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Consultation – summary of response

School workforce data collection in Wales

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

School workforce data collection in Wales

Audience	Any parties interested in the collection and provision of school workforce data, including practitioners, local authorities in Wales, education unions, regional education consortia, school governing bodies, Estyn and the Education Workforce Council.
Overview	This document summarises the responses received to the consultation on the development of a school workforce data collection in Wales and the draft statutory regulations that would enable an individual-level school workforce census.
Action required	None – for information only.
Further information	Enquiries about this document should be directed to: Education Workforce Data Branch Workforce Strategy Unit The Education Directorate Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 03000 255 968 e-mail: educationworkforcedata@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at gov.wales/consultations

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Background

Following the publication of recommendations in the Silk Report in 2014, and the subsequent announcement by the First Minister as to the devolvement of teachers' pay and conditions to Wales, the need for a more detailed and robust data collection on the school workforce to support the new responsibilities has been emphasised.

A centrally managed collection would facilitate the provision of detailed analysis to inform succession planning and identify any recruitment or skills gaps in the workforce. This information would provide a comprehensive picture of the workforce and how it is deployed, aiding the development of better informed policies. Increased understanding of the demographics of the workforce would allow better preparation for potential future changes and help to inform the recruitment, development and retention of the workforce in Wales.

Detailed analysis of the school workforce is required to inform key policies and objectives, including curriculum reform, initial teacher education (ITE) reform, and supporting the Welsh-medium Education Strategy objective of ensuring a Welsh-medium education workforce with sufficient numbers of practitioners for all phases of education and training. Furthermore, more detailed demographic and pay information of the education workforce would support the Welsh Government's Strategic Equality Plan objective to work with partners to identify and address the causes of the gender, ethnicity and disability pay and employment differences for the education sector.

Currently, limited summary level information is collected on the school workforce in Wales through various collections and surveys. Aggregated level information on the size of the workforce is collected annually in the Pupil Level Annual School Census (PLASC). The Education Workforce Council (EWC) captures some demographic information on teachers as part of the registration process. Additionally, data on teachers' sickness absence is collected at an aggregated level by Welsh Government, from local authorities, on an annual basis.

These sources are not sufficient for workforce planning or to evidence policy decisions and do not provide adequate evidence to support annual discussions on teachers' pay and conditions for Wales. With greater divergence in the pay and conditions of teachers between England and Wales it is vital that the decisions made are based on strong and robust evidence which accurately reflect the composition and real needs of the workforce in Wales. The Welsh Government has therefore consulted on proposals that would lead to the development of a data collection on the school workforce in Wales.

Introduction

The Welsh Government consulted on proposed regulations that would allow the implementation of an individual level school workforce census in Wales. These proposals would enable the collection of more detailed and robust data on the school workforce and the discontinuation of existing workforce collections, namely the workforce elements of PLASC and the annual 'Teacher Sickness Absence Data Collection'.

The consultation ran from 13 January to 3 March 2017.

The majority of respondents used the online response form with three respondents replying by letter. Therefore, not all questions have been answered by all respondents but key themes derived from the narrative have still been included in this summary.

A total of 34 responses were received, with four respondents requesting to remain anonymous. The breakdown of respondents was as follows:

Organisation	Number of responses	% of responses
Local authorities	8	24%
School workforce unions	7	21%
Charities and other organisations	6	18%
Independent bodies	5	15%
Education professionals	3	9%
Individuals	3	9%
Regional consortia	2	6%

This report summarises the comments received during the consultation period and sets out the response from the Welsh Government. All comments have been fully considered during the process with due regard being given to the representative nature, expertise, relevant experience/knowledge etc. of the respondent.

Executive summary

The need for a comprehensive data collection on the school workforce was welcomed by the majority of respondents. However, some aspects of the proposal, such as the use of EWC registrant data, were questioned as well as some seeking further assurance regarding the privacy and confidentiality of such a data collection.

Current data requirements

It was widely acknowledged that current data collections on the school workforce do not fully meet present requirements, particularly for workforce planning and to support the devolution of teachers' pay and conditions. The need for individual level data was agreed by most respondents, in order to link data between sources, track trends over time and accurately assess the current size and shape of the workforce.

However, some respondents raised concerns of using individual level data as opposed to summary level due to risks to confidentiality. Reassurance was sought on how the proposed data items to be collected would be kept safe and secure.

Use of EWC registrant information

Some respondents agreed with the proposed individual level census using data from local authority and school systems but disagreed with the linking of this data to the EWC Register of Practitioners. They highlighted that EWC is an independent regulatory body and therefore a requirement placed on them to provide individual level information from their register would be inappropriate.

Additionally, some raised concerns that individual members of the workforce may choose to withhold information from the EWC if it was going to be passed on to Welsh Government, therefore reducing the quality of data held on the register in the longer term.

In contrast, other respondents commented that an individual level census which utilised the EWC register was the most appropriate method for collection as it would avoid duplication, represent the least burdensome method for schools and local authorities, and adhere to the core data collection principle of 'collecting information once and using many times'.

Proposed data items for collection

Most respondents agreed with the proposed data items for collection, acknowledging the need to collect more detailed information on the school workforce. There were some concerns raised over the collection of contract details and absence information, with greater detail being requested on the specific items to be collected under these categories.

Welsh language

It was frequently reasoned that developing the collection of data items relating to Welsh language would help to reach the Welsh Government's aim of 1 million Welsh speakers by 2050. Many responded that greater knowledge of the current Welsh ability of the school workforce would allow more evidenced workforce planning and targeted resourcing for the teaching of Welsh in schools.

Some respondents believed that further work should be carried out to establish the precise data items for collection which would provide the most accurate picture of the workforce's Welsh skills.

Timing of the data collection

Where respondents agreed with the proposed data collection, most agreed that November was a suitable date to collect the data. However, some provided alternative suggestions such as running the census at the same time as PLASC to make the most efficient use of time.

The period of 27 days for collection was broadly acknowledged as being sufficient, however some respondents requested further information on whether this would be working or calendar days whilst others recommended further consultation amongst data providers on whether this would be a suitable length of time.

Summary of consultation responses and actions

This section summarises the responses received for each question on the consultation response form and the response from Welsh Government. It should be noted that not all respondents answered every question.

Question 1

Do you agree with the proposal to carry out an individual level census on the school workforce that utilises the EWC Register of Practitioners?

Summary of responses

	Number of responses	% of responses
Agree	19	61%
Disagree	9	29%
Neither agree nor disagree	3	10%
<i>Total</i>	<i>31</i>	<i>100%</i>

The majority of respondents to this question agreed that carrying out an individual level census using the EWC Register of Practitioners was the best option for developing the data collection on the school workforce. It was noted by many respondents that this would be the option that would best avoid duplicating the collection of available information and ensure the associated workload of schools and local authorities was kept to a minimum:

The answers provided included the following:

- Option 5 will help reduce the burden on schools by obtaining as much data as possible from existing sources – EWC and LA systems. (Local authority)
- We agree with option 5 as in the long term it will minimise the burden placed on providers by following the principle of ‘collecting information once and using many times’. Collecting information at source and analysing the data centrally should also provide greater accuracy. (Independent body)
- It would ensure the least burdensome way of collecting data, as it utilises data already in the various systems. (Union)
- Any data requested from schools or local authorities must not duplicate existing data which are collected and publically available. (Independent body)

Some responders agreed and supported the collection in principle, but emphasised the importance of keeping any additional burden placed on data providers to a minimum.

- We believe that it is very important that the collection of the information at an individual level does not significantly increase the workload of teachers and leaders. (Union)

- ...great care will need to be exercised not only in the framing of the final Regulations but also in the design of the data capture questionnaires and the associated guidance to local authorities and schools to ensure a high level of consistency and compliance that is not workload-intensive for schools and local authorities. (Union)
- ... However, we wish to emphasise that the requirements of the collection does not significantly increase the workload of schools and authorities. (Consortia)

It was acknowledged that there was a need for a more detailed collection on the workforce, for both workforce planning and to support the devolvement of pay and conditions:

Responses included the following:

- Without accurate and current data it will not be possible for the Welsh Government to recognise the characteristics and needs of the education workforce in Wales, as noted in the Explanatory Memorandum (4.10). This information is essential for the devolution of Pay and Conditions for Wales. (Union)
- GwE agrees that there is a need for a more detailed means of collecting data on the school workforce to have robust information on the education workforce in order to better prepare for the potential changes in the future and to steer the recruitment process and to develop and keep the workforce in Wales. We also welcome the central and co-ordinated approach to data collection to ensure consistency across Wales. (Consortia)
- The school workforce data collections currently made by the Welsh Government are of an inadequate level of detail and quality for effective workforce planning. Devolution of control over teachers' pay to the assembly makes the need for detailed data even more urgent. (Other organisation)

Whilst the majority agreed with the proposals, they sought reassurance that the collection would meet the requirements of the Data Protection Act and that individual data would remain secure throughout:

- Agree with proposal subject to assurances that an individual level census complies with the Data Protection Act 1998. (Local authority)
- The summary of proposals and the Regulations need to provide far more clarity and reassurance about how this data will be used, stored and communicated... We can see the benefits of an individual level census if the acknowledged concerns about the use of personal data are addressed. (Union)

Some respondents raised significant concerns over the use of the EWC register. Concerns included the independent status of the EWC, the potential duplication of analysis and issues with data quality.

- The Council is particularly concerned about the proposal for it to be required to provide individual level data from its Register to the Welsh Government. The EWC is a professional body, which is independent of government; it is not a Welsh Government sponsored body which is directly funded by the Welsh Government. (Independent body)

- EWC undertake the critical role of regulator and in order to develop and maintain the confidence and trust of those with professional roles registered with the EWC, that core function must not be compromised. (Union)
- Individual level data collection provides useful opportunities for linking information and existing administrative sources of data held by the EWC. However, we caution that the information recorded on the EWC register may not be fully up to date as it largely dependent on individuals updating their details. In addition, the EWC does not hold information on administrative and premises staff who are vital to the school workforce. (Independent body)
- The EWC already publishes a range of information about the education workforce in its annual Statistical Digest, and provides Welsh Government with specific analyses of the data it holds. This proposal appears to be an intention to produce unnecessary duplication of these analyses. (Individual)

Additionally, comments suggested that if the EWC did provide the individual level data to the Welsh Government then practitioners may choose to withhold their information from the register:

- Providing this information to the EWC is not mandatory, and therefore a difficult enough task for the EWC. Further sharing of this information at an individual level may arouse suspicion, and therefore a reluctance to willingly give them the information in the first place. (Union)
- An inherent risk in Welsh Government utilising the data held by the EWC is that members of the workforce may subsequently choose to withhold key information when registering that would otherwise assist in developing a truly accurate picture across Wales and thereby resulting in it no longer being the most useful data in future workforce planning. (Union)

An alternative proposal to the methodology of the school workforce data collection was offered, namely having the individual level census carried out by the EWC rather than Welsh Government:

- ...the Welsh Government could ask the EWC to collect the data provided by PLASC and other LA/ school surveys on behalf of the Welsh Government and match it with the EWC's own registration data to analyse it. (Individual)
- As part of the EWC annual registration fee renewal process, every February and April the Council exchanges data with all local authorities in order to facilitate the annual registration fee deduction from salary for employees. The Council could enhance that exchange to collect additional data on behalf of the Welsh Government. That would negate the need for the Welsh Government to hold the personal information of registrants as there would be no requirement to match records from different sources. (Independent body)

Welsh Government response

The Welsh Government is mindful of the burden that current uncoordinated data collections and surveys have on individual teachers, schools and local authorities. The development of a school workforce census would allow data items to be collected once and shared appropriately, therefore preventing schools and local authorities having to provide ad hoc data items throughout the year, often with different definitions and during busy administrative periods.

The collection of individual level information as opposed to summary data is also thought to be less burdensome on data providers. Providing summary data is often more resource intensive due to the analysis and aggregation required prior to the data being supplied.

Additionally, collecting aggregate data would mean that data from different sources could not be linked. For example, recruitment and retention information from school information systems could not be linked to qualification data, or pay information from local authority payroll systems could not be analysed against demographic equality information, therefore preventing the ability to produce detailed analysis on pertinent issues to the workforce and to develop a more accurate picture of the current and developing workforce landscape. The collection of summary level information would not allow for the analysis of trends in the workforce over time, such as entry and leavers rates within the profession, therefore not providing sufficient evidence for workforce planning.

It is acknowledged that although most of the proposed data items for collection will already be present in school and local authority systems for management purposes, the initial collections will likely require resources to ensure all fields are populated and that data items have consistent definitions across all organisations. Welsh Government will continue to engage with schools and local authorities to determine how substantial this initial impact will be.

With regards to concerns over data confidentiality, the Welsh Government reassures respondents that the data collection will be conducted in accordance with the Data Protection Act (DPA) (and the General Data Protection Regulation (GDPR) which will replace the DPA from May 2018) and that individual level data will remain secure throughout the collection and linking process. The Welsh Government already carries out an individual level census of pupils (PLASC) so systems are already in place to securely transfer individual records with confidentiality remaining intact.

The comments regarding the use of the EWC register for the data collection have been noted and Welsh Government will remove Schedule 2 from the draft regulations, which set out a requirement on the EWC to provide individual level records from the register. However, it is proposed that ethnicity and disability data which was included within Schedule 2 will still be included in the regulations and will instead be collected from local authorities. The relevant powers already exist for the collection of reasonably required data from the EWC in section 35 of the Education (Wales) Act 2014 so the Welsh Government will continue to work in partnership with the EWC to identify which data items will be supplied at an individual or summary level from the register. Where data is available from the EWC, and is considered to be of the required granularity, accuracy and in the relevant format, then these items will not be re-collected from schools or local authorities.

However, the suggestion that the EWC carries out the entire school workforce census is not considered appropriate. The EWC is an independent professional regulatory body which

does not collect or publish Official Statistics and has no remit with regards to workforce pay or planning.

Question 2

The draft regulations propose that schools, local authorities and the EWC will have a period of 27 days to complete data returns with a November census date. Do you agree with this proposal?

Summary of responses

	Number of responses	% of responses
Agree	14	45%
Disagree	9	29%
Neither agree nor disagree	8	26%
<i>Total</i>	<i>31</i>	<i>100%</i>

There was a mix of views with regards to both the proposed November census date and the collection period of 27 days. However, where there was some hesitation and disagreement, for those who disagreed it was generally in relation to the development of the data collection rather than the proposed timescales themselves.

Five out of the eight local authorities agreed that the proposed collection period length would be sufficient, although some (along with some teaching unions) sought clarity on whether 27 days would be working or calendar days. Additionally, some noted that more detail would have to be provided on the process for data collection before they could confirm whether 27 days was sufficient:

- Until the details of the process for collection are known it is quite difficult to respond to this question. It is not clear whether school information will be collected from individual schools or whether there will be a requirement on local authorities to obtain this information and then feedback for all parties. If there is an expectation that local authorities will take on a co-ordination role, it is likely that 27 days will be insufficient. (Local authority)
- Agree this seems a reasonable timescale however this would depend on whether or not any verification process is included, how that would work and any timescales related to that. (Local authority)

It was also noted that in the first year's collection, that flexibility should be built into the collection period to allow for potential technical issues.

A number of alternative dates to the November census date were suggested, including running the school workforce census parallel to PLASC in January:

- While agreeing with the reasoning to undertake the census in November, GwE does not believe that having two annual censuses (workforce census and PLASC census)

at different times of the year is acceptable nor efficient and does not make the best use of time, especially in small schools. It is GwEs's opinion that joining both censuses held at the same time annually would make better use of time and be more efficient. (Consortia)

- It would appear sensible to align any census date with existing similar school-level processes such as the PLASC returns. (Union)
- Suggest collection date is December, to give schools time to complete their annual performance / pay review (with effect from September) but often systems updated Oct/Nov. Will avoid the busy period and ensure most up to date data for pay purposes is available for the census. (Local authority)

Welsh Government response

The Welsh Government reassures respondents that advance notice will be given to data providers prior to the data collection and that flexibility will be offered during the initial collections as it is understood there may be additional work in order to ensure records are up to date and consistently defined.

The proposed formal collection period of 27 days is working days as opposed to calendar days and is deemed an appropriate length of time. Providers will be given advanced notice of when the period will begin to allow preparation for the collection each year. However, further engagement with schools and local authorities will be carried out to discuss the potential timing of the census before a final date is agreed.

Question 3

Currently, which sources on the school workforce do you use?

Summary of responses

	Number of responses	% of respondents
EWC annual statistics digest	20	71%
Annual PLASC bulletin	18	64%
StatsWales open data	19	68%
<i>Base number of respondents</i>	28	

All respondents to this question used at least one of the current data sources on the school workforce.

The EWC annual statistics digest is the most utilised data source, with 71% of respondents declaring they use it. However, it doesn't appear that the digest is generally used by local authorities specifically, with 6 of the 7 responding to this question indicating that they don't use it.

The usefulness of the current EWC digest was emphasised:

- The Annual Digest already represents a unique source of data which in future years will include data on the whole education workforce. (Individual)
- The Annual Digest is produced by the Council from its unique source of data and will in future years include data relevant to the whole education workforce. (Independent body)

However some respondents, particularly academic and research organisations, raised that the statistics digest was of limited use for their purposes:

- The EWC Annual Statistics Digest provides a useful summary of the composition of the teaching workforce in Wales, but does not report figures on relevant topics such as teacher retention or turnover. (Other organisation)
- We have found the EWC annual statistics digest to be of limited use for our purposes. For example, the information does not cover primary schools, does not differentiate between key stage 3 and key stage 4, and with subject training it's not possible to tell how many of those who have trained to teach science have a prior undergraduate degree in the chemical sciences. (Other organisation)

Further issues were highlighted with the PLASC open data published on StatsWales:

- One issue which will need to be addressed is the current cross-validation of teacher data with class data in school PLASC returns. This often identifies issues such as too many teachers allocated to classes. (Local authority)
- StatsWales open data is difficult to interpret. (Union)

Welsh Government response

It is interesting to see the range of sources currently being utilised by respondents however it is clear that these sources do not fully meet the current user need. A development to current data collections would allow the analysis of trends over time and more precise comparisons with countries who have more detailed workforce data collections.

Question 4

The draft regulations currently propose the collection of data items within seven categories. Do you agree with the collection of these categories?

Summary of responses

	Agree		Disagree		Neither agree nor disagree	
	Number of responses	% of respondents	Number of responses	% of respondents	Number of responses	% of respondents
Staff details	21	68%	3	10%	7	23%
Contract and service agreement	21	68%	3	10%	7	23%
Absences	20	65%	4	13%	7	23%
Curriculum	21	68%	3	10%	7	23%
Qualifications	22	71%	2	6%	7	23%
Recruitment and retention	22	71%	6	19%	3	10%
Welsh language and welsh medium	24	77%	2	6%	5	16%
<i>Base number of respondents</i>	<i>31</i>					

Whilst most respondents agreed with the collection of data within the specified categories, there were further concerns raised with the data collection as a whole as well as with some specific categories.

These concerns were mainly focused around the use of individual level as opposed to summary data, particularly with relation to staff details and absences, and the risk to confidentiality associated with this.

Responses included the following:

- There is no problem with supplying these details at a summary level. However where they are not already in the public domain there is no need currently for individuals to have to provide them. (Union)
- We understand the need for the Welsh Government to have access to more complete and wide-ranging data sets about the school workforce, however, we do not agree that personal details should be a part of those sets. (Union)

However, others acknowledged the need for individual level data to be gathered for linking purposes, as long as it remained confidential throughout the process, and noted the benefits of linking the collection to other data sources:

- The need to link various pieces of the data streams above is clear - in order to accurately assess the whole workforce - for example, if a single teacher occupies more than one contract. However, the fundamental protection of individual confidentiality must be maintained. (Union)
- England's school workforce census has recently been linked to data on teachers' initial teacher training records. This has enabled new research to be undertaken to measure the retention rates of teachers who trained through different training routes,

and to gain a more detailed understanding of the teacher training system and the implications for workforce planning. (Other organisation on reasons why linking data enhances research)

Some respondents sought clarity on what the various data categories would include, particularly with regards to absences and contract agreements:

- It is not clear however what is required from contract details and at what level such detail would be required. Full time vs part time is understandable and head count vs full time equivalents makes sense but it is not at all clear how contract details might help in forward planning of the workforce. (Local authority)
- Would the absence data of staff be considered as personal data; what would be the purpose of the national collection of this information? How would you ensure it cannot/is not linked to individual staff? A similar concern could also be raised about the contract and service agreement but it would depend more upon the level of data which was required at this point. (Anonymous)

Again, there were concerns over using the EWC register to provide these details:

- The Council recognises the need for the Welsh Government to receive quality data analyses to inform policy direction. However, Council's concern is with the proposal that registrants' personal data should be shared in full with the Welsh Government and possibly other third party organisation. (Independent body)

Welsh Government response

The Welsh Government will provide detailed guidance of the exact data items to be collected prior to the initial data collection. However, some clarity can be offered on areas that respondents raised concerns over.

Where information is collected on absences, the reason for absence will be at a high level such as sickness absence, training or maternity leave. The absence categories refer to any activity or circumstance that takes a member of staff away from normal duties with their usual employer for half a day or more. The Welsh Government will not collect the description of an individuals' sickness absence. The collection of this information at record level is not related to individual accountability but is required for quality assurance purposes and to ensure consistent reporting.

Information related to contract agreement will be collected to identify whether an individual is permanent, fixed term or temporary. This information is vital in understanding the current composition and movement of the school workforce.

The information under staff details, such as name, national insurance number and teacher reference number, is required for data linking between data providers' systems and quality assurance purposes only. Following consultation with software developers, it has been highlighted that these data items form part of the minimum dataset required to validate records and match records across systems. The Welsh Government reassures individuals that all information will be kept safe and secure throughout the linking process.

Questions 5 and 6

What effect would the draft regulations have on or how can they be changed to have positive effects on:

- **opportunities for people to use Welsh language**
- **treating the Welsh language no less favourably than the English language?**

Summary of responses

The majority of comments provided in response to the Welsh language questions acknowledged the positive effects that the draft regulations would have on the Welsh language.

It was generally agreed that a greater level of information on the workforce's Welsh language ability would be beneficial for workforce planning. It would help to identify current gaps in Welsh language provision and would allow for more informed targeting of resources, particularly to help meet the government's Welsh language strategy of a million Welsh speakers by 2050:

- Greater knowledge relating to the provision, or lack thereof, of teachers with Welsh language skills will hopefully enable a better structure to be put in place for the recruitment, retention and professional development of those with or interested in learning the language. (Union)
- The census will generate data which will be useful in planning Welsh medium provision, for example, data relating to numbers of teachers qualified to teach Welsh will be useful when deciding how best to expand Welsh medium provision. (Local authority)
- The Welsh language measure criteria set out above are sufficient for the purpose of planning towards increasing language education than the Welsh language in schools. (Other organisation)
- The Union believes that the collection of data on the ability of the workforce to speak Welsh is clearly necessary in relation to the Welsh Government's policy on increasing the numbers of Welsh speakers. (Union)

One support staff union highlighted the importance of collecting information on learning support workers, not just school teachers:

- Support staff in schools report to UNISON that their additional language capabilities are often overlooked or not acknowledged because the policy emphasis is focused on teachers. Capturing this information is a positive opportunity to gauge how many more Welsh speakers are already in our schools. (Union)

Some respondents commented that the draft regulations need to be refined so that the data collected accurately reflects the Welsh language ability of the workforce:

- Further more detailed consultation should be undertaken with stakeholders to shape the questions to measure confidence and proficiency in oral and written Welsh language skills. (Union)

- It isn't clear whether paragraphs 13 and 14 of Schedule 1 will provide accurate data about the level of qualification or ability in relation to Welsh language skills. This requires better definition. (Union)
- We suggest that the Welsh Government considers, as part of the census data collection, implementing a language competency continuum based on the Common European Framework of Reference (CEFR). This would provide a clearer and more accurate picture of the workforce's level of competency in the use of the Welsh language. (Independent body)

A letter received from the Welsh Language Commissioner also highlighted the requirement for more detailed information on the Welsh ability of the school workforce:

- It is noted that a better understanding is needed of the Welsh language skills of the workforce and the capacity of the workforce to deliver through the medium of Welsh and teach the language ... Collecting data in this area will be critical in order to assess the education workforce's capacity to provide Welsh-medium education in accordance with the Welsh Government's objective.

Welsh Government response

It is clear that the proposed developments to the data collection on the school workforce would have a positive effect on both assessing the current Welsh language skills of the workforce and targeting resources to improve it.

The Welsh Government will continue to engage with organisations to establish what criteria would best demonstrate Welsh language ability and to refine the specific data items to be collected.

Question 7

We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Summary of responses

A number of additional comments were provided on the consultation. An emerging theme was whether any financial or resource support would be provided to schools and local authorities for the collection:

- If there is a need to build in reporting systems will any support be available to schools or local authorities? (Local authority)
- Whilst we would be able to supply most of the information required on behalf of schools, the source of information will come from different systems, e.g. SIMS and Oracle payroll system ...Would there be any financial support to local authorities to support initial implementation? (Local authority)

- ...the Census will have a workload impact in the period up to the first Census in order to comply with the reporting requirements. (Local authority)

The requirement for EWC to provide individual level data as opposed to summary data was also commented on:

- Of course, a summary of information could be transferred to the Government, to satisfy statistical requirements without interfering with the individuals' privacy. (Union)

The NASUWT and EWC also provided comments directly related to specific areas of the draft regulations.

Welsh Government response

The Welsh Government will work with local authorities and schools to assess the impact of the implementation of the school workforce data collection.

Further discussions will be held with the EWC to determine what information can be provided. The Welsh Government will avoid collecting data that is already available in systems to avoid duplication but individual level information is required. Summary level data cannot be linked to other sources, such as linking qualification information to recruitment data or linking of information over time, so would not enhance existing data collections.

Specific comments provided on the draft regulations will be addressed on a case by case basis with individual respondents.

Next steps

The Welsh Government will now carry out a review of the draft regulations, which will include the removal of Schedule 2. Individual comments on areas of the regulations will be examined and appropriate changes made.

Continued engagement will be held with schools and local authorities to determine the most appropriate census date and to assess the resource impact the census will have. Additional work will be carried out to find out what information is accurately held in school and local authority systems and identify what areas will require development.

The Welsh Government will continue discussions with the EWC to determine what data can be shared from the Register of Practitioners and at what level.

Annex: List of respondents

ASCL Cymru
Anonymous (four responses)
ATL Cymru
Blaenau Gwent Council
Catholic Education Service
City and County of Swansea
City of Cardiff Council
Conwy County Borough Council
Dyfodol
Education Workforce Council
Estyn
Fairwater Primary School
Gary Brace
Governors Wales
GwE
Information Commissioner's Office
Malcolm James
Mark Brown, Ysgol Babanod T. Gwynn Jones
NAHT (Cymru)
The National Foundation for Educational
Research in England and Wales (NFER)
NASUWT Cymru
NUT Cymru
Royal Society of Chemistry
Statiaith
Torfaen County Borough Council
UCAC
UNISON Cymru Wales
Wellcome Trust
Welsh Language Commissioner
Wrexham County Borough Council
Vale of Glamorgan Council