



**Cynulliad Cenedlaethol Cymru
Pwyllgor Archwilio**

**The National Assembly for Wales
Audit Committee**

**Addysg Bellach yng Nghymru
Further Education in Wales**

**Cwestiynau 112-191
Questions 112-191**

**Dydd Iau 27 Ionawr 2000
Thursday 27 January 2000**

Aelodau o'r Cynulliad yn bresennol: Janet Davies (Cadeirydd), Peter Black, Christine Chapman, Geraint Davies, Brian Gibbons, Alison Halford, Alun Pugh, Dafydd Wigley.

Swyddogion yn bresennol: Gillian Body, Swyddfa Archwilio Genedlaethol Cymru; Syr John Bourn, Archwilydd Cyffredinol Cymru; Phil Gray, Swyddog Cydymffurfio y Cynulliad.

Tystion: Allison Coleman, Cadeirydd y Llywodraethwyr, Coleg Ceredigion; Andre Morgan, Prifathro, Coleg Ceredigion; Brian Robinson, Prifathro a Phrif Weithredwr, Coleg Sir Gaerfyrddin; Patrick Lithgow, Cadeirydd y Llywodraethwyr, Coleg Sir Gaerfyrddin.

Assembly Members present: Janet Davies (Chair), Peter Black, Christine Chapman, Geraint Davies, Dafydd Wigley, Brian Gibbons, Alison Halford, Alun Pugh.

Officials present: Gillian Body, National Audit Office; Sir John Bourn, the Auditor General for Wales; Phil Gray, Assembly Compliance Officer.

Witnesses: Allison Coleman, Chair of the Governors of Coleg Ceredigion; Andre Morgan, Principal of Coleg Ceredigion; Brian Robinson, Principal and Chief Executive of Carmarthenshire College; Patrick Lithgow, Chair of Carmarthenshire College.

Dechreuodd y cyfarfod am 9.33 a.m.

The meeting began at 9.33 a.m.

[112] **Janet Davies:** Good morning. Welcome to the second evidence-taking session of the Audit Committee's investigation into further education in Wales. Before Christmas, we met with the Higher and Further Education Funding Councils for Wales.

The purpose of the meeting is to take evidence and I hope you are not too worried about it. We want to see how things look from the colleges' view, having seen how things look from the Higher and Further Education Council for Wales's view. It is valuable for us to have both views to arrive at a clear understanding. The National Audit Office's report was published on 23 July 1999 on behalf of the Auditor General.

I have not received any apologies for this meeting, although one of our Members, Alun Cairns, is absent and, unfortunately, Christine Chapman will have to leave at 11.30 a.m. to attend another meeting. I welcome you all and ask the witnesses to introduce themselves.

Ms Coleman: I am chair of the governors of Coleg Ceredigion.

[112] **Janet Davies:** Bore da. Croeso i'r ail sesiwn cymryd tystiolaeth yn ymchwiliad y Pwyllgor Archwilio i addysg bellach yng Nghymru. Cyn y Nadolig, cyfarfuasom â Chynghorau Cyllido Addysg Bellach ac Uwch Cymru.

Diben y cyfarfod yw cymryd tystiolaeth a gobeithiaf nad ydych yn rhy bryderus yn ei gylch. Yr ydym am weld sut mae pethau yn edrych o safbwynt y colegau, gan inni weld sut y mae pethau yn edrych o safbwynt Cyngor Cyllido Addysg Bellach ac Uwch Cymru. Mae'n werthfawr inni dderbyn y naill safbwynt a'r llall er mwyn dod at ddealltwriaeth dda. Cyhoeddwyd adroddiad y Swyddfa Archwilio Genedlaethol ar 23 Gorffennaf 1999 ar ran yr Archwilydd Cyffredinol.

Nid wyf wedi derbyn unrhyw ymddiheuriadau ar gyfer y cyfarfod hwn, er bod un o'n Haelodau, Alun Cairns, yn absennol, ac, yn anffodus, bydd yn rhaid i Christine Chapman adael am 11.30 a.m. i fynychu cyfarfod arall. Estynnaf groeso i bob un ohonoch gan ofyn i'r tystion gyflwyno eu hunain.

Ms Coleman: Cadeiryddes llywodraethwyr Coleg Ceredigion wyf i.

Mr Morgan: I am the principal of Coleg Ceredigion.

Mr Morgan: Prifathro Coleg Ceredigion wyf i.

Mr Robinson: I am the principal of Carmarthenshire College.

Mr Robinson: Prifathro Coleg Sir Gaerfyrddin wyf i.

Mr Lithgow: I am chair of Carmarthenshire College.

Mr Lithgow: Cadeirydd Coleg Sir Gaerfyrddin wyf i.

[113] **Janet Davies:** I will start by asking a question on the financial health of the colleges. I do not know in what order you will want to answer, because the two principals at least will want to answer every question. Chairs of governors, come in when you wish. First, Mr Morgan. We have read all of the documents and we understand that, following very serious financial management problems in 1994-95, which caused your college to be assessed as unsatisfactory, you are now in a much stronger financial position. You are now classified as marginal and hoping to be classified as satisfactory shortly. What have been the main factors that have enabled you to move from the unsatisfactory classification to your current position?

[113] **Janet Davies:** Dechreuaf trwy ofyn cwestiwn am iechyd ariannol y colegau. Ni wn ym mha drefn y byddwch am ymateb, gan y bydd y ddau brifathro o leiaf am ateb pob cwestiwn.

Cewch chwi, gadeiryddion llywodraethwyr, siarad pan fynnoch. Yn gyntaf, Mr Morgan. Yr ydym wedi darllen y dogfennau i gyd a deallwn eich bod bellach mewn sefyllfa ariannol gryfach o lawer wedi problemau rheoli ariannol difrifol iawn yn 1994-95 a barodd i'ch coleg gael ei asesu fel un anfoddfaol. Yr ydych wedi cael eich dosbarthu yn un ymylol bellach ac yn gobeithio cael eich dosbarthu yn un boddhaol cyn bo hir. Beth fu'r prif ffactorau sydd wedi eich galluogi i symud o'r dosbarthiad anfoddfaol i'ch sefyllfa bresennol?

Mr Morgan: To begin with, the college was spending too much money in 1994-95, particularly on staffing and part-time teaching staff. One of the first things that had to happen was a substantial reduction in staff numbers—in management staff, teaching staff and non-teaching staff. We had to reach a situation where we were cutting down expenditure and reducing staff numbers, but at the same time maintaining and, hopefully, continuing to develop a comprehensive further education service for Ceredigion.

Mr Morgan: Yn gyntaf, yr oedd y coleg yn gwario gormod o arian yn 1994-95, yn enwedig ar staffio a staff dysgu dros dro. Un o'r pethau cyntaf yr oedd yn rhaid iddo ddigwydd oedd gostyngiad sylweddol yn nifer y staff—yn y staff rheoli, y staff dysgu a'r staff nad ydynt yn dysgu. Yr oedd yn rhaid inni gyrraedd sefyllfa lle yr oeddem yn torri ar wariant a gostwng nifer y staff, ond ar yr un pryd yn cynnal, a, gobeithio, yn parhau i ddatblygu gwasanaeth addysg bellach cynhwysfawr i Geredigion.

Cutting down staff numbers was one element, but we undertook a number of efficiency gains, initially in 1995, but then also extended over the next few years. For example, we undertook a 9 per cent efficiency gain by changing the lesson period for students from one hour to 55 minutes. Therefore, if a student undertook a 20-lesson course at Ceredigion, it became 20 multiplied by 55 minutes. This implemented a 9 per cent efficiency gain on staffing.

Un elfen oedd cwtogi nifer y staff, ond cymerasom sawl cam i gynyddu effeithlonrwydd, yn 1995 i ddechrau, ond gan ymestyn wedyn dros yr ychydig flynyddoedd nesaf. Er enghraifft, cymerasom gam i gynyddu effeithlonrwydd 9 y cant trwy newid y cyfnod gwerau ar gyfer myfyrwyr o awr i 55 munud. Felly, os oedd myfyriwr yn gwneud cwrs 20 gwerau yng Ngheredigion, daeth yn 20 wedi'u lluosu â 55 munud. Trwy hyn gweithredwyd cynnydd effeithlonrwydd o 9 y cant ar staffio.

A year later, we followed that up by

Flydyddyn yn ddiweddarach, dilynasom

introducing a new flexible contract for teaching staff, where their annual teaching workload, in line with other colleges in Wales—this was not unique to Ceredigion—increased by 10 per cent. So, between those two elements, there was an efficiency saving of nearly 20 per cent straight away.

We also undertook a range of different efficiencies. At that time, we were operating on effectively four campuses; two major campuses—one in Aberystwyth and one in Cardigan—and two very small, arguably non-viable campuses. We had to close those small campuses and transfer the provision to the main ones and we generated some revenue from selling those campuses off as well.

A year later, in 1997, we undertook a new contract for our non-teaching staff and introduced more flexible arrangements in terms of contracts of employment and job descriptions. For example on the estates side, we made the post of caretaker redundant in the college and introduced the concept of an estates assistant. That meant estates staff did not only caretake or look after security, but also had to undertake duties and responsibilities allied to the maintenance and repair of the college estate. We also introduced an element of this into the contracts of all of our technician staff, so that, within their capabilities, they could also contribute to the maintenance of the estate, looking much more at the whole ethos of self-help. Therefore, we introduced a whole range of cost-saving elements. We also had to cut down expenditure on the non-pay side and run very tight budgets in all areas, and we continue to do that.

[114] **Janet Davies:** Thank you. Moving on from that, does your senior manager responsible for finance report directly to you? If he or she does, what are the key benefits of that arrangement?

Mr Morgan: She does. Our finance manager does report directly to me. Continuing from my previous answer, another area in which

hynny trwy gyflwyno contract hyblyg newydd ar gyfer staff dysgu, lle y cynyddodd eu llwyth gwaith blynyddol, yn gyson â cholegau eraill yng Nghymru—nid oedd hyn yn unigryw i Geredigion—10 y cant. Felly gyda'r ddwy elfen hynny, cafwyd arbediad effeithlonrwydd o ymron i 20 y cant ar unwaith.

Cymerasom ystod o wahanol gamau i gynyddu effeithlonrwydd. Bryd hynny, yr oeddem yn gweithredu ar bedwar campws mewn gwirionedd; dau brif gampws—un yn Aberystwyth a'r llall yn Aberteifi—a dau gampws bychan iawn nad oeddent efallai yn ymarferol. Yr oedd yn rhaid inni gau'r campysau hynny a throsglwyddo'r ddarpariaeth i'r prif gampysau a chynhyrchwyd peth refeniw trwy werthu'r campysau hynny hefyd.

Flwyddyn yn ddiweddarach, yn 1997, gwnaethom gontract newydd i'n staff nad ydynt yn dysgu a chyflwyno trefniadau mwy hyblyg o ran telerau contractau cyflogi a disgrifiadau swydd. Er enghraifft, ar ochr yr ystadau, gwnaethpwyd i ffwrdd â swydd gofaluwr yn y coleg a chyflwynwyd y cysyniad o gynorthwy-ydd ystadau. Golygai hynny fod staff yr ystadau nid yn unig yn gwneud dyletswyddau gofalu neu warchod diogelwch; yr oedd yn rhaid iddynt hefyd ymgymryd â dyletswyddau a chyfrifoldebau yn gysylltiedig â chynnal a chadw ac atgyweirio ystad y coleg. Cyflwynasom elfen o hyn i gontractau pob un o'n staff technegol fel y gallent hefyd, o fewn eu gallu, gyfrannu tuag at gynnal a chadw'r ystad, gan ystyried ethos hunan-gymorth yn ei gyfanrwydd i raddau llawer mwy. Felly cyflwynasom ystod lawn o elfennau arbed costau. Bu'n rhaid inni hefyd gwtogi ar wariant ar yr ochr nad yw'n gyflogau a chadw at gyllidebau tynn iawn ym mhob maes, ac yr ydym yn parhau i wneud hynny.

[114] **Janet Davies:** Diolch yn fawr. Gan symud ymlaen, a yw eich uwch reolwr â chyfrifoldeb dros gyllid yn cyflwyno adroddiad yn uniongyrchol i chi? Os ydyw, beth yw prif fanteision y trefniant hwnnw?

Mr Morgan: Ydyw. Mae ein rheolwraig cyllid yn cyflwyno adroddiad yn uniongyrchol i mi. Gan barhau â'm hateb

we had to run a tight budget was management in general. Financial management needed tightening up greatly in the college and we undertook three steps to do that. The first was to strengthen the finance team by having two experienced and qualified accountants to undertake key roles. Secondly, the accuracy and the timeliness or the up-to-dateness of the reporting of financial information needed to be improved. We have ensured that. Thirdly, we introduced a management structure where there was a very hands-on link between the principal and the finance manager. Therefore the finance manager reports directly to me and works very closely with me. I find that to be invaluable. Possibly, that is easier to do in a smaller college.

[115] **Janet Davies:** Thank you. That is interesting.

[116] **Geraint Davies:** I understand, Mr Morgan, that when your college was classified as unsatisfactory, you were obliged to produce a formal recovery plan for the Funding Council, which involved—among other things—giving monthly reports to the Funding Council. How did this process work in practice and how beneficial do you think it was?

Mr Morgan: Initially, we were reporting monthly to the Funding Council. However, the accounts were somewhat behind, if I can put it that way. There was a gap between the end of one month and the production of the accounts, which was not a very healthy situation when you are trying to run the college effectively. Getting the accounts up to date is absolutely crucial to the efficient and effective running of an organisation. You can see where you are going. It all ties in with the issue of strategic planning, budgeting and budget profiling. I think that having an efficient finance department and up-to-date and accurate financial information is absolutely key, absolutely crucial. It is going to be of tremendous benefit to the college.

[117] **Geraint Davies:** You are up to date with that now, are you?

Mr Morgan: Yes.

blaenorol, maes arall lle yr oedd yn rhaid inni gadw at gyllideb dynn oedd rheoli yn gyffredinol. Yr oedd angen cryfhau rheolaeth ariannol yn ddirfawr yn y coleg a chymerasom dri cham i wneud hynny. Y cam cyntaf oedd atgyfnerthu'r tîm cyllid trwy gael dau gyfrifydd profiadol a chymwys i ymgymryd â rolau allweddol. Yn ail, yr oedd angen gwella cywirdeb a phrydlondeb neu amseroldeb cyflwyno gwybodaeth ariannol. Yr ydym wedi sicrhau hynny. Yn drydydd, cyflwynasom strwythur rheoli lle yr oedd cysylltiad ymarferol iawn rhwng y prifathro a'r rheolwraig cyllid. Felly mae'r rheolwraig cyllid yn cyflwyno adroddiad yn uniongyrchol i mi ac yn cydweithio'n agos iawn â mi. Yr wyf o'r farn fod hynny yn amhrisiadwy. Efallai ei bod yn haws gwneud hynny mewn coleg llai.

[115] **Janet Davies:** Diolch yn fawr. Mae hynny'n ddiddorol.

[116] **Geraint Davies:** Deallaf, Mr Morgan, pan gafodd eich coleg ei ddsbarthu'n anfodddhaol, ei bod yn ofynnol ichi gyflwyno cynllun adfer ffurfiol i'r Cyngor Cyllido a olygai—ymhlith pethau eraill—roi adroddiadau misol i'r Cyngor Cyllido. Sut y gweithiai'r broses hon yn ymarferol a pha mor fuddiol oedd yn eich barn chi?

Mr Morgan: Ar y dechrau, yr oeddem yn cyflwyno adroddiad misol i'r Cyngor Cyllido. Fodd bynnag, yr oedd y cyfrifon ychydig ar ei hôl hi, os gallaf ei disgrifio felly. Yr oedd bwlch rhwng diwedd un mis a cyflwyno'r cyfrifon, nad oedd yn sefyllfa iach iawn pan ydych yn ceisio rhedeg y coleg yn effeithiol. Mae sicrhau bod y cyfrifon yn gyfredol yn holl bwysig i redeg sefydliad yn effeithlon ac effeithiol. Gallwch weld i ble yr ydych yn mynd. Mae i gyd yn gysylltiedig â'r mater o gynllunio strategol, cyllidebu a phroffilio cyllideb. Yr wyf o'r farn fod adran gyllid effeithlon a gwybodaeth ariannol gyfredol a manwl gywir yn hollol allweddol ac yn holl bwysig. Bydd o fudd enfawr i'r coleg.

[117] **Geraint Davies:** Yr ydych yn gyfredol yn hynny o beth bellach, ydych chi?

Mr Morgan: Ydym.

[118] **Geraint Davies:** You can take action immediately, therefore?

Mr Morgan: That is right.

[119] **Geraint Davies:** Was there anything else that the Funding Council could have done to assist the college in its recovery process?

Mr Morgan: If the college were in that situation, say currently or last year, I would have said nothing at all effectively, insofar as the Funding Council has a number of ways in which it supports and aids colleges. However, that was in 1995: only two years after the incorporation of colleges in 1993, when colleges became independent of the local authorities. That was not an easy time because there was a big push from the Funding Council for colleges, including Coleg Ceredigion, to increase student numbers. This push, of course, had come to the Funding Council from the Welsh Office. At the same time, there was also a big push to bring about a level playing field in terms of the funding of further education colleges, and Coleg Ceredigion was one of those colleges that had to—to use the jargon—migrate downwards to a common unit of funding. Therefore, there was tremendous pressure on the college to bring in more students and to save money.

One of the reasons, of course, why the college's finances did get into a bit of a mess is the fact that staffing costs increased in a big effort to increase student numbers. A reduction in funding occurred then for a period, year on year, of four years—quite a serious reduction of funding. This meant, inevitably, that it could not go on forever. At some point, the whole financial strength of the sector would be cast into doubt and the sector would maybe even become destabilised. I think that it happened to Coleg Ceredigion soonest. It began to happen to other colleges afterwards. Fortunately, the funding settlement for this year reversed that trend and has enabled further education to work on a better financial footing now. In a roundabout way, what I am saying, I suppose, is that at that early point in the history of the college, arguably the Funding

[118] **Geraint Davies:** Gallwch weithredu ar unwaith, felly?

Mr Morgan: Mae hynny'n gywir.

[119] **Geraint Davies:** A oedd unrhyw beth arall y gallai'r Cyngor Cyllido fod wedi'i wneud i gynorthwyo'r coleg yn ei broses adfer?

Mr Morgan: Pe bai'r coleg yn y sefyllfa honno, eleni neu'r llynedd dyweder, byddwn wedi dweud dim byd o gwbl mewn gwirionedd, i'r graddau y mae gan y Cyngor Cyllido nifer o ffyrdd i gynorthwyo a helpu colegau. Fodd bynnag, yn 1995 yr oedd hynny; dim ond dwy flynedd ar ôl i'r colegau gael eu hymgorffori yn 1993, pan ddaeth y colegau yn annibynnol ar yr awdurdodau lleol. Yr oedd hi'n amser anodd oherwydd bod pwysau mawr gan y Cyngor Cyllido i'r colegau, gan gynnwys Coleg Ceredigion, gynyddu nifer y myfyrwyr. Yr oedd y pwysau hyn wrth gwrs wedi dod i'r Cyngor Cyllido gan y Swyddfa Gymreig. Ar yr un pryd, yr oedd pwysau mawr hefyd i ddod â chydardoldeb o ran cyllido colegau addysg bellach, ac yr oedd Coleg Ceredigion yn un o'r colegau hynny yr oedd yn rhaid iddo symud i lawr, fel petai, tuag at uned gyllido gyffredin. Felly yr oedd pwysau mawr iawn ar y coleg i gael rhagor o fyfyrwyr ac arbed arian.

Un o'r rhesymau, wrth gwrs, pam yr aeth cyllid y coleg i ychydig o drafferthion yw'r ffaith fod costau staff wedi cynyddu o ganlyniad i ymdrech fawr i gynyddu nifer y myfyrwyr. Cafwyd gostyngiad mewn cyllid wedyn am gyfnod, o flwyddyn i flwyddyn, o bedair blynedd—gostyngiad cyllid go ddifrifol. Golygai hyn, yn anochel, na allai barhau am byth. Rhywbryd neu'i gilydd byddai amheuaeth ynghylch holl gryfder ariannol y sector a byddai'r sector yn mynd yn ansefydlog hyd yn oed. Credaf mai i Goleg Ceredigion y digwyddodd hynny gynharaf. Dechreuodd ddigwydd i golegau eraill wedyn. Yn ffodus, gwrthdrowyd y setliad ariannol gan y duedd honno ac mae wedi galluogi addysg bellach i weithio ar sail ariannol well. Yr hyn yr wyf yn ei ddweud, mewn ffordd anuniongyrchol o bosibl yw y gallai'r Cyngor Cyllido o bosibl, ar yr adeg

Council could have provided some financial support, not to bail the college out but to help towards bailing it out. But that is history now and it is easy to say it in hindsight.

gynnar honno yn hanes y coleg, fod wedi rhoi peth cymorth ariannol, nid i achub y coleg ond yn hytrach i helpu i'w achub. Ond hen hanes yw hynny erbyn hyn ac mae'n hawdd ei ddweud o edrych yn ôl.

[120] **Geraint Davies:** You reduced the staff overall?

[120] **Geraint Davies:** A wnaethoch ostwng nifer y staff yn gyffredinol?

Mr Morgan: Yes.

Mr Morgan: Do.

[121] **Geraint Davies:** Has that had an effect on the educational standards of the college?

[121] **Geraint Davies:** A yw hynny wedi effeithio ar safonau addysgol y coleg?

Mr Morgan: Reducing the staff, undertaking the efficiency gains that we did, enabled us to maintain the standards. It perhaps held us back from developing and pushing forward the standards as we would have liked. I do not think that anyone actually lost out, so it showed that efficiencies could reasonably be made. The point is that at the end of the day, you need to be in a sound, strong, viable financial position and not to have to go through a period of on-going crisis management. That enables you to develop strategically and to take on the range of government initiatives and community developments that are happening at the moment. Therefore, we are in a position now where we are able to move forward well.

Mr Morgan: Bu gostwng nifer y staff, gan ymgymryd â'r camau a gymerasom i gynyddu effeithlonrwydd, yn fodd i'n galluogi i gadw safonau. Mae'n bosibl ei fod wedi ein rhwystro rhag datblygu a chodi'r safonau fel y byddem wedi dymuno. Nid wyf o'r farn fod neb wedi bod ar ei golled, felly dangosodd y gellid yn rhesymol gynyddu effeithlonrwydd. Y nod yn y pen draw yw bod yn rhaid ichi fod mewn sefyllfa ariannol gadarn, gryf, ymarferol ac heb orfod mynd trwy argyfwng rheoli parhaus. Mae hynny yn eich galluogi i ddatblygu'n strategol ac ymgymryd ag ystod o fentrau'r llywodraeth a datblygiadau cymunedol sydd yn digwydd ar hyn o bryd. Felly yr ydym bellach mewn sefyllfa lle y gallwn symud ymlaen yn dda.

[122] **Dafydd Wigley:** Yr wyf eisiau dilyn yr un trywydd â Geraint. Pan soniwech am gynydd effeithioldeb, mae hynny'n golygu eich bod naill ai'n cael yr un allbwn am lai o gost neu'n cael mwy o allbwn am yr un gost. Cyfeiriasoch at y ffaith eich bod wedi llwyddo i dorri pum munud oddi ar bob awr. Cyfeiriasoch hefyd at y ffaith eich bod wedi lleihau nifer y lleoliadau yr ydych yn gweithio ynddynt.

[122] **Dafydd Wigley:** I wish to follow the same path as Geraint. When you mention efficiency gains, that means that you are either getting the same output for less cost or getting more output for the same cost. You referred to the fact that you have succeeded in cutting five minutes off each hour. You also referred to the fact that you have decreased the number of locations in which you work.

Cyffyrddodd Geraint â'r pwynt cyntaf. A gaf i gyffwrdd â'r ail? A yw lleihau nifer y lleoliadau wedi achosi anhawster i rai myfyrwyr, ac a yw'r dewis a'r cyfle a oedd yn bodoli i fyfyrwyr cyn y newidiadau hyn wedi effeithio ar y nifer sydd yn dod i'r coleg neu ar y dewisiadau pynciau y gallant eu dilyn?

Geraint has touched on the first point. May I touch on the second? Has decreasing the number of sites caused difficulty for some students, and has the choice and opportunity that existed for students before these changes affected the numbers that enter the college or the subject choices that they can follow?

Mr Morgan: O ran niferoedd, mae nifer y myfyrwyr yng Ngholeg Ceredigion wedi codi bob blwyddyn, hyd yn oed ym mlwyddyn y

Mr Morgan: As regards numbers, the number of students in Coleg Ceredigion has increased year on year, even in the year of

problemau ariannol mawr. Mae'r ddarpariaeth a'r gwahanol gyrsiau, a nifer y myfyrwyr hefyd, wedi cynyddu yn y coleg. Felly, nid yw wedi effeithio ar yr addysg nac ar y cyfle i'r myfyrwyr.

Efallai mai'r broblem fwyaf sydd gennym yng Ngheredigion, mewn ardal wledig, yw bod myfyrwyr yn gorfod teithio pellter i'r coleg bob dydd. Er enghraifft, mae gennym fysiau yn mynd o Aberteifi i Aberystwyth ac o Aberystwyth i Aberteifi. Nid yw hi'n daith hawdd na phleserus iawn yn gynnar yn y bore, yn aros mewn gwahanol bentrefi ac ati. Fodd bynnag, ni ddywedwn i fod hynny wedi gwaethygu ers y newid, oherwydd yr oedd y ddau gampws arall yn rhai bychain iawn—un yng nghanol y sir yn Felinfach a'r llall yn weddol agos i Aberystwyth.

A dweud y gwir, fe ddywedwn fod y sefyllfa wedi gwella yn hytrach nag fel arall.

[123] **Geraint Davies:** A question now for Mr Robinson. I understand that in contrast with Mr Morgan, the Funding Council has almost continuously assessed your college as having satisfactory financial health. What do you consider have been the main factors that have enabled you to maintain that consistent financial performance?

Mr Robinson: There are a number of ongoing practices. First, there is constant monitoring of the annual budget. We are effectively looking at it almost weekly. Any adjustments that have to be made are made, and that process involves all of the senior management team. We also make sure that the budget is reported at every meeting of the corporate board. There are eight meetings scheduled over the course of an academic year. Therefore, on eight occasions the financial performance is reported to the board, with particular emphasis on variances. That process is made more effective because the board members are able to take on some of the issues and raise questions and concerns if they feel they have them.

There are two or three members of the board who have considerable financial expertise in their professional lives and they are able to interpret data very effectively. We are involved in a number of capital projects and

the great financial problems. The provision and variety of courses, and the number of students too, have increased in the college. Therefore, it has not affected the education or the students' opportunities.

Perhaps the greatest problem that we have in Ceredigion, in a rural area, is that students have to travel a distance to the college every day. For example, we have buses going from Cardigan to Aberystwyth and from Aberystwyth to Cardigan. It is not a very easy or pleasurable journey early in the morning, stopping in various villages and so on. However, I would not say that that has worsened since the change, because the other two campuses were very small—one in the middle of the county in Felinfach and the other relatively close to Aberystwyth.

Indeed, I would say that the situation has improved rather than vice versa.

[123] **Geraint Davies:** Cwestiwn yn awr i Mr Robinson. Yn wahanol i sefyllfa Mr Morgan, deallaf fod y Cyngor Cyllido, yn ddiethriad bron, wedi barnu bod iechyd ariannol eich coleg yn foddhaol. Beth yn eich tyb chi yw'r y prif ffactorau sydd wedi eich galluogi i gadw'r perfformiad ariannol cyson hwnnw?

Mr Robinson: Ceir nifer o arferion parhaus. Yn gyntaf, caiff y gyllideb flynyddol ei monitro'n gyson. Yr ydym yn ei hystyried bob wythnos i bob pwrpas. Gwneir unrhyw addasiadau y mae angen eu gwneud ac mae'r broses honno yn cynnwys pob aelod o'r tîm rheoli uwch. Yr ydym yn sicrhau hefyd bod adroddiad ar y gyllideb ym mhob cyfarfod o'r bwrdd corfforaethol. Trefnir wyth cyfarfod yn ystod y flwyddyn academiaidd. Felly mae'r bwrdd yn derbyn adroddiad ar y perfformiad ariannol ar wyth achlysur, gyda phwylais arbennig ar amrywiannau. Mae'r broses honno yn fwy effeithiol oherwydd y gall aelodau'r bwrdd fynd i'r afael â'r rhai o'r materion a chodi cwestiynau a phryderon os teimlant felly.

Mae dau neu dri aelod o'r bwrdd sydd â chryn arbenigedd ariannol yn eu bywydau proffesiynol ac maent yn gallu dehongli data'n effeithiol iawn. Yr ydym yn ymgymryd â nifer o brosiectau cyfalaf ac

have been over the years. The performance within those capital projects is also monitored at every board meeting. The board effectively has zero tolerance of any suggestion that there is movement beyond budget. It is a discipline within which we are forced to work. Another factor is that the process of strategic planning—I believe that you have copies of the strategic plan—is totally enmeshed with the budget setting and financial management of the college. The two are seen as integral processes.

The director of finance is a member of the senior management team and always has been. All budget holders get monthly budget reports with, again, variances picked out so that they can see whether perhaps income is less than anticipated against the profile, or indeed whether expenditure is above the profile. Therefore, each individual budget holder is brought to the reality of their performance throughout the year. On staffing, we have a staffing model that has been improved over the years and is directly linked to funded student enrolments. Therefore, in theory, the money coming in via student activity is linked directly to the main activity of the college, which is obviously the teaching. We also build contingencies into the staffing budget, mainly to cover issues such as staff absenteeism through illness and so on. Therefore, there is a degree of comfort that one or two unexpected events that inevitably occur during a year are covered within the staffing budget.

Another factor that has arisen on a couple of occasions is that any change to the management structure is brought to the board for its approval. It is also costed so that the board can see both the nature of the structure—its purpose and what it is set out to achieve—and also the cost implications. A final factor I would have to mention is that of the efforts of all the staff—both teaching and non teaching—over the years. With the efficiency gains, they have committed themselves to the health of the institution.

[124] **Geraint Davies:** Have you had to

wedi bod yn gwneud hyn dros y blynyddoedd. Caiff y perfformiad o fewn y prosiectau cyfalaf hynny ei fonitro hefyd ym mhob un o gyfarfodydd y bwrdd. Nid yw'r bwrdd, i bob pwrpas, yn goddef unrhyw awgrym bod symudiad y tu hwnt i'r gyllideb. Y mae'n ddisgyblaeth y mae'n rhaid inni weithio y tu mewn iddi. Ffactor arall yw bod y broses cynllunio strategol—deallaf fod gennych gopiau o'r cynllun strategol—yn rhan annatod o bennu'r gyllideb a rheoli'r coleg yn ariannol. Ystyrir bod y ddau yn brosesau annatod.

Mae'r cyfarwyddwr cyllid yn aelod o'r tîm rheoli uwch a dyna fu'r sefyllfa erioed. Mae pob deiliad cyllideb yn derbyn adroddiadau cyllideb misol â'r amrywiannau, eto, wedi'u hamlygu fel y gallant weld a yw'r incwm o bosibl yn llai na'r disgwyl o'i gymharu â'r proffil, neu yn wir a yw'r gwariant yn fwy na'r proffil. Felly, mae pob deiliad cyllideb yn gweld gwir ddarlun o'i berfformiad drwy gydol y flwyddyn. O ran staffio, mae gennym fodel staffio sydd wedi ei wella ar hyd y blynyddoedd ac sydd wedi'i gysylltu'n uniongyrchol â nifer cofrestriadau myfyrwyr a ariennir. Felly, mewn egwyddor, caiff yr arian a ddaw i mewn trwy weithgaredd myfyrwyr ei gysylltu'n uniongyrchol â phrif weithgaredd y coleg, sef yr addysg wrth reswm. Yr ydym hefyd yn cynnwys symiau wrth gefn yn y gyllideb staffio, yn bennaf i ymdrin â materion megis absenoliaeth staff oherwydd salwch ac ati. Felly mae rhywfaint o gysur bod modd ymdrin ag un neu ddau o ddigwyddiadau annisgwyl, sydd yn anorod yn digwydd yn ystod y flwyddyn, o fewn y gyllideb staffio.

Ffactor arall sydd wedi codi unwaith neu ddwy yw bod unrhyw newid yn y strwythur rheoli yn cael ei gyflwyno gerbron y bwrdd i'w gymeradwyo. Caiff ei gostio hefyd fel y gall y bwrdd weld natur y strwythur—ei ddiben a'r hyn y bwriada ei gyflawni—ac hefyd yr oblygiadau cost. Y ffactor olaf y byddai'n rhaid i mi ei grybwyll yw ymdrechion pob aelod o'r staff—y rhai sydd yn dysgu a'r rhai nad ydynt yn dysgu—dros y blynyddoedd. Gyda'r camau i gynyddu effeithlonrwydd, maent wedi ymrwymo i iechyd y sefydliad.

[124] **Geraint Davies:** A fu'n rhaid ichi

reduce teaching staff on occasions when funding has not matched what you expected?

Mr Robinson: We have not reduced teaching staff. When I first took up my post, I brought in a significant restructuring to the management. It was a question of reallocating duties. One or two staff took the opportunity to take early retirement or voluntary redundancy. However, it was restricted to a fairly small number of management posts and it did not affect the teaching staff as a whole nor the bulk of the business support staff.

[125] **Brian Gibbons:** When Professor Andrews was speaking to us, he was reasonably sanguine about the sector's general financial situation. That was, in part, due to the ability of the sector to attract outside funding. Could you comment on that in general and talk a little about what you think the opportunities are for your colleges from Objective 1 funding?

Mr Robinson: In our case, our income varies between that from the Further Education Funding Council and that from other sources. The percentage from the Funding Council is approximately 63 per cent. The remainder, obviously, has to be attracted from a variety of other sources. The main ones are educational contracts with other organisations that currently have funds linked to training. The Training and Enterprise Council is the major one and also the Employment Service in the case of New Deal. There is a significant income from those two sources. We have a significant higher education remit within the college and currently just under 1,000 enrolments. That brings in another significant income stream both from the funded places through the Higher Education Funding Council and the fee income. For the last two or three years, we have been attracting approximately £1 million per annum from a variety of European funded programmes—European regional development fund and European social fund predominantly. That has been a very valuable source of additional funding to carry out activities that, clearly, without such money, we would not have been able to perform.

ostwng nifer y staff dysgu ar brydiau pan oedd yr arian yn llai na'r hyn a ddisgwyliech?

Mr Robinson: Nid ydym wedi gostwng nifer y staff dysgu. Pan ddechreuais yn fy swydd, adrefnais y strwythur rheoli yn sylweddol. Mater o ailddosrannu dyletswyddau ydoedd. Manteisiodd un neu ddau o'r staff ar y cyfle i ymddeol yn gynnar neu i gymryd diswyddiad gwirfoddol. Fodd bynnag, cyfyngwyd hyn i nifer gymharol fach o swyddi rheoli ac nid effeithiodd ar y staff dysgu ar y cyfan na'r rhan fwyaf o'r staff cymorth busnes.

[125] **Brian Gibbons:** Pan oedd yr Athro Andrews yn siarad â ni, yr oedd yn gymharol hyderus ynghylch sefyllfa ariannol gyffredinol y sector. Y rheswm am hynny, i raddau, oedd gallu'r sector i ddenu arian o'r tu allan. A allech chi roi sylwadau ar hynny yn gyffredinol a siarad ychydig am y cyfleoedd a gynigir, yn eich tyb chi, i'ch colegau yn sgîl arian Amcan 1?

Mr Robinson: Yn ein hachos ni, mae ein hincwm yn amrywio o'r hyn a ddaw o'r Cyngor Cyllido Addysg Bellach a'r hyn a ddaw o ffynonellau eraill. Tua 63 y cant yw canran y Cyngor Cyllido. Rhaid denu'r gweddill o amrywiaeth o ffynonellau eraill, wrth gwrs. Y prif rai yw contractau addysgol gyda sefydliadau eraill y mae ganddynt gyllid ar hyn o bryd sydd yn gysylltiedig â hyfforddiant. Y prif un yw'r Cyngor Hyfforddiant a Menter a hefyd y Gwasanaeth Cyflogi yn achos y Fargen Newydd. Daw incwm sylweddol o'r ddwy ffynhonnell hyn. Mae gennym gylch gorchwyl sylweddol o ran addysg uwch o fewn y coleg ac ar hyn o bryd mae rhyw ychydig o dan 1,000 o gofrestrïadau. Daw hynny â ffrwd incwm sylweddol arall yn sgîl y lleoedd a ariennir trwy'r Cyngor Cyllido Addysg Uwch a'r incwm ffioedd. Yn ystod y ddwy neu dair blynedd diwethaf, yr ydym wedi denu tua £1 miliwn y flwyddyn oddi wrth amrywiaeth o raglenni a ariennir gan Ewrop—y gronfa ddatblygu rhanbarthol Ewropeaidd a chronfa gymdeithasol Ewrop yn bennaf. Mae'r rhain wedi bod yn ffynhonnell werthfawr iawn o arian ychwanegol i ymgymryd â gweithgareddau na fyddem, yn amlwg, wedi gallu ymgymryd â hwy heb arian o'r fath.

We have contracts with a variety of employers to deliver training, in one or two cases in quite significant numbers. For example, the entire shop floor workforce of a major employer in Llanelli—Calsonic—are involved in national vocational qualification work, specifically linked to their training needs. That is one extreme. More of the activity in our area, however, is linked to the needs of small and medium sized enterprises and there is immense variation in that. Other income streams are the trading arms of the college itself. Some of those also produce significant surpluses for the overall benefit of the college. There are a number of them. The open learning centre would probably be one of the more significant ones in terms of the money involved. However, the internal organisations in the college, whether the canteens, or the retail outlets of which we have one or two, all help to produce the overall income target, which is currently around £18 million.

Mr Morgan: In terms of the financial future of the college—this does very much link in with income generation—I believe that the college is now on a sound financial footing. We have an efficient staffing structure and an estate that is in an overall good condition. We have now a situation where we have generated and hold reserves of over £800,000. As I said earlier, at least we can start from a position of relative strength now. It is easier to plan strategically in that situation. In a rural area like Ceredigion, there are limiting factors in the ability of the college to generate income from outside sources. If the financial health of the sector and the college is to be maintained, at the end of the day one is looking at that source of income that has the lowest risk, which is income from the Further Education Funding Council for Wales. That, in turn, is reliant on a good settlement annually from the Assembly. Having said that, the college, very crudely, has a turnover of around £4 million and we receive about £3 million from the Funding Council. We therefore raise about £1 million; about a quarter of our money comes from sources outside FEFCW. Those are the same sources, essentially, that Brian Robinson has just mentioned, for example

Mae gennym gontractau gyda nifer o gyflogwyr i gyflwyno hyfforddiant, mewn un neu ddau o achosion, i nifer go sylweddol o bobl. Er enghraifft, mae holl weithlu ffatri un o'r prif gyflogwyr yn Llanelli—sef Calsonic—yn ymgymryd â gwaith cymwysterau galwedigaethol cenedlaethol, a gysylltir yn benodol â'u hanghenion hyfforddiant. Dyna un pegwn. Mae mwy o'r gweithgarwch yn ein hardal, fodd bynnag, yn gysylltiedig ag anghenion mentrau bach a chanolig ac mae hynny'n amrywio'n ddifawr. Ffrydiau incwm eraill yw adenydd masnachu'r coleg ei hun. Mae rhai ohonynt hefyd yn cynhyrchu gweddillion sylweddol er budd cyffredinol y coleg. Mae yna nifer ohonynt. Mae'n debyg mai un o'r rhai pwysicaf o ran yr arian sydd ynghlwm â hi yw'r ganolfan dysgu agored. Fodd bynnag, mae holl sefydliadau mewnol y coleg, p'un ai'r ffreuturiau neu'r manau adwerthu—y mae un neu ddau gennym—yn helpu i gynhyrchu cyfanswm targed yr incwm, sef tua £18 miliwn ar hyn o bryd.

Mr Morgan: O ran dyfodol ariannol y coleg—mae hyn yn gysylltiedig â chynhyrchu incwm i raddau helaeth—yr wyf o'r farn fod gan y coleg bellach sylfaen ariannol gadarn. Mae gennym strwythur staffio effeithlon ac ystad sydd mewn cyflwr da ar y cyfan. Yr ydym mewn sefyllfa bellach lle yr ydym wedi cynhyrchu ac yn dal cronfeydd wrth gefn o dros £800,000. Fel y dywedais gynnau, gallwn o leiaf gychwyn o sefyllfa gymharol gadarn bellach. Mae'n haws cynllunio'n strategol yn y sefyllfa honno. Mewn ardal wledig megis Ceredigion, mae ffactorau sydd yn cyfyngu ar allu'r coleg i gynhyrchu incwm o ffynonellau allanol. Os ydym am gynnal iechyd ariannol y sector a'r coleg, rhaid yn y pen draw ystyried y ffynhonnell o incwm sydd â'r risg isaf, sef yr incwm o Gyngor Cyllido Addysg Bellach Cymru. Mae hynny, yn ei dro, yn dibynnu ar setliad da yn flynyddol o'r Cynulliad. Wedi dweud hynny, mae gan y coleg drosiant o tua £4 miliwn, yn fras iawn, a derbyniwn tua £3 miliwn o'r Cyngor Cyllido. Yr ydym felly yn codi tua £1 miliwn; daw tua chwarter o'n harian o ffynonellau y tu allan i CCABC. Yr un ffynonellau yw'r rhain, yn y bôn, â'r rhai y mae Brian Robinson newydd sôn amdanynt, er enghraifft arian Ewrop.

European moneys.

We have smaller sums annually from ESF—sums of up to £200,000 per annum. However, one thing that we have also done well out of, actually during the period of recovery, apart from generating surpluses, is that we have successfully undertaken two £1 million build projects at the Cardigan campus, both of which attracted ERDF support. European money has been an important source of development for the college. We also have contracts for franchise income from higher education from a number of institutions and we have also generated moneys over the years from contracts with the local TEC. In addition to that, we obtained tuition fee income from local employers, the vast majority of which are small to medium sized enterprises. We also charge part-time students and adult students tuition fees in certain categories. Therefore, we generate up to £1 million a year. As I said, that is about a quarter of the money that is coming through annually at the end of the day.

You also mentioned the importance of Objective 1. Two points on that. It is important for us to look at Objective 1 from a strategic perspective of how we can benefit the local community by working collaboratively, be it with other FE colleges, with the county council or possibly with a range of potential partners in higher education as well. The other point returns to the lessons mentioned in answer to the first question. At the end of the day, what one has to do to run an efficient college is to control expenditure. Expenditure, at the end of the day, is something you can control. Income is far more difficult to control; arguably, it is outside one's control. We must be wary of being over-dependent or placing an over emphasis on things like Objective 1 funding. I think that that has to be looked at in almost a different way. It cannot become a dependency or a part of our core funding. I think that is something to which we have a responsibility, as a further education college in our area, to contribute at a more strategic level. All these sources of income, whether they are TEC income or HE income, I would regard as potentially medium or high risk,

Yr ydym yn derbyn symiau llai bob blwyddyn o Gronfa Gymdeithasol Ewrop—sef symiau hyd at £200,000 y flwyddyn. Fodd bynnag, un peth yr ydym wedi elwa yn fawr arno, yn ystod y cyfnod adfer i bob pwrpas, ar wahân i gynhyrchu gweddillion, yw ein bod wedi ymgymryd yn llwyddiannus â dau brosiect adeiladu £1 miliwn a gafodd gymorth oddi wrth y Gronfa Ddatblygu Rhanbarthol Ewropeaidd. Bu arian Ewrop yn ffynhonnell bwysig ar gyfer datblygu'r coleg. Mae gennym gontractau hefyd ar gyfer incwm rhyddfrait o addysg uwch gan nifer o sefydliadau ac yr ydym wedi cynhyrchu incwm dros y blynyddoedd trwy gontractau gyda'r Cyngor Hyfforddiant a Menter lleol. At hynny, cawsom incwm ffioedd hyfforddiant oddi wrth gyflogwyr lleol y mae'r rhan fwyaf ohonynt yn fentrau bach a chanolig eu maint. Yr ydym hefyd yn codi ffioedd hyfforddiant ar fyfyrwyr rhan amser a myfyrwyr sydd yn oedolion, mewn categorïau penodol. Felly, yr ydym yn cynhyrchu hyd at £1 miliwn y flwyddyn. Fel y dywedais, dyna tua chwarter o'r arian sydd yn ein cyrraedd yn flynyddol yn y pen draw.

Soniasoch hefyd am bwysigrwydd Amcan 1. Dau bwynt am hynny. Mae'n bwysig inni ystyried Amcan 1 o safbwynt strategol, sef sut y gallwn sicrhau budd i'r gymuned leol trwy weithio ar y cyd, boed â cholegau addysg bellach eraill, â'r cyngor sir neu efallai ag ystod o bartneriaid posibl mewn addysg uwch yn ogystal. Mae'r pwynt arall yn cyfeirio'n ôl at y gwersi y soniwyd amdanynt wrth ateb y cwestiwn cyntaf. Yn y pen draw yr hyn y mae'n rhaid ei wneud i redeg coleg effeithlon yw rheoli gwariant. Mae gwariant, yn y pen draw, yn rhywbeth y gellir ei reoli. Mae'n llawer anos i reoli incwm; gellir dadlau ei fod y tu hwnt i reolaeth rhywun. Mae'n rhaid inni fod yn ofalus nad ydym yn orddibynnol neu'n rhoi gormod o bwyslais ar bethau megis arian Amcan 1. Yr wyf o'r farn fod yn rhaid edrych ar hyn mewn ffordd wahanol bron. Ni allwn ddbynnu arno neu adael iddo ddod yn rhan o'n harian craidd. Yr wyf o'r farn fod cyfrifoldeb arnom dros hynny, fel coleg addysg bellach yn ein hardal, i gyfrannu ar lefel fwy strategol. Byddwn i'n ystyried bod risg ganolig i uchel, o bosibl, i bob un o'r ffynonellau incwm hyn, boed yn incwm

because they can be pulled away quickly. If there were cuts in HE, the first thing to go would be a franchise provision, for example. It is important to have these additional sources but one has to be careful about the balance and that is why the Funding Council income is so important.

[126] **Brian Gibbons:** Will both of your colleges be taking a pro-active position on options on Objective 1 or do you feel that you are not in a position to take that forward view at the moment?

Mr Robinson: The college is very involved, and has been for some time, in the preparation for Objective 1 funding both nationally and locally. Nationally, through FFORWM, the organisation for the FE sector in Wales, we have played as active a role as we are able in the various groups that have been established to plan for Objective 1. We have approached the local partnership in a similar, proactive way. So we are trying to make sure that our plans are compatible with, the developing strategy on an all-Wales basis and at a local level.

Mr Morgan: There is a similar approach from Coleg Ceredigion. We are involved with FFORWM, the association of Welsh colleges, at a national level, which is of crucial importance. We are also involved with the local partnerships in a range of different initiatives. For example, we have established the Ceredigion strategic partnership for lifelong learning. That was initiated by Coleg Ceredigion and is chaired by our vice-principal. It involves the county council, the education department of the council, the economic development department, two universities in Ceredigion, individual schools and the careers service and so on. A pulling together of these organisations in this sort of way is definitely the way forward. So I think that we are taking a very similar approach to Carmarthenshire College.

[127] **Janet Davies:** I now move on to how the Funding Council undertakes its responsibilities for monitoring institutions. Could I ask Mr Morgan about having your five-year and mid-year forecasts externally

CHM neu'n incwm addysg uwch, oherwydd y gallant gael eu tynnu'n ôl yn gyflym. Pe bai toriadau yn digwydd mewn addysg uwch, y peth cyntaf i fynd fyddai darpariaeth rhyddfrait, er enghraifft. Mae'n bwysig bod y ffynonellau ychwangeol gennym ond rhaid gofalu am y cydbwysedd a dyna pam y mae incwm y Cyngor Cyllido mor bwysig.

[126] **Brian Gibbons:** A fydd colegau'r ddau ohonoch yn cymryd safbwynt rhagweithredol ar opsiynau ynglŷn ag Amcan 1 neu a ydych yn teimlo nad ydych mewn sefyllfa i edrych ymlaen felly ar hyn o bryd?

Mr Robinson: Mae'r coleg ynghlwm i raddau helaeth iawn wrth baratoi ar gyfer arian Amcan 1 yn genedlaethol ac yn lleol ac wedi bod ers tro. Yn genedlaethol, trwy FFORWM, sef sefydliad y sector addysg bellach yng Nghymru, yr ydym wedi bod mor weithredol ag y gallwn yn y grwpiau amrywiol a sefydlwyd i gynllunio ar gyfer Amcan 1. Yr ydym wedi trin y bartneriaeth leol yn yr un modd rhagweithredol. Felly yr ydym yn ceisio sicrhau bod ein cynlluniau yn gydnaws â datblygu strategaeth ledled Cymru ac ar lefel leol.

Mr Morgan: Mae gan Goleg Ceredigion ymagwedd gyffelyb. Yr ydym ynghlwm wrth FFORWM, sef cymdeithas colegau Cymru, ar lefel genedlaethol, sydd o'r pwys mwyaf. Yr ydym hefyd ynghlwm wrth y partneriaethau lleol mewn amrediad o fentrau gwahanol. Er enghraifft, sefydlasom bartneriaeth strategol Ceredigion ar gyfer dysgu gydol oes. Cychwynwyd hynny gan Goleg Ceredigion ac mae ein is-brifathro yn ei chadeirio. Mae'r cyngor sir, adran addysg y cyngor, yr adran datblygu economaidd, dwy brifysgol yng Ngheredigion, ysgolion unigol a'r gwasanaeth gyrfaoedd ac ati i gyd yn rhan ohoni. Nid oes amheuaeth nad dod â'r sefydliadau hyn ynghyd yn y ffordd hon yw'r ffordd ymlaen. Credaf felly ein bod yn cymryd ymagwedd debyg iawn i Goleg Sir Gaerfyrddin.

[127] **Janet Davies:** Yr wyf yn awr yn symud ymlaen at sut mae'r Cyngor Cyllido yn ymgymryd â'i gyfrifoldebau o ran monitro sefydliadau. A gaf ofyn i Mr Morgan ynglŷn â dilysu eich rhagolwg pum mlynedd a'ch

validated? The Funding Council is not convinced about the NAO's recommendations on this, but it has planned to extend this process to all marginal colleges and to some which are assessed as satisfactory. You have had your five-year forecast and mid-year return certified externally. Do you think that that helps you? How do you feel about the cost of it?

Mr Morgan: It is difficult for me to speak from the sector's point of view. I can only speak on the experience of Coleg Ceredigion. We have undergone this process for a number of years and, I suppose, to us it is a routine thing, in a sense. It happens and we do not particularly regard it as a huge imposition or a significant burden. We prepare forecasts carefully and thoroughly for mid-year and for forward planning in our institutional plans and when an auditor comes in, therefore, all the working papers are to hand. It is an opportunity for dialogue between senior staff of the external auditors that we use and the finance manager and myself. The big benefit it provides to Coleg Ceredigion, to myself as principal and responsible accounting officer and also to the board of governors, is that it provides the comfort factor of independent outside assurance that our forecasting is sound. Consequently, we see it as beneficial.

[128] **Alison Halford:** You are batting first, Mr Morgan, if that is okay with you. We are told that some of the actions of the Funding Council are to help institutions, particularly those in financial difficulties. What additional steps, if any, do you consider the Funding Council should take to assist institutions in financial difficulty?

Mr Morgan: I made reference earlier on to perhaps some financial help that the Funding Council could have given to us as a College early on into incorporation. However, by now, the world of the Funding Council and the colleges has developed and matured. There are far more comprehensive monitoring systems. I could relate very much to the financial structures in Carmarthenshire College, about which Brian Robinson was

rhagolwg canol y flwyddyn yn allanol? Mae amheuon gan y Cyngor Cyllido ynghylch argymhellion y Swyddfa Archwilio Genedlaethol ar hyn, ond mae'n bwriadu ymestyn y broses hon i bob coleg ymylol ac i rai a gafodd asesiad boddhaol. Cafodd eich rhagolwg pum mlynedd a'ch rhagolwg canol y flwyddyn eu hardystio'n allanol. A ydych o'r farn fod hyn o gymorth ichi? Beth yw eich barn ynglŷn â'i gost?

Mr Morgan: Mae'n anodd imi siarad o safbwynt y sector. Gallaf ond siarad am brofiad Coleg Ceredigion. Buom yn ymgymryd â'r broses hon ers nifer o flynyddoedd a pheth arferol ydyw inni, debygaf, ar un ystyr. Mae'n digwydd ac nid ydym yn ei hystyried yn dasg arbennig o enfawr nac yn gryn faich. Yr ydym yn paratoi rhagolygon yn ofalus ac yn drylwyr o ran cynllunio canol y flwyddyn a chynllunio at y dyfodol yn ein cynlluniau sefydliadol a phan fydd archwilydd yn dod i mewn, felly, mae'r papurau gwaith wrth law. Mae'n gyfle i gael deialog rhwng uwch aelodau staff yr archwilwyr allanol a ddefnyddir gennym, a'r rheolwraig cyllid a minnau. Y fantais fawr i Goleg Ceredigion, i minnau, fel y prifathro a swyddog cyfrifo â chyfrifoldeb ac hefyd i'r bwrdd llywodraethwyr yw ei bod yn rhoi'r cysur o gael sicrwydd allanol annibynnol bod ein rhagolygon yn gadarn. Felly, yr ydym o'r farn ei fod o fudd.

[128] **Alison Halford:** Chi sydd yn mynd yn gyntaf, Mr Morgan os yw hynny'n iawn gennych. Dywedwyd wrthym bod rhai o weithredoedd y Cyngor Cyllido i fod i helpu sefydliadau, yn enwedig y rhai hynny sydd mewn trafferthion ariannol. Pa gamau ychwanegol, os oes rhai, y dylai'r Cyngor Cyllido eu cymryd, yn eich barn chi, i gynorthwyo sefydliadau sydd mewn trafferthion ariannol?

Mr Morgan: Cyfeiriais yn gynharach at gymorth ariannol posibl y gallai'r Cyngor Cyllido fod wedi'i roi i ni fel Coleg yn fuan ar ôl ei gorffori. Serch hynny, erbyn hyn mae byd y Cyngor Cyllido a'r colegau wedi datblygu ac aeddfedu. Mae yna systemau monitro llawer mwy cynhwysfawr. Gallaf uniaethu â strwythurau ariannol Coleg Sir Gaerfyrddin yn fawr iawn—yr hyn yr oedd Brian Robinson yn siarad amdano yn

talking earlier. I think that the Funding Council is actually very supportive in its approach to monitoring the financial health of the sector and in helping colleges. I think the key thing is that the Funding Council should continue with what I perceive as a supportive role in which the staff of the Council and those of the colleges in that situation work together. I do not have any suggestion for a particular avenue that it could perhaps develop which it has not already done.

[129] **Alison Halford:** Audit fees cost quite a lot of money. Could you be given a little relief on the payment of your audit fees, bearing in mind that I understand that the Funding Council does contribute £1,000 to certification? You obviously have to pay something too. Could anything be done to spare you in that regard?

Mr Morgan: That is a very helpful suggestion, actually. Going back for a minute, to the audit fees we incur in terms of the certification mentioned earlier, we can claim back up to £1,000 for each audit. Our audits over the last few years—two audits annually—have only cost us something in the order of £1,500 or £1,600 plus VAT. So, effectively, we have been able to undertake those regular financial forecasting audits for nothing. The audit fees that we pay for our internal and external audit service are obviously far more expensive. We are talking about sums of £7,000 to £10,000 for each. The Funding Council requires that we appoint separate external and internal auditors. That is quite a weighty bill on colleges and, obviously, even though a small college like ours gets a lot less funding from the Funding Council, pro rata, the auditors must still go through the same careful, rigorous checks and systems. Audit is an expensive item for us. I must confess, I had not thought of the possibility of the Funding Council contributing to that. I will change tack quickly and say yes, that would be very helpful indeed.

[130] **Janet Davies:** I do not think you should get too carried away on that.

gynharach. Credaf fod y Cyngor Cyllido mewn gwirionedd yn gefnogol iawn yn ei ymagwedd tuag at fonitro iechyd ariannol y sector ac wrth helpu colegau. Credaf mai'r hyn sydd yn allweddol yw y dylai'r Cyngor Cyllido barhau â'r hyn a ystyriaf fi fel rôl gefnogol, lle mae staff y Cyngor a staff y colegau yn gweithio gyda'i gilydd yn y sefyllfa honno. Nid oes gennyf awgrym ynglŷn â llwybr arbennig y gallai, o bosibl, ei ddatblygu ond y mae heb ei ddatblygu hyd yn hyn.

[129] **Alison Halford:** Mae ffioedd archwilio yn costio cryn dipyn o arian. A allech gael peth cymorth i dalu eich ffioedd archwilio, gan gofio, fel y deallaf, fod y Cyngor Cyllido yn cyfrannu £1,000 tuag at ardystio? Mae'n rhaid i chwithau hefyd dalu rhywfaint, wrth gwrs. A ellir gwneud unrhyw beth i'ch arbed yn hynny o beth?

Mr Morgan: Dyna awgrym defnyddiol iawn, yn wir. Gan ddychwelyd am eiliad at y ffioedd archwilio a godir arnom ar gyfer yr ardystio y cyfeiriwyd ato yn gynharach, gallwn hawlio hyd at £1,000 am bob archwiliad. Dim ond tua £1,500 neu £1,600 ynghyd â TAW y mae ein harchwiliadau dros yr ychydig flynyddoedd diwethaf—sef dau archwiliad y flwyddyn—wedi costio. Felly, i bob pwrpas buom yn gallu ymgymryd â'r archwiliadau rhagweld ariannol rheolaidd am ddim. Mae'r ffioedd archwilio a dalwn am ein gwasanaeth archwilio mewnol ac allanol yn llawer drutach wrth reswm. Yr ydym yn siarad am tua £7,000 i £10,000 yr un. Mae'r Cyngor Cyllido yn ei gwneud yn ofynnol inni benodi archwilwyr allanol a mewnol gwahanol. Mae hynny yn dipyn o fil i'r colegau, ac wrth gwrs, er bod coleg bach fel ninnau yn cael llawer llai o arian hyd yn oed oddi wrth y Cyngor Cyllido, pro rata, mae'n rhaid i'r archwilwyr fynd trwy'r un gwiriadau a systemau gofalus a thrylwyr. Mae'r gwaith archwilio yn eitem gostus inni. Mae'n rhaid i mi gyfaddef nad oeddwn wedi meddwl am y posibilrwydd y byddai'r Cyngor Cyllido yn cyfrannu at hynny. Fe newidiaf fy meddwl yn gyflym a dweud ie, byddai hynny o gymorth mawr yn wir.

[130] **Janet Davies:** Efallai na ddylech ddilyn y trywydd hwnnw'n ormodol.

[131] **Alison Halford:** That was a rich vein of information, was it not? Thank you very much indeed. The next question is to both principals. Shall we start with you, Mr Robinson, to give Mr Morgan a chance to draw breath? We have been told at a previous Committee meeting about the governance and management development programme—GMDP. What have been the main benefits of this process to date to your college and could this process be improved?

Mr Robinson: The main advantage of the whole process was the starting point. We were required to initially conduct a self-assessment against a number of criteria: governance, strategic planning, operational planning, financial planning, human resource management, the estates and capital equipment management and control audit. That self-assessment, which involved the governing body, particularly on the issue of governance, was the basis of a subsequent action plan. I have no doubt that the main benefit of the GMDP was that initial starting point and the ongoing addressing of the issues identified within the action plan.

Subsequent to that, there have been a number of initiatives that have identified the good practice that the initial self-assessments produced. That is not just in my institution, but across the sector as a whole. The Funding Council has facilitated a number of processes that have enabled that good practice to be exchanged. That is an ongoing process and must inevitably bring a number of institutions into greater contact with where the better practice is. In our case, one particular opportunity has been to develop our purchasing strategy and, via additional funding, take on board another eight colleges initially, but potentially rather more than that, to explore how that particular piece of management could be extended across more colleges. That is an example of this fundable, good practice spreading process.

[132] **Alison Halford:** But could it be improved from your own college's point of view?

Mr Robinson: Going back to the start of the GMDP, there was significant sector involvement in the process. It was not

[131] **Alison Halford:** Yr oedd hynny'n addysgiadol iawn, onid oedd? Diolch yn fawr iawn yn wir. Mae'r cwestiwn nesaf i'r ddau brifathro. A gawn ddechrau gyda chi, Mr Robinson, i roi cyfle i Mr Morgan gael ei wynt ato? Dywedwyd wrthym mewn cyfarfod Pwyllgor blaenorol am y rhaglen datblygu llywodraeth a rheoli. Beth oedd prif fanteision y broses hon i'ch coleg hyd yn hyn ac a ellir gwella ar y broses hon?

Mr Robinson: Prif fantais yr holl broses oedd y man cychwyn. Yn y dechrau yr oedd yn ofynnol inni wneud hunan-asesiad yn unol â nifer o feini prawf: llywodraethu, cynllunio strategol, cynllunio gweithredol, cynllunio ariannol, rheoli adnoddau dynol, yr ystadau ac archwiliad rheoli cyfarpar cyfalaf. Yr oedd yr hunan-asesiad hwnnw, a oedd yn cynnwys y corff llywodraethol, yn enwedig ar fater llywodraethu, yn sylfaen i gynllun gweithredu dilynol. Nid oes amheuaeth gennyf mai prif fantais y rhaglen datblygu llywodraeth a rheoli oedd y man cychwyn hwnnw a'r gwaith parhaus o fynd i'r afael â'r materion a nodwyd o fewn y cynllun gweithredu.

Yn dilyn hynny, bu nifer o fentrau sydd wedi nodi'r arfer da a grëwyd yn sgîl yr hunan-asesiadau cychwynol. Mae hynny yn wir nid yn unig yn fy sefydliad i ond ar draws y sector cyfan. Mae'r Cyngor Cyllido wedi hwyluso nifer o brosesau sydd wedi galluogi i'r arfer da hwnnw gael ei gyfnewid. Proses barhaus ydyw ac mae'n anochel y bydd yn dod â nifer o sefydliadau i fwy o gyswllt â'r manau lle ceir arfer gwell. Yn ein hachos ni, un cyfle penodol fu datblygu ein strategaeth brynu a, thrwy ariannu ychwanegol, yr ydym wedi cwmpasu wyth coleg arall i ddechrau ond mae lle i ychwanegu at hynny, i ymchwilio i'r modd y gellir ymestyn yr agwedd arbennig honno ar reoli ar draws mwy o golegau. Dyna enghraifft o'r broses hon sydd yn lledaenu arfer da ac y gellir ei hariannu.

[132] **Alison Halford:** Ond a ellid ei gwella o safbwynt eich coleg chi?

Mr Robinson: Gan ddychwelyd at fan cychwyn y rhaglen datblygu llywodraeth a rheoli, bu'r sector yn ymwneud yn sylweddol

something that was dreamed up by the Funding Council and imposed. There was a debate early on as to the most appropriate strategies. I was involved in that debate. I feel that the process has worked. I do not see that there are any major ways that it could have been improved. Inevitably, any programme like this carries with it an element of bureaucracy, which can sometimes slow down the speed with which you can move things forward. At the end of the day, that is an inevitable outcome of dealing with public money so I do not see that there is any way that you can avoid that.

[133] **Alison Halford:** Mr Morgan, can you answer the same question, regarding benefits, the process and any improvements that you can envisage?

Mr Morgan: I would very much agree with what Brian Robinson has just said. The biggest benefit to date for Coleg Ceredigion has been the undertaking of a very thorough, very detailed, very self-critical self-assessment process in relation to the list of areas mentioned—governance, human resources management, financial management and so on—and the follow-up of producing an action plan. It really has enabled the institution to look at itself, to analyse itself critically and to focus on those key areas for development and to produce an action plan and a timescale.

On improvements, it is early days in one sense. You do find logistical difficulties and so on, but there are different ways around them. For example, there is a section on governance and obviously a key thrust of the GMDP is, for example, training for governors. I do not think that the Funding Council itself will be able to fully implement that programme as well as it would have liked—not because it has got it wrong, but simply because of practical considerations. Boards of governors are spread throughout Wales and are made up of people who have considerable time commitments and so on. Also, there are the logistics of putting on training days and meetings. So what will happen inevitably is, as is happening now with programmes taking place in north and south Wales, that representatives of the governing body will go. The chair will go to

â'r broses. Nid rhywbeth a gafodd ei greu a'i orfodi gan y Cyngor Cyllido mohono. Yr oedd trafodaeth ar adeg gynnar ynghylch y strategaethau mwyaf priodol. Cymerais ran yn y drafodaeth honno. Yr wyf o'r farn fod y broses wedi gweithio. Credaf na allai fod wedi ei gwella mewn unrhyw ffyrdd o bwys. Yn anochel, mae elfen o fiwrocratiaeth yn perthyn i unrhyw raglen felly a gall hyn weithiau arafu'r graddau y gellir symud pethau ymlaen weithiau. Yn y pen draw, canlyniad anochel yn deillio o ymdrin ag arian cyhoeddus ydyw felly credaf nad oes unrhyw ffordd o osgoi hynny.

[133] **Alison Halford:** Mr Morgan, a wnewch chi ateb yr un cwestiwn, parthed manteision, y broses ac unrhyw welliannau y gallwch feddwl amdanynt?

Mr Morgan: Cytunaf i raddau helaeth â'r hyn y mae Brian Robinson newydd ei ddweud. Y fantais fwyaf hyd yn hyn i Goleg Ceredigion fu ymgymryd â phroses hunan-asesiad trylwyr, manwl a hunan-feirniadol iawn o ran y rhestr o feysydd y soniwyd amdanynt—llywodraethu, rheoli adnoddau dynol, rheolaeth ariannol ac ati—a'r gwaith dilynol o gynhyrchu cynllun gweithredu. Yn wir, mae wedi galluogi'r sefydliad i ystyried ei hun, dadansoddi ei hun yn feirniadol, a chanolbwyntio ar y meysydd allweddol i'w datblygu a phennu cynllun gweithredu a graddfa amser.

O ran gwelliannau, mae'n ddyddiau cynnar mewn un ystyr. Yr ydych yn dod o hyd i anawsterau logistaidd ac ati, ond mae ffyrdd gwahanol o'u datrys. Er enghraifft, mae adran ar lywodraethu ac wrth gwrs prif bwyslais y rhaglen datblygu llywodraeth a rheoli yw, er enghraifft, hyfforddiant llywodraethwyr. Credaf na all y Cyngor Cyllido ei hun weithredu'r rhaglen honno'n llawn gystal ag y dymunai—nid oherwydd ei fod yn anghywir ond yn syml oherwydd ystyriaethau ymarferol. Mae byrddau llywodraethwyr ledled Cymru ac arnynt bobl sydd ag ymrwymadau amser sylweddol ac ati. Hefyd dyna'r logisteg wrth drefnu diwrnodau a chyfarfodydd hyfforddi. Felly yr hyn fydd yn digwydd yn anochel, fel sydd yn digwydd bellach gyda rhaglenni a drefnir yng ngogledd a de Cymru yw y bydd cynrychiolwyr o'r corff llywodraethol yn

one and the chair of the Audit Committee will go to another or maybe the vice chair and somebody else will attend another one. That is not a comprehensive training programme for the board as a whole.

However, the colleges themselves can take that on board. For example, we have had training in the past but we are going to establish a structured training programme in-house this year. We will timetable it on the same days as board meetings and consequently maximise the attendance of board members. If we can develop our own internal structured programme—something, incidentally, which emerged from our own self-assessment as an important need, particularly in relation to areas such as financial management—and if that can be strengthened and developed and enhanced by the external training lest we look inwards at ourselves too much, then I think that this GMDP programme has the potential to work really well for the sector, and I am very encouraged by what has happened to date.

[134] **Alison Halford:** My next question is to the chairs of governors. Ms Coleman, in what way has your governing body benefited to date from GMDP?

Ms Coleman: I think that the main benefit is that it provides a very useful framework within which governors can look at the college and evaluate its management and the way in which it is progressing, and any problems that it has. It focuses our attention on the things that really matter, such as governance, strategic planning, operational planning and management, finance, human resources, estates and that kind of thing. It increases the efficiency of the board because we now structure our agenda at each meeting to look under those particular headings. Obviously not every one comes up at every meeting but with the finance and general purposes and the audit committee reporting to the board and with the board's attention on various matters, the whole thing is covered on a very regular basis. Therefore there is a

mynd. Bydd y cadeirydd yn mynd i'r naill gyfarfod a bydd cadeirydd y Pwyllgor Archwilio yn mynd i'r llall neu efallai y bydd yr is-gadeirydd a rhywun arall yn mynychu cyfarfod arall. Nid yw hynny yn rhaglen hyfforddi gynhwysfawr ar gyfer y bwrdd cyfan.

Fodd bynnag, gall y colegau eu hunain fynd i'r afael â hynny. Er enghraifft, yr ydym wedi derbyn hyfforddiant yn y gorffennol ond yr ydym yn mynd i sefydlu rhaglen hyfforddi fewnol strwythuredig eleni. Byddwn yn amserlennu hynny i gyd-daro â chyfarfodydd y bwrdd ac yn y modd hwn gynyddu nifer yr aelodau'r sydd yn mynychu'r bwrdd i'r eithaf. Os gallwn ddatblygu ein rhaglen fewnol strwythuredig ein hunain—rhywbeth, fel mae'n digwydd, y gwnaeth ein hunan-asesiad ein hunain ei amlygu fel angen pwysig, yn enwedig mewn perthynas â meysydd megis rheolaeth ariannol—ac os gellir atgyfnerthu a datblygu a hyrwyddo hynny trwy hyfforddiant allanol rhag ofn ein bod yn rhy fewnblyg, yna yr wyf o'r farn fod gan y rhaglen datblygu llywodraeth a rheoli hon y potensial i weithio'n dda iawn i'r sector, ac fe'm calonogwyd gan yr hyn sydd wedi digwydd hyd yn hyn.

[134] **Alison Halford:** Mae fy nghwestiwn nesaf i gadeiryddion y llywodraethwyr. Ms Coleman, ymha ffordd y bu eich corff llywodraethol yn elwa ar y rhaglen datblygu llywodraeth a rheoli hyd yn hyn?

Ms Coleman: Credaf mai'r prif fantais yw ei bod yn darparu fframwaith defnyddiol iawn sydd yn galluogi'r llywodraethwyr i edrych ar y coleg a gwerthuso'r modd y caiff ei reoli a'r ffordd y mae'n datblygu, ac unrhyw broblemau sydd ganddo. Mae'n ein gorfodi i ganolbwyntio ar y pethau o bwys gwirioneddol, megis llywodraethu, cynllunio strategol, cynllunio a rheoli gweithredol, cyllid, adnoddau dynol, ystadau ac ati. Mae'n cynyddu effeithlonrwydd y bwrdd oherwydd ein bod bellach yn trefnu ein hagenda ym mhob cyfarfod i ystyried eitemau o dan y penawdau penodol hynny. Wrth gwrs nid yw pob un yn codi ym mhob cyfarfod ond gan fod y pwyllgor cyllid a dibenion cyffredinol a'r pwyllgor archwilio yn cyflwyno adroddiad gerbron y bwrdd a bod y bwrdd yn rhoi sylw i faterion amrywiol, caiff y cyfan ei

much better and greater oversight within a structured framework. That is very useful for a lay board of governors.

I would like to continue Andre Morgan's point about training. The training provided for us by the Further Education Funding Council for Wales is very useful but it takes a very long part of our day to attend a training session that runs from 3.00 p.m. to 7.30 p.m. For example, I went to one in south Wales recently and left home at 11 a.m. and got home at 10 p.m. That is a considerable time commitment and there was no one at the session that lived anywhere nearer than I.

[135] **Alison Halford:** So what is the solution to that problem?

Ms Coleman: The solution is for us to go occasionally, and perhaps for the Funding Council to have sessions in the four corners of Wales instead of in the north and in the south. That would make things much easier. However, as Andre Morgan said, we have our own training programme. By having half an hour or an hour before a board meeting, all those governors who are coming to the board meeting will make every effort to attend our internal training sessions. We had a session on estates at our last meeting, and we are planning one on finance in the very near future.

[136] **Alison Halford:** So, from your point of view, the whole process could be improved by ensuring more training across Wales, geographically?

Ms Coleman: That is right.

[137] **Alison Halford:** Mr Lithgow, could I ask you the same question? How has this GMDP benefited your board of governors?

Mr Lithgow: I recognise some of Brian's comments about intolerance. I speak as someone who is a chartered accountant, and who has worked in the automotive industry for the last 10 years, which is a very self-

gwmpasu yn rheolaidd iawn. Felly ceir arolygiaeth llawer gwell a llawer mwy o fewn fframwaith strwythuredig. Mae hynny'n ddefnyddiol iawn ar gyfer bwrdd llywodraethwyr lleyg.

Hoffwn barhau â phwynt Andre Morgan ynghylch hyfforddiant. Mae'r hyfforddiant y mae Cyngor Cyllido Addysg Bellach Cymru yn ei ddarparu ar ein cyfer yn ddefnyddiol iawn ond mae'n cymryd cyfran helaeth iawn o'n diwrnod i fynychu sesiwn hyfforddiant sydd yn rhedeg o 3.00 p.m. i 7.30 p.m. Er enghraifft, euthum i un yn ne Cymru yn ddiweddar gan adael fy nghartref am 11 a.m. a dychwelyd am 10 p.m. Mae hynny'n gryn ymroddiad amser ac nid oedd neb yn y sesiwn a oedd yn byw yn agosach na minnau.

[135] **Alison Halford:** Felly beth yw'r ateb i'r broblem honno?

Ms Coleman: Yr ateb yw inni fynychu'n achlysurol, ac efallai i'r Cyngor Cyllido gynnal sesiynau ym mhob cwr o Gymru yn hytrach nag yn y gogledd ac yn y de. Byddai hynny'n gwneud pethau'n llawer haws. Fodd bynnag, fel y dywedodd Andre Morgan, mae gennym ein rhaglen hyfforddiant ein hunain. Drwy drefnu hanner awr neu awr cyn cyfarfod y bwrdd, bydd pob un o'r llywodraethwyr hynny sydd yn dod i gyfarfod y bwrdd yn gwneud pob ymdrech i fynychu ein sesiynau hyfforddiant mewnol. Cynhaliwyd sesiwn ar ystadau gennym yn ein cyfarfod diwethaf, ac yr ydym yn trefnu un ar gyllid yn y dyfodol agos iawn.

[136] **Alison Halford:** Felly, o'ch safbwynt chi, gellid gwella'r holl broses trwy sicrhau bod mwy o hyfforddiant ledled Cymru, yn ddaearyddol?

Ms Coleman: Mae hynny'n gywir.

[137] **Alison Halford:** A gaf ofyn yr un cwestiwn i Mr Lithgow? Sut mae'r rhaglen datblygu llywodraeth a rheoli hon wedi bod o fudd i'ch bwrdd llywodraethwyr?

Mr Lithgow: Yr wyf yn cydnabod rhai o sylwadau Brian ynglŷn ag annoddefgarwch. Yr wyf yn llefaru fel un sydd yn gyfrifydd siartredig ac a fu'n gweithio yn y diwydiant modurol am y 10 mlynedd diwethaf sydd yn

critical industry. I found the process of self-assessment an excellent discipline and I felt that we were probably over-critical. However, I did not think that that was too bad a thing. We forced ourselves to examine some of the good and bad practices. Even events like today force me to examine critically how we are managing the college.

I attended a recent training event on strategic planning and I thought that the event was well run. It was informative, there was good participation and it drew together a wide range of people. What I did feel, though, that was of equal benefit, was meeting some other governors and chairs and listening to some of the problems they have and some of the good things that they are doing. I know it is a drain on our time but I think that there are enormous benefits in doing that. As far as the training itself goes, I know from my own work experience that very often, although there are training courses at work, I may not have the time to attend them. However, we use videos quite a lot. Maybe there is scope for using videos. Rather than travelling for several hours, if there is a good and relevant video, people can take it and watch it at home.

To some extent, when we are talking about improvement—again perhaps because I am too self-critical—there has to be room for improvement in whatever area. I do believe strongly in benchmarking and become concerned that when we are regarded as satisfactory we may become complacent. When we are the best, we are not measuring ourselves against the right sort of people. We have to keep analysing and evaluating our quality continually.

[138] **Alison Halford:** A question to both principals again please, although I am sure your chairs will be happy to come in, too. You may have almost answered this. A key element of GMDP is sharing best practice. How is the process working? What are some of the key best practices that each of you are sharing with other institutions? I would be delighted to hear about that.

ddiwydiant hunan-feirniadol iawn. Yr oedd y broses o hunan-asesiad yn ddisgyblaeth ardderchog yn fy nhyb i a'm teimlad oedd ein o bosibl yn rhy hunan-feirniadol. Fodd bynnag, yr oeddwn o'r farn nad oedd hynny'n beth rhy ffôl. Yr oeddem yn gorfodi ein hunain i archwilio rhai o'r arferion da a drwg. Mae hyd yn oed digwyddiadau fel heddiw yn fy ngorfodi i archwilio'n feirniadol y modd yr ydym yn rheoli'r coleg.

Yn ddiweddar, mynychais ddigwyddiad hyfforddiant ar gynllunio strategol a themlais fod y digwyddiad wedi'i drefnu'n dda. Yr oedd yn darparu gwybodaeth, cafwyd cyfraniad da oddi wrth y rhai a oedd yn mynychu a gwnaeth gasglu ynghyd ystod eang o bobl. Ond yr hyn a oedd yr un mor fuddiol yn fy marn i, oedd cwrdd â rhai o'r llywodraethwyr a chadeiryddion eraill a gwrando ar rai o'r problemau a oedd ganddynt a'r rhai o'r pethau da y maent yn eu gwneud. Gwn ei bod yn feichus o ran ein hamser ond credaf fod manteision mawr o wneud hynny. Cyn belled ag y mae hyfforddiant yn y cwestiwn, gwn o'm profiad gwaith fy hun er bod cyrsiau hyfforddiant yn y gwaith, yn aml, ni fydd amser gennyf i'w mynychu. Fodd bynnag, yr ydym yn defnyddio fideos cryn dipyn. Efallai bod lle i ddefnyddio fideos. Yn hytrach na theithio am nifer o oriau, os bydd fideo da a pherthnasol ar gael, gall pobl fynd ag ef a'i wyllo gartref.

I ryw raddau, pan fyddwn yn siarad am wella—unwaith eto, efallai gan fy mod yn rhy hunan-feirniadol—mae'n rhaid bod lle i wella ym mha faes bynnag. Credaf yn gryf mewn meincnodi a phryderaf y gallwn fod yn hunanfodlon os cawn ein hasesu'n foddhaol. Pan mai ni yw'r gorau, nid ydym yn mesur ein hunain yn erbyn y math cywir o bobl. Mae'n rhaid inni barhau i ddadansoddi a gwerthuso ein hansawdd o hyd.

[138] **Alison Halford:** Cwestiwn i'r ddau brifathro unwaith eto os gwelwch yn dda, ond yr wyf yn siŵr y bydd eich cadeiryddion yn fodlon cyfrannu hefyd. Efallai eich bod wedi ateb y cwestiwn hwn. Rhannu arfer da yw un o elfennau allweddol y rhaglen datblygu llywodraeth a rheoli. Sut mae'r broses yn gweithio? Beth yw rhai o'r arferion gorau allweddol yr ydych yn eu rhannu â

sefydliadau eraill? Byddwn wrth fy modd o glywed am hynny.

Mr Morgan: I will begin, if I may. The Funding Council has identified through its GMDP that Coleg Ceredigion has good practice to offer in a number of areas—strategic planning, human resource management and operational planning. We are pleased that we have already shared two examples with the sector arising from this. One links closely to the board as well. That is, that the board of governors approved last year a new mission statement and a new set of strategic aims and objectives for Coleg Ceredigion. We were pleased to be asked by the Funding Council if we as a college were willing to share our strategic aims and objectives with other colleges in Wales who are experiencing difficulties in this area because we are seen as a model of good practice. We were more than pleased to do that.

My second example is a very recent one indeed. As part of the GMDP training programme, which Allison Coleman referred to, there were training events put on earlier this month in north and south Wales on human resources management. We were invited to contribute to the session in south Wales on staff development. We have a comprehensive five-day, in-house staff development programme, again probably arising from the need for financial efficiency where you have to have a lot more self-help, rather than just spend money to go on external courses. What we have in the college is a well-established five-day, in-house programme for all staff—teaching staff and support staff—teaching support staff in particular. That is also underpinned by a comprehensive set of written procedures and associated documentation to track the whole system, and we were very pleased to share that in the session in Barry College about two weeks ago.

[139] **Alison Halford:** Mr Robinson, have you got anything to add on that particular question on key best practice?

Mr Morgan: Dechreuaf os gallaf. Mae'r Cyngor Cyllido wedi nodi drwy ei raglen datblygu llywodraeth a rheoli fod gan Goleg Ceredigion arfer da i'w gynnig mewn nifer o feysydd—cynllunio strategol, rheoli adnoddau dynol a chynllunio gweithredol. Yr ydym yn falch ein bod eisoes wedi rhannu dwy enghraifft â'r sector yn codi o hyn. Mae un yn gysylltiedig iawn â'r bwrdd hefyd. Hynny yw, y llynedd cymeradwyodd y bwrdd llywodraethwyr ddatganiad cenhadaeth newydd a chyfres newydd o nodau ac amcanion strategol i Goleg Ceredigion. Yr oeddem yn falch fod y Coleg Cyllido wedi gofyn a oeddem ni, fel coleg, yn fodlon rhannu ein nodau a'n hamcanion strategol gyda'r colegau eraill yng Nghymru sydd yn profi anawsterau yn y maes hwn oherwydd y cawn ein hystyried yn fodel o arfer da. Yr oeddem yn hynod o falch i wneud hynny.

Un ddiweddar iawn yw fy ail enghraifft yn wir. Fel rhan o raglen hyfforddiant y rhaglen datblygu llywodraeth a rheoli y cyfeiriodd Allison Coleman ati, cynhaliwyd digwyddiadau hyfforddiant yn gynharach y mis hwn yng ngogledd a de Cymru ar destun rheoli adnoddau dynol. Fe'n gwahoddwyd i gymryd rhan yn y sesiwn yn ne Cymru ar ddatblygu staff. Mae gennym raglen datblygu staff fewnol gynhwysfawr pum niwrnod, unwaith eto o bosibl yn deillio o'r angen am effeithlonrwydd ariannol lle y mae'n rhaid bod gennych efallai lawer mwy o hunan-gymorth, yn hytrach na dim ond gwario arian ar fynychu cyrsiau allanol. Yr hyn sydd gennym yn y coleg yw rhaglen fewnol pum niwrnod sefydlog ar gyfer y staff i gyd—staff dysgu a staff cymorth—staff cymorth dysgu yn enwedig. Caiff hyn ei ategu gan gyfres gynhwysfawr o weithdrefnau ysgrifenedig a dogfennaeth gysylltiedig i gadw llygad ar y system gyfan, ac yr oeddem yn falch iawn i rannu hynny yn y sesiwn yng Ngholeg y Barri tua phythefnos yn ôl.

[139] **Alison Halford:** Mr Robinson, a oes gennych unrhyw beth i'w ychwanegu ar y cwestiwn penodol hwnnw am arfer gorau allweddol?

Mr Robinson: There are a number of items that have been identified. I think probably the one that is potentially the most helpful is in the sphere of purchasing. We have had a purchasing manager for some time and that person, with support from senior management, has put together a proposal, which the Funding Council has approved, to develop further the consortium approach within the sector. It is very early days as we have only just started, but potentially that could be of significant benefit to the sector.

If I may also go back to one of your previous questions, and a point that Patrick Lithgow made. Over the last 12 months I have been part of a group called the good governance working group, which was set up by both the English and Welsh Funding Councils and drew expertise from a variety of sources, including a number of chairs of governing bodies. We have now produced a guide for governors, which is imminent in terms of it being published and available. It has with it, potentially, training materials which may well address the concern expressed about the geography of training with governors who have major commitments in other spheres. That is potentially very valuable for the future.

[140] **Alison Halford:** I have one last question, which again you can all confer on. It is about benchmarking. Some concerns have been raised by the National Audit Office about the way that the Funding Council uses benchmarks, something you have mentioned, Mr Lithgow. How useful is this financial and benchmark information that the Funding Council currently provides? Is it helpful? Can it be better? I do not mind who answers this. Is the financial and benchmarking information satisfactory to colleges to operate?

Mr Robinson: Shall I start?

[141] **Alison Halford:** Whatever. I do not mind. You can confer among yourselves on this one.

Mr Robinson: I am sure that others will want to chip in. I think that benchmarking is,

Mr Robinson: Mae yna nifer o eitemau a nodwyd. Credaf bod yr un mwyaf buddiol o bosibl yn y maes prynu. Bu rheolwr prynu gennym ers tro ac mae'r person hwnnw gyda chymorth yr uwch reolwyr, wedi llunio cynnig, a gymeradwywyd gan y Cyngor Cyllido, i ddatblygu ymhellach ymagwedd gonsortiwm o fewn y sector. Mae'n ddyddiau cynnar iawn oherwydd newydd ddechrau yr ydym, ond efallai y gallai fod o fudd sylweddol i'r sector.

Os caf ddychwelyd at un o'ch cwestiynau blaenorol hefyd, ac at y pwynt a wnaethpwyd gan Patrick Lithgow. Dros y 12 mis diwethaf, bûm yn rhan o grŵp a elwir y gweithgor llywodraethu da, a sefydlwyd gan y Cyngorau Cyllido yng Nghymru a Lloegr ac a dynnodd ar brofiad o amrywiaeth o ffynonellau, gan gynnwys nifer o gadeiryddion cyrff llywodraethol. Yr ydym bellach wedi cynhyrchu canllaw i lywodraethwyr, sydd ar fin cael ei gyhoeddi a bydd ar gael yn fuan. Ynghyd â'r canllaw y mae deunydd hyfforddiant a fydd o bosibl yn mynd i'r afael â'r pryder a fynegwyd ynghylch lleoliad hyfforddiant i lywodraethwyr sydd ag ymrwymiadau pwysig mewn meysydd eraill. Gall hynny o bosibl fod yn werthfawr iawn yn y dyfodol.

[140] **Alison Halford:** Mae gennyf un cwestiwn ar ôl ac unwaith eto gallwch i gyd ymgynghori yn ei gylch. Codwyd rhai pryderon gan y Swyddfa Archwilio Genedlaethol ynglŷn â'r ffordd y mae'r Cyngor Cyllido yn defnyddio meincnodau, yr ydych chi, Mr Lithgow, wedi cyfeirio ati eisoes. Pa mor ddefnyddiol yw'r wybodaeth ariannol a meincnodi a ddarperir gan y Cyngor Cyllido ar hyn o bryd? A ydyw o gymorth? A all fod yn well? Nid oes gwahaniaeth gennyf pwy sydd yn ateb hyn. A yw'r wybodaeth ariannol a meincnodi yn foddhaol i'r colegau ei gweithredu?

Mr Robinson: A oes eisiau i mi ddechrau?

[141] **Alison Halford:** Fel y mynnoch. Nid oes gwahaniaeth gennyf. Cewch ymgynghori ymhlith eich gilydd ar y cwestiwn hwn.

Mr Robinson: Yr wyf yn siŵr y bydd y gweddill am gyfrannu. Credaf mai newydd

to some extent, in its infancy. There is a lot of data around and maybe almost too much. We now have information supplied regularly by the Funding Council. That is useful, because you can judge the college performance against the standard for the sector and also draw down information from other colleges. That can be extremely powerful. One of the problems at the moment is that a lot of the data tends to be a bit dated. There are very good reasons for this, because the process of collecting the data and analysing it, making sure that it is accurate, is not something that can be done quickly. There is a time lag behind the requirements of now and the data that is actually available. There are proposals to try to overcome that and produce more timely data, and I think that that would be welcomed.

Colleges clearly identify benchmarking as something of very considerable importance, because another one of the GMDP best practice funded programmes that has come forth from the sector is on benchmarking. There are a number of colleges that have put a proposal forward, again approved by the Funding Council, which will hopefully take that issue much further forward.

[142] **Alison Halford:** Do you generally agree with that, Mr Morgan? Is there anything else that you want to add? I want to ask one last question, and time is running out.

Mr Morgan: I would like to come in briefly, and that is, I suppose, to reinforce what Brian Robinson has said. Benchmarking is a very important and valuable management information tool for the sector. The various benchmarking information that comes through from FEFCW is obviously somewhat variable. Some of the benchmarking information is more useful than others. Unfortunately, it tends to be a little dated but, at the end of the day, it is valuable. It is not necessarily a question of asking have we got it right or have we got it wrong. Again, it enables you to say: 'Oh, we seem to be in line' or 'We are different. Why are we different? What are the reasons for that?' It enables us as managers to evaluate what we

ddechrau y mae meincnodi i raddau. Mae llawer o ddata ar gael ac efallai bod bron gormod. Yr ydym yn awr yn derbyn gwybodaeth yn rheolaidd gan y Cyngor Cyllido. Mae hynny'n ddefnyddiol, oherwydd gellwch farnu perfformiad y coleg o'i gymharu â'r safon ar gyfer y sector a hefyd gael hyd i wybodaeth oddi wrth y colegau eraill. Gall hynny fod yn rymus iawn. Un o'r problemau ar hyn o bryd yw fod llawer o'r wybodaeth yn tueddu i fod yn eithaf dyddiedig. Mae rhesymau da iawn dros hynny, oherwydd nad yw'r broses o gasglu'r data a'i ddadansoddi a chadarnhau ei gywirdeb yn un y gellir ei chyflawni yn gyflym. Mae oedi rhwng y gofynion presennol a'r data sydd ar gael mewn gwirionedd. Mae yna gynigion i geisio goresgyn hynny a chynhyrchu data mwy amserol, a chredaf y byddai croeso i hynny.

Mae'n amlwg bod colegau o'r farn fod meincnodi yn rhywbeth o'r pwys mwyaf, oherwydd mai meincnodi yw testun un arall o'r rhaglenni arfer gorau a ariennir gan y rhaglen datblygu llywodraeth a rheoli sydd wedi deillio o'r sector. Mae nifer o golegau wedi rhoi cynnig gerbron, unwaith eto â chymeradwyaeth y Cyngor Cyllido a fydd, gobeithio, yn symud y mater hwnnw ymhellach.

[142] **Alison Halford:** A ydych yn cytuno â hynny, Mr Morgan? A hoffech ychwanegu unrhyw beth arall? Yr wyf am ofyn un cwestiwn arall, ac mae'r amser yn mynd yn brin.

Mr Morgan: Hoffwn siarad yn fyr iawn a hynny, mae'n debyg, i ategu'r hyn a ddywedodd Brian Robinson. Mae meincnodi yn offeryn gwybodaeth pwysig a gwerthfawr i'r sector. Mae'r amryw o wybodaeth feincnodi a ddaw oddi wrth CCABC yn amrywio ryw ychydig, mae'n amlwg. Mae rhai agweddau ar yr wybodaeth feincnodi yn fwy defnyddiol na rhai eraill. Yn anffodus, mae'r wybodaeth yn tueddu i fod braidd yn ddyddiedig ond, wedi dweud hynny, y mae'n werthfawr. Nid yw'n fater o bosibl o ofyn a yw'n gywir neu anghywir gennym. Unwaith eto, mae'n golygu eich bod yn gallu dweud 'O, yr ydym yn cydymffurfio yn ôl pob tebyg' neu 'Yr ydym yn wahanol. Pam yr ydym yn wahanol? Beth yw'r rhesymau dros

are doing, how we are doing it and so on. Indeed, benchmarking was regarded in our own self-assessment as being something that was so important for us to develop that, as a part of our programme, we have actually employed consultants to undertake a benchmarking exercise, which has benchmarked us against about 60 per cent of the colleges in England and Wales as a whole. It is obviously pleasing, for example, when the information which has newly come back to us gives us an indication that our expenditure costs per student are below the Welsh average and, indeed, below the English average. However, at the same time, it is not the sort of general piece of information that one sits on and is complacent about. It enables us to examine critically each area of college activity. It is not the be all and end all of everything, but it is a very important management tool.

[143] **Alison Halford:** This must be my last question, or I will be shot by the Chair. Turning the telescope around the other way, there is some suggestion that colleges have to provide vast amounts of information to the Funding Council. I have heard that about 260 questions have to be answered and that banks of staff have to collate this information. Have you any comments on that or is it untrue?

Mr Morgan: This probably refers in the main to the student records information that goes to the Funding Council, where there is a huge range of information fields on a computerised system in relation to each student. The information is vast and in the case of Carmarthenshire College, it being a much larger college than Coleg Ceredigion, it is far more vast than it is even for us. What it means is that we have a student records department and what one has to try to ensure is that that department is providing management information for Coleg Ceredigion as well as for the Funding Council, because inevitably there are so many returns, with three census dates a year—

[144] **Alison Halford:** So roughly how much does it cost you to collate the information required by the Funding Council?

hynny?’ Mae’n ein galluogi, fel rheolwyr, i werthuso’r hyn a wnawn, sut yr ydym yn ei wneud ac ati. Yn wir, yr oeddem ninnau yn ein hunan-asesiad ein hunain yn ystyried bod meincnodi mor bwysig inni ei ddatblygu fel rhan o’n rhaglen, yr ydym wedi cyflogi ymgynghorwyr i ymgymryd ag ymarferiad meincnodi, sydd wedi ein meincnodi trwy ein cymharu â 60 y cant o’r colegau ledled Cymru a Lloegr. Yr ydym yn ymfalchïo, wrth gwrs, er enghraifft pan fydd yr wybodaeth yr ydym newydd ei derbyn yn awgrymu inni fod ein costau gwariant fesul myfyriwr yn is na’r cyfartaledd yng Nghymru ac, yn wir, yn is na’r cyfartaledd yn Lloegr. Fodd bynnag, ar yr un pryd, nid dyma’r math o wybodaeth i ymfalchïo ynddi a mynd yn hunanfodlon yn ei chylch. Mae’n ein galluogi i archwilio pob maes yng ngweithgaredd y coleg yn feirmiadol. Nid yw’n gwbl hanfodol, ond mae’n offeryn rheoli pwysig iawn.

[143] **Alison Halford:** Dyma fy nghwestiwn olaf wrth raid, neu bydd y Gadeiryddes yn fy saethu. Wrth edrych o’r ochr arall, mae rhyw awgrym bod yn rhaid i’r colegau ddarparu toreh o wybodaeth i’r Cyngor Cyllido. Clywais fod yn rhaid ateb tua 260 o gwestiynau a bod angen lluoedd o staff i gasglu’r wybodaeth hon ynghyd. A oes gennych unrhyw sylwadau ynglŷn â hynny neu a yw hynny’n anghywir?

Mr Morgan: Mae’n debygol fod hyn yn cyfeirio at yr wybodaeth am gofnodion myfyriwyr yn bennaf y caiff ei hanfon at y Cyngor Cyllido lle mae ystod anferth o feysydd gwybodaeth ar system gyfrifiadurol am bob myfyriwr. Mae’r wybodaeth yn faith iawn ac yn achos Coleg Sir Gaerfyrddin sydd yn goleg llawer mwy na Choleg Ceredigion, mae’n llawer mwy hirfaith nag ydyw inni. Golyga hyn fod adran cofnodion myfyriwyr gennym a’r hyn y mae’n rhaid ei sicrhau yw bod yr adran yn darparu gwybodaeth reoli i Goleg Ceredigion yn ogystal â’r Cyngor Cyllido, gan fod cymaint o ddychweiliadau, yn anochel, gyda thri dyddiad cyfrifiad y flwyddyn—

[144] **Alison Halford:** Felly faint y mae’n costio’n fras ichi gasglu’r holl wybodaeth angenrheidiol ynghyd ar gyfer y Cyngor Cyllido.

Mr Morgan: In our case, it would be the best part of the salaries of two administrative officers. Having said that, it is this information which provides the recurrent funding for us at the end of the day.

[145] **Alison Halford:** So you are not critical of the system? I know you cannot be, in your difficult situation. If you were not in that difficult situation, you would be critical of it.

Mr Morgan: It is quite a burden, and is something that is talked about a lot in the sector.

[146] **Janet Davies:** We have other questions which we would have liked to ask you, but you will probably be relieved to hear that because I feel I must try to keep time for other issues, I would now like to move on to the issue of governance of the institutions and perhaps address questions more to the chairs of governors. My first question is on something that you have talked about, to an extent. Being a governor is unpaid and it would be useful if you could give the Committee an indication of the level of commitment that is required to be an effective governor of a FE institution.

Ms Coleman: If I could perhaps divide my answer into the commitments of governors and then commitments as a chair, which is on top of that, that might be useful. We have a minimum of six board meetings per year. We have five finance and general purposes committee meetings and at least three audit committee meetings. The other committees, for example, the search committee on recruitment of governors, meet as required. Each governor is obviously on the board and each governor would be on at least one of those particular committees.

In addition to that, governors attend training sessions, for example, the external ones provided by the Funding Council. I was very heartened at a recent board meeting, when the Funding Council introduced their training programme, that there was a very lively and interested response from the governors and

Mr Morgan: Yn ein hachos ni, golygai gyfran helaeth o gyflogau dau swyddog gweinyddol. Wedi dweud hynny, yr wybodaeth hon sydd yn dod â chyllid rheolaidd inni yn y pen draw.

[145] **Alison Halford:** Felly nid ydych yn beirniadu'r system? Gwn na allwch, yn eich sefyllfa anodd. Pe na baech yn y sefyllfa anodd honno, byddech yn ei beirniadu.

Mr Morgan: Mae'n dipyn o faich, ac yn destun siarad yn aml yn y sector.

[146] **Janet Davies:** Mae gennym gwestiynau eraill yr hoffem eu gofyn ichi, ond mae'n siŵr y bydd yn dda gennych glywed, gan fy mod am ganiatáu amser i faterion eraill, yr hoffwn symud ymlaen yn awr at fater llywodraethu'r sefydliadau a efallai gyfeirio rhagor o gwestiynau at gadeiryddion y llywodraethwyr. Mae fy nghwestiwn cyntaf yn ymwneud â phwnc yr ydych eisoes wedi sôn amdano rywfaint. Gwaith di-dâl yw gwaith y llywodraethwr a byddai'n ddefnyddiol pe gallech roi amcan i'r Pwyllgor o lefel yr ymrwymiad y mae ei angen i fod yn llywodraethwr effeithiol ar sefydliad addysg bellach.

Ms Coleman: Efallai y byddai'n ddefnyddiol pe bawn yn rhannu fy ateb yn ddwy ran sef ymrwymadau llywodraethwyr ac yna ymrwymadau'r cadeirydd sydd ar ben hynny. Cawn isafswm o chwe chyfarfod o'r bwrdd y flwyddyn. Cynhelir pum cyfarfod o'r pwyllgor cyllid a dibenion cyffredinol a thri chyfarfod archwilio o leiaf. Mae'r pwyllgorau eraill, er enghraifft y pwyllgor chwilio ar gyfer recriwtio llywodraethwyr yn cyfarfod yn ôl y galw. Mae pob llywodraethwr yn eistedd ar y bwrdd wrth reswm a byddai pob llywodraethwr yn eistedd ar un o leiaf o'r pwyllgorau penodol hynny.

Yn ychwanegol at hynny, bydd llywodraethwyr yn mynychu sesiynau hyfforddiant, er enghraifft, y rhai allanol a ddarperir gan y Cyngor Cyllido. Cefais fy nghalonogi yn ddiweddar mewn cyfarfod o'r bwrdd pan gyflwynodd y Cyngor Cyllido ei raglen hyfforddiant, bod ymateb bywiog a

that they were very keen to attend training sessions. They probably take a day's effort in terms of travelling and attendance. Then there is travelling to meetings. Each governor would probably travel for maybe two and a half to three hours in order to attend a particular meeting. Then we have public events, such as open days, which we make every effort to attend, and also exhibitions. For example, when the students give an exhibition on something, governors are encouraged to attend. Governors also attend events such as signing agreements with HE and FE colleges. We had a signing of a memorandum of understanding with the university in Aberystwyth on Monday. There are also collaborative events with HE. Those would be the sort of things that a governor would attend.

In addition, as Chairman, I would be involved with the principal in planning for meetings, so we would have at least one meeting before a board meeting. There is also a lot of paperwork and circulars, and correspondence and meetings with the Funding Council. These are not necessarily regular but they do take up quite a lot of time at certain periods of the year. I speak to the principal over the telephone or we meet at least weekly, or sometimes more often. It depends what is happening. We discuss matters like staffing, policy developments, odd events that arise, and that kind of thing. Then there are occasional things like appearing before the Assembly, which obviously take a little time as well. It is quite a considerable commitment.

[147] **Janet Davies:** Can I ask whether you feel that this does actually turn people away from being governors, and whether there are any practical measures that you think might reduce the burden?

Ms Coleman: I do not think that there is anything that we can do to reduce the burden if we are to comply with the governance and management development programme. I think that that has imposed a structure on us

brwdfrydig oddi wrth y llywodraethwyr a'u bod yn awyddus iawn i fynychu sesiynau hyfforddiant. Mae fwy na thebyg yn golygu diwrnod o waith yn nhermau teithio a mynychu. Ar ben hynny mae teithio i gyfarfodydd. Byddai pob llywodraethwr yn teithio am ddwy awr a hanner i dair awr o bosibl i fynychu cyfarfod penodol. Wedyn ceir digwyddiadau cyhoeddus, megis diwrnodau agored, yr ydym yn gwneud pob ymdrech i'w mynychu, a hefyd arddangosfeydd. Er enghraifft, pan fydd y myfyrwyr yn trefnu arddangosfa ar ryw beth neu'i gilydd, anogir y llywodraethwyr i'w mynychu. Bydd llywodraethwyr hefyd yn mynychu digwyddiadau megis llofnodi cytundebau â cholegau addysg uwch ac addysg bellach. Cafodd memorandwm cydddealltwriaeth â'r brifysgol yn Aberystwyth ei lofnodi ddydd Llun. Mae digwyddiadau ar y cyd ag addysg uwch hefyd. Dyma'r math o beth y byddai llywodraethwr yn ei fynychu.

Yn ogystal, fel Cadeirydd, byddwn yn cymryd rhan, ynghyd â'r prifathro, yn y gwaith o drefnu cyfarfodydd, fel y byddem yn cael un cyfarfod o leiaf cyn cyfarfod o'r bwrdd. Mae llawer o waith papur a chylchlythyrau hefyd, a gohebiaeth a chyfarfodydd â'r Cyngor Cyllido. Nid yw'r rhain yn rheolaidd o reidrwydd ond y maent yn cymryd llawer o amser ar gyfnodau penodol yn ystod y flwyddyn. Yr wyf yn siarad â'r prifathro dros y ffôn neu yr ydym yn cwrdd o leiaf unwaith yr wythnos, yn amlach weithiau. Mae'n dibynnu ar yr hyn sydd yn digwydd. Yr ydym yn trafod materion megis staffio, datblygiadau polisi, digwyddiadau sydd yn codi, a'r math hwnnw o beth. Wedyn mae pethau eraill yn codi o bryd i'w gilydd megis dod gerbron y Cynulliad, sydd hefyd yn cymryd rhywfaint o amser wrth gwrs. Mae'n gryn ymrwymiad.

[147] **Janet Davies:** A gaf ofyn a ydych yn teimlo bod hyn yn peri i bobl gefnu ar fod yn llywodraethwyr, ac a oes unrhyw fesurau ymarferol a allai leihau'r baich, yn eich barn chi?

Ms Coleman: Credaf nad oes modd inni leihau'r baich os ydym am gydymffurfio â rhaglen datblygu llywodraeth a rheoli. Teimlaf fod hynny bellach wedi gosod strwythur inni sydd yn golygu fod lleiafswm

now, which means that there is a minimum below which we cannot fall. Therefore, I do not think that we can do anything to reduce it. As soon as anyone talks to a governor or is interviewed by the search committee, it is always the first question that they ask: how much time? We try to minimise the inconvenience in many ways by having good forward planning. We always announce in about June the cycle of meetings for the entire year so that people are able to plan in advance and put them in their diaries and so on. However, it is a matter of concern and if it increased a great deal more than I think that we would have problems. However, those people who are interested in being governors are usually willing to put in a significant amount of time, otherwise they do not come forward.

[148] **Janet Davies:** Mr Lithgow, would you like to add anything?

Mr Lithgow: I think that most of the meetings that Ceredigion have are similar to ours. We have eight corporate board meetings. Most governors would be on one committee or another—an audit committee, a standards committee. They are also likely to be a Chair of one of our consultative committees. There are other things like training days. As an accountant, I was trying to put a number on how many hours I would expect a normal governor to spend. I would think that it is somewhere in the region of—and I have not added travelling time—70 hours in a year.

[149] **Janet Davies:** An hour and a half per week.

Mr Lithgow: A week and a half or a couple of weeks in working hours. Travelling is on top. For the chair, I am not sure whether I would double that figure or treble that figure. I try to meet with the principal once a week. I had planned that every Friday afternoon at least, or half of a Friday afternoon, I would go to the college and spend some time with him. I guess that would add, on average, something like 30 weeks at maybe three hours. Therefore, around 200 hours a year for

y mae'n rhaid inni ei fodloni. Felly, yr wyf o'r farn na allwn wneud unrhyw beth i'w leihau. Cyn gynted ag y bydd rhywun yn sôn wrth lywodraethwr am y posibilrwydd o fynd yn llywodraethwr neu ei fod yn cael ei gyfweld gan y pwyllgor chwilio, dyma'r cwestiwn cyntaf a ofynnir bob tro: faint o amser? Yr ydym yn ceisio lleihau ar yr anhwylostod mewn sawl ffordd trwy waith cynllunio da at y dyfodol. Yr ydym bob amser yn cyhoeddi cylch y cyfarfodydd am y flwyddyn gyfan ym mis Mehefin fel y gall pobl gynllunio ymlaen llaw a'u nodi yn eu dyddiaduron ac ati. Fodd bynnag, mae'n achos pryder ac os bydd llawer mwy o gynnydd yna bydd problemau gennym yn fy marn i. Fodd bynnag, fel arfer mae'r bobl hynny sydd â diddordeb mewn bod yn llywodraethwyr yn fodlon rhoi cryn dipyn o amser, neu ni fyddant fel arall yn ymgynnig yn y lle cyntaf.

[148] **Janet Davies:** Mr Lithgow, a hoffech ychwanegu unrhyw beth?

Mr Lithgow: Mae'r rhan fwyaf o gyfarfodydd Ceredigion yn debyg i'n rhai ni yn fy marn i. Mae gennym wyth cyfarfod bwrdd corfforaethol. Byddai'r rhan fwyaf o'r llywodraethwyr yn eistedd ar un pwyllgor neu'i gilydd—pwyllgor archwilio, neu bwyllgor safonau. Maent hefyd yn debygol o fod yn Gadeirydd ar un o'n pwyllgorau ymgynghorol. Mae pethau eraill megis dyddiau hyfforddiant. Fel cyfrifydd, yr oeddwn yn ceisio cyfrif faint o oriau y byddwn yn disgwyl i lywodraethwr arferol eu treulio. Fy amcangyfrif i yw tua 70 awr y flwyddyn—ac nid wyf wedi ychwanegu amser teithio.

[149] **Janet Davies:** Awr a hanner yr wythnos.

Mr Lithgow: Wythnos a hanner neu ddwy wythnos o oriau gwaith. Mae teithio ar ben hynny. I'r cadeirydd, nid wyf yn siŵr a fyddwn yn dyblu neu'n treblu'r ffigwr hwnnw. Yr wyf yn ceisio cwrdd â'r prifathro unwaith yr wythnos. Yr oeddwn wedi trefnu i mi fynd i'r coleg a threulio amser gydag ef bob prynhawn dydd Gwener o leiaf neu hanner prynhawn Gwener. Byddai hynny yn ychwanegu tua 30 wythnos neu ryw dair awr ar gyfartaledd yn fy nhyb i. Felly tua 200 awr

a chair, and maybe half of that for a governor.

[150] **Janet Davies:** It is a considerable commitment.

[151] **Christine Chapman:** I would like to ask a question to both chairs of governors. Bearing in mind the difficulties and challenges that you have talked about, I would like to know how you actually go about recruiting new members for the governing body. Are you satisfied, for example, that you are recruiting from the widest possible field of candidates?

Mr Lithgow: I suppose what we are looking for, or what I am looking for, in a governor is someone who would certainly represent the interests of the local community and, I suppose, the public generally. I am looking for that mix because, in some cases, we would need people with specific skills. If I were to retire and we definitely needed a qualified accountant as a governor, I am not sure that putting an advertisement in the paper would necessarily attract the people that we are looking for. Therefore, in some cases we would try to aim specifically at a sector. There are only a certain number of finance directors who would be in the criteria and I think we would probably aim for that. We do advertise. We did put an advert out. The response to the advert, I think, was in single figures, but we did select a governor from that advert.

The main thing or the big word, I suppose, is commitment. We have just talked about the commitment in time. However, I would expect governors to have a commitment to education generally. That is so vital. I cannot overemphasise how critical that is. It is commitment in time, commitment to education, to the success of the college and commitment to quality. We just have to keep getting better and better. Other characteristics of the people that I am looking for are the main principles of public life: openness and honesty. I am also looking for someone with a sense of humour, because you need it occasionally.

y flwyddyn ar gyfer cadeirydd a hanner yr oriau hynny ar gyfer llywodraethwr.

[150] **Janet Davies:** Mae'n gryn ymrwymiad.

[151] **Christine Chapman:** Hoffwn ofyn cwestiwn i'r ddau gadeirydd. O ystyried yr anawsterau a'r heriau yr ydych wedi bod yn sôn amdanynt, hoffwn wybod sut yr ydych yn mynd wrthi i recriwtio aelodau newydd i'r bwrdd llywodraethol. A ydych yn fodlon, er enghraifft, eich bod yn recriwtio o'r maes ehangaf posibl o ymgeiswyr?

Mr Lithgow: Mae'n siŵr mai'r hyn yr ydym yn chwilio amdano, neu'r hyn yr wyf i'n chwilio amdano, mewn llywodraethwr yw rhywun a fyddai'n sicr o gynrychioli buddiannau'r gymuned leol ac, mae'n debyg, y cyhoedd yn gyffredinol. Yr wyf yn chwilio am y gymysgedd honno oherwydd, mewn rhai achosion, byddai angen pobl â sgiliau penodol arnom. Pe bawn yn ymddeol ac angen cyfrifydd cymwys fel llywodraethwr arnom yn bendant, nid wyf yn sicr y byddai rhoi hysbyseb yn y papur o anghenraid yn denu'r bobl yr ydym yn chwilio amdanynt. Felly, mewn rhai achosion byddem yn ceisio anelu'n benodol at sector. Dim ond nifer benodol o gyfarwyddwyr cyllid fyddai'n bodloni'r meini prawf ac yr wyf o'r farn y byddem fwy na thebyg yn anelu at hynny. Yr ydym yn hysbysebu. Cyhoeddwyd hysbyseb gennym. Yr oedd yr ymateb i'r hysbyseb, mi gredaf, mewn ffigurau sengl, ond fe wnaethom ddewis llywodraethwr o'r hysbyseb hwnnw.

Y prif beth neu'r gair mawr, mae'n debyg, yw ymrwymiad. Yr ydym newydd fod yn sôn am yr ymrwymiad o ran amser. Fodd bynnag, byddwn yn disgwyl i lywodraethwyr fod ag ymrwymiad i addysg yn gyffredinol. Mae hynny mor hanfodol. Ni allaf orbwysleisio pa mor hanfodol yw hynny. Mae'n ymrwymiad o ran amser, ymrwymiad i addysg, i lwyddiant y coleg ac ymrwymiad i ansawdd. Mae'n rhaid inni barhau i wella a gwella. Prif egwyddorion bywyd cyhoeddus yw nodweddion eraill y bobl yr wyf yn chwilio amdanynt: ymagwedd agored a gonestrwydd. Yr wyf hefyd yn chwilio am rywun â synnwyr digrifwch, gan fod angen hynny

arnoch ar brydiau.

[152] **Christine Chapman:** Could I ask, for example, what would be the gender balance? Are you looking for that? Are you satisfied that you would meet those requirements?

Mr Lithgow: We almost would, in that our two student representatives are female, along with three other governors. Therefore, the gender balance is reasonably equal. I remember that, a couple of years ago, I was looking for someone from the legal profession and saying that I would like someone who was young and female and a solicitor. That excludes a large proportion of the population, but I felt that we needed someone with legal experience and also to try to balance gender.

Ms Coleman: Perhaps I can answer that question in a slightly different way, although I agree with most of what Patrick Lithgow has said. On a structural point of view, we have a search committee. The search committee meets to decide what kind of governor we would like to have, for example in terms of expertise such as legal expertise, knowledge of auditing, accountancy—that kind of thing. We also have a recruitment procedure, which we follow quite rigidly. Then we advertise. Our advertisements have variable success, but we recently had a very successful follow-up from our advertisement when we were seeking people with financial expertise. We got two finance directors who responded to that advertisement and have made excellent governors. Otherwise, I do not think that I can add anything to what has already been said.

[153] **Christine Chapman:** Moving on, possibly Mr Lithgow could answer this one. You have talked a little about selection, but what reassurances can you give the Committee that you have been open and fair in your selection of new governors, and what checks do you actually make on prospective new members?

[152] **Christine Chapman:** A allaf ofyn, er enghraifft, beth fyddai'r cydbwysedd o ran rhyw? A ydych yn chwilio am hynny? A ydych yn fodlon y byddwch yn bodloni'r gofynion hynny?

Mr Lithgow: Byddem bron â gwneud hynny, gan fod ein dau gynrychiolydd myfyrwyr yn fenywaidd, yn ogystal â thri llywodraethwr arall. Felly, mae'r cydbwysedd o ran rhyw yn eithaf cyfartal. Cofiaf, flwyddyn neu ddwy yn ôl, pan oeddwn yn chwilio am rywun o'r proffesiwn cyfreithiol, imi ddweud y byddwn yn awyddus i gael rhywun a oedd yn ifanc ac yn yn gyfreithwraig. Mae hynny'n eithrio cyfran helaeth o'r boblogaeth, ond yr oeddwn o'r farn fod angen rhywun â phrofiad cyfreithiol arnom a hefyd ceisio cael cydbwysedd o ran rhyw.

Ms Coleman: Efallai y gallaf ateb y cwestiwn hwnnw mewn ffordd ychydig yn wahanol, er fy mod yn cytuno gyda'r rhan fwyaf o'r hyn a ddywedodd Patrick Lithgow. O safbwynt strwythurol, mae gennym bwyllgor chwilio. Mae'r pwyllgor chwilio yn cwrdd er mwyn penderfynu pa fath o lywodraethwr yr hoffem ei gael, er enghraifft yn nhermau arbenigedd megis arbenigedd cyfreithiol, gwybodaeth archwilio, cyfrifeg—y math yna o beth. Mae gennym hefyd weithdrefn recriwtio, yr ydym yn ei dilyn yn eithaf caeth. Yna yr ydym yn hysbysebu. Mae ein hysbysebion yn amrywio o ran llwyddiant, ond yn ddiweddar cawsom ymateb da iawn i'n hysbyseb pan oeddem yn chwilio am bobl ag arbenigedd ariannol. Cawsom ddau gyfarwyddwr cyllid a ymatebodd i'r hysbyseb hwnnw ac maent yn llywodraethwyr rhagorol. Fel arall, yr wyf o'r farn na allaf ychwanegu unrhyw beth at yr hyn a ddywedwyd eisoes.

[153] **Christine Chapman:** Gan symud ymlaen, gallai Mr Lithgow ateb y cwestiwn hwn o bosibl. Yr ydych wedi sôn ychydig am ddethol, ond pa sicrwydd y gallwch ei roi i'r Pwyllgor eich bod wedi bod yn agored ac yn deg wrth ddethol llywodraethwyr newydd, a pha wiriadau yr ydych yn eu gwneud ar ddarpar aelodau newydd?

Mr Lithgow: I should say that we also have a search committee. However, we would ask people to fill in an application form. That application form would be a form of CV. That would cover a statement of whether they had any criminal offences and also whether they had been declared bankrupt. If they were appointed, we would also ask them to complete a similar form reinforcing that. We also ask them to complete a register of interests: any shareholdings or any interests in the college.

Ms Coleman: Our procedure is quite similar and we are very concerned to have openness and transparency in it. As far as taking undertakings for a person's suitability is concerned, we cannot actually do checks on criminal offences although we can do that in relation to employees of the college because there are young people involved. Therefore, when it comes to governors giving undertakings about criminal offences or bankruptcy for example, we rely on them signing a form to say that there are no problems in that direction. We also have a list, which I have with me, of persons ineligible to be members so that we can use this as a checklist when we go through our proceedings. However, like Carmarthenshire College, we have an application form which requires a CV to be given.

[154] **Dafydd Wigley:** Gan ddilyn cwestiwn Christine Chapman a'r atebion a gawsom, mae pwyslais mawr wedi bod ar arbenigedd ymhlith llywodraethwyr—yn gyfrifwyr, yn gyfreithwyr ac yn bobl broffesiynol—ac ar yr angen i lenwi CV. A oes ymdrech hefyd i sicrhau bod yna lywodraethwyr sydd yn ymwybodol o'r problemau y mae llawer o bobl sydd ar incwm isel neu yn ddi-waith yn eu hwynebu? Mae'r profiad hwnnw yn rhan o'r wybodaeth sydd gan rywun fel llywodraethwr, fel nad yw i gyd o bersectif y rhai sydd efallai mewn sefyllfa well mewn bywyd.

Ms Coleman: I think that, possibly, our response there was dictated partly by the fact that we are appearing before the Audit Committee. Therefore, we emphasised the expertise in professional senses, particularly

Mr Lithgow: Dylwn ddweud bod gennym hefyd bwyllgor chwilio. Fodd bynnag, byddem yn gofyn i bobl lenwi ffurflen gais. Byddai'r ffurflen gais honno ar ffurf CV. Byddai hynny'n cynnwys datganiad ynglŷn ag a oes ganddynt unrhyw gofnod troseddol ac a ydynt wedi eu datgan yn fethdalwyr. Petaent yn cael eu penodi, byddem hefyd yn gofyn iddynt gwblhau ffurflen debyg yn cadarnhau hynny. Yr ydym hefyd yn gofyn iddynt gwblhau cofrestr o fuddiannau: unrhyw gyfranddaliadau neu fuddiannau yn y coleg.

Ms Coleman: Mae ein gweithdrefn ni yn eithaf tebyg ac yr ydym yn cymryd gofal mawr i sicrhau bod ymagwedd agored a thryloyw iddi. O ran cymryd datganiadau ynghylch addasrwydd person, ni allwn wneud gwiriadau ar droseddau er y gallwn wneud hynny mewn perthynas â chyflogieion y coleg oherwydd bod pobl ifanc yn gysylltiedig. Felly, o ran llywodraethwyr yn rhoi datganiadau ynghylch troseddau neu fynd yn fethdalwyr er enghraifft, yr ydym yn dibynnu arnynt i lofnodi ffurflen sydd yn dweud nad oes unrhyw broblemau yn y cyswllt hwnnw. Mae gennym hefyd restr, ac yr wyf wedi dod â hi gyda mi, o'r bobl sydd yn anghymwys i fod yn aelodau fel y gallwn ei defnyddio fel rhestr wirio pan fyddwn yn mynd drwy ein gweithdrefnau. Fodd bynnag, fel Coleg Sir Gaerfyrddin, mae gennym ffurflen gais sydd yn gofyn am ddarparu CV.

[154] **Dafydd Wigley:** To follow on from Christine Chapman's question and the answers we were given, there has been much emphasis on specialism among governors—accountants, solicitors and professional people—and on the need to fill in a CV. Is there also an effort to ensure that there are governors who are aware of the problems faced by many people who are on low incomes or who are unemployed? That experience is part of the knowledge one has as a governor, so that it is not all from the perspective of those who are perhaps in a better situation in life.

Ms Coleman: Credaf, o bosibl, fod ein hymateb i hynny wedi'i lywio'n rhannol gan y ffaith ein bod yn ymddangos gerbron y Pwyllgor Archwilio. Felly, pwysleisiwyd yr arbenigedd yn yr ystyr broffesiynol, yn

financial. However, we are also very aware of those issues and we also like to have people who have considerable expertise in education, and an interest in recruitment from a wider area and all these particular social problems as well.

[155] **Christine Chapman:** Do you think that both colleges could do more to improve selection or how you select?

Ms Coleman: It is very difficult to know what else we could do. We advertise and we try to make ourselves publicly available and that kind of thing. I would welcome suggestions on that.

Mr Lithgow: I cannot add much more to that. Certainly when we put the advertisement out it is an open advertisement and we would look at any response to it. I cannot add much more, I am afraid.

[156] **Brian Hancock:** Would you target, for example, trade union movements, which I think is very important on the point of adult education and so forth?

Ms Coleman: I do not know. I have only recently—in October—become the Chairman of the Coleg Ceredigion board of governors. Therefore, I cannot answer for the past. We will target every possible organisation and we are required to have representatives of the community now, as part of our new constitution. Insofar as trade unions are deemed to be part of the community, yes, we would welcome that very much. No one is excluded, certainly.

[157] **Brian Hancock:** Are they included?

Ms Coleman: Oh yes. I do not think that we actually have a governor in that sense, but perhaps Mr Morgan can respond to that.

Mr Morgan: I will add to that and I will also go back to the previous question from Mr Wigley. The new Instruments and Articles

arbennig yr ystyr ariannol. Fodd bynnag, yr ydym hefyd yn ymwybodol iawn o'r materion hynny a hoffwn hefyd gael pobl â chryn arbenigedd mewn addysg, a diddordeb mewn recriwtio o faes ehangach a'r holl broblemau cymdeithasol penodol hyn yn ogystal.

[155] **Christine Chapman:** A ydych o'r farn y gallai'r ddau goleg wneud mwy i wella'r broses ddethol neu'r ffordd yr ydych yn dethol?

Ms Coleman: Mae'n anodd iawn gwybod beth arall y gallem ei wneud. Yr ydym yn hysbysebu ac yn ceisio sicrhau ein bod ar gael i'r cyhoedd a'r math yna o beth. Byddwn yn croesawu awgrymiadau ar hynny.

Mr Lithgow: Ni allaf ychwanegu llawer mwy at hynny. Yn sicr pan gyhoeddir hysbyseb gennym mae'n hysbyseb agored a byddem yn edrych ar unrhyw ymateb iddo. Ni allaf ychwanegu llawer mwy, mae'n ddrwg gennyf.

[156] **Brian Hancock:** A fyddech yn targedu, er enghraifft, undebau llafur sydd, yn fy marn i, yn bwysig iawn o ran addysg i oedolion ac ati?

Ms Coleman: Wn i ddim. Dim ond yn ddiweddar—ym mis Hydref—y deuthum yn Gadeirydd bwrdd llywodraethwyr Coleg Ceredigion. Felly, ni allaf ateb o ran y gorffennol. Byddwn yn targedu pob sefydliad posibl a bellach mae'n ofynnol inni gael cynrychiolwyr o'r gymuned, fel rhan o'n cyfansoddiad newydd. Yn yr ystyr bod undebau llafur yn cael eu hystyried yn rhan o'r gymuned, byddem yn croesawu hynny'n fawr iawn. Ni oes neb yn cael ei eithrio, yn sicr.

[157] **Brian Hancock:** A gânt eu cynnwys?

Ms Coleman: Cânt yn wir. Nid wyf yn credu bod gennym lywodraethwr yn yr ystyr honno, ond efallai y gall Mr Morgan ymateb i hynny.

Mr Morgan: Hoffwn ychwanegu at hynny a dychwelyd hefyd at y cwestiwn blaenorol gan Mr Wigley. Mae'r Offerynnau a'r

have changed the dynamics of a board of governors with effect from August of this year. The situation now is that there is a requirement for a representative from the county council and there must also be community representation. In the case of Coleg Ceredigion, for example, we have made a conscious decision that we want two community representatives on the board. The actual difficulty is that we are in the process of recruiting those at the moment. This will very quickly change the dynamics. The reality of the situation in terms of student representation is that we have been fortunate, over the last two years, to have mature, adult students who have contributed from a very different perception.

In relation to trade unions, it is quite interesting that at Coleg Ceredigion one of the staff representatives on the board of governors is a National Association of Teachers in Further and Higher Education representative in the college. Although we do not have a formal trade union place on the board, we actually have a trade union representative on the board at the moment. I think that as the year goes by, the new dynamics that will be created by the change in emphasis, from a dominance of business members to more of a blend between business members and—if I can use the term—community members, will improve the situation to which Mr Wigley referred.

Mr Robinson: We have had representatives from the community organisations since incorporation. There has been a representative from the county council and other local community groups. We also have two student representatives on the governing body. They are probably the most powerful advocates of the real needs of the local community. We have one representing the higher education cohort and one representing the further education cohort. In addition, we have two staff representatives, one teaching and one non-teaching, and also a member who is a deputy head teacher of a junior school. Therefore, that sort of expertise—representing the community, students and staff—balances the more specialist expertise in the functional areas of finance, law, estates and so on.

Erthyglau newydd wedi newid deinameg bwrdd llywodraethwyr a bydd hyn yn weithredol o fis Awst eleni. Y sefyllfa bellach yw bod gofyniad am gynrychiolydd o'r cyngor sir a hefyd rhaid cael cynrychiolaeth o'r gymuned. Yn achos Coleg Ceredigion, er enghraifft, yr ydym wedi gwneud penderfyniad ymwybodol ein bod am gael dau gynrychiolydd o'r gymuned ar y bwrdd. Yr anhawster mewn gwirionedd yw ein bod yn y broses o recriwtio'r rheini ar hyn o bryd. Bydd hyn yn newid y ddeinameg yn gyflym iawn. Realiti'r sefyllfa o ran cynrychiolaeth myfyrwyr yw ein bod wedi bod yn ffodus, dros y ddwy flynedd ddiwethaf, o gael myfyrwyr aeddfed sydd yn oedolion sydd wedi cyfrannu o safbwynt gwahanol iawn.

O ran undebau llafur, mae'n eithaf diddorol bod un o gynrychiolwyr y staff ar y bwrdd llywodraethwyr yng Ngholeg Ceredigion yn gynrychiolydd Cymdeithas Genedlaethol Athrawon mewn Addysg Bellach ac Uwch yn y coleg. Er nad oes gennym le ffurfiol i undeb llafur ar y bwrdd, mae gennym gynrychiolydd undeb llafur ar y bwrdd ar hyn o bryd. Wrth i'r flwyddyn fynd yn ei blaen, credaf y bydd y ddeinameg newydd a gaiff ei chreu gan y newid pwyslais, o aelodau busnes i fwy o gymysgedd rhwng aelodau busnes ac—os gallaf ddefnyddio'r term—aelodau'r gymuned—yn gwella'r sefyllfa y cyfeiriodd Mr Wigley ati.

Mr Robinson: Yr ydym wedi cael aelodau o sefydliadau'r gymuned ers yr ymgorffori. Bu cynrychiolydd o'r cyngor sir a grwpiau cymunedol lleol eraill. Mae gennym hefyd ddau gynrychiolydd myfyrwyr ar y corff llywodraethol. Hwy, fwy na thebyg yw'r dadleuwyr mwyaf pwerus dros anghenion gwirioneddol y gymuned leol. Mae gennym un sydd yn cynrychioli'r garfan addysg uwch ac un sydd yn cynrychioli'r garfan addysg bellach. Yn ogystal, mae gennym ddau gynrychiolydd staff, un sydd yn dysgu ac un nad yw'n dysgu, a hefyd aelod sydd yn ddirprwy bennaeth ysgol iau. Felly, mae'r math hwnnw o arbenigedd—sydd yn cynrychioli'r gymuned, myfyrwyr a staff—yn rhoi cydbwysedd i'r arbenigedd mwy penodol ym meysydd swyddogaethol cyllid, y gyfraith, ystadau ac ati.

[A coffee break was held between 10.50 a.m. and 11.00 a.m.]

[Cafwyl egwyl goffi rhwng 10.50 a.m. ac 11.00 a.m.]

[158] **Janet Davies:** I will ask Alun Pugh to ask a few more questions on governance and then we will go on to talk about strategic planning and financial management.

[158] **Janet Davies:** Gofynnaf i Alun Pugh ofyn ychydig mwy o gwestiynau ar lywodraethu ac yna awn ymlaen i sôn am gynllunio strategol a rheolaeth ariannol.

[159] **Alun Pugh:** This report draws attention to some very serious potential conflicts of interest, which the National Audit Office identified. Obviously, these examples do not relate to your colleges, but how do you make sure you do not get these sort of conflicts arising?

[159] **Alun Pugh:** Mae'r adroddiad hwn yn tynnu sylw at y posibilrwydd o rai achosion difrifol iawn o wrthdaro buddiannau, a nodwyd gan y Swyddfa Archwilio Genedlaethol. Yn amlwg, nid yw'r enghreifftiau hyn yn ymwneud â'ch colegau, ond sut ydych chi'n sicrhau na fydd y math hwn o wrthdaro yn codi?

Ms Coleman: We maintain a register of interests of all board members and the chairman is aware of what is registered. That register is publicly available. We also require, on a more day-to-day basis, governors to withdraw from board meetings when anything that involves any potential conflict of interest arises. I have not been aware of any problems with people being willing to withdraw. We have never had any difficulties. There are serious concerns about this, but I am confident that those have not occurred in our college and I will do my best to ensure that they do not occur.

Ms Coleman: Yr ydym yn cadw cofrestr o fuddiannau ar gyfer pob aelod o'r bwrdd ac mae'r cadeirydd yn ymwybodol o'r hyn a gofrestrir. Mae'r gofrestr honno ar gael i'r cyhoedd. Yr ydym hefyd yn mynnu, ar sail fwy dyddiol, bod llywodraethwyr yn ymadael â chyfarfodydd y bwrdd pan fydd unrhyw beth sydd â phosibilrwydd o wrthdaro buddiannau yn codi. Nid wyf yn ymwybodol o unrhyw broblemau gyda phobl yn fodlon ymadael. Nid ydym erioed wedi cael unrhyw anhawster. Mae pryderon difrifol ynglŷn â hyn, ond yr wyf yn hyderus nad yw'r rheini wedi digwydd yn ein coleg ni ac fe wnaf fy ngorau i sicrhau na fyddant yn digwydd.

Mr Lithgow: Carmarthenshire College abides by the model code of conduct for corporation members, which was issued by the Funding Council. Governors are issued with a copy of this code on appointment. If there is a potential conflict of interest, in my experience it has been declared in the course of a meeting. I can think of a situation we had several years ago, when we were discussing funding, a bank manager, who was a governor, certainly expressed his interest and withdrew when we were talking about whether we were going to take up the funding. So, I hope that we avoid conflicts of interest.

Mr Lithgow: Mae Coleg Sir Gaerfyrddin yn glynu wrth y model o god ymddygiad ar gyfer aelodau'r gorfforaeth, a gyhoeddwyd gan y Cyngor Cyllido. Rhoddir copi o'r cod hwn i lywodraethwyr pan gânt eu penodi. Os bydd unrhyw bosibilrwydd o wrthdaro buddiannau, yn fy mhrofiad i caiff hyn ei ddatgan yn ystod cyfarfod. Gallaf gofio sefyllfa a gawsom sawl blwyddyn yn ôl, pan oeddem yn trafod cyllid, mynegodd rheolwr banc, a oedd yn llywodraethwr, ei ddiddordeb yn bendant ac ymadawodd pan oeddem yn trafod a oeddem yn bwriadu derbyn y cyllid. Felly, gobeithiaf ein bod yn osgoi gwrthdaro buddiannau.

[160] **Alun Pugh:** You said that the registers of interest are both public documents. There are public documents and public documents. Are these registers, for example, published on your website? I know that both your

[160] **Alun Pugh:** Dywedasoeh fod y cofrestrau o fuddiannau ill dwy yn ddogfennau cyhoeddus. Mae yna ddogfennau cyhoeddus a dogfennau cyhoeddus. A yw'r cofrestrau hyn, er enghraifft, wedi'u

colleges have websites. Does that then extend to things like minutes of meetings and governors' papers? I guess they are both public documents but in addition to filing a copy in, perhaps, a library box, are they published on your websites and are they regularly made available?

Ms Coleman: No. They are publicly available, but in a more old-fashioned sense. They are not available on the web. I think that I would be opposed to publishing a register of interests on the web until others, who, perhaps, have a more public life, have their similar interests registered on the web. We talked earlier about deterrants to people becoming governors and I think that having a register of their interests and that of their spouses and relatives freely available on the web would, very substantially, deter governors from joining the board.

Mr Lithgow: The minutes of all meetings are publicly held in the library. The declaration of interests is also available via the clerk to the board. I had not thought about putting it on the web. I think I would echo the sentiments expressed by my fellow chair.

[161] **Alun Pugh:** The nature of the relationship between the principal and the governing body is the next line of questioning. Do you both formally appraise the performance of your principals? What are the main components of this process and what records are kept of that appraisal?

Mr Lithgow: Yes, I do appraise the principal and the vice-principal on an annual basis. We go through the previous year's action plan and discuss how their performance has been against the action plan. We then look to see what we can do to develop or overcome any strengths or weaknesses. That is a formal process.

Ms Coleman: Our process is also formal. We evaluate the principal's performance under headings of planning; student and curriculum targets; financial targets; human

cyhoeddi ar eich gwefan? Gwn fod gan eich colegau ill dau wefannau. A yw hynny'n ymestyn wedyn i bethau megis cofnodion cyfarfodydd a phapurau'r llywodraethwyr? Tybiaf eu bod ill dau yn ddogfennau cyhoeddus ond yn ogystal â ffeilio copi mewn blwch llyfrgell, o bosibl, a gânt eu cyhoeddi ar eich gwefannau ac a drefnir eu bod ar gael yn rheolaidd?

Ms Coleman: Na chânt. Maent ar gael i'r cyhoedd, ond mewn ystyr fwy hen ffasiwn. Nid ydynt ar gael ar y we. Credaf y byddwn yn gwrthwynebu cyhoeddi cofrestr o fuddiannau ar y we hyd nes i eraill, sydd â bywydau mwy cyhoeddus o bosibl, gofrestru eu buddiannau tebyg ar y we. Soniwyd yn gynharach am beth sydd yn atal pobl rhag dod yn llywodraethwyr ac yr wyf o'r farn y byddai rhoi cofrestr o'u buddiannau a buddiannau eu priod a'u perthnasau ar y we yn ddilyffethair yn atal llywodraethwyr rhag ymuno â'r bwrdd, a hynny i raddau helaeth iawn.

Mr Lithgow: Cedwir cofnodion pob cyfarfod yn gyhoeddus yn y llyfrgell. Mae'r datganiad o fuddiannau ar gael gan glerc y bwrdd hefyd. Nid oeddwn wedi ystyried ei roi ar y we. Credaf y byddwn yn adleisio'r teimladau a fynegwyd gan fy nghydeiryydd.

[161] **Alun Pugh:** Bydd y cwestiynau nesaf yn ymwneud â natur y berthynas rhwng y prifathro a'r corff llywodraethol. A yw'r ddau ohonoch yn gwerthuso perfformiad eich prifathrawon yn ffurfiol? Beth yw prif elfennau'r broses hon a pha gofnodion a gedwir o'r gwerthusiad hwnnw?

Mr Lithgow: Ydwyf, yr wyf yn gwerthuso'r prifathro a'r dirprwy brifathro yn flynyddol. Yr ydym yn edrych ar gynllun gweithredu'r flwyddyn flaenorol ac yn trafod eu perfformiad yn erbyn y cynllun gweithredu. Yna yr ydym yn edrych i weld beth y gallwn ei wneud i ddatblygu neu oresgyn unrhyw gryfderau neu wendidau. Mae honno'n broses ffurfiol.

Ms Coleman: Mae ein proses ninnau hefyd yn un ffurfiol. Yr ydym yn gwerthuso perfformiad y prifathro o dan benawdau cynllunio; targedau myfyrywyr a'r

resources; physical resources and general control and audit of the college. We do not make the appraisal publicly available. I have been trained as an appraiser in my own employment. We adopted the approach that these are confidential matters. Again, it would be unfair on any individual—be they a secretary, a principal or anyone else employed by the institution—to have the document publicly available because there is an element of staff development there as well as evaluation and monitoring.

[162] **Alun Pugh:** In both cases, that seems to be a fairly broad evaluation of the principal's performance across several areas of work. Is there any linkage between the outcomes of that process and the salary of the principal?

Ms Coleman: Not directly. We do not have performance-related pay.

Mr Lithgow: It is the same for Carmarthenshire College.

[163] **Janet Davies:** We will now move on to the strategic planning and financial management issues. Again, I will open it up and I will then ask Peter Black to continue. There may be one or two questions on how you are working towards Objective 1 also.

Mr Robinson, I understand that your college has consistently been assessed by the Funding Council as having produced strategic plans of good quality. Could you tell us a bit about the key components of your strategic planning process and the benefits that you consider this planning cycle brings to the college?

Mr Robinson: The starting point would be a clear timetable for the process of strategic planning. It is almost an all-year-round activity but there is a notional start in November for a completion date of the following June. That timetable is made available to all staff and to corporate board members and it clearly indicates who is doing what and when. So, the expectations of all the various contributors to the strategic planning process is upfront right at the very

cwricwlwm; targedau ariannol; adnoddau dynol; adnoddau ffisegol a rheolaeth gyffredinol ac archwiliad o'r coleg. Nid yw'r gwerthusiad ar gael i'r cyhoedd. Cefais fy hyfforddi fel gwerthuswr yn fy nghyflogaeth fy hun. Mabwysiad som yr ymagwedd bod y rhain yn faterion cyfrinachol. Eto, byddai'n annheg ar unrhyw unigolyn—boed mewn swydd ysgrifenyddol, yn brifathro neu unrhyw un arall a gyflogir gan y sefydliad—petai'r ddogfen ar gael i'r cyhoedd gan fod elfen o ddatblygiad staff yn ogystal â gwerthuso a monitro.

[162] **Alun Pugh:** Yn y ddau achos, ymddengys bod hynny'n werthusiad bras o berfformiad y prifathro ar draws sawl maes o waith. A oes unrhyw gyswllt rhwng canlyniadau'r broses honno a chyflog y prifathro?

Ms Coleman: Nid yn uniongyrchol. Nid oes gennym system tâl yn ôl perfformiad.

Mr Lithgow: Mae'r un peth yn wir am Goleg Sir Gaerfyrddin.

[163] **Janet Davies:** Symudwn ymlaen yn awr at y materion cynllunio strategol a rheolaeth ariannol. Eto, byddaf yn agor y drafodaeth ac yna'n gofyn i Peter Black barhau. Efallai y bydd ambell gwestiwn ynglŷn â sut yr ydych yn gweithio tuag at Amcan 1 hefyd.

Mr Robinson, deallaf fod eich coleg wedi ei asesu'n gyson gan y Cyngor Cyllido fel coleg sydd wedi cynhyrchu cynlluniau strategol o ansawdd da. A allech ddweud ychydig wrthym am elfennau allweddol eich proses o gynllunio strategol a'r manteision i'ch coleg a ddaw, yn eich barn chi, yn sgîl y cylch cynllunio hwn?

Mr Robinson: Y man cychwyn fyddai amserlen glir ar gyfer y broses o gynllunio strategol. Mae bron yn weithgaredd sydd yn digwydd gydol y flwyddyn ond mae yna ddechrau tybiannol ym mis Tachwedd ar gyfer dyddiad cwblhau yn ystod y mis Mehefin canlynol. Mae'r amserlen honno ar gael i bob aelod o'r staff ac i aelodau'r bwrdd corfforaethol ac mae'n nodi'n glir pwy sydd yn gwneud beth a phryd. Felly, mae disgwyliadau'r amrywiol gyfranwyr i'r

beginning. Another key element is that the initial start of the annual process is with the governing body. For the last two or three years, we have met—you could almost call it a training or seminar event—with the governing body and we have addressed the key strategic issues, not the detail, but the major strategic thrust of the institution, starting with the mission and then going on to look at the strategic aims. It has been a workshop-based approach, where all governors have had an opportunity to shape the way the college is directed. I think that is a critical part of the process.

As we go through the timetable of activity, it is constantly brought back to the governing body. Various stages of the product are brought to the governors for their views and observations so that they are engaged not just at the beginning or end, but the whole process is involving them. Another key issue, I think, is that the strategic planning cycle and the budget planning cycle run alongside one another and interact. It is very easy to see the relationship between the two processes. The budget setting cycle is also made very public. The governing body has possession of it so that the governors know exactly what they should expect and when.

I believe that you have received copies of the strategic plan; you will see its structure. The key document, in many ways, is the annual operating plan. That is the detail. That is where you are really laying down your objectives and targets for the year in which you are going to operate. One of the key elements of the planning process is to review that as you are going through it. We carry out two reviews: one in December and one in May, when we go through and look at each and every target and assess performance against that target and effectively mark it. We use a sort of HMI code of a scale of one to five, where one is very good or outstanding and five is of major concern. It is an internal discipline that has been adopted. Members of the governing body have an opportunity to comment on the integrity of that process as well, as we are doing it. As I said, that

broses cynllunio strategol yn hysbys o'r cychwyn cyntaf. Elfen allweddol arall yw bod dechrau'r broses flynyddol yn digwydd gyda'r corff llywodraethol. Dros y ddwy neu dair blynedd ddiwethaf, yr ydym wedi cwrdd â'r corff llywodraethol—bron na allech ei alw'n ddigwyddiad hyfforddi neu'n seminar—ac yr ydym wedi trafod y materion strategol allweddol nid y manylion, ond yn hytrach brif bwyslais strategol y sefydliad, gan ddechrau gyda'r genhadaeth ac yna symud ymlaen i edrych ar yr amcanion strategol. Bu'n ymagwedd yn seiliedig ar weithdai, lle cafodd yr holl lywodraethwyr gyfle i lunio cyfeiriad y coleg. Credaf fod hynny'n rhan hanfodol o'r broses.

Wrth inni fynd drwy amserlen y gweithgareddau, mae bob amser yn dychwelyd at y corff llywodraethol. Caiff amrywiol gamau'r cynnyrch eu cyflwyno gerbron y llywodraethwyr i gael eu barn a'u sylwadau fel eu bod yn rhan o'r broses, nid yn unig ar y dechrau neu'r diwedd, ond drwy gydol y broses. Mater allweddol arall, yn fy marn i, yw bod y cylch cynllunio strategol a'r cylch cynllunio cyllideb yn rhedeg ochr yn ochr ac yn rhyngweithio. Mae'n hawdd iawn gweld y berthynas rhwng y ddwy broses. Mae'r cylch pennu cyllideb hefyd yn gyhoeddus iawn. Y corff llywodraethol sydd yn meddu arno fel bod y llywodraethwyr yn gwybod yn union beth y dylent ei ddisgwyl a phryd.

Credaf eich bod wedi derbyn copiâu o'r cynllun strategol; fe welwch ei strwythur. Y ddogfen allweddol, mewn sawl ffordd, yw'r cynllun gweithredu blynyddol. Dyna'r manylion. Dyna lle yr ydych mewn gwirionedd yn gosod eich amcanion a'ch targedau ar gyfer y flwyddyn yr ydych yn mynd i weithredu ynddi. Un o elfennau allweddol y broses gynllunio yw adolygu hynny wrth ichi fynd drwyddi. Yr ydym yn cynnal dau arolwg: un ym mis Rhagfyr a'r llall ym mis Mai, pan fyddwn yn mynd drwy pob targed, yn edrych arnynt ac yn asesu perfformiad yn erbyn y targed hwnnw a'i farcio i bob pwrpas. Yr ydym yn defnyddio rhyw fath o god AEM o raddfa o un i bump, lle mae un yn dda iawn neu'n rhagorol a phump yn destun pryder sylweddol. Disgyblaeth fewnol a fabwysiadwyd yw hyn. Caiff aelodau o'r corff llywodraethol gyfle i

process happens twice a year.

Last year, and I think it is fairly typical, we met 88 per cent of those targets. That is good, but perhaps, more useful is to then address why you have not met the other smaller percentage. That is something that we have to do. Why was a target not met? In some instances, you simply end up with something that is redundant. It is no longer an applicable objective. Things have moved on and it is no longer something that you would wish to develop. In other cases it is because of a weakness or failure and obviously you need to put activity in train to overcome that in a subsequent year.

Another key element is the involvement of all staff. It is not a process that is done by a small number of people and then imposed. It is a process that involves all staff, at all levels. We have various structures to try to make sure that that happens. Some are formal, with meetings scheduled at key parts of the year. For example, before Christmas, all the teaching staff were engaged in an activity lasting half a day, addressing some of the key strategic issues associated with the strategic plan that we are going to build up for next year. That would be one illustration. A good strategic plan has an analysis of the context within which you are working and sensitivity to the demands of the community in which you are working, is clearly critical. If you get that wrong and develop strategies that are out of tune with the needs of the area you are serving, clearly you have a major mismatch. Therefore, we put a lot of emphasis on trying to make sure that the data, the context and the statistical information underpinning our plan are accurate.

Finally, I would say that, having produced it,

wneud sylwadau ar integreidd y broses honno yn ogystal, wrth inni ei chyflawni. Fel y dywedais, mae'r broses honno'n digwydd ddwywaith y flwyddyn.

Y llynedd, ac yr wyf yn credu bod hyn yn eithaf nodweddiadol, llwyddasom i fodloni ag 88 y cant o'r targedau hynny. Mae hynny'n dda, ond efallai ei bod yn fwy defnyddiol wedyn mynd i'r afael â pham na wnaethoch gwrdd â'r ganran lai arall. Mae hynny'n rhywbeth y mae'n rhaid inni ei wneud. Pam na chafodd targed ei fodloni? Mewn rhai achosion, y canlyniad fydd cael rhywbeth diwerth ar eich dwylo. Nid yw bellach yn amcan perthnasol. Mae pethau wedi symud yn eu blaenau ac nid yw bellach yn rhywbeth y byddech yn dymuno ei ddatblygu. Mewn achosion eraill, y rheswm yw gwendid neu fethiant ac yn amlwg mae angen ichi roi gweithgaredd ar waith er mwyn goresgyn hynny mewn blwyddyn ddilynol.

Elfen allweddol arall yw cynnwys pob aelod o staff. Nid yw'n broses a wneir gan nifer bychan o bobl ac yna ei gorfodi. Mae'n broses sydd yn cynnwys pob aelod o'r staff, ar bob lefel. Mae gennym strwythurau amrywiol i geisio sicrhau bod hynny'n digwydd. Mae rhai yn ffurfiol, gyda chyfarfodydd wedi'u hamserlennu ar adegau allweddol yn ystod y flwyddyn. Er enghraifft, cyn y Nadolig, yr oedd pob aelod o'r staff dysgu yn ymwneud â gweithgaredd a barhaodd am hanner diwrnod, yn mynd i'r afael â rhai o'r materion strategol allweddol sydd yn gysylltiedig â'r cynllun strategol yr ydym yn bwriadu ei adeiladu ar gyfer y flwyddyn nesaf. Byddai hynny'n un enghraifft. Mae gan gynllun strategol da ddadansoddiad o'r cyd-destun yr ydych yn gweithio o'i fewn a sensitifrwydd tuag at ofynion y gymuned yr ydych yn gweithio ynddi, yn amlwg yn hanfodol. Os bydd hynny'n anghywir gennych ac yr ydych yn datblygu strategaethau nad ydynt ar yr un donfedd ag anghenion yr ardal yr ydych yn ei gwasanaethu, yn amlwg mae gennych gamgyfatebiaeth fawr. Felly, rhoddwn lawer o bwyslais ar sicrhau bod y data, y cyd-destun a'r wybodaeth ystadegol sydd yn sail i'n cynllun yn gywir.

Yn olaf, hoffwn ddweud, ar ôl ei gynhyrchu,

make sure that everyone is aware of it and that it is effectively communicated to all staff. Among the pack, you will have had the small, bilingual summary of the strategic plan. You will also notice that it is a much more usable document on a routine daily basis. As I have said, it is distributed to all staff and not just handed out. That is what we did in the first year, but as we have gone on we now build the issue of it around engaging staff with the product. The hope is that staff own it and share and contribute their particular element of moving the plan forward.

[164] **Janet Davies:** Thank you. You have answered the other questions that I had in mind.

[165] **Peter Black:** Do you involve the student body at all in the drawing up of this plan?

Mr Robinson: Yes, in that the students have two representatives on the governing body and they would be part of the entire process, including that first phase that I mentioned where we hold a session for governors in November. Last November, one of the student representatives was present and she had an active role. The views and needs of the students are clearly identified. I doubt whether it goes beyond that and whether the students themselves formalise the process. I am not aware of that happening, but in terms of their representatives having an opportunity to contribute, it is well embedded.

[166] **Peter Black:** Mr Lithgow, we received a detailed explanation from Mr Robinson of the involvement of governors in this. Do the governors take the opportunity of that involvement to get more hands-on experience of how the college operates by shadowing departments, sitting in on lectures and so on?

Patrick Lithgow: Some of the time constraints generally prevent us from doing that. Certainly, Brian Robinson has gone through the governor involvement in our

gwnewch yn siŵr fod pawb yn ymwybodol ohono a'i fod yn cael ei gyfleu yn effeithiol i bob aelod o'r staff. Fel rhan o'r pecyn, byddwch wedi derbyn crynodeb dwyieithog bychan o'r cynllun strategol. Fe sylwch hefyd ei bod yn ddogfen lawer mwy defnyddiol ar sail ddyddiol arferol. Fel y dywedais, caiff ei dosbarthu i bob aelod o'r staff yn hytrach na chael ei rhoi allan yn unig. Dyna'r hyn a wnaethom yn ystod y flwyddyn gyntaf, ond wrth inni fynd ymlaen yr ydym bellach yn ei seilio ar gysylltu'r staff â'r cynnyrch. Y gobaith bod staff yn cymryd meddiant ohono ac yn rhannu ac yn cyfrannu eu helpen benodol o symud y cynllun yn ei flaen.

[164] **Janet Davies:** Diolch. Yr ydych wedi ateb y cwestiynau eraill a oedd gennyf mewn golwg.

[165] **Peter Black:** A ydych yn cynnwys myfyrwyr o gwbl wrth lunio'r cynllun hwn?

Mr Robinson: Ydym, yn yr ystyr bod gan y myfyrwyr ddau gynrychiolydd ar y corff llywodraethol a byddent yn rhan o'r broses gyfan, gan gynnwys y cam cyntaf hwnnw a grybwyllais pan fyddwn yn cynnal sesiwn i lywodraethwyr ym mis Tachwedd. Mis Tachwedd diwethaf, yr oedd un o'r cynrychiolwyr myfyrwyr yn bresennol ac yr oedd ganddi rôl weithredol. Nodir barn ac anghenion y myfyrwyr yn glir. Yr wyf yn amau a yw'n mynd y tu hwnt i hynny ac a yw'r myfyrwyr eu hunain yn ffurfioli'r broses. Nid wyf yn ymwybodol bod hynny'n digwydd, ond o ran y cyfle i'w cynrychiolwyr gyfrannu, mae hynny wedi'i hen sefydlu.

[166] **Peter Black:** Mr Lithgow, cawsom esboniad manwl gan Mr Robinson o ran y llywodraethwyr yn hyn o beth. A yw'r llywodraethwyr yn cymryd y cyfle o'r cysylltiad hwnnw i feithrin profiad mwy uniongyrchol o sut y mae'r coleg yn gweithredu drwy gysgodi adrannau, eistedd mewn darlithoedd ac ati?

Patrick Lithgow: Ar adegau mae cyfyngiadau yn ein hatal rhag gwneud hynny yn gyffredinol. Yn sicr, mae Brian Robinson wedi mynd drwy ran y llywodraethwyr yn

timetable of events for the strategic plan. We formally look at the plan four times during the year. It is an opportunity in the first stage, in November, not to plan but to think strategically, and try to step as far away as possible and look at the bigger picture. There are plenty of opportunities throughout the year for giving greater focus to parts of the plan and giving emphasis in areas where we think there are weaknesses or we would like to see some changes. However, at the end of the day the plan is the college's and the employees' and they have to buy into it. Therefore, it should not be a plan that the governors have decided upon. It is a live document.

[167] **Peter Black:** Mr Morgan, I understand that, on the basis of your 1999 strategic plan, the Funding Council considered this a significant improvement on previous years. Could you describe the changes that you made to improve your planning, and the benefits you consider this brought to your college?

Mr Morgan: Looking back at Funding Council documentation, I think they also said the same in relation to 1998 and extended it into 1999 as well. Listening to Brian Robinson talk about the patterns, it is quite fascinating and remarkable, and reassuring as well—if that is a well established process—because it is so similar to what we undertake now in Ceredigion. I hope that we are on the right lines.

As Brian said, planning really is an all-year event and I am not quite sure where to start talking about the process. I will not go through it in the same detail. However, I will perhaps start at the end of the plan. The plan has to be submitted to the Funding Council by July and the first thing that happens at the beginning of the autumn term is that I present the plan at staff meetings on the two campuses, with a summary of extracts that address key issues. The plan is presented to the whole staff of the college.

Similarly, in the autumn term, the process

ein hamserlen digwyddiadau ar gyfer y cynllun straetgol. Yr ydym yn edrych yn ffurfiol ar y cynllun bedair gwaith yn ystod y flwyddyn. Mae'n gyfle yn y cam cyntaf, ym mis Tachwedd, nid i gynllunio ond yn hytrach i feddwl yn strategol, a cheisio camu'n ôl mor bell â phosibl ac edrych ar y darlun mwy. Mae digon o gyfleoedd drwy gydol y flwyddyn i ganolbwyntio'n fwy ar rannau o'r cynllun a rhoi pwyslais ar feysydd lle y credwn bod gwendidau neu lle yr hoffem weld rhai newidiadau. Fodd bynnag, ar ddiwedd y dydd cynllun y coleg a'r gweithwyr ydyw ac mae'n rhaid iddynt brynu i mewn iddo. Felly, ni ddylai fod yn gynllun y mae'r llywodraethwyr wedi penderfynu arno. Dogfen fyw ydyw.

[167] **Peter Black:** Mr Morgan, yr wyf yn deall, ar sail eich cynllun strategol ar gyfer 1999, fod y Cyngor Cyllido wedi ystyried hyn yn welliant sylweddol ar flynyddoedd blaenorol. A allech ddisgrifio'r newidiadau a wnaethoch i wella eich cynlluniau, a'r manteision a ddaeth yn sgîl hyn i'ch coleg yn eich barn chi?

Mr Morgan: O edrych yn ôl ar ddogfennaeth y Cyngor Cyllido, credaf iddynt ddweud yr un peth hefyd mewn perthynas â 1998 a'i ymestyn i 1999 yn ogystal. Wrth wrando ar Brian Robinson yn sôn am y patrymau, mae'n eithaf diddorol a hynod, ac yn sicrwydd meddwl hefyd—os yw honno'n broses hirsefydlog—gan eu bod mor debyg i'r hyn yr ydym yn ymgymryd ag ef bellach yng Ngheredigion. Gobeithiaf ein bod ar y trywydd iawn.

Fel y dechreuodd Brian ddweud, mae'n wirioneddol yn rhywbeth sydd yn digwydd drwy gydol y flwyddyn ac nid wyf yn siŵr ble i ddechrau sôn am y broses. Ni wnaf ei disgrifio mor fanwl. Fodd bynnag, hoffwn ddechrau o bosibl ar ddiwedd y cynllun. Mae'n rhaid cyflwyno'r cynllun i'r Cyngor Cyllido erbyn mis Gorffennaf a'r peth cyntaf sydd yn digwydd ar ddechrau tymor yr hydref yw fy mod yn cyflwyno'r cynllun mewn cyfarfodydd staff ar y ddau gampws, gyda chrynodeb o'r darnau sydd yn mynd i'r afael â'r materion allweddol. Cyflwynir y cynllun i bob aelod o staff y coleg.

Yn yr un modd, yn nhymor yr hydref, mae'r

begins in two ways. The board of governors begins by looking at the mission statement and the strategic aims in its pre-Christmas meeting. It discusses the wider issues, as Patrick Lithgow said. At the same time, there is total staff involvement. On the operational side, we begin with curriculum course teams. The teaching and support staff come together to complete a comprehensive range of curriculum planning documentation covering all sorts of areas. For example, courses that have just finished, new courses that have been developed, new units within courses and the implications of that in terms of rooms, accommodation, equipment, resources, finance, staffing, bilingual development and delivery, and a whole range of documentation where that fits in with recent initiatives: lifelong learning, inclusivity and so on. This is then filtered through to heads of department and, through a process involving the curriculum management team and the senior management team, it comes to the board later on in the planning cycle. We also have a timetable of information—perhaps not as refined as Carmarthenshire College's but a similar pattern—which goes to the board.

Interestingly, I totally agree with what Brian said about the key part of the institutional plan being the annual operating statement, containing the key objectives and targets for the year. We undertake the same process. We have two reviews that go back to the board, where each target is analysed critically. Interestingly, and perhaps somewhat disappointingly occasionally for the senior management team, the board of governors tends to concentrate on targets that have not been achieved or that will not be achieved for various reasons. It is such a similar cycle to that of Carmarthenshire College that it is quite remarkable listening to it in a sense.

Planning obviously involves the governing body and all the staff, but the key aspect referred to by Brian is that at the end of the day you cannot plan in isolation for anything. Everything must relate very closely to the whole issue of financial forecasting. There must be a total link between the curriculum, the estate, financial forecasting and human

broes yn dechrau mewn dwy ffordd. Mae bwrdd y llywodraethwyr yn dechrau drwy edrych ar y datganiad cenhadaeth a'r amcanion strategol yn ei gyfarfod cyn y Nadolig. Mae'n trafod y materion ehangach, fel y dywedodd Patrick Lithgow. Ar yr un pryd, mae'r staff yn cymryd rhan lawn. O safbwynt gweithredol, yr ydym yn dechrau gyda thimau cwrs cwricwlwm. Daw'r staff dysgu a chynnal ynghyd i gwblhau ystod gynhwysfawr o ddogfennaeth cynllunio cwricwlwm sydd yn cwmpasu pob math o feysydd. Er enghraifft, cyrsiau sydd newydd ddod i ben, cyrsiau newydd a ddatblygwyd, unedau newydd o fewn cyrsiau a goblygiadau hynny o ran ystafelloedd, adeiladau, offer, adnoddau, cyllid, staff, datblygu a chyflwyno dwyieithrwydd, ac ystod gyfan o ddogfennaeth ble mae hynny'n cydweddu â mentrau diweddar: dysgu gydol oes, cynwysoldeb ac ati. Yna caiff hyn ei raeadru i benaethiaid adran a, drwy broses o gynnwys y tîm rheoli cwricwlwm a'r uwch dîm rheoli, daw i'r bwrdd yn ddiweddarach yn y cylch cynllunio. Mae gennym hefyd amserlen wybodaeth—nid un mor goeth â Choleg Sir Gaerfyrddin o bosibl ond ar batrwm tebyg—sydd yn mynd at y bwrdd.

Yn ddi-ddorol, yr wyf yn cytuno'n llwyr â'r hyn a ddywedodd Brian ynglŷn â'r ffaith mai rhan allweddol y cynllun sefydliadol yw'r datganiad gweithredu blynyddol, sydd yn cynnwys yr amcanion a'r targedau allweddol ar gyfer y flwydyn. Yr ydym yn ymgymryd â'r un broses. Mae gennym ddau arolwg sydd yn mynd yn ôl at y bwrdd, lle caiff pob targed ei ddadansoddi'n feirniadol. Yn ddi-ddorol ddigon, ac efallai braidd yn siomedig ar adegau ar gyfer yr uwch dîm rheoli, mae bwrdd y llywodraethwyr yn tueddu i ganolbwyntio ar dargedau nad ydynt wedi'u cyflawni neu na chânt eu cyflawni am resymau amrywiol. Mae'n gylch mor debyg i un Coleg Sir Gaerfyrddin fel ei fod bron yn synnu rhywun wrth wrando arno ar un ystyr.

Mae cynllunio yn amlwg yn cynnwys y corff llywodraethol a'r holl staff, ond yr agwedd allweddol y cyfeiriwyd ati gan Brian yw na allwch gynllunio ar gyfer unrhyw beth ar ei ben ei hun ar ddiwedd y dydd. Mae'n rhaid i bopeth ymwneud yn agos iawn â'r holl fater o ragolygu ariannol. Mae'n rhaid bod cyswllt cyflawn rhwng y cwricwlwm, materion yn

resource management.

One example is that for the last three years we have undertaken an annual space utilisation survey of the college, where we undertake a detailed survey of every classroom for a whole week in November. There are all sorts of excuses from the staff; for example, that students are on work experience or that they are ill or out on a visit. However, you have to look, not at what is on the timetable or on the register, but at a survey of the people who are actually there. Again, this informs the planning, because, for example, a timetable may indicate that we need three more rooms, but a space utilisation survey may indicate that we do not need three more rooms, that we need one or do not need any. You have to bring all these things together. It is a sophisticated process and, as Brian said, it is an ongoing process all through the year.

[168] **Peter Black:** Is it a similar set-up to Carmarthenshire College in that the involvement of your student body is through the student governors only, or do you have a much wider involvement?

Mr Morgan: The involvement of the student body occurs in two ways: the first is that there is a student governor and the second is that we have student representatives on the course teams in the early stages of planning. However, like Brian, I would not presume to suppose that they actually feed back to the student body. We have to accept that it is on the basis of a small number of representatives.

[169] **Peter Black:** The Funding Council obviously takes a great interest in these strategic plans. Do you think that it could assist you further in drawing up those plans, perhaps by offering a template or support? I address the question to both principals.

Mr Morgan: It does offer a framework, which we follow. For example, a key part of

ymwneud â'r ystad, rhagolygu cyllid a rheoli adnoddau dynol.

Un enghraifft yw ein bod dros y tair blynedd ddiwethaf wedi cynnal arolwg blynyddol ar ddefnydd o le yn y coleg, gan gynnal arolwg manwl o bob ystafell ddosbarth am wythnos gyfan ym mis Tachwedd. Ceir bob math o esgusodion gan y staff; er enghraifft, bod myfyrwyr ar brofiad gwaith neu eu bod yn sâl neu allan ar ymweliad. Fodd bynnag, mae'n rhaid ichi edrych, nid yn unig ar yr hyn sydd ar yr amserlen neu ar y gofrestr, ond ar arolwg o'r bobl sydd yno. Eto, mae hyn yn llywio'r broses gynllunio, oherwydd, er enghraifft, gall amserlen ddangos bod angen tair ystafell arall arnom, ond efallai bod arolwg defnydd o le yn dangos nad oes angen tair ystafell arall arnom, bod angen un arnom neu nad oes angen un arnom o gwbl. Mae'n rhaid ichi ddod â'r holl bethau hyn ynghyd. Mae'n broses soffistigedig ac, fel y dywedodd Brian, mae'n broses barhaus gydol y flwyddyn.

[168] **Peter Black:** A yw'n sefyllfa debyg i Goleg Sir Gaerfyrddin yn yr ystyr bod y rhan y mae eich myfyrwyr yn ei chwarae yn digwydd drwy fyfyrwyr sydd yn lywodraethwyr yn unig, neu a gaiff myfyrwyr eu cynnwys mewn modd llawer ehangach?

Mr Morgan: Mae cynnwys y corff o fyfyrwyr yn digwydd mewn dwy ffordd: yn gyntaf mae yna fyfyrwr yn lywodraethwr ac yn ail mae gennym gynrychiolwyr myfyrwyr ar y timau cyrsiau yn ystod y camau cynllunio cynnar. Fodd bynnag, fel Brian, ni fyddwn yn bod mor hy â thybio eu bod yn rhoi adborth i'r myfyrwyr mewn gwirionedd. Mae'n rhaid inni dderbyn bod hyn yn digwydd ar sail nifer fechan o gynrychiolwyr.

[169] **Peter Black:** Mae'r Cyngor Cyllido yn amlwg yn cymryd cryn ddiddordeb yn y cynlluniau strategol hyn. A ydych yn credu y gallai eich cynorthwyo ymhellach wrth lunio'r cynlluniau hynny, efallai drwy gynnig templed neu gymorth? Gofynnaf y cwestiwn i'r ddau brifathro.

Mr Morgan: Mae'n cynnig fframwaith, ac yr ydym yn ei ddilyn. Er enghraifft, rhan

the framework is financial forecasting for a period of four or five years and the way we complete that. We try to follow that framework as closely as possible, but at the end of the day, as Brian said—or as Mr Lithgow said, I cannot remember which gentleman said it—the college staff have to own that plan. Each college is different. Each area is different. It has different specialisms, different expertise, different dynamics, a different population and a different community: socially, economically and culturally. The Funding Council cannot be too prescriptive or pedantic with regard to structure. What it can offer is sound advice, support and guidance. They cannot write the plan for us. It would not be appropriate. The plan has to be the responsibility of the college. The GMDP programme has actually strengthened us. That is how they have helped indirectly, I think, by making us look at ourselves more self-critically. I think that that is the best way: providing us with useful benchmarking information and with a structure through the GMDP programme. These are positive ways and I praise the Funding Council's involvement in that very much. However, at the end of the day, the plan must be the college's.

Mr Robinson: I think that the process is quite prescriptive. I do not think that we are in any doubt that there are some fairly clear guidelines laid down by the Funding Council as to what should be in an appropriate strategic plan. In addition, the process of its evaluation has become more sophisticated year on year. The analysis of last year's strategic plan—the one that we are currently working against—is very comprehensive, with a lot of detailed feedback on all sections. That allows greater confidence in a number of areas. If anything, it may be almost slightly too prescriptive. I think that with greater maturity in the sector, there may be scope for loosening up the extent of prescription. There are plans for future changes to the way that strategic planning is undertaken and perhaps the maturity of the sector can be built in to that at the next stage

allweddol o'r fframwaith yw rhagolygon ariannol ar gyfer cyfnod o bedair neu bum mlynedd a'r ffordd yr ydym yn cwblhau hynny. Yr ydym yn ceisio dilyn y fframwaith hwnnw mor glôs â phosibl, ond ar ddiwedd y dydd, fel y dywedodd Brian—neu fel y dywedodd Mr Lithgow, ni allaf gofio pa ŵr a ddywedodd hynny—mae'n rhaid i staff y coleg feddiannu'r cynllun hwnnw. Mae pob coleg yn wahanol. Mae pob ardal yn wahanol. Mae ganddynt wahanol arbenigeddau, gwahanol ddeinameg, poblogaeth wahanol a chymuned wahanol: yn gymdeithasol, yn economaidd ac yn ddiwylliannol. Ni all y Cyngor Cyllido fod yn rhy orchmynnol na phedantig o ran y strwythur. Yr hyn y gall ei gynnig yw cyngor, cymorth ac arweiniad cadarn. Ni allant ysgrifennu'r cynllun ar ein rhan. Ni fyddai hynny'n briodol. Mae'n rhaid i'r coleg fod yn gyfrifol am y cynllun. Mae'r rhaglen datblygu llywodraeth a rheoli wedi ein cryfhau mewn gwirionedd. Dyna sut y maent wedi helpu yn anuniongyrchol, yn fy marn i, yw drwy wneud inni edrych arnom ein hunain yn fwy hunan-feirniadol. Credaf mai dyna'r ffordd orau: darparu gwybodaeth feincnodi ddefnyddiol inni gyda strwythur drwy'r rhaglen datblygu llywodraeth a rheoli. Mae'r rhain yn ffyrdd cadarnhaol a chanmolaf ran y Cyngor Cyllido yn hynny yn fawr iawn. Fodd bynnag, ar ddiwedd y dydd, mae'n rhaid i'r cynllun fod yn gynllun y coleg.

Mr Robinson: Credaf fod y broses yn eithaf gorchmynnol. Credaf nad oes gennym unrhyw amheuaeth bod y Cyngor Cyllido wedi pennu rhai canllawiau eithaf clir o ran beth ddylai cynllun strategol priodol ei gynnwys. Yn ogystal, mae'r broses o'i werthuso wedi dod yn fwy soffistigedig flwyddyn ar ôl blwyddyn. Mae'r dadansoddiad o gynllun strategol y llynedd—yr un yr ydym yn gweithio iddo ar hyn o bryd—yn gynhwysfawr iawn, gyda llawer o adborth manwl ar bob adran. Mae hynny'n caniatáu mwy o hyder mewn sawl maes. Os rhywbeth, efallai ei fod ychydig yn rhy benodol. Credaf, yn sgîl yr aeddfedrwydd cynyddol yn y sector, y gall fod cyfle i lacio'r graddau o orchymyn. Mae cynlluniau i wneud newidiadau yn y dyfodol i'r ffordd y gwneir cynllunio strategol ac efallai y gellir adeiladu aeddfedrwydd y sector yn rhan o

of planning.

[170] **Peter Black:** I will move on to human resource planning and maybe start off with both principals. Do you consider that you have a human resource strategy? If yes, could you outline the key elements of your human resource planning? Perhaps Mr Robinson could start.

Mr Robinson: When I took up my post back in 1996, one of the first decisions that the newly constituted senior management team took was to pursue Investors in People status. That process, as I am sure you are all aware, involves developing an action plan to ensure that you move along the pathway necessary to achieve that status. We identified the absence of an adequate human resource strategy. We had to create the necessary strategy in some detail. We took on board consultancy support to help us in that process and from that we identified a policy, and critical success factors within it. We also further developed many of the planning processes that were already in place but not perhaps linked as part of a cohesive human resource strategy. We do have the policy in place now. It has been in place for a year or two and we were successful in achieving IIP status in the summer of last year. The feedback on the assessment process was very complimentary about a number of elements of the human resource planning process.

Mr Morgan: We do have a human resources strategy, which we have developed over the last couple of years. It is one that I think has come out with credit in the assessment by FEFCW, which Brian Robinson referred to a couple of minutes ago. On this subject, I would like to explain how every strategy needs to be different and explain some of the key features of the strategy by being very college specific. Because we have a college on two sites, which are virtually identical in size and in the number of staff, students, taught hours and so on, one of the key planks of our strategy is that, unlike other colleges, we do not have a departmental structure or a faculty structure based on subjects. We have

hynny yn y cam cynllunio nesaf.

[170] **Peter Black:** Symudaf ymlaen i gynllunio adnoddau dynol gan ddechrau efallai gyda'r ddau brifathro. A ydych yn ystyried bod gennych strategaeth adnoddau dynol? Os ydych, a allech amlinellu elfennau allweddol eich gwaith cynllunio adnoddau dynol? Efallai y gallai Mr Robinson ddechrau.

Mr Robinson: Pan ddechreuais yn fy swydd yn 1996, un o'r penderfyniadau cyntaf a wnaethpwyd gan yr uwch dîm rheoli newydd oedd ceisio cyrraedd statws Buddsoddwyr mewn Pobl. Mae'r broses honno, fel yr ydych oll yn siŵr o fod yn gwybod, yn ymwneud â datblygu cynllun gweithredu i sicrhau eich bod yn symud ar hyd y trywydd angenrheidiol er mwyn ennill y statws hwnnw. Nodwyd diffyg strategaeth adnoddau dynol ddigonol gennym. Yr oedd yn rhaid inni greu'r strategaeth angenrheidiol yn eithaf manwl. Cawsom gymorth ymgynghorol i'n helpu yn y broses honno ac o hynny bu inni nodi polisi, a ffactorau llwyddiant hanfodol o'i fewn. Hefyd datblygasom ymhellach nifer o'r prosesau cynllunio a oedd eisoes wedi'u sefydlu ond nid efallai wedi'u cysylltu fel rhan o strategaeth adnoddau dynol gydlynus. Mae'r polisi yn ei le gennym bellach. Mae yn ei le ers blwyddyn neu ddwy a llwyddasom i ennill statws Buddsoddwyr mewn Pobl yn ystod yr haf y llynedd. Yr oedd yr adborth ar y broses asesu yn gadarnhaol iawn ynglŷn â nifer o elfennau o'r broses cynllunio adnoddau dynol.

Mr Morgan: Mae gennym strategaeth adnoddau dynol, a ddatblygwyd gennym dros y flwyddyn neu ddwy ddiwethaf. Mae'n un sydd yn fy marn i wedi cael clod yn yr asesiad gan CCABC, y cyfeiriodd Brian Robinson ato ychydig funudau yn ôl. Ar y pwnc hwn, hoffwn egluro'r ffordd y mae angen i bob strategaeth fod yn wahanol ac egluro rhai o nodweddion allweddol y strategaeth drwy fod yn hynod benodol mewn perthynas â'r colegau. Gan fod gennym goleg ar ddau safle, sydd fwy neu lai yn hafal o ran maint ac o ran nifer y staff, myfyrwyr, oriau a addysgir ac ati, un o brif elfennau ein strategaeth yw nad oes gennym, yn wahanol i golegau eraill, strwythur

actually gone quite the other way and we have a curriculum management team at each campus. In other words, the curriculum managers manage the whole of the provision on their sites. If, for example, you have health or business studies provision on both sites, they are actually managed separately at each site. You could say that that is divisive. However, it comes from our experience. We changed to that after years of trying to look at things in different ways. It suits Coleg Ceredigion. I am not saying that it would necessarily work in other places. However, given the size and nature of our establishment, it suits us and it works very effectively, because you have a small group of curriculum managers available on a day to day basis to respond to the needs and problems of both staff and students. Obviously, there is a danger of the two sites going their own way. It is very important therefore that that is underpinned and backed up by a very corporate, institutionally-based curriculum management team with a set of procedures and structures to ensure common systems in relation to delivery, quality and so on, which pulls us together as one college. That is one particular feature.

Another feature is that we try to draw out staffing priorities every year in our strategy, which we review every year. This year, for example, we have three priorities in Coleg Ceredigion. The first, and again perhaps this arises out of the crisis or financial problems referred to in an earlier question, is that the number of full-time teaching staff in the college went down significantly over a period. There was a conscious decision this year, because the financial forecasting and the resources enabled us to do so, to change the mix of full-time staffing against part-time staffing and to introduce a number of extra full-time posts to help develop new areas of curriculum and also to improve curriculum quality in one or two key areas. That was a deliberate decision within the resources.

adrannol neu gyfadranol yn seiliedig ar bynciau. Yr ydym wedi mynd i'r cyfeiriad arall yn llwyr mewn gwirionedd ac mae gennym dîm rheoli cwricwlwm ym mhob campws. Mewn geiriau eraill, mae'r rheolwyr cwricwlwm yn rheoli'r holl ddarpariaeth ar eu safleoedd. Os oes gennych, er enghraifft, ddarpariaeth iechyd neu astudiaethau busnes ar y ddau safle, cânt eu rheoli ar wahân ar bob safle. Gallech ddadlau fod hynny'n peri rhwyg. Fodd bynnag, mae'n deillio o'n profiad. Newidiasom i hynny wedi blynyddoedd o geisio edrych ar bethau mewn ffyrdd gwahanol. Mae'n addas ar gyfer Coleg Ceredigion. Nid wyf yn dweud y byddai o anghenraid yn gweithio mewn mannau eraill. Fodd bynnag, o gofio maint a natur ein sefydliad, mae'n addas inni ac mae'n gweithio'n effeithiol iawn, oherwydd bod gennych grŵp bychan o reolwyr cwricwlwm sydd ar gael o ddydd i ddydd i ymateb i anghenion a phroblemau'r staff a'r myfyrwyr. Yn amlwg, mae perygl i'r ddau safle fynd eu ffyrdd eu hunain. Mae'n bwysig iawn felly bod tîm rheoli cwricwlwm sydd yn gorfforaethol iawn ac wedi'i leoli yn y sefydliad yn sail i hyn ac yn ei gefnogi gyda set o weithdrefnau a strwythurau i sicrhau systemau cyffredin mewn perthynas â chyflwyno, ansawdd ac ati, gan ein tynnu ynghyd fel un coleg. Dyna un nodwedd benodol.

Nodwedd arall yw ein bod yn ceisio amlygu blaenoriaethau staffio bob blwyddyn yn ein strategaeth, a'u harolygu bob blwyddyn. Eleni, er enghraifft, mae gennym dair blaenoriaeth yng Ngholeg Ceredigion. Y gyntaf, ac eto efallai bod hyn yn deillio o'r argyfwng neu'r problemau ariannol y cyfeiriwyd atynt mewn cwestiwn cynharach, yw bod nifer y staff dysgu llawn amser yn y coleg wedi gostwng yn sylweddol dros gyfnod. Gwnaethpwyd penderfyniad ymwybodol eleni, oherwydd bod y rhagolygon ariannol a'r adnoddau wedi ein galluogi i wneud hynny, i newid y gymysgedd o staff llawn amser o'u cymharu â staff rhan amser a chyflwyno nifer o swyddi llawn amser i helpu i ddatblygu meysydd newydd yn y cwricwlwm a hefyd i wella ansawdd y cwricwlwm mewn un neu ddau o feysydd allweddol. Yr oedd hynny'n benderfyniad bwriadol o fewn yr adnoddau.

The second part of the strategy for this year in particular, is that we are developing and finalising our Welsh language scheme at the moment. There is a particular emphasis on the need to develop the use of Welsh in the college. This can be done in two ways, by looking for more Welsh-speaking appointments in key areas, but also by giving all staff the opportunity to undertake staff development either to improve their Welsh or to begin the process of learning Welsh. That is a key part of our strategy for this year.

The third one is very specific. It was to appoint a curriculum and student services officer at each campus so that the quality of our recruitment and induction procedures for students, and the way in which they choose their courses, are improved. We are actually increasing the services being provided for students coming in to the college and this is very closely linked to a new retention strategy that we have developed to enable us to retain a greater number of students than previously. Growth and recruitment is one key area but retention is another. We have identified a new staffing strategy to help with that. That was only started in September but our half-yearly statistics show that it is working. Those are the three areas that are particularly important in relation to this year.

Also, staff development is an ongoing issue with us. What we do on the teaching side, for example, is to try to theme the programme every year. Last year was the year of teaching and learning, where we tried to get people to look at a more flexible way of delivering the curriculum. This year is the year of inclusive learning. We try to theme things every year. Staff development has to be a major and ongoing priority.

Another key area, although I mentioned it in a different context a minute ago, is part-time teaching staff. In a small college like Coleg Ceredigion, you cannot get the specialisms in all areas through full-time staff. We could not afford the staffing costs and we could not give them a full timetable. Specialist expertise in part-time staffing is absolutely

Yr ail ran o'r strataegaeth ar gyfer eleni yn arbennig, yw ein bod yn datblygu ac yn cwblhau ein cynllun iaith Gymraeg ar hyn o bryd. Rhoddir pwyslais arbennig ar yr angen i ddatblygu defnydd o'r Gymraeg yn y coleg. Gellir gwneud hyn mewn dwy ffordd, drwy chwilio am fwy o benodiadau Cymraeg mewn meysydd allweddol, ond hefyd drwy roi'r cyfle i bob aelod o'r staff ymgymryd â datblygiad staff naill ai er mwyn gwella eu Cymraeg neu er mwyn dechrau ar y broses o ddysgu Cymraeg. Mae hynny yn rhan allweddol o'n strategaeth ar gyfer eleni.

Mae'r trydydd yn benodol iawn, sef penodi swyddog cwricwlwm a gwasanaethau myfyrwyr ym mhob campws fel bod ansawdd ein gweithdrefnau recriwtio a sefydlu ar gyfer myfyrwyr, a'r ffordd y maent yn dewis eu cyrsiau yn cael eu gwella. Yr ydym yn gwella'r gwasanaethau a ddarperir ar gyfer myfyrwyr sydd yn dod i mewn i'r coleg ac mae cyswllt agos iawn rhwng hyn â strategaeth gadw newydd yr ydym wedi ei datblygu i'n galluogi i gadw nifer mwy o fyfyrwyr nag o'r blaen. Mae twf a recriwtio yn un maes allweddol ond mae cadw yn un arall. Yr ydym wedi nodi strategaeth staffio newydd i helpu gyda hynny o beth. Dim ond ym mis Medi y dechreuwyd hynny ond dengys ein hystadegau hanner blwyddyn ei fod yn gweithio. Dyna'r tri maes sydd yn arbennig o bwysig mewn perthynas ag eleni.

Hefyd, mae datblygiad staff yn fater parhaus inni. Yr hyn a wnawn o ran dysgu, er enghraifft, yw ceisio gosod thema i'r rhaglen bob blwyddyn. Yr oedd y llynedd yn flwyddyn addysgu a dysgu, lle y ceisiwyd dylanwadu ar bobl i edrych ar ffordd fwy hyblyg o gyflwyno'r cwricwlwm. Mae eleni yn flwyddyn dysgu cynhwysol. Yr ydym yn ceisio gosod themâu bob blwyddyn. Mae'n rhaid i ddatblygiad staff fod yn flaenoriaeth bwysig a pharhaus.

Maes allweddol arall, er fy mod wedi'i grybwyll mewn cyd-destun gwahanol funud yn ôl, yw staff dysgu rhan amser. Mewn coleg bychan fel Coleg Ceredigion, ni allwch gael yr arbenigeddau ym mhob maes drwy'r staff llawn amser. Ni allem fforddio'r costau staffio ac ni allem roi amserlen lawn iddynt. Mae arbenigedd penodol staff rhan amser yn

key to us. One of the key parts of our strategy, on an ongoing basis, is to get that mix right all of the time between the crucial element of part-time expertise and the full-time cohort. There is also the change in relation to the estates and the more flexible approach to do with estates staff that I mentioned earlier on.

I think that I will mention one more issue, which is marketing. Bringing in income and income generation was mentioned earlier. When we had staff sign new flexible contracts, every one of our management staff and all our teaching staff were given a specific responsibility in relation to marketing the college. The new flexible contract we introduced two years ago for support staff also implies that responsibility. We do not see marketing as being just the remit of a marketing officer. There is an expectation that everyone contributes to income generation, to the growth and success of the college and to bringing in additional moneys. Marketing has been established and will continue to remain in the strategy as a key plank of our planning.

[171] **Peter Black:** That was a comprehensive answer. Very briefly, do you actually carry out individual assessments of staff and individual performance plans for staff?

Mr Morgan: We are in the process this year of drawing up a formal—if I can use the term—staff appraisal policy. It is a weakness in our strategy at the moment.

[172] **Dafydd Wigley:** Brian raised the matter of Objective 1 status earlier. In the context of strategic planning, strategic opportunities are obviously central to that. I know that there is reference to Objective 1 status in the Carmarthenshire institutional plan as something that you have recognised as an opportunity. Given the scale of this opportunity—that the money available from Europe is £180 million a year, and £360 million a year with match funding, and that the experience in Ireland was that about a third of their Objective 1 money went into up-skilling and training the workforce—in the order of £100 million to £120 million a year could be potentially coming into Wales.

gwbl allweddol inni. Un o elfennau allweddol ein strategaeth, ar sail parhaus, yw cael y gymysgedd gywir bob amser rhwng elfen hanfodol arbenigedd rhan amser a'r garfan lawn amser. Ceir hefyd y newid mewn perthynas â'r ystadau a'r ymagwedd fwy hyblyg sydd yn gysylltiedig â staff ystadau a grybwyllais yn gynharach.

Credaf y gwnaf grybwyll un mater arall, sef marchnata. Soniwyd am ddenu incwm a chynhyrchu incwm yn gynharach. Pan ofynnasom i'n staff lofnodi contractau hyblyg newydd, rhoddwyd cyfrifoldeb penodol i bob un o'n staff rheoli a phob aelod o'n staff dysgu mewn perthynas â marchnata'r coleg. Mae'r contract hyblyg newydd a gyflwynwyd ddwy flynedd yn ôl ar gyfer staff cynnal hefyd yn awgrymu'r cyfrifoldeb hwnnw. Nid ydym yn gweld marchnata fel cylch gorchwyl swyddog marchnata yn unig. Disgwylir i bawb gyfrannu i gynhyrchu incwm, twf a llwyddiant y coleg ac i ddenu arian ychwanegol. Mae marchnata wedi'i sefydlu a bydd yn parhau o fewn y strategaeth fel elfen allweddol o'n proses gynllunio.

[171] **Peter Black:** Yr oedd hynny'n ateb cynhwysfawr. Yn gryno iawn, a ydych yn cynnal asesiadau unigol o staff a chynlluniau perfformiad unigol ar gyfer staff mewn gwirionedd?

Mr Morgan: Eleni yr ydym yn y broses o lunio polisi hunan-werthuso ffurfiol—os gallaf ddefnyddio'r term. Mae'n wendid yn ein strategaeth ar hyn o bryd.

[172] **Dafydd Wigley:** Cododd Brian y mater o statws Amcan 1 yn gynharach. Yng nghydestun cynllunio strategol, mae cyfleoedd strategol yn amlwg yn ganolog i hynny. Gwn y cyfeirir at statws Amcan 1 yng nghynllun sefydliadol Sir Gaerfyrddin fel rhywbeth yr ydych wedi'i nodi fel cyfle. O gofio graddfa'r cyfle hwn—bod yr arian sydd ar gael o Ewrop yn £180 miliwn y flwyddyn, a £360 miliwn y flwyddyn gydag arian cyfatebol, ac mai'r profiad yn Iwerddon oedd bod tua thraean o'u harian Amcan 1 wedi mynd tuag at uwchraddio sgiliau a hyfforddi'r gweithlu—gallai rhwng tua £100 miliwn a £120 miliwn y flwyddyn ddod i mewn i Gymru. Byddai hynny yn golygu o

That would mean perhaps £4 million or £5 million in your area, a good slice of which would be relevant to your college. This scheme is now active as far as Europe is concerned. We are in the year 2000 and, from April, we expect that the programmes will be moving forward. What specific benefits are you seeing from the Objective 1 schemes, if you have built them in for your programme, say from next September? Have you received adequate information about the amount of finance that you will have and about the sort of developments for which that finance should be used? Are you receiving the leadership and guidance in order to take that up?

Mr Robinson: That is a long and complex question.

[173] **Dafydd Wigley:** It is a fairly important one.

Mr Robinson: On some of the latter parts of the question, I have to say that at the moment we do not have the complete knowledge about what the level of funding will be, and so on. The documentation that is going to drive what we are able to do is also still in the developmental stage. But, as far as we are able, we are planning to try to ensure that we hit the ground running, in conjunction with our partners. I stress that, because we believe that we are unable to make any significant progress unless we operate in partnership with others in both a local and a national context.

A lot of the planning that is undertaken currently is with partners. Nationally, the most significant development is clearly going to be an appropriate human resource development strategy. That is what we see as particularly critical. We are working with colleagues in higher education and the TEC movement to try to ensure that we are able to deliver our component of that national strategy. We are sensitive to the requirement that, if it is going to be of any real benefit, it has to move the economy forward. Consequently, the needs of the local economy in south west Wales are at the forefront of this planning process.

bosibl £4 miliwn neu £5 miliwn yn eich ardal chi, a byddai cyfran sylweddol o hynny yn berthnasol i'ch coleg. Mae'r cynllun hwn bellach ar waith o safbwynt Ewrop. Yr ydym yn y flwyddyn 2000 ac, o fis Ebrill ymlaen, yr ydym yn disgwyl y bydd y rhaglenni yn symud yn eu blaenau. Pa fuddiannau penodol a welwch yn deillio o gynlluniau Amcan 1, os ydych wedi'u hadeiladu i mewn ar gyfer eich rhaglen, o fis Medi nesaf dyweder? A ydych wedi derbyn digon o wybodaeth ynghylch faint o arian a gewch a'r math o ddatblygiadau y gellid defnyddio'r cyllid hwnnw ar ei gyfer? A ydych yn cael yr arweinyddiaeth a'r arweiniad er mwyn manteisio ar hynny?

Mr Robinson: Mae hwn yn gwestiwn hir a chymhleth.

[173] **Dafydd Wigley:** Mae'n un eithaf pwysig.

Mr Robinson: Ar rai o rannau olaf y cwestiwn, mae'n rhaid imi ddweud ar hyn o bryd nad oes gennym yr wybodaeth gyflawn ynghylch faint fydd lefel yr arian, ac ati. Mae'r ddogfennaeth a fydd yn llywio'r hyn y gallwn ei wneud yn parhau i gael ei datblygu. Ond, hyd y gallwn, yr ydym yn bwriadu ceisio sicrhau ein bod yn dechrau ar yr un pryd, ar y cyd â'n partneriaid. Pwysleisiaf hynny, oherwydd ein bod yn credu na allwn wneud unrhyw gynnydd sylweddol oni fyddwn yn gweithredu mewn partneriaeth ag eraill mewn cyd-destun lleol a chenedlaethol.

Gwneir llawer o'r gwaith cynllunio cyfredol gyda phartneriaid. Yn genedlaethol, y datblygiad mwyaf sylweddol yn amlwg fydd strategaeth datblygu adnoddau dynol briodol. Dyna'r hyn a welwn fel y peth sydd yn hanfodol iawn. Yr ydym yn gweithio gyda chydweithwyr mewn addysg uwch a'r symudiad CHM er mwyn ceisio sicrhau ein bod yn gallu cyflwyno ein cydran o'r strategaeth genedlaethol honno. Yr ydym yn sensitif i'r gofyniad bod yn rhaid iddo symud yr economi yn ei blaen os bydd o unrhyw famtais gwirioneddol. O ganlyniad, mae anghenion yr economi leol yn ne-orllewin Cymru yn flaenllaw yn y broses gynllunio hon.

Internally, we have established what we call the task group—it is an Objective 1 task group. Therefore, we are currently well-advanced in making sure that all of the major curriculum areas have engaged in the potential of this additional funding, so that their plans in relation to the needs of the particular demands that that curriculum area serves have the potential of being linked in with the local and the national plan. It is really a question of networking to ensure that our component of that overall network is there, ready to be delivered.

Mr Morgan: Our situation is similar. Certainly, in terms of the questions that you asked, Mr Wigley, it is more difficult to answer the latter parts about where exactly we stand in relation to the level of funding and so on. We are not clear on that. We are very much working in partnership, looking to the county council, the Mid Wales TEC and the higher education establishments. Internally, there is a slight problem in the college at the moment, in that we extended the role of our European officer to get very much linked into course teams to try to build in the sort of things that Brian was talking about. Unfortunately—very particular to ourselves—her line manager, the projects manager, is off sick long-term and our European officer has obtained a new job so we are advertising for a replacement. I must admit that the learning curve for a new person coming in to the college concerns me at the moment, because I am also aware of the timescale. As you say, it is about the economy, it is about looking at things at a national level, but it is also about implementing structures within the organisation so that we are ready to be able to provide our contribution as quickly as possible. Because of circumstances, I have a small short-term concern on that one.

[174] **Dafydd Wigley:** Do you believe that some of these will be up and running by September?

Mr Morgan: I do not know.

Yn fewnol, yr ydym wedi sefydlu'r hyn a elwir gennym yn dasglu—tasglu Amcan 1. Felly, yr ydym mewn sefyllfa dda ar hyn o bryd o ran sicrhau fod pob un o'r prif feysydd cwricwlwm wedi cymryd rhan ym mhotensial yr arian ychwanegol hwn, fel bod gan eu cynlluniau mewn perthynas ag anghenion y galwadau penodol a wasanaethir gan y maes cwricwlwm hwnnw y potensial o gael eu cysylltu gyda'r cynllun lleol a chenedlaethol. Mewn gwirionedd, mae'n gwestiwn o rwydweithio i sicrhau bod ein cydran o'r rhwydwaith cyffredinol hwnnw yno, yn barod i'w chyflwyno.

Mr Morgan: Mae ein sefyllfa yn debyg. Yn sicr, o ran y cwestiynau a ofynasoch, Mr Wigley, mae'n anos ateb y rhannau olaf ynghylch ble union yr ydym mewn perthynas â'r lefel ariannu ac ati. Nid ydym yn glir ynghylch hynny. Yr ydym yn gweithio mewn partneriaeth i raddau helaeth, gan drafod gyda'r Cyngor Sir, CHM Canolbarth Cymru a'r sefydliadau addysg uwch. Yn fewnol, mae gan y coleg ychydig o broblem ar hyn o bryd, yn yr ystyr ein bod wedi ymestyn rôl ein swyddog Ewropeaidd i ymgysylltu â thimau cyrsiau er mwyn ceisio adeiladu'r math o bethau yr oedd Brian yn sôn amdano. Yn anffodus—yn arbennig iawn inni—mae ei rheolwr llinell, y rheolwr prosiectau, i ffrwrdd o'r gwaith ar gyfnod o salwech tymor hir ac y mae ein swyddog Ewropeaidd wedi cael swydd newydd felly yr ydym yn hysbysebu am rhywun i gymryd ei lle. Mae'n rhaid imi gyfaddef bod y gromlin ddyysgu ar gyfer person newydd sydd yn dod i mewn i'r coleg yn peri pryder imi ar hyn o bryd, oherwydd fy mod hefyd yn ymwybodol o'r raddfa amser. Fel y dywedwch, mae'n ymwneud â'r economi, mae'n ymwneud ag edrych ar bethau ar lefel genedlaethol, ond mae hefyd yn ymwneud â gweithredu strwythurau o fewn y sefydliad fel ein bod yn barod i ddarparu ein cyfraniad cyn gynted â phosibl. Oherwydd amgylchiadau, mae gennyf bryder bach byr dymor ynghylch hynny.

[174] **Dafydd Wigley:** A ydych yn credu y bydd rhai o'r rhain wedi'u sefydlu erbyn mis Medi?

Mr Morgan: Wn i ddim.

Mr Robinson: I would hope that that is the case because, as I mentioned earlier when I was asked a question relating to income other than that from the Funding Council, one of our major sources is via European funding: an income of around £1 million per annum. That is a lot of activity in the south-west Wales area. We have staff involved with those various projects and we have resources devoted to them. I would not want to see a situation where there was any break in that process; partly, obviously, because of the income stream implications for the college, but also in terms of keeping good projects moving forward. So I would certainly hope that new programmes can be identified from April onwards and will be ready for implementation as soon as possible.

[175] **Dafydd Wigley:** I will ask one last question. Do you see the primary opportunity in this context as one of providing new courses that were not previously available, or as one of making courses which already exist available to people who have not taken advantage of them until now, either because they do not have the resources to pay for them or because of a lack of encouragement from employers?

Mr Robinson: I think that the answer to that question is both. Certainly, the issue of accessibility to education and training is a major one. European funding has helped that process in a significant way over the years and I am sure that it will continue to do so. However, there are also a number of new areas of provision, particularly in relation to the demands of the small and medium sized enterprises, where, due to constraints imposed by the size of the organisation, normal attendance at education and training opportunities is often prohibitive. It is just not feasible. Therefore, there is enormous scope to access the training needs of those groups.

In our area, the needs of the rural economy are also particularly sensitive. We have an agricultural diversification centre already in place. It is well-established and has been there for 18 months or so. The potential to increase the utilisation of that sort of facility, where access is in a variety of ways—

Mr Robinson: Gobeithiaf y byddant oherwydd, fel y crybwyllais yn gynharach pan ofynnwyd cwestiwn imi yn ymwneud ag incwm ar wahân i incwm gan y Cyngor Cyllido, un o'n prif ffynonellau yw drwy arian Ewrop: incwm o tua £1 miliwn y flwyddyn. Mae hynny'n llawer o weithgaredd yn ardal de-orllewin Cymru. Mae gennym staff sydd yn ymwneud â'r amrywiol brosiectau hynny ac mae gennym adnoddau yn benodol ar eu cyfer. Ni fyddwn am weld sefyllfa lle bu toriad yn y broses honno; yn rhannol, yn amlwg, oherwydd goblygiadau'r ffrwd incwm ar gyfer y coleg, ond hefyd o ran symud prosiectau da yn eu blaenau. Felly byddwn yn sicr yn gobeithio y gellid nodi rhaglenni newydd o fis Ebrill ymlaen ac y byddant yn barod i'w gweithredu cyn gynted â phosibl.

[175] **Dafydd Wigley:** Hoffwn ofyn un cwestiwn terfynol. A ydych yn gweld y cyfle pennaf yn y cyd-destun hwn fel un sydd yn darparu cyrsiau newydd nad oeddent ar gael yn flaenorol, neu fel un sydd yn sicrhau bod cyrsiau sydd eisoes yn bodoli ar gael i bobl nad ydynt wedi manteisio arnynt tan nawr, naill ai oherwydd nad oes ganddynt yr adnoddau i dalu amdanynt neu oherwydd diffyg anogaeth gan gyflogwyr?

Mr Robinson: Credaf mai'r ateb i'r cwestiwn hwnnw yw'r ddau. Yn sicr, mae'r mater o fynediad i addysg a hyfforddiant yn fater pwysig. Mae arian o Ewrop wedi helpu'r broses honno yn sylweddol dros y blynyddoedd ac yr wyf yn siŵr y bydd yn parhau i wneud hynny. Fodd bynnag, mae yna hefyd nifer o feysydd newydd o ddarpariaeth, yn arbennig mewn perthynas â gofynion mentrau bach a chanolig lle, oherwydd y cyfyngiadau a bennwyd gan faint y sefydliad, mae mynychu'n arferol mewn cyfleoedd addysg a hyfforddiant yn eu rhwystro. Nid yw'n ymarferol. Felly, ceir cyfle anferth i fynd i'r afael ag anghenion hyfforddi'r grwpiau hynny.

Yn ein hardal ni, mae anghenion yr economi wledig hefyd yn arbennig o sensitif. Yr ydym eisoes wedi sefydlu canolfan arallgyfeirio amaethyddol. Mae wedi'i hen sefydlu ac wedi bodoli ers ryw 18 mis. Mae potensial i gynyddu'r defnydd o'r math hwnnw o gyfleuster, lle ceir mynediad mewn

through distance learning, provision of courses at times that are not in the normal college day, useful IT developments and so on. They are all ways of developing provision to meet the specific needs of the local economy. That is one of the greatest challenges for the next six or seven years.

Mr Morgan: If I could come in on that briefly again, there is obviously a very similar situation in mid Wales with SMEs. One initiative that I am pleased about is that we have put in a joint initiative to the Funding Council with Coleg Powys and Coleg Meirion Dwyfor for funding under a training and consultancy scheme in further education. The main thrust of that was to see if we as a group of three colleges could respond more effectively to the training needs of small to medium sized enterprises in the rural area. We know that we can do that. That again is in the early stages of development, but it is yet another way in which I hope we can establish a structure by which we will be able to contribute.

[176] **Janet Davies:** Alun, would you like to come in now?

[177] **Alun Pugh:** Can I start with Mr Morgan? Bringing human resource management issues back into the debate, I accept what you said about the use of part-time experts. They have always had a strong part to play in further education. However, in past years, FE colleges have moved away from full-time staffing to part-time staffing and indeed agency staff because of financial pressures rather than anything to do with curriculum management. I know that there is some extra finance coming into the system, which is mainly to reverse this trend. To what extent do those financial pressures to move from full time to part time or agency staff damage quality?

Mr Morgan: Going back to our own situation with having to very much control expenditure, I would not say that it damaged quality but I do not think that it enabled the

amrywiaeth o ffyrdd—drwy ddysgu o bell, darparu cyrsiau ar adegau nad ydynt o fewn y diwrnod coleg arferol, datblygiadau TG defnyddiol ac ati. Maent oll yn ffyrdd o ddatblygu'r ddarpariaeth i ddiwallu anghenion penodol yr economi leol. Dyna un o'r heriau mwyaf ar gyfer y chwe neu saith mlynedd nesaf.

Mr Morgan: Os gallaf ddod i mewn ar hynny eto yn fyr, yn amlwg mae yna sefyllfa debyg iawn yng nghanolbarth Cymru gyda mentrau bach a chanolig. Un fenter yr wyf yn falch o glywed amdani yw ein bod wedi cyflwyno cyd-fenter i'r Cyngor Cyllido ar y cyd â Choleg Powys a Choleg Meirion Dwyfor i gael arian o dan gynllun hyfforddiant ac ymgynghori mewn addysg bellach. Prif bwyslais hynny oedd gweld a allem ni fel grŵp o dri choleg ymateb yn fwy effeithiol i anghenion hyfforddi mentrau bach a chanolig eu maint mewn ardal wledig. Gwyddom y gallwn wneud hynny. Unwaith eto, ond megis dechrau mae'r gwaith o ddatblygu hyn, ond eto mae'n ffordd arall y gallwn, gobeithio, greu strwythur lle y gallwn gyfrannu.

[176] **Janet Davies:** Alun, a hoffech chi ddod i mewn nawr?

[177] **Alun Pugh:** A gaf ddechrau gyda Mr Morgan? Gan ddod â'r materion rheoli adnoddau dynol yn ôl i'r ddadl, yr wyf yn derbyn yr hyn a ddywedasoeh o ran defnyddio arbenigwyr rhan amser. Bu ganddynt ran amlwg mewn addysg bellach erioed. Fodd bynnag, yn y blynyddoedd diwethaf, mae colegau addysg bellach wedi symud oddi wrth staff llawn amser i staff rhan amser ac yn wir staff asiantaethau oherwydd pwysau ariannol yn hytrach nag unrhyw beth yn gysylltiedig â rheoli'r cwricwlwm. Gwn fod rhywfaint o arian ychwanegol yn dod i mewn i'r system, yn bennaf er mwyn gwyrddroi'r duedd hon. I ba raddau y mae'r pwysau ariannol hynny i symud oddi wrth staff llawn amser i staff rhan amser neu staff asiantaethau yn andwyo ansawdd?

Mr Morgan: Gan ddychwelyd at ein sefyllfa ein hunain o orfod rheoli gwariant yn fanwl, ni fyddwn yn dweud ei fod wedi andwyo ansawdd ond nid wyf yn credu ei fod wedi

college to move forward as quickly.

galluogi'r coleg i symud yn ei flaen mor gyflym.

[178] **Alun Pugh:** It stifled innovation, perhaps?

[178] **Alun Pugh:** A wnaeth lesteirio dyfeisgarwch, o bosibl?

Mr Morgan: Yes. Fortunately, with the increased settlement this year, we have actually increased our number of full-time teaching staff, to the order of over 20 per cent. That sounds a big increase, but it is not because our numbers overall are small. I return to what I said earlier on. Part-time staffing is key for us but you must have a situation where the leadership of courses and so on is the remit of full-time staff. You cannot expect too much of part-time staff. What they can bring you most is specialism and expertise in certain key subject areas. Hopefully, the trend that we have now established in the college will continue.

Mr Morgan: Do. Yn ffodus, gyda'r cynnydd yn y setliad eleni, yr ydym wedi cynyddu nifer ein staff dysgu llawn amser dros 20 y cant. Mae hyn yn ymddangos yn gynnydd mawr, ond nid felly gan fod ein niferoedd ar y cyfan yn fach. Dychwelaf at yr hyn a ddywedais yn gynharach. Mae staff rhan amser yn allweddol inni ond mae'n rhaid ichi gael sefyllfa lle mae arweinyddiaeth cyrsiau ac ati yn gylch gorchwyl staff llawn amser. Ni allwch ddisgwyl gormod gan staff rhan amser. Y peth mwyaf y gallant ei roi ichi yw arbenigedd mewn meysydd pwnc allweddol penodol. Gobeithio y bydd y duedd yr ydym bellach wedi'i sefydlu yn y coleg yn parhau.

[179] **Alun Pugh:** Is 'stifled innovation rather than damaged quality' a fair summary? Is that a fair soundbite?

[179] **Alun Pugh:** A yw 'llesteirio dyfeisgarwch yn hytrach nag andwyo ansawdd' yn grynodeb teg? A yw hynny'n ddisgrifiad teg?

Mr Robinson: I would not go along with that entirely. We certainly have never considered agency staff. Our teaching staff currently includes 20 per cent made up of part-time or visiting lecturers. I do not think that part-time lecturers necessarily represent a weakness. Much of the curriculum depends on specialist inputs and you could not afford or justify the employment of a full-time member of staff to cover a number of those specialisms. You require part-time staff. They are often engaged in other professional activity, which brings another benefit, because they bring that professional activity into the classroom whenever they do any teaching. There is no evidence at all that quality has suffered. The outcomes of HMI assessment in our case have improved over the last three or four years and the part-time staff have made a valuable contribution to that improvement. I do not think it has stifled development, I must be honest. Good part-time staff are valuable assets to the institution and can play a vital role in the health of the institution.

Mr Robinson: Ni fyddwn yn cytuno'n llwyr â hynny. Yn sicr, nid ydym erioed wedi ystyried staff asiantaethau. Mae ein staff dysgu ar hyn o bryd yn cynnwys 20 y cant o ddarlithwyr rhan amser neu ddarlithwyr sydd yn ymweld. Nid wyf yn credu bod darlithwyr rhan amser o anghenraid yn wendid. Mae llawer o'r cwricwlwm yn dibynnu ar fewnbynau arbenigol ac ni allech fforddio na chyfiawnhau cyflogi aelod llawn amser o staff i gwmpasu nifer o'r arbenigeddau hynny. Mae angen staff rhan amser arnoch. Maent yn aml yn ymwneud â gweithgaredd proffesiynol arall, sydd yn dod â mantais arall, gan eu bod yn dod â'r gweithgaredd proffesiynol hwnnw i'r ystafell ddosbarth pryd bynnag y byddant yn dysgu. Nid oes unrhyw dystiolaeth o gwbwl fod yr ansawdd wedi dioddef. Mae canlyniadau asesiadau arolygwyr eu mawrhydi yn ein hachos ni wedi gwella dros y tair neu'r pedair blynedd ddiwethaf ac mae'r staff rhan amser wedi gwneud cyfraniad gwerthfawr i'r gwelliant hwnnw. Nid wyf yn credu ei fod wedi llesteirio datblygiad, a bod yn onest. Mae staff rhan amser da yn asedau gwerthfawr i'r sefydliad a gallant chwarae rôl hanfodol yn iechyd y sefydliad.

[180] **Peter Black:** I have one last question on human resource management. The Funding Council gives you a lot of advice and support on financial issues. There was some criticism that it did not do the same in terms of human resource issues. Do you think there is scope for more guidance and support from the Funding Council on human resource strategies, without it being too prescriptive, of course, in terms of assisting you in developing your own strategies?

Mr Robinson: I do not really see that need. Since incorporation, there has always been an organisation representing the employer. Initially it was the CEF, which became the Association of Colleges. It has consistently supplied regular bulletins. They are almost too regular. They come weekly. The Chair will know that this welcome package arrives regularly from the Association of Colleges, with considerable guidance and detail on a whole range of human resource issues. The AOC has also organised a series of conferences, seminars and networking. There is a helpdesk. Any senior college manager can access this help almost 24-hours a day. It is a very good service.

A little nearer to home, FFORWM, the association for the colleges in Wales, has also established a network for personnel managers. It meets regularly and key issues are addressed. It organises conferences and so on. Colleges, I believe—certainly we do—have a specialist human resource manager who has a background in personnel management and is member of the senior management team. Therefore, there is a lot of in-house advice. Also, there is Funding Council sponsored and co-ordinated staff development, which has largely emerged from the GMDP process, where colleges have identified common issues of concern and the Council has been able to come in and organise events to move that forward.

Mr Morgan: I agree with what Brian Robinson is saying. We have a similar situation. We have a personnel manager on our senior management team. No, I do not think the Funding Council should be more

[180] **Peter Black:** Mae gennyf un cwestiwn olaf ar reoli adnoddau dynol. Mae'r Cyngor Cyllido yn rhoi llawer o gyngor a chymorth ichi ar faterion ariannol. Yr oedd peth beirniadaeth na wnaeth yr un peth o ran materion adnoddau dynol. A ydych o'r farn fod mwy o le ar gyfer arweiniad a chymorth gan y Cyngor Cyllido ar strategaethau adnoddau dynol, heb fod yn rhy orchmynnol, wrth gwrs, o ran eich cynorthwyo i ddatblygu eich strategaethau eich hunain?

Mr Robinson: Ni welaf yr angen am hynny mewn gwirionedd. Ers ei sefydlu, bu sefydliad sydd yn cynrychioli'r cyflogwr bob amser. I ddechrau y CEF ydoedd, a ddaeth yn Gymdeithas y Colegau. Mae wedi darparu bwletinâu rheolaidd. Maent bron yn rhy rheolaidd. Dônt yn wythnosol. Gŵyr y Cadeirydd fod y pecyn croeso hwn yn cyrraedd yn rheolaidd gan Gymdeithas y Colegau gydag arweiniad a manylion sylweddol ar ystod eang o faterion adnoddau dynol. Mae Cymdeithas y Colegau hefyd wedi trefnu cyfres o gynadleddau, seminarau a rhwydweithio. Ceir desg gymorth. Gall unrhyw uwch reolwr coleg gysylltu â'r ddesg gymorth hon bron 24 awr y dydd. Mae'n wasanaeth da iawn.

Ychydig yn nes adref, mae FFORWM, cymdeithas colegau Cymru, wedi sefydlu rhwydwaith hefyd ar gyfer rheolwyr personél. Mae'n cwrdd yn rheolaidd gan fynd i'r afael â materion allweddol. Mae'n trefnu cynadleddau ac ati. Mae gan golegau, yn fy marn i—mae gennym ni yn sicr—reolwr adnoddau dynol arbenigol â chefnidir mewn rheoli personél ac sydd yn aelod o'r uwch dîm rheoli. Felly, ceir llawer o gyngor mewnol. Hefyd, ceir datblygiad staff wedi'i noddi a'i gydlynu gan y Cyngor Cyllido, sydd wedi deillio'n bennaf o broses y rhaglen datblygu llywodraeth a rheoli, lle mae colegau wedi nodi materion cyffredin o bryder ac mae'r Cyngor wedi gallu dod i mewn i drefnu'r digwyddiadau er mwyn symud hynny yn ei flaen.

Mr Morgan: Cytunaf â'r hyn a ddywed Brian Robinson. Mae gennym sefyllfa debyg. Mae gennym reolwr personél ar ein huwch dîm rheoli. Na, nid wyf o'r farn y dylai'r Cyngor Cyllido gymryd mwy o ran. Byddaf

involved. I will be even more specific. With respect to the Funding Council, I do not believe that it possesses the expertise in that area and I do not think that it should or needs to do so. I go back to what I said earlier; at the end of the day each college's situation is individual and unique and it is up to that college to grow and develop and to manage that system in the most effective way. The Funding Council can of course help in certain ways. One good way is through the production of benchmarking information. If one college suddenly discovers that it is spending 80 per cent of its money on staffing and another college is spending 60 per cent, or if one college is spending only half its money on teaching staff while another is spending far more, that does not necessarily mean they are right or wrong. What it means is that you must look very closely and critically at that. I think it is in the provision of information and guidance that the Funding Council should be involved. At the end of the day, it is up to each institution to develop its own human resources planning.

[181] **Janet Davies:** This is the last section of the report at which we would like to look. It concerns the procurement of goods and services. Mr Robinson, I understand that you have had a purchasing officer in post since 1997. Could you outline his or her role and responsibilities?

Mr Robinson: It is a complex area. I will try to select the salient critical elements of her role. First, it is to improve the process of purchasing and all the procedures associated with purchasing. That is a major priority among the requirements. Also, to make sure that we as an institution and all the various budget holders comply with relevant regulations—that is local, national and, indeed, European regulations, which affect some of the larger purchases. To improve the communication process within the institution between those staff who have the power to buy and the suppliers of those goods and services. Communication is vitally important. Also, to make sure that our suppliers are managed properly. They do need managing, otherwise sometimes they may operate in ways that are not entirely in keeping with

yn hyd yn oed yn fwy penodol. Gyda phob parch i'r Cyngor Cyllido, nid wyf o'r farn fod ganddo'r arbenigeidd yn y maes hwnnw ac nid wyf yn credu y dylai wneud hynny ac nid oes angen iddo wneud hynny. I ddychwelyd at yr hyn a ddywedais yn gynharach, yn y pen draw mae sefyllfa pob coleg yn wahanol ac yn unigryw a chyfrifoldeb y coleg hwnnw yw tyfu a datblygu a rheoli'r system honno yn y ffordd fwyaf effeithiol. Gall y Cyngor Cyllido wrth gwrs helpu mewn ffyrdd penodol. Un ffordd dda yw drwy gynhyrchu gwybodaeth meincnodi. Os bydd un coleg yn darganfod ei fod yn gwario 80 y cant o'i arian ar staff a choleg arall yn gwario 60 y cant, neu os bydd un coleg yn gwario dim ond hanner ei arian ar staff dysgu tra bod un arall yn gwario llawer mwy, nid yw hynny o anghenraid yn golygu eu bod yn gywir neu'n anghywir. Yr hyn mae'n ei olygu yw bod yn rhaid edrych yn fanwl ac yn feirniadol ar hynny. Credaf y dylai'r Cyngor Cyllido fod yn gysylltiedig â broses o ddarparu gwybodaeth a rhoi arweiniad. Yn y pen draw, cyfrifoldeb y sefydliadau unigol yw datblygu eu cynlluniau adnoddau dynol eu hunain.

[181] **Janet Davies:** Dyma adran olaf yr adroddiad yr hoffem edrych arni. Mae'n ymwneud â chaffael nwyddau a gwasanaethau. Mr Robinson, deallaf eich bod wedi penodi swyddog prynu ers 1997. A allech amlinellu ei rôl a'i gyfrifoldebau?

Mr Robinson: Mae'n faes cymhleth. Ceisiaf ddethol elfennau hanfodol ac amlycaf ei rôl. Yn gyntaf mae gwella'r broses o brynu a'r holl weithdrefnau sydd yn gysylltiedig â phrynu. Mae honno'n brif flaenoriaeth o fewn y gofynion. Hefyd, sicrhau ein bod ni fel sefydliad a'r holl ddeiliaid cyllideb amrywiol yn cydymffurfio â'r rheoliadau perthnasol—hynny yw rheoliadau lleol, cenedlaethol ac, yn wir, Ewropeaidd, sydd yn effeithio ar rai o'r pryniannau mwyaf. Gwella'r broses gyfathrebu o fewn y sefydliad rhwng y staff hynny sydd â'r grym i brynu a chyflenwyr y nwyddau a'r gwasanaethau hynny. Mae cyfathrebu yn holl bwysig. Hefyd, sicrhau bod ein cyflenwyr yn cael eu rheoli'n gywir. Mae angen eu rheoli, oherwydd weithiau gallant gweithredu mewn ffyrdd nad ydynt yn cyfateb yn union â'r hyn

what you require. And, inevitably, to make savings and to ensure that, wherever possible, we get the best possible value for money. The significance of that is that from a limited resource, we are then able to spend more effectively and purchase a greater range and supply of goods and services than if we were not making those savings through the purchasing function.

[182] **Janet Davies:** Will you be setting targets for future savings to be achieved?

Mr Robinson: We did not set targets when the decision was made to appoint a purchasing officer. It was discussed. In fact, it was discussed at board level. There is the built-in assumption that the cost of the post will be neutral, and that that person will at least save the salary cost. She has way exceeded that. The idea of setting a specific target was deemed not to be appropriate because the role involves so much more than simply saving money. It is about putting in the right procedures, processes and so on. I have been through that already. It is not just saving money. It is more complex than that, I think. That is why targets were deemed not appropriate.

[183] **Janet Davies:** I accept that this is a much more complex issue. However, I was wondering whether you might work with the National Audit Office to quantify the savings that the appointment has generated?

Mr Robinson: Although we did not set the target at the commencement of this appointment, I am very conscious of the savings that have been made. In fact, I can give you the exact figure. In the two-year period since September 1997 to August 1999, the savings were £136,126.25. The savings range from really quite small amounts—a couple of hundred pounds on a particular issue—to several thousand pounds. Some of those savings are going to be realised over a period of two or three years because they are linked to contracts for a service that extends beyond one particular financial year. We will obviously continue to do that. One of the items in the job specification was to report

sydd ei angen arnoch. Ac, yn anochel, gwneud arbedion a sicrhau, ble bynnag y bo'n bosibl, ein bod yn cael y gwerth gorau posibl am arian. Arwyddocâd hynny yw ein bod yn gallu gwario yn fwy effeithiol a phrynu ystod a chyflenwad mwy o nwyddau a gwasanaethau, a hynny o adnoddau cyfyngedig, na phe na baem yn gwneud yr arbedion hynny drwy'r swyddogaeth brynu.

[182] **Janet Davies:** A fyddwch yn gosod targedau ar gyfer arbedion yn y dyfodol?

Mr Robinson: Ni osodasom dargedau pan wnaethpwyd y penderfyniad i benodi swyddog prynu. Fe'i trafodwyd. Yn wir, fe'i trafodwyd ar lefel y bwrdd. Tybir yn awtomatig na fydd y swydd yn costio dim, ac y bydd y person yn arbed cost y cyflog o leiaf. Mae hi wedi mynd ymhell y tu hwnt i hynny. Tybiwyd nad oedd y syniad o osod targed penodol yn briodol gan fod y rôl yn cynnwys llawer mwy nag arbed arian yn unig. Mae'n ymwneud â phennu'r gweithdrefnau a'r prosesau cywir ac ati. Yr wyf wedi bod drwy hynny eisoes. Nid arbed arian yn unig yw'r pwrpas. Mae'n fwy cymhleth na hynny, yn fy marn i. Dyna pam y penderfynwyd nad oedd targedau yn briodol.

[183] **Janet Davies:** Yr wyf yn derbyn bod hyn yn fater llawer mwy cymhleth. Fodd bynnag, yr oeddwn yn meddwl tybed a allech weithio gyda'r Swyddfa Archwilio Genedlaethol i feintio'r arbedion y mae'r penodiad hwn wedi'u creu?

Mr Robinson: Er na wnaethom osod y targed ar ddechrau'r penodiad hwn, yr wyf yn ymwybodol iawn o'r arbedion a wnaethpwyd. Yn wir, gallaf roi'r union ffigur ichi. Yn y cyfnod o ddwy flynedd rhwng mis Medi 1997 a mis Awst 1999, yr oedd yr arbedion yn £136,126.25. Mae'r arbedion yn amrywio o symiau eithaf bychan mewn gwirionedd—cwpwl o gannoedd o bunnau mewn un achos—i filoedd lawer. Caiff rhai o'r arbedion hynny eu gwireddu dros gyfnod o ddwy neu dair blynedd gan eu bod yn gysylltiedig â chontractau ar gyfer gwasanaeth sydd yn ymestyn y tu hwnt i un flwyddyn ariannol benodol. Byddwn yn amlwg yn parhau i wneud hynny. Un o

regularly to senior management on savings made. That is an ongoing expectation.

[184] **Janet Davies:** Mr Morgan, I want to ask you about your procurement arrangements. Paragraph 4.24 of the NAO's report states that the key requirement in any institution's procurement arrangements is the need for a purchasing strategy and that as a minimum, institutions should appoint a senior manager to have over-all responsibility. What progress have you made towards this?

Mr Morgan: We appointed a new finance manager in September 1998. She is on the senior management team and is responsible for developing and implementing a purchasing strategy for the college. Having heard the savings figure from Carmarthenshire College, I wonder whether we need to change our minds at some point. However, what we have identified at the moment is that as a small college with a very limited spend on equipment and consumables, we do not think it is feasible to appoint a full-time purchasing officer. So the strategy works through the finance manager, and I can relate very much to the importance of communication and so on, which was referred to by Brian Robinson. What she has done to date is concentrate on three areas within the college: information technology hardware and software; paper and office consumables; and furniture. What we have done is rather than, as previously, having each budget holder, within budget, seeking quotes and tenders but perhaps going their own way, we have controlled the situation now so that all purchasing—say, for example, for a piece of IT equipment—must go through the senior technician who is the purchasing officer in IT, and through his manager as well. So an individual teaching department, for example, could not purchase a piece of IT equipment separately.

I am afraid that I can not quantify things in quite the same way as Brian did, but we have picked up a number of things. For example, we discovered that, in terms of paper for photocopying or computing, one department was spending 35 per cent more than another.

eitemau'r fanyleb swydd oedd rhoi adroddiad rheolaidd i uwch reolwyr ar yr arbedion a wnaethpwyd. Disgwylir iddi wneud hynny yn barhaus.

[184] **Janet Davies:** Mr Morgan, yr wyf am ofyn ichi ynglŷn â'ch trefniadau caffael. Noda paragraff 4.24 o adroddiad y Swyddfa Archwilio Genedlaethol mai'r gofyniad allweddol yn nhrefniadau caffael unrhyw sefydliad yw'r angen am strategaeth brynu ac fel isafswm, dylai sefydliadau benodi uwch reolwr i ysgwyddo'r cyfrifoldeb cyffredinol. Pa gynnydd yr ydych wedi'i wneud tuag at hyn?

Mr Morgan: Penodwyd rheolwraig cyllid newydd ym mis Medi 1998. Mae hi'n aelod o'r uwch dîm rheoli ac yn gyfrifol am ddatblygu a gweithredu strategaeth brynu ar gyfer y coleg. Wedi clywed y ffigwr arbedion gan Goleg Sir Gaerfyrddin, tybed a oes angen inni newid ein meddyliau rhywbryd. Fodd bynnag, yr hyn a nodwyd gennym ar hyn o bryd yw fel coleg bychan gyda gwariant cyfyngedig iawn ar offer a nwyddau traul, nid ydym yn credu ei bod yn ymarferol penodi swyddog prynu llawn amser. Felly mae'r strategaeth yn gweithio drwy'r rheolwr cyllid, a gallaf uniaethu'n fawr iawn â phwysigrwydd cyfathrebu ac ati, y cyfeiriwyd ato gan Brian Robinson. Mae'r hyn a wnaeth hyd yma yn canolbwyntio ar dri maes o fewn y coleg: caledwedd a meddalwedd technoleg gwybodaeth; papur a deunyddiau swyddfa; a dodrefn. Yr hyn yr ydym wedi'i wneud, yn hytrach na gofyn fel yn y gorffennol i bob deiliad cyllideb, o fewn cyllid, geisio dyfynbrisiau a thendrau ond canfod eu bod yn mynd eu ffyrdd eu hunain o bosibl, yw rheoli'r sefyllfa bellach fel bod yn rhaid i bob pryniant—dyweder, er enghraifft, ar gyfer darn o offer TG—fynd drwy'r uwch dechnegydd sef swyddog prynu yn yr adran TG, a thrwy ei reolwr hefyd. Felly ni allai adran ddysgu unigol, er enghraifft, brynu darn o offer TG ar wahân.

Yn anffodus ni allaf feintioli pethau yn yr un ffordd ag y gwnaeth Brian, ond yr ydym wedi sylwi ar nifer o bethau. Er enghraifft, darganfuwyd, o ran papur ar gyfer llungopïo neu gyfrifiaduron, bod un adran yn gwario 35 y cant yn fwy nag un arall. Yr ydym wedi

We have quantified savings since March 1999 of £1,000 on paper alone. It is not big bucks but it is £1,000. On the furniture side, similarly, we estimate that by everything going through one individual, that we have effected savings in excess of 5 per cent, but on a small scale again. The main development is on the IT front because it is a major area of spend for us. We are using the internet a lot for that, looking for quotation companies and submitting our needs. We usually get between 10 and 20 quotes. We have implemented a system. As Brian said, it is not only about price. We have a system in college where we try to—not build from scratch—but we try to build our own systems by looking for the best deal on, say, a monitor, a mother board, some components, a keyboard, etcetera. Obviously when you receive so many quotations, you can drive a hard bargain and get good prices. Also, at the same time, we try to implement a system where we always look for a three-year guarantee on each component so that we can then put together an item that is both of superior quality and saves us money. Certainly, in some areas we know that we have saved well in excess of 10 per cent, for example. So all of these practices are helping to bring purchasing costs down.

[185] **Janet Davies:** You will be thinking about being a bit broader as well. On the issue of market testing, it has been said that there is scope for institutions to investigate much greater use of market testing to reduce costs. What steps have you taken on that?

Mr Morgan: There have been a number of occasions in the last three years where we have undertaken market testing. One was in relation to our banking services. More recently, there was one in relation to our internal auditors but the largest, most recent one was in regard to our contract cleaning services. It is not that straightforward, though, because when you are developing estates and looking for higher quality of service, you have to look at more than just cost. However, at the end of the day, we undertook a formal tendering process only a

meintioli'r arbedion ers mis Mawrth 1999 o £1,000 ar bapur yn unig. Nid yw'n arian mawr ond mae yn £1,000. O ran y dodrefn, yn yr un modd, yr ydym yn amcangyfrif wrth i bopeth fynd drwy un unigolyn, ein bod wedi cael arbedion o fwy na 5 y cant, ond ar raddfa fach eto. Mae'r prif ddatblygiad ar ochr TG gan ei fod yn faes gwariant sylweddol inni. Yr ydym yn defnyddio'r rhyngwrwyd gryn dipyn ar gyfer hynny, gan chwilio am gwmnïau dyfynbrisiau a chyflwyno ein hanghenion. Yr ydym fel arfer yn cael rhwng 10 ac 20 o ddyfynbrisiau. Yr ydym wedi gweithredu system. Fel y dywedodd Brian, nid pris yn unig sydd yn bwysig. Mae gennym system yn y coleg lle yr ydym yn ceisio—nid dechrau o'r dechrau—ond ceisio adeiladu ein systemau ein hunain trwy chwilio am y fargen orau ar, dyweder, monitor, prif fwrdd, rhai cydrannau, bysellfwrdd, ac ati. Yn amlwg pan fyddwch yn derbyn gymaint o ddyfynbrisiau, gallwch daro bargaen galed a chael prisiau da. Hefyd, ar yr un pryd, yr ydym yn ceisio gweithredu system lle yr ydym bob amser yn edrych am warrant am dair blynedd ar bob cydran fel y gallwn wedyn roi eitem at ei gilydd o ansawdd uwch sydd yn arbed arian inni. Yn sicr, mewn rhai meysydd gwyddom ein bod wedi arbed llawer mwy na 10 y cant, er enghraifft. Felly mae'r holl arferion hyn yn helpu i ddod â chostau prynu i lawr.

[185] **Janet Davies:** Byddwch yn ystyried bod ychydig yn ehangach hefyd. O ran profi'r farchnad, dywedwyd fod cyfle i sefydliadau ymchwilio i ddefnydd llawer mwy o brofi'r farchnad er mwyn gostwng costau. Pa gamau yr ydych wedi'u cymryd ar hynny?

Mr Morgan: Bu nifer o achosion yn ystod y tair blynedd ddiwethaf lle yr ydym wedi profi'r farchnad. Yr oedd un achos yn ymwneud â'n gwasanaethau bancio. Yn fwy diweddar, yr oedd un yn gysyllteiddig â'n harchwilwyr mewnlol ond y mwyaf, a'r diweddaraf oedd mewn perthynas â'n gwasanaethau glanhau ar gontract. Ond nid yw mor syml â hynny, oherwydd pan fyddwch yn datblygu ystadau ac yn chwiloata am wasanaeth o safon uwch, mae'n rhaid ichi edrych ar fwy na'r gost yn unig. Fodd bynnag, yn y pen draw, cynhaliwyd proses

year ago on contract cleaning. That would be our biggest, most recent example.

[186] **Janet Davies:** Thank you. Mr Robinson?

Mr Robinson: On all the main services—banking, audit, insurance, legal advice and transport. The vital importance of transport to and from college when you are serving a rural or semi-rural area was mentioned earlier. That is something on which we want to get good value for money. On catering, we have a number of campuses and some of the canteens produced a surplus, and some did not. So we invited the private sector to invest in the ones that did not, with some success. We have kept the ones that were doing very well. We would always go out to tender on any major building work or consultancy services. It does not always work that you go outside. We had one case, with payroll, where we actually bought that in-house and saved money. We were able to deliver our own payroll more cost effectively than an outside third party was able to do.

[187] **Alun Pugh:** I think, Mr Morgan, that you said that you have a service for IT, furniture, consumables and paper. What steps have you taken to introduce a comprehensive utilities management programme and what benefits and savings have come from this?

Mr Morgan: We are at the stage of still focusing on these three areas and developing a policy to extend across the college out of that. The main thing for an individual budget holder is that the amount of budget available is so limited that everybody is really forced to seek value for money and maximise everything. As with Carmarthenshire College, we look for tenders or quotations in all situations, always seeking to obtain best value. However, what we need, as well as developing it in the key areas, is to pull together a more comprehensive strategy for the college. As a small college, we do not have great purchasing power. One development that we are very pleased to be part of, is the consortium to which Brian

dendro ffurfiol flwyddyn yn unig yn ôl ar gyfer glanhau ar gontract. Dyna fyddai ein henghraifft fwyaf a'r ddiweddaraf.

[186] **Janet Davies:** Diolch. Mr Robinson?

Mr Robinson: Ar bob un o'r prif wasanaethau—bancio, archwilio, yswiriant, cyngor cyfreithiol a chludiant. Crybwyllwyd pwysigrwydd hanfodol cludiant i'r coleg ac oddi yno pan fyddwch yn gwasanaethu ardal wledig neu led wledig yn gynharach. Mae hynny'n rhywbeth yr ydym am gael gwerth da am arian amdano. O ran arlwyo, mae gennym sawl campws a chynhyrchodd rhai o'r cantinau waged, ond ni wnaeth eraill. Felly gwahoddwyd y sector preifat i fuddsoddi yn y rhai na wnaeth, gyda pheth llwyddiant. Yr ydym wedi cadw'r rhai a oedd yn gwneud yn dda. Byddem bob amser yn mynd allan i dendro ar unrhyw waith adeiladu mawr neu wasanaethau ymgynghori. Nid yw mynd y tu allan yn gweithio bob amser. Cawsom un achos, gyda'r gyflogres, lle y prynwyd hynny'n fewnol gan arbed arian. Yr oeddem yn gallu cyflwyno ein cyflogres ein hunain yn fwy cost-effeithiol na thrydydd person allanol.

[187] **Alun Pugh:** Credaf, Mr Morgan, i chi ddweud bod gennych wasanaeth ar gyfer TG, dodrefn, deunyddiau traul a phapur. Pa gamau yr ydych wedi eu cymryd i gyflwyno rhaglen rheoli cyfleustodau gynwhysfawr a pha fanteision ac arbedion sydd wedi deillio o hyn?

Mr Morgan: Yr ydym yn parhau i ganolbwyntio ar y tri maes hyn a datblygu polisi i ymestyn ar draws y coleg o ganlyniad i hynny. Y prif beth ar gyfer deiliad cyllideb unigol yw bod y gyllideb sydd ar gael mor gyfyngedig fel bod pawb yn cael eu gorfodi i geisio gwerth am arian a chael y budd gorau o bopeth. Fel yn achos Coleg Sir Gaerfyrddin, yr ydym yn chwilio am dendrau neu ddyfynbrisau ym mhob sefyllfa, gan geisio cael y gwerth gorau bob amser. Fodd bynnag, yr hyn sydd ei angen arnom, yn ogystal â'i ddatblygu yn y meysydd allweddol, yw dwyn strategaeth fwy cynhwysfawr ynghyd ar gyfer y coleg. Fel coleg bychan, nid oes gennym rym prynu mawr. Un datblygiad yr ydym yn falch iawn

Robinson referred earlier, with Carmarthenshire College being the lead college. Our finance manager would not wish to complete our strategy in relation to this area until we know the outcome of that. We understand that approval for the project to proceed is forthcoming. We do not know if it will remain as nine colleges, or whether it will extend to the whole of Wales or ever further. I think there is a lot of potential there, and we very much wish to be a part of that. We see that as obviously enhancing our own smaller strategy in-house.

[188] **Alun Pugh:** Are you currently seeking tenders for gas, electricity or whatever?

Mr Morgan: Yes, but it is not quite as simple as that in relation to IT etcetera. Utilities are a good example. I have to take both sites separately. In relation to the Llanbadarn site, we share the site of University of Wales, Aberystwyth. One main supply comes through in relation to electricity, water and gas. We do well out of that because we have an arrangement where everything is metered and we are recharged. The University tenders annually. We are recharged but there is no administration charge. We therefore benefit from the purchasing power of the University. They in turn are part of an organisation—I cannot remember what it is called now, but at one time it was called CHEEP, the Consortium for Higher Education Energy Purchasing. We benefit well from that in Llanbadarn. At the Cardigan end, we are part of the consortium for utilities, organised by Carmarthenshire County Council. I believe that we are in the same consortium as Carmarthenshire College and again that consortium gives us much better buying power.

Mr Robinson: I think that we have done as much as we can on price. When we benchmark against other utility costs, it would appear that the price we are paying for electricity and gas is very good. It is as low as many and lower than most. The management of utilities is a more challenging task, and is linked in with the estate and the planning of the estate because, inevitably,

o fod yn rhan ohono, yw'r consortiwm a grybwyllwyd gan Brian Robinson yn gynharach, gyda Choleg Sir Gaerfyrddin yn goleg arweiniol. Ni fyddai ein rheolwr cyllid am gwblhau ein strategaeth mewn perthynas â'r maes hwn hyd nes ein bod yn gwybod canlyniad hynny. Yr ydym ar ddeall bod y prosiect ar fin cael ei gymeradwyo. Ni wyddom a fydd yn parhau fel naw coleg, neu a fydd yn ymestyn ar draws Cymru gyfan, neu hyd yn oed ymhellach. Credaf fod llawer o botensial yno, ac yr ydym yn awyddus iawn i fod yn rhan o hynny. Yr ydym yn gweld hynny fel rhywbeth fydd yn amlwg yn gwella ein strategaeth fewnol sydd yn llai.

[188] **Alun Pugh:** A ydych ar hyn o bryd yn ceisio tendrau ar gyfer nwy, trydan neu beth bynnag?

Mr Morgan: Ydym, ond nid yw mor syml â hynny mewn perthynas â TG ac ati. Mae cyfleustodau yn enghraifft dda. Mae'n rhaid i mi ymdrin â'r ddau safle ar wahân. O ran safle Llanbadarn, yr ydym yn rhannu'r un safle â Phrifysgol Cymru, Aberystwyth. Daw un prif gyflenwad ar gyfer trydan, dŵr a nwy. Yr ydym yn gwneud yn dda yn sgil hynny gan fod gennym drefniant lle caiff popeth ei fesur ac ailgodir arnom am hynny. Mae'r Brifysgol yn gwahodd tendrau yn flynyddol. Ailgodir arian arnom ond ni chodir unrhyw dâl gweinyddol. Felly yr ydym yn elwa ar rym prynu'r Brifysgol. Maent hwy yn eu tro yn rhan o sefydliad—ni allaf gofio ei enw nawr, ond ar un adeg fe'i galwyd yn CHEEP, sef y Consortiwm dros Brynu Ynni Addysg Uwch. Yr ydym yn elwa'n dda ar hynny yn Llanbadarn. O ran Aberteifi, yr ydym yn rhan o'r consortiwm ar gyfer cyfleustodau, a drefnir gan Gyngor Sir Gaerfyrddin. Credaf ein bod yn rhan o'r un consortiwm â Choleg Sir Gaerfyrddin ac eto mae'r consortiwm hwnnw yn rhoi grym prynu llawer gwell inni.

Mr Robinson: Credaf inni wneud cymaint ag y gallwn o ran pris. Pan fyddwn yn meinodi yn erbyn costau cyfleustodau eraill, ymddengys bod y pris a dalwn am drydan a nwy yn dda iawn. Mae mor isel â llawer ohonynt ac yn is na'r rhan fwyaf. Mae rheoli cyfleustodau yn dasg fwy heriol, ac mae'n gysylltiedig â'r ystad a chynllunio'r ystad oherwydd, yn anochel, etifeddodd

any college inherited in 1993 a considerable mixture of buildings. Some are conducive to fuel efficiency and some are not. In many cases, the long-term solution to the issue lies with the development of the estate. In our case we have two campuses where the fuel usage is significantly greater, if you look at it on a square metre basis, than others. The management, on a day to day basis, is the same in both campuses but the buildings are vastly different. That is a much longer term solution. I think that the critical factor as well is that, in any build or refurbishment, you have to take on board the energy saving potential and make sure that you have good consultancy advice on utilities. We certainly have taken that on board with the programmes so far.

unrhyw goleg yn 1993 gymysgedd sylweddol o adeiladau. Mae rhai yn gydnaws ag effeithlonrwydd ynni ond nid eraill. Mewn sawl achos, mae'r ateb hir dymor yn ymwneud â datblygiad yr ystad. Yn ein hachos ni mae gennym ddau gampws lle mae'r defnydd o danwydd lawer yn fwy nag eraill, os edrychwch arno ar sail milltiroedd sgwâr. Mae'r rheolaeth, o ddydd i ddydd, yr un fath yn y ddau gampws ond mae'r adeiladau yn wahanol iawn i'w gilydd. Mae hynny'n ateb ar gyfer tymor llawer hwy. Credaf mai'r ffactor hanfodol yn ogystal yw, mewn unrhyw waith adeiladu neu adnewyddu, bod yn rhaid ichi ystyried y potensial i arbed ynni a sicrhau y cewch gyngor ymgynghorol da ar gyfleustodau. Yr ydym yn sicr wedi cymryd hynny i ystyriaeth gyda'r rhaglenni hyd yma.

[189] **Alun Pugh:** Finally, may I ask the Chairs of governors to tell us about procedures in which the corporation is involved, in terms of management and procurement?

[189] **Alun Pugh:** Yn olaf, hoffwn ofyn i Gadeiryddion y llywodraethwyr ddweud wrthym am y gweithdrefnau y mae'r gorfforaeth yn ymwneud â hwy, o ran rheoli a phrynu?

Ms Coleman: What we need from the college is an assurance that it is providing good service, is well-run and is providing value for money for the taxpayer. Insofar as we have come from a position of deficit to one of financial strength—and we have been concerned throughout with cutting costs—then obviously procurement and value for money have been the watchwords for the board of governors. Obviously the principal is involved in the day to day management of these things and we do not interfere too much in them. However, as a board, we watch all the costs very carefully and ensure that any cost-saving measures that can be taken are taken.

Ms Coleman: Yr hyn sydd ei angen arnom gan y coleg yw sicrwydd ei fod yn darparu gwasanaeth da, ei fod yn cael ei redeg yn dda ac yn rhoi gwerth am arian i'r trethdalwr. Gan ein bod wedi dod o sefyllfa o ddyled i sefyllfa o gryfder ariannol—ac yr ydym wedi bod yn pryderu drwy gydol yr amser am dorri costau—yna yn amlwg mae prynu a gwerth am arian wedi bod yn eiriau allweddol ar gyfer bwrdd y llywodraethwyr. Yn amlwg mae'r prifathro yn gysylltiedig â rheoli'r pethau hyn o ddydd i ddydd ac nid ydym yn busnesu'n ormodol. Fodd bynnag, fel bwrdd, yr ydym yn cadw golwg ar bob cost yn ofalus iawn ac yn sicrhau bod unrhyw fesurau arbed costau y gellir eu cymryd yn cael eu cymryd.

Mr Lithgow: At Carmarthenshire College, first of all the approval of the post of purchasing officer, which was an increase in staffing costs, has clearly paid dividends. On major tenders, we would have governors there to open the tenders to ensure that they were above board. We are involved in major capital expenditure and we set up sub-committees, which involve the governors, to ensure that we are getting the best value for money. The audit committee is constantly

Mr Lithgow: Yng Ngholeg Sir Gaerfyrddin, i ddechrau mae cymeradwyo swydd y swyddog prynu, a achosodd gynydd mewn costau staffio, wedi talu'i ffordd. Gyda thendrau mawr, byddai llywodraethwyr wedi bod yn bresennol i agor y tendrau i sicrhau eu bod yn rhai teg. Yr ydym yn ymwneud â gwariant cyfalaf mawr ac yr ydym yn sefydlu is-bwyllgorau, sydd yn cynnwys llywodraethwyr, i sicrhau ein bod yn cael y gwerth gorau am arian. Mae'r pwyllgor

looking at value-for-money projects. Clearly, when we see that in our eight corporate board meetings, where we are going through the set of accounts—the profit and loss account—we are comparing variances—variance against both the trend and the budget. We do revise our budget to reflect any changes, so we are looking for any variances to what we thought we were going to spend. We are involved in the decision-making process on some of the provision of services, for example audit and insurance from outside agencies. Therefore, there is a fairly significant involvement from the corporate board.

[190] **Janet Davies:** I just want to ask both of you, Mr Robinson and Mr Morgan, a question that occurred to me as I read your strategic plans, and which also arose from a couple of comments during this session. One was from Mr Robinson about sensitivity towards the community, and the other was from Mr Morgan about lessons for staff in improving or learning Welsh. A large part of Coleg Ceredigion's catchment area is one of the heartlands of the Welsh language, and in Carmarthenshire clearly there is a high percentage of Welsh speakers as well. I was slightly disappointed at the level of provision that you seemed to have when I was reading. I would like to ask about how your plans for having Welsh and bilingual courses are proceeding.

Mr Robinson: Andre mentioned the Welsh language scheme. Ours was in fact completed in the summer and has gone through the consultation phase. It concluded in early November. Therefore, we are now reconciling the products of the consultation period with the plan and producing the final draft. We are nearly there. That has taken a lot of time and commitment from staff, both teaching and non-teaching, because we believe that that plan is real, will make a difference and will respond to the needs of the community. It is setting quite challenging targets for growth in both bilingual provision and provision through the medium of Welsh, and it will be measured. I mentioned earlier that, in our belief, one of the strengths of a good strategic plan is that you have targets, which you measure, and that you address any

archwilio yn edrych yn gyson ar brosiectau gwerth am arian. Yn amlwg, pan fyddwn yn gweld hynny yn ein wyth cyfarfod bwrdd corfforaethol, lle rydym yn mynd drwy'r set o gyfrifon—y cyfrif elw a cholled—yr ydym yn cymharu amrywiannau—amrywiant yn erbyn y duedd a'r gyllideb. Yr ydym yn adolygu ein cyllideb i adlewyrchu unrhyw newidiadau, felly yr ydym yn chwilio am unrhyw amrywiannau i'r hyn yr oeddem yn credu y byddem yn ei wario. Yr ydym yn ymwneud â'r broses o benderfynu ar rai o'r gwasanaethau a ddarperir, er enghraifft archwiliad ac yswiriant gan asiantaethau allanol. Felly, mae'r bwrdd corfforaethol yn ymwneud â hyn gryn dipyn.

[190] **Janet Davies:** Yr wyf am ofyn cwestiwn i'r ddau ohonoch, Mr Robinson a Mr Morgan, a'm trawodd wrth imi ddarllen eich cynlluniau strategol ac a ddeilliodd hefyd o ambell sylw yn ystod y sesiwn hon. Yr oedd un gan Mr Robinson ynglŷn â sensitifrwydd tuag at y gymuned, a'r llall gan Mr Morgan ynglŷn â gwersi i staff wella neu ddysgu Cymraeg. Mae rhan fawr o ddalgylch Ceredigion yn un o gadarnleoedd yr iaith Gymraeg, ac yn Sir Gaerfyrddin yn amlwg mae yna ganran uchel o siaradwyr Cymraeg hefyd. Yr oeddwn ychydig yn siomedig ynghylch lefel y ddarpariaeth yr ymddengys ei bod gennych wrth i mi ddarllen. Hoffwn ofyn sut mae eich cynlluniau ar gyfer cyrsiau Cymraeg a dwyieithog yn mynd rhagddynt.

Mr Robinson: Soniodd Andre am y cynllun iaith Gymraeg. Cwblhawyd ein cynllun dros yr haf ac mae wedi bod drwy'r cam ymgynghori. Daeth i ben yn gynnar ym mis Tachwedd. Felly, yr ydym bellach yn cysoni cynnyrch y cyfnod ymgynghori â'r cynllun ac yn cynhyrchu'r drafft terfynol. Yr ydym bron â chyrraedd pen y daith. Mae hynny wedi cymryd llawer o amser ac ymrwymiad oddi wrth y staff, staff sydd yn dysgu a staff nad yw'n dysgu fel ei gilydd, gan ein bod yn credu fod y cynllun yn un go iawn, y bydd yn gwneud gwahaniaeth ac yn ymateb i anghenion y gymuned. Mae'n gosod targedau eithaf heriol ar gyfer twf o ran darpariaeth ddwyieithog a darpariaeth drwy gyfrwng y Gymraeg, a chaiff hyn oll ei fesur. Crybwyllais yn gynharach mai un o gryfderau cynllun strategol da, yn ein barn ni,

failures. We would apply exactly the same approach to the language scheme. There has already been a growth in absolute terms. It is fairly modest in numbers, but the growth in bilingual learning has increased quite dramatically in percentage terms. We believe that we are seeing the start of that. Almost every strategy within the college now takes on board the issue of language. Whether it is working with small and medium sized enterprises, in appointing people to liaise with SMEs, or core curriculum, the language issue is there. Therefore, I think that we have got the plan in place; the next challenge is delivering it.

Mr Morgan: As the principal of Coleg Ceredigion, I am disappointed in the amount of Welsh language provision that we offer or do not offer. We came up with a Welsh language scheme and, as a senior management team, earlier this year we thought: maybe this reacts too much to the current situation and to the staffing that we have; let us re-look at it; let us try for something more ambitious. Our scheme has not actually gone in yet because it has been deliberately delayed, with the agreement of the Welsh Language Board, because we wanted to re-visit the curriculum again to really have a much more ambitious scheme. We are currently in the final stages of drafting that now. However, of course, in order to implement that you have to get everybody on board. We have to make it easy, therefore, for people to have the opportunity to develop their language and teaching skills, for example, and we are actively encouraging that at the moment.

On top of that as well, as I said earlier on, for example, when we are asking individual course teams to fill in a range of curriculum planning documentation, we are—I will not use the word ‘forcing’—but we are directing people for a written response to make course teams think: how could we make this course bilingual, how could we make elements of this course bilingual, how can we facilitate delivery, how can we facilitate selling this course? Therefore, it has to be, as part of the planning process, something that involves all the staff in the college. I have no doubt, with an ambitious plan with sensible and realistic

yw bod gennych dargedau, yr ydych yn eu mesur, a’ch bod yn mynd i’r afael ag unrhyw fethiannau. Byddem yn cymhwyso yr un ymagwedd yn union tuag at y cynllun iaith. Cafwyd twf eisoes yn nhermau absoliwt. Mae’n eithaf cymedrol o ran niferoedd, ond mae’r twf mewn dysgu dwyieithog wedi cynyddu’n eithaf dramatig o ran canran. Credwn ein bod yn gweld dechrau hynny. Mae bron bob strategaeth o fewn y coleg bellach yn rhoi ystyriaeth i’r iaith. P’un a yw’n gweithio gyda mentrau bach a chanolig eu maint, penodi pobl i gysylltu â hwy, neu’r cwricwlwm craidd, mae mater yr iaith yn bresennol. Felly, credaf fod y cynllun yn ei le; yr her nesaf yw ei gyflwyno.

Mr Morgan: Fel prifathro Coleg Ceredigion, fy mod yn siomedig o ran maint y ddarpariaeth yn Gymraeg a gynigir gennym neu nad ydym yn ei chynnig. Crëwyd cynllun iaith Gymraeg ac, fel uwch dîm rheoli, yn gynharach eleni roeddem yn meddwl: efallai fod hyn yn ymateb gormod i’r sefyllfa bresennol ac i’r staff sydd gennym; gadewch inni ailedrych arno; gadewch i ni anelu at rywbeth mwy uchelgeisiol. Nid yw ein cynllun wedi ei gyflwyno eto gan ei fod wedi cael ei ddal yn ôl yn fwiadol, gyda chytundeb Bwrdd yr Iaith Gymraeg, gan ein bod am ailedrych ar y cwricwlwm er mwyn cael cynllun llawer mwy uchelgeisiol. Yr ydym wrthi’n terfynu’r fersiwn ddrafft bellach. Fodd bynnag, wrth reswm, er mwyn gweithredu hynny mae’n rhaid i chi gael cefnogaeth pawb. Mae’n rhaid inni ei gwneud yn hawdd, felly, i bobl gael y cyfle i ddatblygu eu sgiliau iaith ac dysgu, er enghraifft, ac yr ydym yn eu hannog mewn modd gweithredol ar hyn o bryd.

Ar ben hynny hefyd, fel y dywedais yn gynharach, er enghraifft, pan fyddwn yn gofyn i dimau cyrsiau unigol lenwi ystod o ddogfennaeth cynllunio’r cwricwlwm, yr ydym—ni ddefnyddiaf y gair ‘gorfodi’—ond yr ydym yn rhoi cyfarwyddyd i bobl ymateb yn ysgrifenedig er mwyn gwneud i dimau cyrsiau feddwl: sut y gallem wneud y cwrs hwn yn ddwyieithog, sut y gallai elfennau o’r cwrs hwn fod yn ddwyieithog, sut y gallwn hwyluso ei gyflwyno, sut y gallwn hwyluso gwerthu’r cwrs hwn? Felly, mae’n rhaid iddo fod, fel rhan o’r broses gynllunio, yn rhywbeth sydd yn cynnwys pob aelod o staff

targets, that it will bring on Welsh language provision in Coleg Ceredigion a long way. I think that it is very important for us to be able to do that if we are to contribute, as we wish to, with the local community, including the local county council, in Ceredigion in the future.

As a partial aside to this, the board has agreed a memorandum of understanding with Coleg Meirion-Dwyfor, where we are looking to share good practice, not compete aggressively against each other, and share our expertise. One of the issues that we wish to develop is to promote the use of the Welsh language in the further education sector. I think that we have a big responsibility in that area.

[191] **Janet Davies:** Thank you very much. We will look forward to seeing the progress, not just on your Welsh language and bilingual courses, but on everything that we have talked about today. I would like to thank you all—Mr Lithgow, Ms Coleman, Mr Morgan and Mr Robinson—for your very full and very helpful answers to our questions.

y coleg. Nid oes amheuaeth gennyf, gyda chynllun uchelgeisiol â thargedau synhwyrol a realistig, y bydd yn datblygu'r ddarpariaeth Gymraeg yng Ngheredigion yn sylweddol. Credaf ei bod yn bwysig iawn inni allu gwneud hynny os ydym i gyfrannu, yn ôl ein dymuniad, i'r gymuned leol, gan gynnwys y cyngor sir lleol, yng Ngheredigion yn y dyfodol.

Fel rhywbeth sydd yn rhannol ar wahân i hyn, mae'r bwrdd wedi cytuno ar femorandwm cyd-ddealltwriaeth gyda Choleg Meirion Dwyfor, lle rydym yn bwriadu rhannu arfer da, yn hytrach na chystadlu'n chwyrn yn erbyn ein gilydd, a rhannu ein harbenigedd. Un o'r materion yr ydym yn awyddus i'w ddatblygu yw hybu'r defnydd o'r Gymraeg yn y sector addysg bellach. Credaf fod gennym gyfrifoldeb mawr yn y maes hwnnw.

[191] **Janet Davies:** Diolch yn fawr iawn. Edrychwn ymlaen at weld y cynnydd, nid yn unig o ran eich cyrsiau iaith Gymraeg a'ch cyrsiau dwyieithog, ond ar bopeth yr ydym wedi ei drafod heddiw. Hoffwn ddiolch i bob un ohonoch—sef Mr Lithgow, Ms Coleman, Mr Morgan a Mr Robinson—am eich atebion llawn a defnyddiol iawn i'n cwestiynau.

*Daeth y sesiwn cymryd tystiolaeth i ben am 12.11 p.m.
The evidence-taking session ended at 12.11 p.m.*