

Cofnodion y Pwyllgor Addysg a Dysgu Gydol Oes**Dyddiad:** 7 Mawrth 2001**Amser:** 2.00pm**Lleoliad:** Ystafell Bwyllgora 2, Adeilad y Cynulliad Cenedlaethol

Cynog Dafis, Cadeirydd	Plaid Cymru	Canolbarth a Gorllewin Cymru
Jane Davidson, Gweinidog y Cynulliad	Llafur	Pontypridd
Lorraine Barrett	Llafur	De Caerdydd a Phenarth
Peter Black	Democratiaid Rhyddfrydol	Gorllewin De Cymru
William Graham	Ceidwadwyr	Dwyrain De Cymru
Janice Gregory	Llafur	Ogwr
Pauline Jarman	Plaid Cymru	Canol De Cymru
Huw Lewis	Llafur	Merthyr Tudful a Rhymni
Alun Pugh	Llafur	Gorllewin Clwyd
Owen John Thomas	Plaid Cymru	Canol De Cymru

Ysgrifenyddiaeth y Pwyllgor

Chris Reading	Clerc y Pwyllgor
Holly Pembridge	Dirprwy Glerc y Pwyllgor

Ymddiheuriadau

Christine Humphreys, Gareth Jones, Jonathan Morgan(*), Huw Lewis(*), Janice Gregory(*)

Dirprwyadau

Peter Black yn lle Christine Humphreys

Owen John Thomas yn lle Gareth Jones

(*)Nid oedd digon o amser i drefnu dirprwyadau ar gyfer yr Aelodau hyn.

Swyddogion

Richard Davies

Derek Adams

Elizabeth Taylor

Janis Pickwick

Tony Widdrington (Swyddfa'r Cwnsler Cyffredinol)

Datganiadau o Fuddiant

Cynog Dafis Athro Cofrestredig

Jane Davidson Athrawes Gofrestredig

Huw Lewis Athro Cofrestredig

Owen John Thomas Athro Cymwysedig a Llywodraethwr Ysgol

Lorraine Barrett Llywodraethwr Ysgol

Pauline Jarman Aelod o Lys y Llywodraethwyr, Prifysgol Caerdydd

Sylwadau Agoriadol y Cadeirydd

Croesawodd y Cadeirydd Chris Reading y Clerc newydd a Holly Pembridge y Clerc Dirprwyo newydd.

Eitem Un: Adolygiad Polisi – Addysg Uwch – Adroddiad gan yr Athro Hobson.

1.1 Derbyniodd y Pwyllgor grynodedb a dadansoddiad o'r wybodaeth a dderbyniwyd hyd yn hyn gan yr Athro Hobson, y Cynghorydd Arbenigol ar gyfer yr Adolygiad Addysg Uwch. Atodir copi o'r crynodeb hwn yn Atodiad A.

Eitem Dau: Adolygiad Polisi – Addysg Uwch – Cyflwyniad thema allweddol, Dysgu ac Addysgu – Yr Athro Allan Cochrane.

2.1 Rhoddodd yr Athro Allan Cochrane, Dirprwy Is-ganghellor y Brifysgol Agored gyflwyniad ar thema Dysgu ac Addysgu. Rhannodd yr Athro Cochrane gopïau o'i gyflwyniad ac atodir hwnnw yn Atodiad B.

2.2 Cododd y Pwyllgor y materion canlynol:

- **A ddylai graddfa'r buddsoddiad i ddatblygu TGCh yng Nghymru fod ar sail Cymru gyfan neu a ddylai gael ei ddatblygu gan sefydliadau unigol – gyda chysyniad o e-brifysgol efallai?**

Byddai'n dibynnu ym mhle y rhoddid y buddsoddiad: os câi'r buddsoddiad ei neilltuo i ddatblygu seilwaith dylid ei wneud yn ganolog, ar raddfa fawr. O ran brandio, byddai angen rhywfaint o fuddsoddi i gynllunio cyrsiau a rhywfaint i addasu caledwedd cyfrifiadurol.

- **Beth yw'r gwahaniaethau yn y math o gymorth i fyfyrwyr a gofal bugeiliol sydd yn ofynnol i gynnal y dulliau newydd o ddysgu ac addysgu o'u cymharu â darpariaeth draddodiadol ar gampws?**

O'u gadael ar eu pennau eu hunain, yr oedd tuedd i e-ddysgwyr roi'r gorau iddi'n rhwydd. Oddi mewn i system y Brifysgol Agored, yr oedd rhywfaint o ofal bugeiliol/cymorth i fyfyrwyr wedi'i ddarparu'n electronaidd. Gellid lleihau'r cyfraddau gadael ar gyrsiau e-ddysgu drwy ddarparu cymorth electronaidd i e-ddysgwyr ond byddai angen rhyw fath o gysylltiad personol o hyd.

- **A oes gwahaniaeth oedran yn y derbyniad o e-ddysgu?**

Oes, yr oedd y genhedlaeth iau'n fwy parod i ymgymryd ag e-ddysgu ond yr oedd angen o hyd i'r meddalwedd fod yn ddigon dychmyglon er mwyn dal eu diddordeb.

- **A oes anghydbwysedd rhwng y rhywiau yn y derbyniad o e-ddysgu?**

Oes, yr oedd mwy o dderbyniad ymysg myfyrwyr gwrywaidd.

- **Beth yw'r sefyllfa mewn perthynas â systemau Sicrwydd Ansawdd i sicrhau safonau addysgu?**

Yr oedd problem Sicrwydd Ansawdd yn gymhleth. Yr oedd angen cymhwyso systemau tebyg i'r rhai a ddefnyddir eisoes mewn asesu parhaus. Gellid prynu rhaglenni TG penodol i wirio gwaith myfyrwyr.

- **Sut y gallai Cymru elwa ar e-ddysgu/dysgu o bell, gan fod llawer o sefydliadau Addysg Uwch bach na allant gynnig yr un nifer ac amrediad o gyrsiau â sefydliadau yn Lloegr neu UDA, er enghraifft? A ellid defnyddio cysylltiadau electronaidd i adeiladu rhwydweithiau rhwng sefydliadau yng Nghymru?**

Gellid, yr oedd modd goresgyn rhai problemau drwy rwydweithiau neu systemau gwasgarog. Gallai colegau lleol ddarparu mynediad i offer TG na fyddai ar gael i rai myfyrwyr fel arall; hefyd gallai'r colegau lleol hyn ddarparu cymorth i fyfyrwyr. Gellid cyfarwyddo dosbarthiadau tiwtorial o bwynt canolog a thraddodi darlithoedd y gellid trefnu gwaith arall o'u hamgylch. Câi'r myfyrwyr y dewis o un ai astudio gartref, neu ddefnyddio canolfannau dysgu/addysgu lleol.

- **Sut y gellir datrys problemau cydamseru amserlenni rhwng sawl sefydliad Addysg Uwch?**

Gellid defnyddio amryw o ddulliau i ateb y problemau hyn, gan gynnwys crynoddsgiau, cynadledda fideo a dysgu anghydamserol. Felly, byddai'r amserlen yn dod yn ystyriaeth lai pwysig. Hefyd, gellid defnyddio cymorth addysgu i roi cyngor ac arweiniad.

- **A ellid ymgorffori dysgu/addysgu o bell er mwyn mwyhau'r manteision?**

Gellid, er y byddai'n rhaid sicrhau digon o ddysgwyr o bell i beri i hynny fod yn ymarferol.

- **Pa anfanteision sydd i ddatblygu rhwydweithiau cenedlaethol?**

Un anfantaes bosibl fyddai chwalu cryfderau a chymeriadau presennol y sefydliadau yng Nghymru.

- **Beth fyddai'r costau cychwynnol wrth ddatblygu rhwydwaith cenedlaethol?**

Byddai'n dibynnu ar y seilwaith sydd ar waith eisoes. Byddai systemau TG ar gael eisoes yn ôl pob tebyg ond byddai datblygu addysgu a meddalwedd yn ddrud. Gellid gwneud y broses yn fwy hyfyw drwy ymestyn y gost yn yr un modd ag yr oedd maint gweithrediad y Brifysgol Agored wedi'i gwneud yn haws iddi gychwyn a datblygu prosiect o'r fath. Yr oedd yn rhaid cofio nad yr un cysyniad yw dysgu ar-lein ac e-ddysgu.

- **A yw'r meddalwedd hwn ar gael ar hyn o bryd?**

Ydyw, er bod cryn amrywiaeth yn ansawdd y meddalwedd hwn.

2.3 Rhoddodd yr Athro Roy Evans, Is-ganghellor Prifysgol Cymru, Bangor a'r Athro Tony Cryer, Dirprwy Is-ganghellor Prifysgol Caerdydd gyflwyniad hefyd ar ran Addysg Uwch Cymru ar thema Dysgu ac Addysgu. Cyfeiriasant at y papur a gyflwynasant.

Papur: ELL 05-01(p.1)

2.4 Cododd y Pwyllgor y materion canlynol:

- **A all Cymru gystadlu â gwledydd eraill wrth ddatblygu TGCh?**

Drwy gyfeirio at y graddio ac at yr Aseidiadau Ansawdd Addysgu, gellid gweld bod Cymru'n perfformio'n dda o'i chymharu â gweddill y DU. Yr oedd ansawdd addysgu yn fater pwysig erioed ond ar ansawdd dysgu yr oedd y pwyslais bellach. Byddai dyfodiad dysgu/addysgu drwy gyfrwng TGCh yn cyfoethogi'r amgylchedd dysgu.

- **A allwch ddweud pa mor fawr yw manteision cydweithredu mewn perthynas ag arloesedd oddi mewn i Addysgu a Dysgu yng Nghymru? A allwch roi manylion mesuradwy o unrhyw gydweithredu ar hyn o bryd a fu o gymorth wrth ddarparu disgyblaethau penodol?**

Yr oedd wedi'i nodi bod y Pwyllgor Addysg a Dysgu Gydol Oes yn cynnal arolwg ar hyn o bryd ar faint y cydweithredu oddi mewn i'r sectorau Addysg Uwch ac Addysg Bellach yng Nghymru. Yr oedd yn anodd mesur manteision cydweithredu ond yr oedd yn amlwg bod potensial o hyd ar gyfer cydweithredu pellach.

- **Mae dysgu o bell yn gysyniad arloesol a newydd. A fyddai'r cysyniad hwn yn ennill tir yng Nghymru?**

Byddai, yr unig fodd i sefydliadau yng Nghymru gystadlu ym maes dysgu o bell yw drwy gydweithredu a rhannu'r arbenigedd presennol.

- **Mae dysgu o bell yn arf sydd yn ddibynnol ar adnoddau TG. Beth yw canlyniadau'r ddibyniaeth hon?**

Un canlyniad posibl yw mwy o gydweithredu rhwng sefydliadau Addysg Uwch i ledaenu costau TG.

- **A oes cyfle i ddysgu o bell ddynodi a darparu ymatebion cyflym ar gyfer medrau y mae ar gyflogwyr eu hangen?**

Byddai'n rhaid wrth gydweithredu rhwng darparwyr dysgu o bell gan eu dyrannu i bartneriaid priodol.

- **Beth fyddai orau inni'i wneud i sicrhau y bydd y colegau Addysg Bellach yng Nghymru wedi'u cynnwys mewn unrhyw ddatblygiad yn y dyfodol i helpu i ehangu mynediad?**

Yr oedd pob arwydd yng Nghymru fod y sector Addysg Uwch yn barod i ymwneud â'r sector Addysg Bellach, enghraifft dda o hynny oedd Prifysgol Gymunedol Gogledd Cymru. Yr oedd Cyngor Cyllido Addysg Uwch Cymru yn adolygu'r system achredu ar hyn o bryd.

- **Pa gynlluniau sydd gan y sector i ddatblygu'r Gymraeg fel cyfrwng addysgu ac a allwch ddweud beth yw'r gyfradd twf a ddisgwylir?**

Yr oedd cydnabyddiaeth bod y ddarpariaeth o addysgu cyfrwng Cymraeg yn siomedig ar hyn o bryd. Dim ond tua 1,000 o fyfyrwyr yn y sector Addysg Uwch a gâi eu haddysgu drwy gyfrwng y Gymraeg. Fodd bynnag, yr oedd ansicrwydd ynghylch a oedd hyn yn cael ei arwain gan y cyflenwad neu'r galw.

- **Sut y gall sefydliadau Addysg Uwch wella eu cyfraddau cadw wrth ganlyn mentrau ehangu mynediad?**

Drwy ehangu mynediad, yr oedd mwy o bobl yn cael cyfle i astudio. Felly, nid oedd yn syndod na fyddai rhai pobl ychwanegol yn dilyn eu hastudiaethau i'r pen. Yr oedd rhai o'r cyfraddau cadw ar gyfer sefydliadau yng Nghymru yn uwch na chyfartaledd y DU.

- **A allwch wneud sylw ar y priodoldeb, neu fel arall, o wahanu'r swyddogaeth ymchwil oddi wrth y swyddogaeth addysgu mewn amgylchedd Addysg Uwch?**

Byddai gwahanu'r swyddogaethau ymchwil ac addysgu yn gam yn ôl.

- **Beth yw'ch ymateb i'r model posibl: dau ganolbwynt Addysg Uwch yn troi o amgylch ymchwil a sefydliad Addysg Uwch galwedigaethol?**

Byddai gwahanu'r swyddogaethau galwedigaethol ac academaidd yn gam yn ôl.

Eitem Tri: Papur Ymgynghorol Cyllid Llywodraeth Leol, Ystyried Ymatebion – Cyllid Addysg.

Papur: ELL 05-01(p.2)

3.1 Hysbysodd y Gweinidog y Pwyllgor nad oedd y Cabinet yn dymuno pridiannu cyllid llywodraeth leol. Yr oedd gan y Cynulliad Cenedlaethol bartneriaeth â llywodraeth leol ac yr oeddent yn rhannu agenda ar y cyd. Yr oedd y Cynulliad Cenedlaethol yn gweithio gyda Chymdeithas Llywodraeth Leol Cymru i helpu'r cyhoedd i ddeall mecanweithiau cyllid llywodraeth leol. Yr oedd yn bwysig bod ysgolion a rhieni yn sicr ynghylch perthnasedd/amherthnasedd cyhoeddiadau'r Adran Addysg a Chyflogaeth yng Nghymru. Yr oedd y Gweinidog wedi rhoi gwybod i'r holl benaethiaid ysgol yng Nghymru y dylent gyfeirio at y Cynulliad Cenedlaethol am wybodaeth sydd yn ymwneud â Chymru. Wedyn trafododd y Pwyllgor yr adran o'r papur a oedd yn ymwneud â chyllid addysg a daeth i'r casgliadau canlynol:

- Ni fyddai pridiannu ar gyllid llywodraeth leol.
- Nid oedd angen cyhoeddi dadansoddiad o gyfansoddiad yr Asesiad Gwario Safonol.
- Byddai mater tryloywder y cyllid i ysgolion, a chyfran y costau gweinyddol - yn arbennig - yn fater i'r awdurdodau addysg lleol a fyddai'n gyfrifol am gyflawni canlyniadau y polisi a amlinellir yn eu cynlluniau addysg strategol.

Pwynt Gweithredu

3.2 Byddai'r Gweinidog yn cyfleu sylwadau'r Pwyllgor i'r Gweinidog dros Gyllid, Llywodraeth Leol a Chymunedau, Edwina Hart A.C.

Eitem Pedwar: Papurau i'w nodi – llythyrau oddi wrth y Cadeirydd at Gadeiryddion pwyllgorau eraill.

Papurau: ELL 05-01 (p.3),(p.4),(p.5) a (p.6).

Nodwyd y papurau gan y Pwyllgor.

Eitem Pump: Cofnodion cyfarfodydd 8 Chwefror a 14 Chwefror 2001

Papurau: ELL 03-01(mins) a ELL 04-01(mins)

Cadarnhawyd cofnodion y cyfarfodydd gan y Pwyllgor.

Bydd cyfarfod nesaf y Pwyllgor ar 21 Mawrth 2001.

ATODIAD A

Cyhoeddir yr atodiadau yn yr iaith y ceir ei chyflwynwo.

Expert Adviser's Analysis of Position to date

1. The Committee has now had the opportunity to hear the views of the HE sector in Wales - collectively through HEW and individually via the oral presentations by HEIs and through their written responses to the questionnaire.
2. An analysis of responses to the questionnaires was provided for the Committee to show the main areas of consensus and the principal concerns raised. This was presented on Wednesday, 31st January.
3. A more detailed oral briefing on the responses was given on Thursday, 15th February. This was supported by a written briefing. The latter provided a detailed commentary on the responses to the questionnaires including specific comments and quotations from individuals in each of the sections.
4. The next phase is to examine the 6 key themes. In order to do this, we have invited speakers from HE who are prominent in their field within the UK. This will give us a wider context in which to position HE in Wales but will be structured so that HEW can also put forward the Welsh position. The first of these will be today on the theme of Learning and Teaching.
5. It is important that the review looks at this wider picture. Recently there has been much unrest in the HE sector. Mergers or formal strategic alliances are proposed (Aston/Birmingham, Bradford/Leeds Metropolitan); redundancies have been announced (Luton) and campuses

have been closed (Lincoln & Humberside; De Montfort). At a recent conference on HE Co-operation and Collaboration organised by the Council for Industry and Higher Education, the statement was made that "Nobody designing a UK system of higher education would suggest the current pattern of provision."

6. There has also been media about top-up fees; student debt; falling recruitment; the success or otherwise of widening access policies. The HE review for Wales is therefore taking place at a critical time.
 7. Wales needs a blueprint in which HE can operate over the next 10 years. The Welsh Funding Council in its submission listed this requirement as -
 - i. A clear framework for policy
 - ii. adequate funding
 - iii. a broadly supportive environment.
1. HEIs in Wales are concerned that Wales may struggle to retain its share of the highly competitive HE market, let alone increase this market share in both undergraduate teaching and research. HE in Wales represents only 5% of total UK HE activity so cannot afford much slippage.
 2. Many Welsh students choose to study in Wales. Nevertheless there are economic and cultural advantages in having cross-traffic in students in and out of Wales. There is a strong feeling that this is a healthy state of affairs and should be maintained. Positive discrimination in favour of Welsh students finds little support. However, by providing as wide a range of high quality courses as possible within Wales, it will encourage "home-grown" and other students to apply to Welsh institutions.

Making Welsh HEIs more appealing to Welsh students should be put in the context of more and more students studying part time and more and more full time students living at home to reduce costs i.e. the percentage of Welsh students studying in Wales will increase anyway and there seems very little argument to try to interfere with the present system.

Increasing the Welsh Medium provision is one obvious way of making Welsh HEIs more appealing to Welsh students. Providing significantly more Welsh Medium provision using traditional forms of delivery could be prohibitively expensive. Utilising e-delivery could provide the answer but it would require significant investment in infrastructure and a centre for the production of Welsh Medium materials probably being heavily reliant on input from staff based at Bangor, Aberystwyth and Trinity College.

3. The Assembly has to consider whether its aims for HE can be achieved by letting the status quo continue or whether a more radical approach to HE in Wales should be adopted.

The issues to be addressed over the coming weeks are listed below. As the topics to be considered in one session have a bearing on others, some of the questions are repeated so that the issues can be explored from a number of angles. I am not advocating any particular option but merely presenting the committee with some of the issues they need to address and some possible scenarios for HE in Wales.

Teaching and Learning - 7th March 2001

The first presentation is on Teaching and Learning and we shall be hearing later from Professor Allan Cochrane, Pro Vice-Chancellor of the Open University.

The academic community states that it regularly assesses the ways in which teaching and learning are delivered in order to take advantage of innovative methods of delivery, developments in new technology etc. This needs to be put into context given the enormous potential impact e-delivery may have. Such changes can help HEIs reach new markets and maintain quality of provision in a mass market despite a diminishing unit of resource. This cannot be achieved without some initial investment.

Inter-institutional collaboration to increase choice of subjects

We have heard about the proposals from WCMD and the UWCM to work with other HEIs to make their specialisms available "across Wales". These initiatives would seem to be fully supportive of the NAFW agenda and should be encouraged and their success monitored.

The Chairman is attempting to quantify other collaborative initiatives, which provide an increased choice of subjects across Wales, but first indications are that there are few significant examples.

However, the advent of e-delivery could offer a major breakthrough and perhaps the best example is the EU funded project "e-college" which is a collaboration of HE and FE colleges to deliver Business Studies modules, on-line, over much of Wales.

This type of e-delivery model, supported by a network of FE colleges, could provide a powerful basis for future developments, making the most of our geographically distributed education system. Perhaps Professor Cochrane may elaborate in his presentation on the Highlands and Islands project for example. In Wales, this geographical spread can be used to our advantage.

The Assembly needs to consider:

- a. how it wants to encourage HE in Wales to respond to the global market

(Dr Graham Spannier at the CIHE Collaboration Conference pointed out that it was **essential not optional** to become involved in globalisation – 1.5 million students study outside their own country);

- b. whether it feels Wales requires a large vocationally-led university of a size similar to Manchester Metropolitan. This model would bring in most of the vocationally-led education in Wales;
- c. whether Wales needs a large university to enable it to reach sufficient critical mass to achieve innovation on the required scale;
- d. how it will fund ICT development (e.g. on all-Wales basis or by institution);

- e. if it is prepared to invest in ICT to a sufficient extent to enable HE to develop a substantial market and therefore a worthwhile pay-back bearing in mind the potential overseas market;
- f. how HE can help individuals become more effective self-learners and agents for change (including acquiring high level key skills);
- g. how, through its policies and funding, it can facilitate movement in and out of HE to suit the changing needs of a changing student body;
- h. whether it requires seamless collaboration between HE and FE.
- i. whether it is able to fund an upgrade of learning and teaching facilities to make Wales internationally competitive. I would remind the Committee that 5 out of the 13 HEIs in Wales were operating at a deficit last year.

Funding – 21st March 2001

In the UK as a whole, funding per student has diminished by 38% since 1989. The HE sector in Wales is perceived to have been underfunded compared with its UK counterparts and several institutions have a recurring operating deficit. This has affected staff and student recruitment/retention and the ability of HE in Wales to make its mark more effectively on the world scene. Although the Assembly has taken steps to close this gap, there is a backlog of work, which needs to be tackled quickly.

The Assembly needs to consider

- a. how far and how quickly it can close the gap between Wales and the rest of the UK and should England or Scotland be the benchmark;
- b. whether funding can be more mission sensitive and less competitive;
- c. how it can ensure student hardship does not deter those students whom the widening access activity is designed to reach;
- d. how resources might be better targeted, and opportunities more effectively advertised, to ensure that funding is used to best effect;
- e. what economies, if any, can be achieved by restructuring to facilitate better use of resources;
- f. how can funding be structured so as to reduce mission drift;
- g. whether a third stream of funding can be provided to finance economic, social and cultural regeneration activities;
- h. whether it can fund the level of infrastructure required to support new methods of teaching and learning using state-of-the-art IT;
- i. whether it can afford to upgrade learning and teaching facilities to make Wales internationally competitive;
- j. whether it can afford to keep pace with the funding requirements of maintaining a world-class university (i.e. infrastructure, professional development, attracting and retaining established research staff of sufficient stature; nurturing new research staff; seedcorn funding etc);
- k. whether it can expect HEIs to continue to support Welsh language provision without providing extra funding (i.e. England and Scotland already have more funding per student but do not have this extra requirement);
- l. how can entrepreneurship and innovation be encouraged whilst limiting the financial risk to HE.

Economic, Social and Cultural Regeneration – 4th April 2001-03-01

I am pleased that the responses to the questionnaire show that HEIs fully accept their role in the economic, social and cultural regeneration of Wales.

The Assembly needs to decide

- a. whether it can provide a third funding stream for these activities;
- b. if so, whether this can be provided on a longer-term basis to enable the sector to plan more effectively and to maintain initiatives;
- c. how it can improve entrepreneurship in Wales and best support HE/industry links in order to develop SMEs and more start-up companies in general;
- d. how it can ensure the right skills are available in Wales – at all levels;
- e. how a culture of lifelong learning can be fostered;
- f. how to encourage HEIs to improve widening access performance without prejudicing retention rates;
- g. how to support Welsh language provision on limited resources;
- h. how to fulfil obligations to under-represented groups on limited resources;
- i. how to encourage the HE sector to ensure equality of opportunity particularly with relation to race, gender and disability in terms of student access to HE and staffing.

Accountability – 4th April 2001

The HE sector feels very strongly that it is overburdened by accountability requirements to the extent that resources are being diverted away from core activities.

The Assembly needs to look at the following:

- a. what scope does it have to reduce the burden of accountability given that HE has to conform to a UK-wide system of quality assurance;
- b. what impact will the new QAA regime for subject review have on an already over-burdened system;
- c. if there is a role for the University of Wales Registry, where does it fit into the quality assurance system and does it contribute to reducing the burden of accountability.

Recent correspondence with the QAA would also suggest that the proposals at present being discussed within the University of Wales would be at odds with the QAA's thinking. The Committee will be hearing from the Chief Executive of the QAA on 17th May.

I will quote, if I may Mr Chairman, from the correspondence from QAA. "The Agency understands that the University of Wales (to date) ... requires any applicant for full constituent institution status first to acquire both taught and research degree awarding powers in its own right.....The Agency regards this as a sensible and desirable approach. It is a means of

demonstrating that any new constituent institution of the University of Wales has had its academic standards evaluated independently and rigorously, and had demonstrated that it is fit to exercise the responsibilities associated normally with an institution that has university status in its own right. Were this not to be done, there is a danger that acquiring full membership of the federal university might come to be seen as a 'back door' means of acquiring the power to award degrees. Constituent institutions of the University have very wide devolved academic powers, comparable in most respects to those exercised by autonomous universities. Granting such powers without due scrutiny could reflect adversely upon the standing of the degrees of the federal University."

- d. how can a balance be struck between ensuring that HEIs account transparently for their expenditure of public money and having the freedom to innovate and take risks;
- e. what is the role of the Funding Council in any future structure of Welsh HE;
- f. what is the impact of EU funding and its auditing requirements on Welsh HE;
- g. what is the role of the Board of Governors in an autonomous HEI vis-à-vis the National Assembly;

Research – 9th May 2001

World-class research requires world-class facilities and world-class researchers.

The Assembly needs to consider

- a. whether it wishes to build one world-class research institution in Wales;
- b. if so, how it can best fund and encourage the development of such an institution;
- c. how can it then support research in other institutions;
- d. how it can give recognition to applied as well as basic research;
- e. how it can balance support for established successful units and provide encouragement for emergent areas;
- f. how it can support top grade departments at levels comparable to those in Scotland and England and further afield (top-class researchers are highly mobile);
- g. how it can best fund professional development for postgraduates and new researchers

Size and Shape of HE – 9th May 2001

It is my opinion that some form of structured partnership is essential if HE in Wales is to achieve its full potential. However, the current pattern of loose co-operation and coalitions is not effective. Bradford/Leeds Metropolitan for example rejected ad-hoc collaboration in favour of strategic alliance because the former equates with missed opportunities and insufficient common understanding.

The experience of Australia would also strongly suggest that allowing the HE sector to decide on its own strategic alliances, without a top-down framework, is unlikely to produce a system

that prioritises the agenda of the NAFW. The proposal of a merger between Lampeter and UWCN would add credence to this argument.

Experts have warned that care must be taken when considering full scale mergers, particularly ones that are achieved by force or as a result of crisis. Many of the savings that can be achieved by merger could perhaps equally be achieved by other forms of formal partnership.

Predictably, co-operation or collaboration is cited by existing HEIs as the most desirable options. Large partnerships enable institutions to preserve their independence and individuality whilst possibly gaining the advantages of economies of scale and providing opportunities for developing new markets. The National Assembly will have to satisfy itself that any proposed partnerships will deliver these aims. It is also my considered opinion that the potential for partnership is greater between families of institutions that share similar missions.

Sir Howard Newby, President of Universities UK and soon to be Chief Executive of HEFCE, has said that it is vital for Wales to collaborate given the relatively small size of Welsh institutions and the need to access less accessible areas. HEFCW's response to the review states that **intensified and expanded** partnerships could produce more joint market research; joint recruitment; more coherent partnerships for widening access; joint delivery of support services; joint training for postgraduates and joint third mission activities.

However, restructuring, especially merger, will cost money. The estimate of moving staff at Bradford for example is £3.4 million for one institution whereas the HEFCE collaboration fund is currently only £15 million.

- Present Structure in Wales

There are 13 HEIs in Wales each with differing sizes and profiles. Of these only the University of Glamorgan and the WCMD are outside the University of Wales' structure though WCMD's degrees are validated by the University of Wales. All the other HEIs in Wales are members of the University of Wales though they currently do not all enjoy the same status and have varying levels of devolved responsibility.

Some of the Constituent Institutions of the University of Wales have their own degree awarding powers, others do not - even though they are relatively senior members. The Constituent Institutions (Cardiff, Bangor, Swansea, Aberystwyth, Lampeter and UWCM) have devolved powers and responsibilities to such a large extent that they are to all intents and purposes independent institutions from a quality assurance point of view. The specific role of the UOW Registry is consequently difficult to articulate.

Recently there have been moves to give all HEIs within the University of Wales equal membership. This could lead to ambiguity and confusion, especially with regard to university and/or university college status.

Comments have been made about various groupings and collaboration e.g. the Cardiff Quartet, collaboration between UWCM and Cardiff. However, outside these examples it has been difficult to quantify the extent of collaboration especially in relation to course delivery.

The Committee should note that no one institution in Wales is of comparable size to the big players in England and no institution in the UK is over 30,000 which does not compare with the size of institutions in continental Europe, the USA or Australia.

- Possible Models

I would stress that the following suggestions are personal comments to aid understanding and assist the Committee in formulating questions for the next few sessions. At present, I am not advocating any particular model but trying to set out the various options.

One University/One Nation

This may sound attractive politically. However, if **all** it means is carrying on as before except that the University of Wales will henceforth include Glamorgan and WCMD, then the result will be a number of ostensibly autonomous institutions with the University of Wales acting as a "badge" or brand. Thus there will be no real change in the way HE in Wales operates. It will not necessarily achieve the aims of economies of scale; more effective collaboration; a reduction in duplication. Neither will it provide the critical mass for teaching and research, which the majority of HEIs recognise, is crucial.

The "one country, one university" model as presently put forward does not directly involve the FE colleges. Given the NafW position regarding the importance of the FE colleges to the success of the Widening Access agenda, care would have to be taken to avoid this model working against the development of HE in FE. May I remind the Committee that 5 out of the 13 HEIs in Wales ran with a financial deficit last year and hence may not be fully supportive of any increase in HE within FE colleges.

If the one nation - one university model is adopted, consideration will need to be given as to how this will be organised. Much mention, for example, has been made by HEIs of their collaboration with other institutions. This needs to be quantified in the first instance so that the extent of this collaboration can be assessed – the Chair has already written to individual institutions asking them for this information. Future collaboration will need to be more formal and strategic rather than on an ad hoc basis, which is the current situation.

Another issue that would have to be resolved is that of governance. Would there be one board of governors for the whole system on the lines of the organisation of the University of Wisconsin? What will be the role of the University of Wales – administrative, quality assurance, a loose overarching structure with each institution "doing its own thing". There is already a perception that the University of Wales simply adds a tier of bureaucracy that slows down developments but does not contribute in any substantial way to developing joint activities or getting prompt responses to initiatives.

Two HE hubs centring on a research and a vocational HEI

Another possible model is to create two HE hubs. The Committee will be visiting Northern Ireland and can see for itself how a 2-university system works.

The two hubs in Wales would be the foci of research and vocational education. They would centre on 2 main institutions and bring in others through networks/merger/ alliance/combination of these. One of the advantages of such a focused approach is that institutions could concentrate on their strengths and avoid mission drift.

Cardiff's record in research gives it a strong claim to be **the** research-led university in Wales. By structuring the sector so that Cardiff can concentrate on its research mission (with appropriate funding), Cardiff can be built into a truly world class research university. This does **not** mean that established successful research units in HEIs such as Swansea, Bangor or Aberystwyth should be neglected or be starved of funding ; nor that talented individuals and embryonic units in other HEIs should be ignored; nor that the technology-transfer activities of the newer institutions should lack a place and a share of the funding. However, Cardiff (particularly if formally linked to UWCM) would drive the research activities for Wales.

The University of Glamorgan has a strong vocational role and good links with FE colleges throughout Wales. It has grown considerably over the last few years but would benefit from further development through strategic alliances, especially with UWCN and UWIC etc, to become the hub of vocational and community activities in Wales. The University of Glamorgan accounts for 54% of the HE provision in FE colleges – together with UWCN and UWIC this becomes 80% and means all subjects can be offered. Such an alliance would enable Wales, for example, to invest in IT development on a scale large enough to promote learning on and off campus to increase recruitment. It could also more effectively meet the Assembly's widening access goals through the involvement of the FE sector.

Specialist/Niche Markets

In looking at possible structures, I am conscious that we must not neglect the specialist and niche markets including the need for increased Welsh Language provision. This could be achieved based on a grouping of Bangor, Aberystwyth (and perhaps Trinity) as the main hub providing services for other HEIs and helping develop the greater availability of Welsh Language materials e.g. through ICT.

There are specialist markets for Music and Drama (based on the WCMD conservatoire), religious education (Trinity), Medicine (UWCM) and Initial Teacher Training. This provision has to be accommodated whichever structure is adopted.

Regional Model

Welsh HE could be restructured on a regional basis – based on the 4 ELWA (CETW) regions. This has the advantage of easily incorporating local FE provision into the structure. However, the problems are that the size of the institutions in the various regions is not balanced nor is the teaching/ research split. You would therefore have the two largest institutions in the same regional group with

other groupings consisting of relatively small and somewhat specialised institutions.

For regional groupings to succeed, they would have to be linked into cross-regional networks so that students had access to the whole system (cf. University of Wisconsin with its division of labour between campuses but access through its credit system to whole system – a model which Sir Howard Newby has commended to the sector).

More work is needed before this model can be properly evaluated.

The issue of whether or not to restructure HE in Wales is one of the most far-reaching problems the Assembly needs to address. The framework adopted will affect many other aspects of HE. However, it is important that we do not get so engrossed in this problem that we neglect other issues.

Conclusion

There are important issues to be addressed. We must look at the whole HE picture and not Wales in isolation whilst striving to achieve the best system for Wales. We must provide a sound framework for the foreseeable future and not get too involved in the technicalities of how this should be achieved.

The above represents my observations to date and I reiterate that I am not advocating any one model. As we move through the various sessions, I hope to provide additional background to help further the Assembly's deliberations.

ATODIAD B

Teaching and the new technologies

Allan Cochrane, The Open University

The hype

- On-line teaching creates the possibility of reaching hundreds, thousands and even millions of students from one central location
- It allows direct interaction between teacher and student across large distances – even globally
- It can bring in people from geographically isolated communities who would otherwise not be able to participate
- It heralds the end of traditional (place based) face-to-face tuition – who needs it if you can get a world class lecturer to present across the web?
- It is a relatively cheap option, but potentially enables the delivery of high value teaching
- It opens up the possibility of corporate universities, but may also be an attractive way into retraining for people in work or out of work
- Distance learning moves from a lonely existence, reading a book in a garret to a much more

lively one that allows interaction – the creation of virtual communities

The threat

- It undermines the traditional values of higher education by challenging the place-based face-to-face approach
- It promises a borderless world of global competition through ‘dumbing down’ and Americanisation
- It excludes the socially and economically disadvantaged from education
- Rather than being a cheap option, it offers the prospect of being a bottomless pit into which universities and funding councils can shovel more and more money with little obvious benefit – dubious business models
- There is inadequate student support and drop out from on-line courses is bound to be high
- Technology instead of education becomes the driver

Some realities

I would like to start this section with a statement from one of my colleagues, Diana Laurillard:

‘Students need active learning that is efficient and enjoyable in a supportive environment’

So the key question is how can information and communications technologies help to support an active learning process?

Importance of using the technology to enable discussion and interaction, not lectures. Interactivity is the key addition that ICT brings to other forms of open and distance learning.

1. Research suggests that collaborative working on-line can enhance the learning process, particularly at the start of a course, although there is a danger that instead of increasing flexibility for students it makes them feel guilty when they cannot keep up (which may encourage drop out).
2. There has been a massive increase in the use of asynchronous First Class conferencing since it was first made available to Open University students (see attached Figure 1). Students are enabled to reinforce their learning through discussion.
3. This allows discussion even when students are not available for study at the same time, but it is also increasingly possible to engage in real-time discussion, with image on screen, audio-connection and web-cams so that students and tutor can see each other. In some areas this is very successful (e.g. languages, but also in pursuing case study based exercises). At present the numbers who can be actively involved in any one session are relatively small – this does not feel like the route to global millions, at least not yet.
4. But on-line conferencing and on-line tutorials do bring people together into virtual contact who might otherwise be unable to participate. It does help to create forms of community and this is reflected in student feedback.

5. It is also possible to encourage interactivity with other forms of ICT. So, for example, CDs can be used (just as they are on games machines) to produce active learning with feedback. One of the Open University's first level Science courses utilises quizzes to reinforce learning, alongside video clips to explain processes and audio clips to guide students.
6. Teaching is often discussed independently of other forms of student support. When we discuss mainstream programmes we assume that such mechanisms exist. It is easy to forget about them when discussing on-line teaching. In fact some aspects of student support can be provided through the effective use of the web. Again interactivity is important, with the help of quizzes, diagnostic exercises and sets of Frequently Asked Questions (as long as we get them right). But even heavy University documents can be transformed when they are turned into a searchable format. Some aspects of students support require a closeness to students, although not necessarily a geographical closeness it does imply accessibility and a personal response: in the Open University system students continually refer to the importance of their associate lecturer (or course tutor) as the provider of personal support.
7. The costs of effective on-line and electronic teaching should not be underestimated – this is not a cheap option. In Open University terms, if 20% more of our course delivery were to be handled through ICT, then it has been estimated that the cost in terms of academic time would rise by 41%, production staff time by 141% and the time spent on course presentation would rise by 20%. The demand for telephone support as well as on-line support also rises alongside on-line teaching (see attached figure 2)
8. For students, too, ICT is not an easy option. There is a tendency for work time to substantially underestimated by course designers, not least because interactivity is hard to control (but maybe also because of a natural academic desire to get everything in).
9. It is dangerous to imagine that everything can be delivered on-line. A very high proportion of students print off material that they receive electronically (including anything arising from conferences), precisely because that is the easiest way to explore matters in depth. Clearly this is not the best way to use interactive material, but it may be the best way to refer back to key pieces of text. Even with on-line courses, there is some evidence that initial human contact helps to keep people in the system, because they have someone with whom to identify. This suggests that a balance needs to be maintained between different forms of teaching – and the balance may vary between different subject categories, although not necessarily along the lines that one might expect.

So, finally

There really are genuine opportunities, but it's important to remember the significance of active learning and to recognise that we need to see the teaching and learning process as a whole, in which the different elements work together to support each other. A balanced approach is required. There is no simple route to salvation down the digital cables.

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Figures 1 & 2 available as hard copies from Committee Secretariat

