learning and Skills \(Wales\) Measure 2009: Learner Support Services and Learning Pathway Document Guidance](#) (February 2011) states:

“2.1 Head teachers of maintained secondary schools and principals of institutions within the further education sector must ensure that their pupils or students are provided with a Learning Pathways Document. The Document must detail the course of study that they are entitled to follow and any learner support to be provided to them. The document must be amended or re-issued if there are any variations to the pupil or student’s course of study.

⁶³ RoP [para 203], 9 November 2011, Children and Young People Committee

“2.2. The Learning Pathway Document is about the pupil or student who should be encouraged to feel ownership of their document and be an active contributor to its development as their learning and achievements develop.

“2.3. There is no prescribed format for the Learning Pathway Document. It can be in paper, electronic or online format. An existing document can be used if it records the courses of study and any learner support required.

“2.4. An on-line version of the Learning Pathway Document is available on Careers Wales Online, which can be completed by the pupil or student online or printed and completed in hardcopy.”

123. As part of the evidence gathering for this inquiry, 790 questionnaire responses were collected from young people aged 14-19. In response to the question: ‘Do you have a written plan for what courses you are going to do?’ (this is sometimes called a learning pathways document or plan), 43 per cent of young people said that they had some form of planning document (like a Learning Pathways Plan); 52 per cent did not and 5 per cent did not know.

124. In response to this evidence, the Deputy Minister said:

“There is a requirement on schools and colleges to ensure that all pupils and learners have a learning pathway document. As a minimum, the document must contain details of the learner’s course of study and the learning support with which they will be provided. Although, that can contain far more information about their learning and their future life and career aspirations and how those could be met. So, it is concerning for us to hear that.”⁶⁴

125. And later:

“Our own indications, based on returns from schools and colleges was that over 80% of learners already had a learning pathway document by September of last year.”⁶⁵

126. As part of their informal visits to schools, individual Committee Members asked questions about the use of Learning Pathways Plans (or similar documents). In response, they heard widespread anecdotal evidence from young people that Learning Pathways Plans (or similar documents) are not being used regularly. This was also backed up by evidence from Joyce M’Caw who said:

⁶⁴ RoP [para 95], 26 January 2012, Children and Young People Committee

⁶⁵ RoP [para 98], 26 January 2012, Children and Young People Committee

“It is early days for the learning pathways plan. It is a requirement of the learning pathways documentation guidance that there be one. Careers Wales has developed that, and it does sit on Careers Wales online, but it is still early days in terms of usage.”⁶⁶

Time to make choices

127. Some of the young people said that they were not given enough time to make their course choices. This was also confirmed by one of the 14-19 Network Co-ordinators who wrote:

“There is a very real need to balance the time allocated for learners to make well informed choices between the time when they receive their examination results and the time when courses begin.”⁶⁷

Recommendation 6: The Welsh Government should urgently commission a review of learner support services and pastoral care, including an evaluation of the consistency of provision of learning coaches and clarification of the roles of those providing learning support services.

128. As part of the review, the Minister for Education and Skills should reconsider whether to issue more prescriptive guidance emphasising the different roles and responsibilities of the learning coaches, careers advisers and those providing personal support.

129. The Welsh Government should work with the 14-19 Learning Networks and the WLGA to ensure that best practice on learner support services is being disseminated effectively.

Recommendation 7: The Welsh Government should evaluate and, if necessary, accelerate the implementation and use of Learning Pathway Plans to ensure their consistent use and application across all maintained schools.

130. The Committee also recommends that the Welsh Government issues guidance advising that generic terminology should be used for Learning Pathway Plans to improve clarity and understanding of the purpose and effectiveness of these documents.

⁶⁶ RoP [para 268], 1 December 2011, Children and Young People Committee

⁶⁷ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Wales 14-19 Network Co-ordinators, CYP(4) LS03

Impartial Careers Advice

131. One of the six original key elements of the 14-19 Learning Pathways policy is “Impartial Careers Advice and Guidance”. Careers advice is usually provided by careers teachers, who are employed by the school and independent careers advisers are employed by the Careers Service (Careers Wales). The Committee heard evidence about the variability of careers advice to 14-19 learners but it was unclear how and by whom this advice was provided.

Impartial Careers Advice

132. The Committee believe that it is essential that all learners receive independent and impartial advice at ages 14 and 16 and, based on the evidence that they heard, are concerned that this is not always happening.

133. In their written evidence, Estyn said:

“There is still a lack of impartial advice at key points (at age 14 and 16) when learners make choices. Reductions in institutional budgets result in increasing competition for 16-19 learners between colleges and school sixth forms because the income of both is dependent on the number of full-time learners they enrol.”⁶⁸

Provision of Careers Advice

134. The role and funding of the Careers Service is currently being reviewed by the Welsh Government. Published in September 2010, [Future Ambitions: Developing careers services in Wales](#) includes 60 recommendations and sets out a vision for the next three to five years of the development of careers services. As a result, Careers Wales are working towards the establishment of a unitary organisation by April 2012, instead of the current six “not for profit”, independent companies.

135. In their written evidence, Careers Wales said that their work with all Year 9 pupils is likely to be substantially reduced as a result of budget cuts. In future the Careers Service is likely to concentrate on supporting vulnerable young people, rather than a universal service

136. On 31 January 2012, the Deputy Minister announced that the Welsh Government is currently considering options for the future delivery of careers

⁶⁸ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Estyn, CYP(4) LS11

services from April 2013. “A critical consideration is whether public or private sector delivery is more appropriate.”⁶⁹

Provision of impartial advice for parents / guardians

137. Parents / guardians are often a primary source of advice and guidance when learners are making course choices. However the knowledge and experience of parents / guardians about the qualifications and skills needed by the labour markets can sometimes be out-of-date.

138. Committee Members were surprised at the number of varied factors and people that influence young people when they are making their course choices at ages 14 and 16. Some of the factors mentioned included location of courses, travel to the location, gender stereotypes, choices of friends and timetabling.

139. The Committee is not satisfied that all learners and their parents / guardians have access to impartial and independent advice when choosing their course options at ages 14 and 16.

140. The Committee also proposes that the Welsh Government should issue guidance specifying that college representatives should attend school parent evenings and be given full and visible access to pupils and learners to enable them to make more independent choices

⁶⁹ Welsh Government, Jeff Cuthbert (Deputy Minister for Skills), [Work to Consider Options for Future Delivery of Careers Services](#), Cabinet written statement, 31 January 2012,

Vulnerable learners (including those with additional learning needs)

141. Recommendation 21 of the Proposed Learning and Skills (Wales) Measure Committee's stage one report (December 2008) was:

"The Committee is not satisfied that the Minister has given due consideration to the ability for pupils in mainstream education with additional learning needs to participate in the opportunities provided by this proposed Measure. Before commencement, the Minister must clearly identify these opportunities and the support that needs to be available for pupils and parents."⁷⁰

142. In their written evidence, Careers Wales told this Committee that:

"With regard to young people who have Learning Difficulties and Disabilities (LDD), the Learning and Skills Plan has identified needs which are not always being fulfilled by the Learning Providers e.g. taxi to and from home, additional support on the programme of learning. Parents' expectations are being raised but not always fully met causing great distress to them and their child."⁷¹

143. In January 2012, the Committee spoke to two young people whose education had been disrupted. Committee Members asked them about the levels of support that they had received in schools to help them make course choices and to catch up on missed schooling. Committee Members found their evidence very compelling. One of the young people said:

"I could have had a lot more support with it, because obviously I was brought up in care, so I moved around quite a lot. I think that I went to 12 or 13 schools in total. Moving from one to another, I was getting less and less support."⁷²

144. And later she said "No-one helped me go through my choices."⁷³

⁷⁰ Proposed Learning and Skills (Wales) Measure Committee, [Stage 1 Committee Report](#), December 2008

⁷¹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Careers Wales, CYP(4) LS14

⁷² RoP [para 166], 12 January 2012, Children and Young People Committee

⁷³ RoP [para 170], 12 January 2012, Children and Young People Committee

145. Sian Browne, Head of Learning for Life, Llamau, confirmed that this experience of a lack of support in schools is shared by many care leavers and vulnerable young people:

“My feeling is that they do not always get the support that they need to try to maintain their education, and as a result, they come with quite significant barriers to learning: little self esteem or confidence that they can learn, or motivation. A lot of them feel that they cannot learn.”⁷⁴

146. The Committee concluded that vulnerable learners continue to need even more support and guidance than is currently being provided, although there was some evidence that levels of support may have increased slightly in the last 2-3 years.

147. The Committee also heard evidence that 14-19 grants have been used effectively to fund support for pre-entry and level 1 courses, which often attract vulnerable learners. Mainstream funding will need to be found to continue this support.

148. Estyn told the Committee that the support for pupils with additional learning needs has improved overall.

“The support for pupils with additional learning needs has improved. The range of courses has expanded at entry level and level 1, which are ideal for those pupils. In relation to the learning coaches, I have to admit that we have not done a formal survey of the work of the learning coaches. So, I would not like to give you a definitive account of the Estyn view of learning coaches across Wales. However, I can say, based on the inspections of individual schools, that we do see the impact of their support as a positive feature.”⁷⁵

Recommendation 8: The Welsh Government should evaluate the impact of the Learning and Skills (Wales) Measure 2009 on vulnerable learners, including learners in mainstream schools with additional learning needs and vulnerable learners in further education colleges.

⁷⁴ RoP [para 182], 12 January 2012, Children and Young People Committee

⁷⁵ RoP [para 208], 23 November 2011, Children and Young People Committee

Skills relevant to Welsh labour markets

149. A number of concerns have been raised during the inquiry about the employability skills of young entrants to the labour market.

150. There is a need to ensure that employers, especially Small and Medium Size Enterprise (SMEs), are more involved in (a) planning 14-19 provision and (b) providing careers advice to learners. The Committee recognises that this is not easy to achieve, particularly in rural areas where there are fewer businesses and the demands on a small number of employers can be substantial.

151. There is also a need for better involvement of sector skills councils (SSCs) with 14-19 Networks; in planning provision; and providing information on training opportunities, although there is some evidence that the position has improved slightly. Again the Committee recognises that this is not easy to achieve.

152. The size and capacity of the sector skills councils varies significantly. Some are very well resourced but others have very limited resources, sometimes just one person. This has an impact on their capacity to be actively involved in 14-19 Networks. However the Committee believes that sector skills councils should prioritise involvement in the 14-19 Networks and the planning process for 14-19 provision.

153. The Welsh Government should issue guidance which sets out clear processes for involving SSCs in the planning of 14-19 provision.

154. The Committee noted that the reformed Wales Skills and Employment Board (WSEB) will have a key role in increasing employer involvement in planning 14-19 provision.

155. In addition, the Minister for Education and Skills should prioritise urgently the provision of up-to-date local labour market intelligence and ensure that it is easily available to all those planning training and education provision, including the 14-19 Networks. Reliability of information is essential if provision and learner choices are to be based on this. The Welsh Government must also try to forecast future skills needs more effectively. Although a difficult task, it is essential that employers do have a local supply of well trained and qualified recruits in the skills that they require.

156. There are still some major skills gaps in key sectors (with employers having to target overseas recruits) which must be addressed by the education and training sector more effectively.

157. Gareth Williams, from ConstructionSkills gave a practical example:

“Plumbing is outside our scope, but I have looked at this. I use the term ‘Powys plumber’, but they do not offer plumbing in Powys colleges because there are not enough employers to take those apprentices on. I cannot believe that you do not need plumbers for the future, when the crew who are currently working in Powys retire. Where will those people come from? They will come from outside that area. So, the challenge is completing the apprenticeship through the NVQ, and, as I said, the numbers have been capped. We can only provide a certain number per annum, and I am of that the view that that is not sufficient. The situation is similar in that there are far more people currently in full-time training in colleges, which is a good thing, but many of those will never complete their training and become qualified to work in the industry. That is another challenge for us. So, we need to ensure that more of those people who are studying full-time courses in colleges become fully qualified. There is currently no easy solution to that. Solutions are being considered in relation to the structure of apprenticeships, and we need to look at that because, to date, it has not worked for many. That will lead to another shortage when the industry is on the up again.”⁷⁶

158. Another example, cited by one of the Committee Members, is engineering skills in Torfaen: a company ... has had applications from India, but cannot get applicants locally. This should be an attractive career for young people in Gwent, but there do not appear to be any links between these big employers, the college and schools.⁷⁷

159. The Committee heard evidence that young recruits sometimes lack the practical application of basic “life” skills that employers need.

160. Iestyn Davies, Federation of Small Businesses (FSB) posed the question:

“is the school the best place to deliver that kind of skills-specific education? It is more fitted to this rounded individual kind of approach, which we cherish in the right place. However, if you speak to employers - this is more than just employers saying, ‘Things ain’t as good as when I was in school or college, or did my apprenticeship’- there is this continual awareness that individuals do not possess the correct life skills to be able

⁷⁶ RoP [para 74], 18 January 2012, Children and Young People Committee

⁷⁷ RoP [para 28], 18 January 2012, Children and Young People Committee

to turn up to work on time, do a full day's work or a full week's work, and thrive in the workplace."⁷⁸

161. The Committee also had some concerns that the choice of courses offered can be based on the skills of teachers and lecturers rather than on the needs of local employers.

162. In their written evidence, NTfW said:

"A greater range of vocational courses has been offered but the appropriateness of some, their relevance to the occupational sector they are linked to and the value employers or further education or apprenticeship providers place on some of these qualifications is questionable. Planning of vocational course provision and the learning offer often occurs at curriculum team level within a local network or sometimes within a local school. Consultation with sector skills councils who represent employers or with higher level learning providers (FE, HE, Work Based Learning [WBL] /Apprenticeship providers) is limited at best. This can result in courses offered that can be delivered within the school environment, maximising the use of existing staff and resources and meet the required number of vocational course offers at the necessary level. However, whilst meeting the measure that course may well not be valued or recognised outside of the school learning environment or within the world of work. This can cause an issue with work based / vocational progression when the learner leaves school, with the pupil assuming the qualification provides a far stronger passport to the next level / stage than it actually does."⁷⁹

163. Committee Members questioned the Deputy Minister for Skills on the Welsh Government's responsibility to promote better communication and engagement between those responsible for planning of 14-19 provision and local employers and sector skills councils (SSCs), including whether the duty to consult local employers and SSCs should be a statutory requirement. In response to questions from the Committee the Deputy Minister said:

⁷⁸ RoP [para 101], 1 December 2011, Children and Young People Committee

⁷⁹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from National Training Federation Wales, CYP(4) LS12

“There is no doubt that this needs to be improved, because employers have a crucial role to play in ensuring the success of the pathways. Employers can be prime beneficiaries of this system if we get it right, and that demands communication in both directions. So, your comments are not untypical in that regard. Sector skills councils have a much stronger role to play in helping to bring about that situation.

“One of the roles of the reformed Wales Employment and Skills Board, which I will chair from now on, will be to make itself far more aware of the qualifications network in Wales and the way in which it can collaborate with educational providers, and advise the Government on employers’ needs. So, it is a matter that we are taking very seriously.”⁸⁰

164. The Minister said that the Welsh Government was setting up a labour market unit to provide more effective labour market intelligence to those planning training provision.

Recommendation 9: The Welsh Government should identify key actions that it can put in place quickly to promote more consistent and effective employer engagement in the planning and delivery of 14-19 provision. The Welsh Government should also draw up a list of key actions that will ensure that accurate and up-to-date labour market intelligence is more readily available to the 14-19 Networks.

⁸⁰ RoP [paras 86 and 87], 26 January 2012, Children and Young People Committee

Involvement of work-based learning providers

165. During the inquiry, the Committee heard evidence about the lack of a statutory, or clearly defined non-statutory role for work-based learning providers, although the position has improved slightly with the introduction of Traineeships (from August 2011).

166. In their written evidence to the Committee, the NTfW quoted the comments of one of their members:

“Historically, 14-19 networks were a closed shop to training and apprenticeship providers and NTfW have an important role to play here including undertaking special projects to develop relationships and transformation between 14-19 networks and the work based learning network and NTfW members. NTfW has experienced some successes in helping break down these barriers although there are local and regional variations. We read about calls from the Welsh Government to reduce the number of courses with no credible outcome or delivery of courses by teachers without specialist training in that vocational area, but in reality will this happen?”⁸¹

And also:

“NTfW received Welsh Government Transformation funding 2009-2010 to employ 4 officers pan Wales to develop greater links with 14-19 networks. This was generally very successful in opening doors and ensuring NTfW wider representation on networks, although post project, the picture is still patchy with local variation regarding representation.”⁸²

The Deputy Minister told the Committee:

“The Chair and I have the advantage of having been on the Stage 1 Committee four years ago. The issue of work-based learning providers was raised then, and the legal advice we were given at that time was that they could not be included in the Measure because, in the main, they are private companies. That is why they are not included explicitly.

⁸¹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from National Training Federation Wales, CYP(4) LS12

⁸² Ibid

“However, as part of the recent tender process for all work-based learning providers offering apprenticeships, all providers were asked to confirm that they would do their utmost to engage with the 14-19 learning networks. I understand that many are doing that in a very direct way by participating with the partnerships. It may not be possible to put this formally within the Measure, but, linked with FE colleges, we see work-based learning providers as having a very important role to play, particularly given that they can offer some of the most realistic work-based experiences. The indications are that they are working with us well.”⁸³

167. The Committee proposed that the Welsh Government should reconsider a statutory role of work-based learning providers within the Measure. If a statutory role is not legally possible, then the Welsh Government should issue guidance setting out a clear role of the involvement of work-based providers in the planning and delivery of 14-19 provision.

⁸³ RoP [para 147], 26 January 2012, Children and Young People Committee

Impact on Welsh medium education

168. During the Inquiry a number of issues have been raised regarding the impact of the Measure on Welsh medium education. The Committee heard evidence that it is sometimes more challenging for Welsh medium schools to work collaboratively because of the larger distances between potential partners.

169. It is also a greater challenge for Welsh medium providers to deliver a wider choice of courses, without resulting in unviable class sizes. This is a particular challenge for dual stream schools; UCAC said that the challenges for dual stream schools “are immense”.⁸⁴

170. 14-19 grants have been used to fund the additional costs faced by Welsh medium schools.

171. In response to concerns about funding the requirements of the Measure in Welsh medium provision, the Minister told the Committee:

“We have ring-fenced funding for Welsh-medium and bilingual vocational courses for the next two years. Through the Welsh-medium education strategy, we have put additional resources into training the trainers, which is an important element that ensures that more provision can be rolled out.”⁸⁵

172. Ann Keane told the Committee “the majority of Welsh medium schools already meet the demand in full. However there is a particular challenge for them in ensuring vocational expertise”.⁸⁶

173. The Committee also has concerns about the number of learners choosing to study Welsh as a second language (short course) and the quality of the short courses, a view shared by the Minister:

“There is a legitimate debate to be had about whether the short course fulfils our objectives for learning Welsh.”⁸⁷

Recommendation 10: The Welsh Government should review the impact of the implementation of the Measure on Welsh medium and bilingual education including dual stream schools.

⁸⁴ RoP [para 86], 17 November 2011, Children and Young People Committee

⁸⁵ RoP [para 122], 26 January 2012, Children and Young People Committee

⁸⁶ RoP [para 118], 23 November 2011, Children and Young People Committee

⁸⁷ RoP [para 11], 26 January 2012, Children and Young People Committee

174. The review should evaluate the provision of Welsh medium courses to ensure that a wider choice of 30 courses is being delivered in practice for learners who choose to study through the medium of Welsh.

175. The Committee also proposes that the Welsh Government should review Welsh as a second language (short courses) to assess whether the short courses are an effective way of teaching a sound basic understanding of the Welsh language.

176. Finally, the Welsh Government, in conjunction with CollegesWales/ ColegauCymru, should accurately assess the levels of Welsh medium provision in all further education colleges and work-based learning provision. They should also produce recommendations, based on this research, to complement the targets and strategic objectives in the Welsh Medium Education strategy

Staying-on rates and disengaged learners

177. Committee Members were very encouraged by the evidence from several witnesses that the implementation of the Measure has helped to encourage more young people to stay on in education or training at the end of compulsory education. The evidence included both anecdotal evidence and statistics showing increased participation rates. Committee Members agreed that any policy that helped to raise the aspirations of young people was an important achievement.

178. Frank Ciccotti said:

“We have had people returning to the sixth form who might not previously have done so, because they have engaged with the curriculum more as a result of the broader curriculum on offer. They have remained engaged with education; because they have had something relevant at key stage 4, they have come back to key stage 5 and have progressed to further and higher education from there.”⁸⁸

179. Although the Minister said that other policies had also been a factor for example the Education Maintenance Allowance.

180. However the Committee heard some concerns that the Measure may have inadvertently resulted in more young people become NEET (Not in Education, Employment or Training) at the older age of 19 instead of 16. The NTfW told the Committee:

“Whilst a reduction in NEET levels at 16 is welcomed by all parties, NTfW is concerned that rather than addressing the NEET issue, the implementation of the Learning and Skills (Wales) Measure 2009 may be inadvertently delaying and thus compounding the NEET issue at 19 plus. Our initial examination of Careers Wales Pupils destination data at years 11, 12 and 13 between 2005 and 2010, appears to show a trend in NEET at year 13 increasing slightly (from 5% to 7%) at the same time that NEET at Year 11 has decreased from 7% to 5%.”⁸⁹

⁸⁸ RoP [para 156], 9 November 2011, Children and Young People Committee

⁸⁹ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from National Training Federation Wales, CYP(4) LS12

181. In response to this, the Minister is also concerned that too many agencies and organisation are involved in support for young people who are not in education, employment or training (NEET) and that there is an overlap of services.

182. The Minister told the Committee that support for young people who are NEET should be focussed around the needs of the individual young person and that support should be started in the early years.

183. The Higher Education Funding Council for Wales (HEFCW) advised the Committee that:

“While there has been an improvement in male participation the gap in staying on rates between males and females is still of concern and this inevitably has a consequence for balanced gender representation in HE.”⁹⁰

⁹⁰ Children and Young People Committee, *Inquiry into the Implementation of the Learning and Skills (Wales) Measure 2009*, Written evidence from Higher Education Funding Council for Wales, CYP(4) LS20

Head teacher or college principal decision to remove entitlement

184. The Committee has not received any evidence that there have been any issues to date regarding a head teacher's or college principal's right to decide to remove a learner's entitlement.

Annex A – Witnesses

The following witnesses provided oral evidence to the Committee on the dates noted below. Transcripts of all oral evidence sessions can be viewed in full at: <http://www.senedd.assemblywales.org/mgIssueHistoryHome.aspx?Ild=1305>

9 November 2011

Kath Durbin	14-19 Network Co-ordinator Bridgend
John Fabes	14-19 Network Co-ordinator Cardiff
John Gambles	14-19 Network Co-ordinator Denbighshire
Matt Morden	14-19 Network Co-ordinator Carmarthenshire
Frank Ciccotti	Pembroke School
Nigel Stacey	Dŵr-y-Felin School, Neath
Phil Whitcombe	Bryn Hafren School, Vale of Glamorgan
Dorian Williams	Ysgol Bro Myrddin, Carmarthen

17 November 2011

Simon Bracken	Cardiff and Vale College
Dr Philip Dixon	Association of Teachers and Lecturers Wales
Rex Phillips	National Association of Schoolmasters Union of Women Teachers
Rebecca Williams	UCAC
Ian Bosworth	University and College Union, Wales
Lleu Williams	University and College Union, Wales

23 November 2011

Dr Chris Llewelyn	Welsh Local Government Association
Karl Napieralla	Association of Directors of Education in Wales
Ann Keane	Estyn
Meilyr Rowlands	Estyn

1 December 2011

Iestyn Davies	Federation of Small Businesses
Rachel Searle	National Training Federation Wales
Arwyn Watkins	National Training Federation Wales
Steve Hole	Careers Wales
Joyce M'Caw	Careers Wales

7 December 2011

Terry O'Marah	Governors Wales
Hugh Pattrick	Governors Wales
Ian Dickson	Deeside College
John Graystone	CollegesWales/ColegauCymru
Mark Jones	Bridgend College

12 January 2012

David Bryer	Urdd Gobiath Cymru
Rhun Dafydd	Ysgol Gyfun Bro Morgannwg
Greta Isaac	Ysgol Gyfun Bro Morgannwg
Nicole Broom	Llamau
Sarah Lee	Llamau
Jan Mead	Llamau

18 January 2012

Tony Leahy	Sector Skills Council for Science, Engineering and Manufacturing Technologies
Bill Peaper	Sector Skills Council for Science, Engineering and Manufacturing Technologies
Gareth Williams	Sector Skills Council for ConstructionWales
Sioned Williams	Sector Skills Council for Care and Development
Eifion Evans	Ceredigion County Council
Arwyn Thomas	Ceredigion County Council

26 January 2012

Leighton Andrews	Minister for Education and Skills
Jeff Cuthbert	Deputy Minister for Skills

Annex B – List of written evidence

The following people and organisations provided written evidence to the Committee. All written evidence can be viewed in full at:

<http://www.senedd.assemblywales.org/ielIssueDetails.aspx?Ild=2095&Opt=3>

Date	Organisation	Reference
9 November 2011	Wales 14-19 Network	CYP(4)-08-11(p1)
9 November 2011	Association of School and College Leaders	CYP(4)-08-11(p2)
9 November 2011	NAHT Cymru	CYP(4)-08-11(p3)
17 November 2011	Association of Teachers and Lecturers Wales	CYP(4)-09-11(p1)
17 November 2011	UCAC	CYP(4)-09-11(p2)
17 November 2011	National Association of Schoolmasters Union of Women Teachers	CYP(4)-09-11(p3)
17 November 2011	UCU	CYP(4)-09-11(p4)
23 November 2011	Welsh Local Government Association and Association of Directors of Education	CYP(4)-10-11(p1)
23 November 2011	Estyn	CYP(4)-10-11(p2)
1 December 2011	National Training Federation Wales	CYP(4)-11-11(p2)
1 December 2011	Federation of Small Businesses	CYP(4)-11-11(p3)
1 December 2011	Careers Wales	CYP(4)-11-11(p4)
7 December 2011	Governors Wales	CYP(4)-12-11(p1)
7 December 2011	CollegesWales/ColegauCymru	CYP(4)-12-11(p2)
18 January 2012	Sector Skills	CYP(4)-02-12(p1)
18 January 2012	Ceredigion County Council	CYP(4)-02-12(p2)
18 January 2012	Higher Education Funding Council for Wales	CYP(4)-02-12(p6)
26 January 2012	Minister for Education and Skills	CYP(4)-03-12(p1)
26 January 2012	Higher Education Wales	CYP(4)-03-12(p3)

Annex C – Consultation responses

The following people and organisations responded to the call for evidence. All responses can be viewed in full at:

<http://www.senedd.assemblywales.org/mgIssueHistoryHome.aspx?IId=2095>

CYP(4) LS01	National Union of Teachers Cymru
CYP(4) LS02	National Deaf Children’s Society Cymru

Annex D – Responses to questionnaires

Young people from the following schools/groups completed questionnaires regarding their experience of the Learning and Skills (Wales) Measure 2009.

Aberaeron School

Aelwyd yr Ynys, Anglesey

Bridgend College

Cardiff and Vale College

Coleg Llandrillo

Coleg Menai

Coleg Powys, Newtown

Coleg Sir Gâr

Deeside College

Flint High School

Gowerton Comprehensive School

John Beddoes School

KPC Youth Club, Bridgend

Llandrindod High School

Merthyr Tydfil College

Milford Haven School

Neath Port Talbot College

Rhyl High School

Rhyl Youth Action Group

Sandfields Youth Club, Port Talbot

St Cenydd School, Caerphilly

St Cyres School, Penarth

The College, Rhymney

Tregaron Communities First, Pontrhydygroes

Yale College

Ysgol Brynrefail

Ysgol Dyffryn Ogwen

Ysgol Glan Clwyd

Ysgol Gyfun Bro Morgannwg

Ysgol Gyfun Dyffryn Teifi

Ysgol Gyfun Llangefni

Ysgol Syr Hugh Owen

Ysgol Tryfan

Ystrad Mynach College

Ysgol y Creuddyn