

## Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad:	I gael rhagor o wybodaeth cysylltwch a:
Fideogynhadledd drwy Zoom	Naomi Stocks
Dyddiad: Dydd Iau, 9 Rhagfyr 2021	Clerc y Pwyllgor
Amser: 09.15	0300 200 6565
	<a href="mailto:SeneddPlant@senedd.cymru">SeneddPlant@senedd.cymru</a>

Yn unol â Rheol Sefydlog 34.19, penderfynodd y Cadeirydd wahardd y cyhoedd rhag dod i gyfarfod y Pwyllgor er mwyn diogelu iechyd y cyhoedd.  
Bydd y cyfarfod hwn yn cael ei ddarlledu'n fyw ar [www.senedd.tv](http://www.senedd.tv)

### Cofrestru a rhag-gyfarfod preifat

(08.45 – 09.15)

- 1 **Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau**  
(09.15)

- 2 **Bil Addysg Drydyddol ac Ymchwil (Cymru) – sesiwn dystiolaeth 7**

(09.15 – 10.15) (Tudalennau 1 – 38)

Jeff Protheroe, Cyfarwyddwr Gweithrediadau – Ffederasiwn Hyfforddiant Cenedlaethol Cymru

Arwyn Watkins OBE, Rheolwr Gyfarwyddwr Cwmni Hyfforddiant Cambrian ac

Aelod o'r Bwrdd – Ffederasiwn Hyfforddiant Cenedlaethol Cymru

Kathryn Robson, Prif Weithredwr – Addysg Oedolion Cymru

John Graystone, Cadeirydd – Addysg Oedolion Cymru

Dogfennau atodol:

Briff Ymchwil

CYPE(6)-08-21 – Papur 1 – Ffederasiwn Hyfforddiant Cenedlaethol Cymru

(Saesneg yn unig)

CYPE(6)-08-21 – Papur 2 – Addysg Oedolion Cymru (Saesneg yn unig)

### Egwyl

(10.15 – 10.25)



### **3 Bil Addysg Drydyddol ac Ymchwil (Cymru) – sesiwn dystiolaeth 8**

(10.25 – 11.25) (Tudalennau 39 – 46)

David Notley, Cyd-Gadeirydd – Cyngor Cyngorol Cymru ar Arloesi (CCCA)

Yr Athro Hywel Thomas, Llywydd – Cymdeithas Ddysgedig

Yr Athro Helen Fulton, Is-lywydd y Dyniaethau, y Celfyddydau a'r Gwyddorau

Cymdeithasol – Cymdeithas Ddysgedig

Dogfennau atodol:

CYPE(6)-08-21 – Papur 3 – David Notley (Saesneg yn unig)

CYPE(6)-08-21 – Papur 4 – Cymdeithas Ddysgedig (Saesneg yn unig)

### **Cinio**

(11.25 – 12.20)

### **Cofrestru a rhag-gyfarfod preifat**

(12.20 – 12.30)

### **4 Bil Addysg Drydyddol ac Ymchwil (Cymru) – sesiwn dystiolaeth 9**

(12.30 – 13.30) (Tudalennau 47 – 56)

Alastair Delaney, Cyfarwyddwr Gweithrediadau a Dirprwy Brif Weithredwr –  
Asiantaeth Sicrhau Ansawdd ar gyfer Addysg Uwch

James Harrison, Swyddog Polisi – Asiantaeth Sicrhau Ansawdd ar gyfer  
Addysg Uwch

David Gale, Rheolwr Sicrwydd Ansawdd, Cymru – Asiantaeth Sicrhau Ansawdd  
ar gyfer Addysg Uwch

Jassa Scott, Cyfarwyddwr Strategol – Estyn

Jackie Gapper, Cyfarwyddwr Cynorthwyol – Estyn

Dogfennau atodol:

CYPE(6)-08-21 – Papur 5 – QAA

CYPE(6)-08-21 – Papur 6 – Estyn (Saesneg yn unig)

## Egwyd

(13.30 – 13.35)

## 5 Bil Addysg Drydyddol ac Ymchwil (Cymru) – sesiwn dystiolaeth 10

(13.35 – 14.05) (Tudalennau 57 – 75)

Mary van den Heuvel, Uwch-swyddog Polisi – Undeb Addysg Cenedlaethol (NEU)

Rebecca Williams, Dirprwy Ysgrifennydd Cyffredinol – Undeb Cenedlaethol Athrawon Cymru (UCAC)

Jamie Insole, Swyddog Polisi – Undeb Prifysgolion a Cholegau

Lynne Hackett, Trefnydd Rhanbarthol, Arweinydd Addysg Bellach ac Uwch – UNSAIN Cymru

Neil Butler, Swyddogol Cenedlaethol (Cymru) – NASUWT

Dogfennau atodol:

CYPE(6)-08-21 – Papur 7 – NEU Cymru (Saesneg yn unig)

CYPE(6)-08-21 – Papur 8 – UCAC

CYPE(6)-08-21 – Papur 8 – UCAC (Cyfieithwyd)

CYPE(6)-08-21 – Papur 9 – UCU (Saesneg yn unig)

CYPE(6)-08-21 – Papur 10 – UNISON (Saesneg yn unig)

## 6 Papurau i'w nodi

(14.05)

### 6.1 Craffu ar Adroddiad Blynnyddol Comisiynydd Plant Cymru

(Tudalennau 76 – 77)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg at Gomisiynydd Plant Cymru – CYPE(6)-08-21 – Papur i'w nodi 1

## **6.2 Craffu ar Adroddiad Blynnyddol Comisiynydd Plant Cymru**

(Tudalennau 78 – 79)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg at Fyrddau Partneriaeth Rhanbarthol – CYPE(6)-08-21 – Papur i'w nodi 2

## **6.3 Cytundeb Cysylltiadau Rhyngsefydliadol**

(Tudalen 80)

Dogfennau atodol:

Llythyr gan y Prif Weinidog at Gadeirydd y Pwyllgor Deddfwriaeth, Cyflawnder a'r Cyfansoddiad – CYPE(6)-08-21 – Papur i'w nodi 3

## **6.4 Bil Addysg Drydyddol ac Ymchwil (Cymru)**

(Tudalennau 81 – 82)

Dogfennau atodol:

Llythyr gan Gadeirydd Pwyllgor yr Economi, Masnach a Materion Gwledig – CYPE(6)-08-21 – Papur i'w nodi 4

## **6.5 Dylid ymestyn y fwrsariaeth STEMM ôl-raddedig i bob myfyriwr MSc yng Nghymru**

(Tudalen 83)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Deisebau – CYPE(6)-08-21 – Papur i'w nodi 5

## **7 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod**

(14.05)

## **8 Bil Addysg Drydyddol ac Ymchwil (Cymru) – trafod y dystiolaeth**

(14.05 – 14.15)

## **9 Cyflwyniad ar broses gwrandawiadau cyn penodi**

(14.15 – 14.20)

Mae cyfyngiadau ar y ddogfen hon

## **Submission to the Children, Young People and Education Committee's**

### **Inquiry into the General Principles of the Tertiary Education and Research (Wales) Bill**

#### **Introduction**

The National Training Federation for Wales (NTfW) welcomes the opportunity to contribute to this hugely important inquiry.

The NTfW is a ‘not for profit’ and ‘non-partisan’ membership organisation of over 70 organisations involved in the delivery of apprenticeships and employability skills programmes in Wales. We are a pan-Wales representative body for a network of quality assured work-based learning providers, who are contracted by the Welsh Government to deliver their apprenticeship and employability programmes. All Independent Training Providers who are commissioned by the Welsh Government to deliver work-based learning programmes in Wales are members of the NTfW, as are their sub-contracted partners. As such, the NTfW is seen as an authoritative organisation on apprenticeships and employability skills programmes in Wales.

#### **Aim**

The aim of this Submission Paper is to provide evidence to the Children, Young People and Education Committee ahead of a planned meeting which will take place at the Senedd on Thursday 9<sup>th</sup> December 2021.

#### **Summary of NTfW’s response to the recent ‘Technical’ Consultation**

In principle, the NTfW cautiously supports the establishment of a new body to provide oversight of the PCET sector in Wales. However, there is still much detail to work through if the new body is fully able to undertake its functions effectively. Given the very wide ranging nature of this [technical] consultation, we feel it important to draw together some key points here, which we feel need to be considered moving forward, but may be lost in the body of the text below:

- The ‘Commission’ must truly be an ‘arm’s length body’ if it is to succeed in undertaking its functions. The NTfW believes that the existing powers held by Welsh Ministers must be transferred (without condition) to the new body, and that it (the body) should be accountable to the National Assembly for Wales;
- It should be for the new body to determine the detail on how it is to deliver its function, and that any future legislation must avoid being too prescriptive;
- All forms of PCET learning (and learning providers) must be treated equitably from the outset;
- Any future consultation and/or legislative processes must take a longer-term view, and avoid naming existing policies, plans and organisation;
- The next stage of the consultation and/or legislative process must include a fully detailed cost benefit analysis for setting up a new organisation. The NTfW’s main concern with this process to-date, is the fact that we still do not have (or have begun to discuss) an over-arching strategy or vision for the PCET sector in Wales, and that we are far too focused on organising a body to oversee its implementation once agreed – form should follow function.

What follows, are some of the key observations that fall out of the initial review of the Bill as laid.

## **Part 1: Strategic framework for tertiary education and research**

### The Commission's Strategic Duties

The NTfW welcomes that the '9 Strategic Duties' of the Commission are to be enshrined in law.

However, given the 'Promoting life-long learning' and 'Promoting equality of opportunity' duties, it is disappointing to note, that Welsh Government funded employability programmes, such as the newly commissioned Jobs Growth Wales + programme are not within the remit of the Commission. It is felt by the NTfW and its members, that individuals who undertake such programmes, are of greater need of the aim of the Commission, that is 'a system with the learner at the centre.' Clearly, learners who are in such need, would benefit greatly from the oversight and assurance of quality that the Commission would ensure. In all of our dialogue to-date about the establishment of the Commission, and the resultant PCET reforms, no rationale for this decision has been forthcoming. This would be welcomed.

In the strategic duty of 'Promoting continuous improvement in tertiary education and research' reference is made to "members of the tertiary education workforce" being "teachers". It should be noted, that with the advent of professional registration of the 'wider-education workforce' with the education Workforce Council (EWC) the term "teachers" is a very narrow definition of the whole workforce, which also includes 'FE lecturers' and 'Work-based learning practitioners' amongst others.

### Strategic Plan for the Commission

It is welcomed that the Commission will need to consult with "persons as it considers appropriate" before submitting its Strategic Plan to Welsh Ministers' for approval. However, it is concerning that Welsh Ministers can "approve the plan with modifications" by only consulting with the Commission – it is felt that this could undermine the autonomous nature of such an 'arm's length body'.

### Academic Freedom and Freedom of Speech

Given that the establishment of the Commission, and the resultant PCET reform, intends to bring together the whole of post-16 provision, the NTfW is concerned that academic freedom and freedom of speech is only noted for higher education provision. Surely, approaches like this, only serve to bring one element of post-16 provision against another?

## **Part 2: Registration and regulation of tertiary education providers**

### The Register

One of the greatest concerns shown by NTfW members in previous consultation responses, was that of the classification of 'Independent Training Providers' i.e. non FE and HE institutions on the Register. Further, it was felt that by having a 'tiered system' of registration, this would not have assisted in bringing the different forms of provision, and therefore providers, together in one coherent system. Although the classification has been removed from the Bill as laid, it is clear that Welsh Ministers will need to "specify one or more categories of registration for which the Commission must make provision in the register." Given this change, it is now difficult for the NTfW to make an informed observation of the position.

NTfW's position would be, that all providers of tertiary education should be treated in the same way, providing that all of the conditions of registration are met i.e. quality of provision, effectiveness of management and governance, and financial stability.

### Quality Assurance and Improving Quality

The fact that there is potentially going to be one overarching quality assurance framework for the whole of post-16 provision in Wales is to be welcomed. Further, the fact that the Commission must consult with registered tertiary education providers on the quality assurance framework(s) is also welcomed.

However, clarification is needed of the definition of "Members of the tertiary education workforce" (Sect. 48 (8) refers) i.e. the wider-post 16 education workforce includes more than just teachers.

Sect. 55 refers to the duty of the Chief Inspector (Estyn) to inspect and report on "further education and training". It is clear that some of the provision that the Chief Inspector must inspect and report on, may well sit outside of the remit (in funding terms) of the Commission. An area here which NTfW feels warrants clarity, is what remit with the Chief Inspector will have (if any) in respect of "further education and or training funded by a local authority" – specifically, with the advent of 'Joint Corporate Committees' as vehicles for funding, for City and Growth Deals, in a post ESF era.

## **Part 3: Securing and funding tertiary education and research**

### Further Education and Training

Description of level of qualification (Sect 91, sub-sect. 5 and 6 refers) – The NTfW would ask, what (if any) role should the Credit and Qualifications Framework for Wales (CQFW) should play here? Also, why is level of qualification for 'eligible persons over 19' restricted to levels 1 – 3 only?

It is difficult for the NTfW to express a full opinion on this chapter – until it is known, what an 'eligible person' would be – which would not be known, until Welsh Ministers publish their regulations.

### Requirements on the Commission when securing further education and training

The term 'Facilities' – Clarity is need on the inter-changeable nature of the word "facilities" within the Bill as laid. Sect. 93, sub-sect. (1) i.e. is it meant to make reference to 'physical facilities'?

It is recognised that (and welcomed) that the Commission must make the best use of its resources (taken as financial in this regard) to avoid provision which might give rise to disproportionate expenditure. Given the varying scale of cost associated with the provision of post-16 education and training, it is expected that provision would be prioritised on 'value for money' and the best evidenced outcome for learners.

### Financial support for further education or training

The NTfW is unsure as to why "The Commission or the Welsh Ministers may secure the provision of financial resource" – it was expected that the Commission would be the body by which all post-16 provision would have been funded (and therefore regulated and assured). Given that this is a new context – we are also unsure whether this is a positive approach – or otherwise.

## Financial support for apprenticeships

The NTfW has taken the view that “a collaborating body” can include a subcontracted provider of apprenticeships. If this is the case, then this is to be welcomed, as to ensure the Network of apprenticeship providers remain ‘fleet of foot’ in order to meet the needs of employers and the economy.

In approving a ‘collaborating body’ it is hoped that any unnecessary bureaucratic processes can be avoided, and that the Commission “gives its consent” in an efficient way.

## **Part 4: Apprenticeships**

No comment here – as all functions outlined are already in existence.

## **Part 5: Learner protection, complaints procedures and learner engagement**

NTfW, and more importantly its members, have previously welcomed the proposed introduction of Learner Protection Plans, and the publication of a Learner Engagement Code by the Commission.

## **Part 6: Information, advice and guidance**

A key consideration here, is the data and information systems to be introduced across the varying range of tertiary education providers. It is recognised that an effective data and information system will be crucial in bringing together all elements of post-16 provision, especially if this data will be used to provide information, advice and guidance to potential learners about the different forms of provision.

## **Part 7: Miscellaneous and general**

In providing the observations above, it is clear that the full position will not be known, until such time as Welsh Minister’s publish their ‘regulations’. Until such time, the NTfW will need to reserve its judgement on the whether or not the Bill (as laid) will achieve the desired aim of bringing together the whole of the PCET sector into one coherent system.



Y Coleg Cymunedol Cenedlaethol  
a Mudiad Gwirfoddol  
The National Community College  
and Voluntary Movement

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## Senedd Children, Young People and Education Committee Consultation: Tertiary Education and Research (Wales) Bill

26 November 2021

## Summary

1. Addysg Oedolion Cymru | Adult Learning Wales (AOC | ALW) is in broad support of the proposed Bill. In submitting our response to the Committee, we are seeking to strengthen the provisions within the draft to ensure that Adult Community Learning (ACL) is properly considered, managed and represented within the post-16 compulsory education and training sector. ACL plays a vital role in supporting individuals on their journey to learn skills to enter, return or progress into employment and further learning. It also promotes active citizenship and reduces loneliness and makes people happier, healthier, more confident, capable, and resilient. Which in turn means that people are less reliant on health and social services, and less likely to enter or return to the criminal justice system

### The role of adult community learning and lifelong

2. AOC | ALW seeks greater clarity on the Bill's intentions with regard to the balance of adult learning aimed at attaining qualifications and more informal or non-accredited learning.

### Equity of ACL funding and provision

3. AOC | ALW seeks clarification on the plans to establish a national strategic body to oversee community based adult learning in Wales which will be funded, monitored and quality-assured by CTER as set out in the Ministerial statement of 12 July 2019.
4. AOC | ALW is the largest provider of adult community learning in Wales delivering 50% of the total ACL provision across a range of curriculum from pre-entry level to professional qualifications. We urge the Committee to revisit our proposals and to consider our appointment as the national body and adopt our strategic partnership model: [A model for success](#).

### Education and training for “eligible persons over 19”

5. It appears that this legislation would give a statutory right to education (in the same way as 16-18 persons) to certain categories of adult learners. AOC | ALW is well placed to work with the Commission to define these learners and ensure they are funded, and we would like assurance that applications will be sought from the ACL sector for membership on the Commission and its committees in determining these regulations.

### Representation

6. The Bill refers to consultation arrangements by the Commission or Welsh Ministers on codes, plans or further regulations. Further clarity should be provided setting out representative groups and how this translates to consultation and representation arrangements. Ensuring that there is a broad cross-section of representatives from the post-16 sector, including Adult and Community Learning and consideration of the make up of the Commission itself is crucial.
7. Our concern is that ACL could potentially be “lost” in the sweeping changes affecting FE and HE, and that ACL could be seen as a “bolt on” and less important in the whole debate. ACL is a vital, valuable, and integral part of the post-16 sector and should be given just and equitable status.



## Our response

8. Addysg Oedolion Cymru | Adult Learning Wales (AOC|ALW) is the National Community College and Voluntary Movement for adult community learning in Wales and came into being in 2015 following the merger between the Workers Educational Association (WEA) Cymru and the YMCA Wales Community College. With over 100 years' experience of providing high quality adult community learning and advocacy throughout Wales, we are largest provider of pre-entry level to professional qualifications delivering 50% of all ACL provision. The organisation is committed to helping individuals to realise their potential and making communities more resilient in times of change.

### Introduction

9. Put simply, ACL transforms people's lives, and in some instances, people have told us that it actually saves lives. As the COVID-19 crisis continues to grip our communities, it is a more important lifeline than ever before. It is the cornerstone of adult learning. Without it, many of the 60,000 learning activities undertaken each year by thousands of adults across Wales – including some of our hardest to reach, vulnerable or isolated citizens –would not progress into further learning and work or be able to cope with what life throws at them.
10. Delivering a range of informal and formal learning from pre-entry level courses to professional qualifications, as well as employability support, family learning and confidence-boosting programmes in a range of community and online settings, ACL gives people a first, second, third or even fourth chance to access learning.
11. Some adults find the prospect of entering more traditional campus-based settings and mixing with thousands of young people too daunting. Providing accessible and flexible face-to-face, blended, or online learning in communities, often through partnerships where relationships are already established and trusted provides the gateway needed for many adults to engage positively with their learning journey. The ability to provide flexible programmes which can be switched on and off when required, through versatile delivery arrangements, flexible and affordable staff contracts, and ensuring a wrap-around service that goes beyond the classroom to deliver extensive pastoral care to support vulnerable adults is what makes adult community learning unique.
12. The emphasis on collaboration across a wide range of partnerships, meeting local and regional needs, makes ACL a vital contributor to the skills agenda for Wales. ACL brings a wide range of ACL providers and key stake holders together including national bodies such as Coleg Cymraeg Cenedlaethol and the Open University in Wales, together with regional skills partnerships, Jobcentre plus, FE and HE providers and the Third Sector. Together, the ACL sector delivers provision in a learner focussed and progressive way. However, it is not without its challenges and limitations, and the call for a national strategic body to oversee ACL in Wales has never been more important to ensure a consistent and equitable offer for all.
13. In examining the provisions of the Bill, we would like to offer the following comments:



## The role of adult community learning and lifelong learning

14. There appears to be strong emphasis on qualification-based education for adults as defined in the draft legislation as criteria for the promotion of life-long learning, including access to the “provision of proper facilities” for “eligible persons over 19”.
15. It is important to note that whilst accredited and qualification-based learning is very important and accounts for around 80% of our provision, there are strong arguments which advocate the benefits of non-accredited, engagement-type activities (also known as “hook courses”) to aid learners’ wellbeing and providing for that important step back into learning.
16. A combination of approaches to include a wide range of outcomes offered in ACL has a key role to play for both the individual and Wales through:
  - economic wellbeing by, for example, increasing people’s essential skills, supporting re-engagement with and progression in education and training and enabling the acquisition of vocational skills in areas like youth and community work, which contributes to lower levels of unemployment and economic inactivity and supports increases in productivity and progression to more highly skilled and paid work;
  - social wellbeing by, for example, supporting people’s integration and social inclusion, through the acquisition of language and essential skills, increases in employability and the expansion of social networks and by promoting active citizenship by enhancing people’s understanding of the issues that they and their communities face and their capability (such as their skills and confidence) to take action; and
  - physical and mental wellbeing by, for example, supporting pro-health attitudes and behaviours, increasing health literacy and engagement with health services (including social prescribing), and enhancing resilience and people’s sense of purpose and enjoyment of life.
17. ACL therefore makes an important contribution to a number of Wales’s wellbeing goals, including a more prosperous, healthier and more equal Wales with cohesive communities and a vibrant culture and thriving Welsh language ([WG, 2015](#)). However, its contribution to the Welsh language is limited by the few opportunities to continue learning through the medium of Welsh within the sector ([Estyn 2016](#)). #
18. In light of the above, AOC | ALW seeks greater clarity on the Bill’s intentions with regard to the balance of adult learning aimed at attaining qualifications and more informal or non-accredited learning.

## Equity of ACL funding and provision

19. In her written statement dated 12 July 2019, former Minister for Education, Kirsty Williams set out plans for the restructuring of “community based adult learning” in Wales. The actions to be taken forward are to “address immediate problems of equity of funding and provision”, and “provide a stronger foundation on which to develop a national strategic body which has a strategic overview



of community based adult learning across Wales and can ensure a consistent and equitable offer for all”.

20. The statement also confirms that the National Body “will be funded, monitored, and quality assured by the CTER in accordance with the proposals for all other FEIs”.
21. Given the absence of any reference to the National Body within the Bill, we are seeking clarification on the plans to establish such a Body, and the timescales being considered.
22. AOC | ALW is the National College and Voluntary Movement for Adult Community Learning in Wales, and is at the forefront of ACL research, provision and advocacy. We would highlight our submission to Welsh Government officials in 2018 which proposes our appointment as the National Strategic Body and the introduction of our “Strategic Body Partnership Model: A Model for Success”
23. The intention is to provide a framework for transformational change within the ACL Sector. Working with providers and ACL partnerships, the fundamental principle is that change would be built on trust and informed by delivery performance.
24. Key features of our proposals:
  - There would be one single contract from Government with the Strategic Body for Adult Community Learning in Wales.
  - The sole purpose of the contract holder (AOC|ALW) would be to deliver the adult community learning offer to the strategic objectives agreed with Welsh Government.
  - All parties would retain current direct delivery and in years 1-2, AOC|ALW would be charged with strategic planning and commissioning of partnership delivery.
  - We would build on existing support infrastructures involving the necessary specialist agencies such as Careers Wales and the Regional Skills Partnerships (RSPs) to ensure the availability of information and supporting the planning of learning and career progression.
  - Any future procurement for years 3 onwards would be performance related and based on quality and impact criteria.
  - Future delivery would be through multiple partnerships, using a procurement process that is based on a comprehensive delivery plan, performance management, capacity and capability building.
  - AOC|ALW would retain ultimate responsibility for all aspects of the contracted provision and would have a legally binding contract with each of its partners, ensuring visibility and transparency of objectives and impact.
  - Under the umbrella of the CTER, years 1-2 would be used to establish and model governance and management systems and processes.
25. AOC | ALW is the largest provider of adult community learning in Wales delivering 50% of the total ACL provision across a range of curriculum from pre-entry level to professional qualifications. We urge the Committee to revisit our proposals and to consider our appointment as the national body and adopt our strategic partnership model: A model for success.



## **Education and training for “eligible persons over 19”**

26. The Explanatory Memorandum is helpful in setting out some of the detail concerning eligibility criteria and proper facilities. In our view, the process to draw up regulations which clearly define this section of the Bill requires the input of specialist knowledge and expertise from the adult community learning sector, in order that decisions are informed and meet the needs of communities in Wales.
27. It appears that this legislation would give a statutory right to education (in the same way as 16-18 persons) to certain categories of adult learners. AOC|ALW is well placed to work with the Commission to define these learners and ensure they were funded, and we would like assurance that applications will be sought from the ACL sector for membership on the Commission and its committees in determining these regulations.

## **Representation**

28. The Bill refers to consultation arrangements by the Commission or Welsh Ministers on codes, plans or further regulations. Further clarity should be provided setting out representative groups and how this translates to consultation and representation arrangements. Ensuring that there is a broad cross-section of representatives from the post-16 sector, including Adult and Community Learning and consideration of the make up of the Commission itself is crucial.
29. Our concern is that ACL could potentially be “lost” in the sweeping changes affecting School Six Forms, FE and HE, and that ACL could be seen as a “bolt on” and less important in the whole debate. ACL is a vital, valuable and integral part of the post-16 sector and should be given just and equitable status.

## **Conclusion**

30. AOC | ALW welcomes the introduction of the Bill and is keen to support its implementation. Our support is based on the need to ensure ACL is properly represented and given credit for the important contribution it makes in creating healthy and prosperous communities through the personal, social and economic benefits that ACL provides. There is a well researched and evidence based need to establish a national strategic body under the umbrella of CTER, and we have put forward clear and coherent proposals which see us at the forefront of delivering this remit. We are grateful for the opportunity to contribute to the hearings held by the Committee and hope to continue to be an integral part of the formal constitutional make up of the Commission and its Committees.

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## **Addysg Oedolion Cymru | Adult Learning Wales**

31. With around 25,000 enrolments annually across the whole of Wales, and the largest provider of ACL, AOC | ALW is committed to providing wide-ranging learning, skills and qualifications, made up of formal and informal learning activities. These include employability skills, digital literacy, essential skills, family learning and English for Speakers of Other Languages (ESOL). The



organisation also provides higher level qualifications in Counselling, Award in Education and Training (AET), Youth and Playwork and has a national programme of curriculum delivery linked to the Wales Trades Unions and many partners and employers. The curriculum is delivered through a range of online, blended and face-to-face learning.

32. As a membership organisation our Voluntary Movement promotes advocacy work through our members, branches, volunteers, staff, partners, and other stakeholders. Raising important issues that affect the lives of families in Wales are part of our advocacy work, through campaigns, lobbying, research activities, consultation, and democratic engagement. Through our activities we aim to take a lead role in advancing active citizenship and supporting citizens rights and entitlements. Our strategic aims underpin the goals set out in the Wellbeing of Future Generations (Wales) Act 2015.
33. The Organisation specialises in reaching out to the most disadvantaged in society, and through strong partnerships, we have developed effective networking and community links to support communities throughout Wales. As a bilingual organisation, committed to promoting and advancing the Welsh language, the vision is to provide equal access to Welsh medium curriculum. We are keen to develop our international links, and are developing a framework for participation in the Welsh Government's International Exchange Programme which is due to commence in 2022 and is being managed by Cardiff University.
34. The Organisation actively works with local and regional communities and workplaces to promote learning opportunities and advocacy for community cohesion, personal development, and social inclusion. The curriculum offer is delivered through a range of stakeholder groups, including partners, employers, volunteers, and members. The combination of learning and advocacy has many benefits, including progression, employment, active citizenship and improved health and wellbeing. The work is impactful resulting in economic, social, and personal benefits which supports healthy and prosperous societies – this is the organisation's ultimate goal.



## CYPE(6)-08-21 – Papur 3

**David Notley**

**Co-Chair – The Innovation Advisory Council for Wales (IACW)**

Some bullet points:

- Innovation means different things to different people, which reflects the fact that innovation takes many forms.
- Innovation exists on a spectrum of activities, ranging from basic research on the one hand to continuous improvement on the other. All forms of innovation are important. Innovation is not just about science, research and technology.
- Innovation is a critical cross cutting tool relevant to all of the grand challenges that Wales faces from the environment and sustainability, to poverty, the economy, public services, productivity and health and wellbeing. Innovation is at the heart of driving the change that will make a measurable difference.
- IACW recently commissioned two reports from Amlfyfi and Cardiff University. These show that Wales has a long way to go to increase its innovation capacity and capability.
- It was interesting that the Cardiff University report noted the dangers of innovation being "owned" by higher education. There are various other recommendations in the Cardiff University report relating to HE and FE.
- There are many examples of excellence in innovation and the contribution of the HE and FE sectors to that. But there are not enough and there are inadequate linkages between the various moving parts of the innovation ecosystem.
- Innovation in any one part of the ecosystem cannot be seen in isolation from the rest of that ecosystem, otherwise silos develop and good practice is not shared. In short, opportunities are lost.

I have also attached for information the [Cardiff University](#) and [Amplify reports](#) and the [IACW cover letter](#) that accompanied their publication.



**Initial comments on the  
Tertiary Education and Research (Wales) Bill 2021**  
30 November 2021

## 1. Introduction

- 1.1. The Learned Society of Wales is grateful for the opportunity to provide initial comments on the Tertiary Education and Research (Wales) Bill. The Society is Wales's national academy for arts and sciences and has contributed to discussions about higher education, research and innovation policy during the last decade, including the 2016 Hazelkorn review and the subsequent consultations.
- 1.2. The Society welcomes the Bill, and we hope that the legislation will provide a strong and sustainable framework for the tertiary education and research sector of Wales to respond and adapt to the various changes, challenges, and opportunities it will face in the next decades. The proposed Commission should facilitate the delivery of excellent teaching and learning, quality in research and knowledge transfer, and effective and meaningful engagement between higher education and wider society.
- 1.3. Research from Welsh universities is having a transformational effect on society as well as the economy. Universities in Wales carry out research into a wide range of areas including bilingualism, culture, policing, flooding, climate change, dementia, childcare, mental health, public housing, renewable energy, community violence, poverty, transport management, cancer and agriculture.
- 1.4. These activities are making a vital contribution to the goals of the Well-being of Future Generations Act. The significance of research and innovation goes beyond economic impact – research from Welsh

universities generates ideas and inventions which make a difference to people's lives in Wales, the UK and the rest of the world.

- 1.5. Our initial comments will largely consider the aspects of the legislation most relevant to research. We will provide a formal written response in advance of the committee's consultation deadline of 17 December 2021

## 2. Context

- 2.1. The research funding landscape is complex and rapidly changing; some levers fall within the remit of the devolved government others are reserved and the sector in Wales occupies a space which has to negotiate these different planes of policy and funding.
- 2.2. The 2020 '[Research and Development roadmap](#)' outlined the UK government's vision and ambition for science, research and innovation. This has since been supplemented by a UK Innovation Strategy, and a Research and Development People and Culture strategy.
- 2.3. The [HM Treasury's Comprehensive Spending Review 2021](#) recently made the commitment to increasing R&D funding to £20 billion by 2024-25, a 35% increase on current funding levels. The forthcoming UK Government White Paper on Levelling Up will also outline a plan to ensure that an increased proportion of government spending on R&D over the next three years is invested outside the Greater South East of the UK. If achieved, this will see several billions of additional funding outside the golden triangle and go a long way to addressing the previously identified deficit, as noted in Thomas Forth and Richard A.L. Jones's [\*The Missing 4 Billion: Making R&D work for the whole UK\*](#) report for Nesta, 2020.
- 2.4. The Nurse Review of the research, development and innovation organisational landscape will also likely prompt further shifts in UK government research funding policy and new or expanded schemes within UKRI.

2.5. Higher education institutions play a critical role in the research ecosystem of Wales. It is vital that the research sector in Wales is primed and ready to benefit from this increase in investment and we believe that the Bill is an opportunity to move the sector in Wales into a stronger position to benefit from the R&D levelling up agenda.

### **3. Timeframe and implementation**

3.1. The developments at a UK level outlined in paragraphs 2.1 – 2.5 above will require input from the regulator in Wales to help shape UK-wide schemes and policies and ensure that they are appropriate to the needs of the Welsh sector, as HEFCW do at present.

3.2. Staged implementation of the work and function of the Commission would be welcomed, and it is important that arrangements are made to ensure sufficient capacity to deliver both a smooth transition and a continuity of provision and representation.

3.3. There is never a ‘good’ time to introduce reform as a degree of disruption is unavoidable. However, this legislation has been years in development and as the tertiary education and research sector recovers from the disruption of the past two years, it is an opportune moment to work to future-proof the sector. It could be a catalyst to strengthen the research base and further advance knowledge, increase provision of apprenticeships and life-long learning opportunities for a workforce that will face many changes, and nurture collaborations to provide the society and economy of Wales with better resources and greater resilience to face future challenges.

3.4. Wales can, and must, invest now, to ensure that the sector can be more competitive and sustainable in the near future.

### **4. Strategic duties**

4.1. We welcome the nine strategic duties set out for the Commission, and in particular we are pleased by the inclusion of the promotion of civic mission as there is scope for more strategic activity in that field, with

significant potential for more place-based research and innovation which could benefit local economies and communities. We also see potential within this duty for further development of Wales Studies

## 5. Academic freedom

5.1. We recognise the progress within the section on academic freedom since the Draft Bill. However, further development is needed as in its current form the duty seems to extend to higher education provision and does not explicitly mention research and innovation. We appreciate that this is likely an oversight but feel that it should be addressed in order to strengthen this responsibility and commitment.

## 6. Research and Innovation

6.1. Higher education institutions (HEIs) play a critical role in the research ecosystem of Wales. HEIs will have a significant role in delivering the ambitions of the UK R&D Roadmap, and the R&D aspects of the levelling up agenda, including bringing together industry and others to develop and deliver regionally-based excellence-driven innovation, skills training, and knowledge creation.

6.2. The Research and Innovation Committee will have an important role in developing research capacity in the tertiary education sector. It will distribute the un-hypothesized Quality Related (QR) block grant funding stream as part of this function, as well as the Research Innovation Wales fund. QR funding provides the foundation on which the competitive, project-based funding streams from other sources depend.

6.3. The QR block grant is a driver of international quality research as is well recognised in the Diamond and Reid reviews. It is part of the crucial 'dual support' system enabling Wales to win large grants from UK and European Research Councils. In Wales this research has a good balance of curiosity driven work and 'challenge' driven activity.

- 6.4. An unintended consequence of the creation of the Commission could be that the existing emphasis on and recognition of the importance of QR could be diluted. The QR fund must be protected in line with the recommendations of both the Diamond and Reid Reviews, and attempts should be made to increase the funding in line with developments in Research England to ensure that the sector in Wales can remain competitive, as importantly, QR provides universities with the platform to secure a greater share of competitively awarded research funding.
- 6.5. QR also provides vital support to research within subject areas in Humanities, Arts and Social Sciences (HASS) and STEM, from English literature and history to theoretical physics and mathematics.
- 6.6. Research in HASS shapes the way we address significant economic, social and environmental challenges, informing policy and practice and we welcome the recognition of the role of HASS research. Parity of esteem is important, and needs to be monitored.
- 6.7. Research from Welsh universities has a transformational effect on society as well as the economy. These activities make a vital contribution to the goals of the Well-being of Future Generations Act. The significance of research and innovation goes beyond economic impact – research from Welsh universities generates ideas and inventions which make a difference to people's lives in Wales, the UK and the rest of the world.
- 6.8. As such we welcome the expectation that the Commission must promote awareness and understanding in Wales of the research and innovation activities it funds. Recent work by the Campaign for Science and Engineering (CaSE) in this area outlines how “research is everywhere – its products are in every home and office, and its producers found in towns, cities and field sites across the UK. Research is on people’s doorsteps”. However, research activity can be seen as elitist, abstract or remote and its significance can be little understood by the wider public.

6.9. The experience of being witness to the development of vaccines during the coronavirus pandemic has potentially started a shift in understanding, as people have seen research in action. As public funding is hopefully increased in research activity in Wales in line with developments at a UK level, there will be more public scrutiny, and a greater need to advocate and explain how research makes our everyday lives better. The Commission will have an important role in helping the sector to better promote why research matters, and to showcase the wide range of opportunities available within the tertiary education sector to facilitate careers in research within universities, industry and the public sector.

## 7. Opportunities

7.1. We would like to see within regulations an expectation that the Commission and the Research Innovation Wales Committee would have an observatory function to work to identify areas in which to build capacity. A long-term strategic view is needed, not solely based on student choice, market demand and immediate research priorities, in order to ensure that an awareness of the needs of the knowledge base is maintained.

7.2. Sustaining healthy, innovative and evolving disciplines will help to meet national skill and knowledge needs, within both further and higher education and the research base and increasing funding for research would benefit the quality of life of the people and future generations of Wales.

7.3. Given the scale and scope of the proposed reform, monitoring and reviewing progress of the work, capacity and effectiveness of the Commission will be essential. Evaluation research of the organisation and its structures should be commissioned from the very start to better ensure that the Commission is able to adapt to needs. This evidence-based research would be invaluable to assess the work and function of the Commission, and for transmitting its successes to tertiary sectors beyond Wales.

**Learned Society of Wales**  
[policy@lsw.wales.ac.uk](mailto:policy@lsw.wales.ac.uk)

## Tystiolaeth QAA i Bwyllgor Plant, Pobl Ifanc ac Addysg y Senedd: Bil Addysg Drydyddol ac Ymchwil

26 Tachwedd 2021

### Rhagarweiniad a chefndir QAA

- Mae'r papur hwn yn cynnig amlinelliad o waith QAA yng Nghymru a ledled y DU, yn ogystal â'n cefnogaeth gyffredinol i'r ddeddfwriaeth arfaethedig. Mae hyn er mwyn darparu gwybodaeth gyd-destunol i'r Pwyllgor Plant, Pobl Ifanc ac Addysg, cyn eu sesiynau tystiolaeth fel rhan o'r broses graffu ar y Bil Addysg Drydyddol ac Ymchwil.
- Yr Asiantaeth Sicrhau Ansawdd mewn Addysg Uwch (QAA) yw asiantaeth annibynnol y DU ar gyfer ansawdd addysg uwch. Sefydlwyd yr asiantaeth yn 1997, ac rydym yn gweithio i ddiogelu safonau a gwella ansawdd addysg uwch y DU ble bynnag y'i darperir ledled y byd. Rhan allweddol o'n rôl yw adolygu prifysgolion, colegau a darparwyr addysg uwch eraill i wirio sut maen nhw'n cynnal eu safonau academaidd ac yn cyflwyno addysgu a dysgu i fyfyrwyr.
- Mae gwaith QAA yn seiliedig ar [Gôd Ansawdd y DU](#), sy'n gyfeirbynt allweddol ar gyfer AU y DU. Datblygwyd y Côd mewn partneriaeth â rhanddeiliaid, gan gynnwys myfyrwyr a staff, o bob un o bedair gwlad y DU. Mae'r Côd Ansawdd yn amlinellu'r arferion a'r disgwyliadau craidd a chyffredin ar gyfer ansawdd a safonau, ac mae'n cael ei ategu gan [gyngorion a chanllawiau](#) manwl.
- Mae QAA yn gweithredu mewn ffordd sydd wedi'i theilwra i ateb anghenion pob un o wledydd y DU, ac yng Nghymru rydym yn gweithio'n agos gyda Chyngor Cyllido Addysg Uwch Cymru. Mae gweithgareddau QAA yng Nghymru'n cael eu goruchwyliau gan Bwyllgor Cynghori Strategol (PCS) QAA Cymru, sy'n adrodd yn ôl i Fwrdd QAA. Mae'r PCS yn cael ei gadeirio gan aelod o'n Bwrdd o'r sector prifysgolion yng Nghymru. Byddwn yn darparu mwy o fanylion am ein gwaith cyfredol yng Nghymru yn nes ymlaen yn ein cyflwyniad o dystiolaeth.
- Mae QAA hefyd yn gweithredu'n unol â'r [Safonau a Chanllawiau ar gyfer Sicrhau Ansawdd ym Maes Addysg Uwch Ewrop \(ESG\)](#), sy'n rhoi hyder i lywodraethau, cyflogwyr ac addysgwyr ledled y byd bod addysg uwch y DU yn parhau i fod o safon uchel yn fydd-eang. Mae QAA hefyd yn aelod o Gymdeithas Sicrwydd Ansawdd mewn Addysg Uwch Ewrop (ENQA), ac mae'n cael ei adolygu ar sail gylchol gan ENQA i sicrhau ei fod yn parhau i weithredu mewn aliniad â'r ESG. Mae'r DU hefyd yn parhau i chwarae rhan yn yr Ardal Addysg Uwch Ewropeaidd (EHEA) ochr-yn-ochr â 48 o wledydd eraill. Mae cyfranogwyr EHEA wedi cytuno i fabwysiadu diwygiadau ym maes addysg uwch ar sail gwerthoedd allweddol cyffredin, megis rhyddid mynegiant, ymreolaeth i sefydliadau, undebau myfyrwyr annibynnol a rhyddid academaidd, yn ogystal â rhyddid myfyrwyr a staff i symud o un wlad i'r llall. Mae Gweinidogion y DU yn mynchu uwchgynhadleddau EHEA, ac mae QAA yn parhau i ddarparu cefnogaeth ar gyfer ymgysylltiad y DU yn yr EHEA.
- Mae QAA yn gweithredu ar [fodel aelodaeth](#), ac mae sefydliadau addysg uwch yng Nghymru, yr Alban a Gogledd Iwerddon yn elwa o fynediad i bob maes aelodaeth fel rhan o'r cytundebau gyda'r sector, cyllidwyr a rheoleiddwyr. Mae aelodaeth QAA yn Lloegr yn wirfoddol, gyda bron pob darparwyd AU yn ymuno fel aelodau.

### Ein barn ar y ddeddfwriaeth arfaethedig

- Mae QAA wedi ymgysylltu â phob cam o'r broses ymgynghori, ac wedi cymryd rhan mewn trafodaethau gyda swyddogion Lywodraeth Cymru wrth i'r cynigion ar gyfer y Bil Addysg Drydyddol ac Ymchwil gael eu datblygu.

8. Mae QAA yn gefnogol i gynigion cyffredinol y ddeddfwriaeth o ran asesu ansawdd, gan iddynt gael eu datblygu dros flynyddoedd o ymgynghori eang â rhanddeiliaid ac asiantaethau ar draws y sector addysg drydyddol.
9. Yn ein hymatebion blaenorol i'r ymgynghoriad ar y Bil drafft, rydym wedi pwysleisio pwysigrwydd ymgynghori â rhanddeiliaid, yn enwedig myfyrwyr, wrth i fframweithiau ansawdd a phrosesau dynodi gael eu datblygu. Mae testun y Bil yn nodi, cyn dynodi corff ansawdd addysg uwch, bod yn rhaid i'r Comisiwn ymgynghori â phob darpar yd cofrestredig ar gyfer AU ac unigolion eraill y mae'n eu hystyried yn briodol. Byddem yn croesawu cryfhau'r geiriad hwn i gynnwys myfyrwyr yn y broses.
10. O ran yr amodau cychwynnol a pharhaus ar gyfer cofrestru i bob darpar yd cofrestredig, rydym yn croesawu bod amodau yn y Bil sy'n ymwneud ag ansawdd yr addysg a ddarperir.
11. Rydym hefyd yn croesawu'r ffaith y bydd gan y corff ansawdd dynodedig (DQB) yr opsiwn i godi ffioedd ar unrhyw ddarpar yd addysg drydyddol y mae'r corff yn cynnal asesiadau ar ei gyfer. Fodd bynnag, rydym yn teimlo ei bod yn bwysig bod sicrwydd ansawdd allanol darparwyr AU ac AB ar yr un sail. Nid yw Estyn yn codi tâl ar ddarparwyr am eu proses arolygu allanol, a theimlwn y dylai'r gwaith hwn mewn AU gael ei ariannu'n uniongyrchol gan y Comisiwn. Credwn hefyd ei bod yn hanfodol i'r DQB gael ei ariannu'n ddigonol gan y Comisiwn er mwyn iddo ymgymryd â gweithgareddau gwelliant, y tu hwnt i ofynion sylfaenol, i ategu dyletswyddau strategol y Bil.
12. Mae'r dull arfaethedig yn caniatáu i gyrrf arbenigol ar wahân ganolbwytio ar eu meysydd arbenigedd penodol mewn addysg uwch ac addysg bellach. Serch hynny rydym yn croesawu'r cyfle y gall y cyrrf hyn gydweithredu ymhellach yn y dyfodol a thrwy'r Comisiwn, er mwyn dysgu o arfer gorau o ran sicrhau a gwella profiad y myfyrwyr, yn ogystal â helpu i hwyluso trawsnewidiadau llyfn ar draws elfennau unigol, o ansawdd uchel o'r system addysg drydyddol.
13. Credwn fod cyfle i'r Comisiwn caniatáu i'r corff ansawdd dynodedig weithio ar draws y sector trydyddol i gynnal ymchwil a threfnu digwyddiadau ar gyfer cynorthwyo a gwella ansawdd y profiad dysgu. Bydd yn bwysig bod gan y corff ansawdd dynodedig y gallu i gyflawni a chefnogi ymdrechion gwelliant, y tu hwnt i unrhyw ofynion sylfaenol.
14. Credwn y gall y Côd Ymgysylltu â Dysgwyr arfaethedig sicrhau bod ymgysylltiad dysgwyr wrth galon y system addysg drydyddol yng Nghymru, tra hefyd yn dysgu o arfer cadarnhaol sydd eisoes wedi digwydd mewn prifysgolion yng Nghymru, fel siarteri myfyrwyr. Yn y gorffennol, mae QAA wedi gweithio mewn partneriaeth ag UCM Cymru, CCAUC a Phrifysgolion Cymru trwy drefnu a chefnogi Menter Cymru er Ymgysylltu â Myfyrwyr (WISE). Gweithiodd QAA hefyd gyda WISE mewn trafodaethau yng hylch y prosesau adolygu ansawdd yng Nghymru, a sut y gall sefydliadau AU weithio mewn partneriaeth â'u myfyrwyr ar weithgaredd sy'n gysylltiedig ag adolygu. Byddai QAA yn fodlon gweithio gyda sefydliadau AU a myfyrwyr eto yn y dyfodol wrth i'r Côd Ymgysylltu â Dysgwyr gael ei ddatblygu a'i wreiddio.
15. Rydym yn croesawu'r cyfle mae'r Bil yn ei gynnig o ran cefnogi llwybrau dysgwyr hyblyg ar draws y system drydyddol, a chredwn y gallai fod rôl yn y dyfodol i'r corff ansawdd dynodedig o ran bwrw ymlaen â phroiectau sy'n seiliedig ar welliant i gefnogi trawsnewidiadau myfyrwyr, tebyg i'r rhai yr ydym ni eisoes wedi'u harwain yn yr Alban.
16. Nid yw Atodlen 3 y Bil yn nodi am ba hyd y gall cyfnod dynodi bara, neu a fydd proses ar gyfer adnewyddu'r dynodiad. Byddem yn croesawu eglurder yng hylch hyn.

17. Roedd QAA wedi ceisio eglurhad gan Lywodraeth Cymru o'r blaen ynghylch cynigion y Bil ar gyfer sicrhau ansawdd prentisiaethau gradd. Maent wedi cadarnhau y bydd y Comisiwn yn gyfrifol am sicrhau asesiad ansawdd prentisiaethau gradd, ac mae'r Bil yn nodi y bydd Estyn yn gallu arolygu prentisiaethau gradd, pe bai'r Comisiwn yn gofyn iddynt wneud hynny. Fodd bynnag, gallai QAA barhau i adolygu prentisiaethau gradd os gofynnir iddynt wneud hynny. Credwn y bydd yn bwysig i'r Comisiwn ystyried sut mae ansawdd prentisiaethau gradd yn cael ei sicrhau mewn rhannau eraill o'r DU fel rhan o'r broses hon.

## Rôl QAA yng Nghymru

### Adolygiadau

18. Mae QAA yn cynnal dau brif fath o adolygiadau yng Nghymru: [Adolygiad Gwella Ansawdd \(Cymru\) \(QER\)](#) ac [Adolygiad Ansawdd Porth Cymru \(GQRW\)](#).

- a. Y QER yw'r dull ar gyfer adolygu darparwyr addysg uwch sy'n cael eu rheoleiddio gan CCAUC fel rhan o [Fframwaith Asesu Ansawdd Cymru](#) (QAF). Mae'r adolygiad wedi'i gynllunio i fod yn addas ar gyfer cyd-destun addysg uwch Cymru, ac mae'n darparu dau ddyfarniad ar wahân: gofynion Rhan 1 ESG ar gyfer sicrhau ansawdd mewnol a gofynion perthnasol safonau sylfaenol QAF. Mae'r adolygiad yn darparu sicrwydd ansawdd ac yn cynorthwyo â gwella ansawdd, gan roi sicrwydd i gyrrff llywodraethu, myfyrwyr a'r cyhoedd yn ehangach bod darparwyr yn diwallu gofynion CCAUC.
- b. Mae darparwyr sy'n ceisio dynodiad ar gyfer cyrsiau penodol gan CCAUC yn ymgymryd â'r GQRW. Mae QAA yn cynnal GQRW ar ran CCAUC i brofi darpariaeth AU yn erbyn gofynion rheoliadol sylfaenol yn y QAF.

19. Mae angen paratoi a chynllunio sylweddol ar gyfer adolygiadau QAA, gyda ffocws ar werthuso arferion yn hytrach nag arsylwi uniongyrchol. Mae myfyrwyr yn chwarae rhan sylweddol yn nulliau adolygu QAA, gyda myfyriwr adolygydd yn rhan o bob tîm adolygu, yn ogystal â phrif glynrychiolydd myfyrwyr o'r sefydliad dan sylw sydd â'r un statws â hwylusydd y sefydliad. Mae adolygiadau QAA yn canolbwytio ar wella ansawdd, lle diffinnir gwelliant fel y defnydd o dystiolaeth i gynllunio, gweithredu a gwerthuso camau bwriadol sydd â'r nod o wella profiad dysgu myfyrwyr.

20. Yn 2020-21 comisiynwyd QAA gan CCAUC i gynnal adolygiad datblygiadol o Brentisiaethau Gradd yn erbyn Datganiad Nodweddion QAA ar gyfer Addysg Uwch mewn Prentisiaethau. Roedd yr adolygiad yn ymwneud â Phrentisiaethau Gradd a ariennir trwy CCAUC yn unig, sef y rhai sydd wedi bod ar gael fel rhan o gynllun peilot ers 2018-19. Cyhoeddwyd yr [adroddiad amlinellol](#) ym mis Hydref 2021.

21. Mae gwaith adolygu arall ar draws y DU a wneir gan QAA yn berthnasol i Gymru. Mae QAA yn gorff goruchwyliau addysgol dynodedig ar gyfer darparwyr addysg uwch gan adran Fisas a Mewnfudo'r DU ar gyfer statws noddwr Haen 4. Ar gyfer Cymru, mae QAA yn cynnal adolygiadau o golegau llwybr rhyngwladol sy'n gweithredu fel mentrau ar y cyd gyda sefydliad addysg uwch. Mae QAA hefyd yn cynnal adolygiadau ar gyfer pwerau dyfarnu graddau a theitl prifysgol, gan ddarparu cyngor i Lywodraeth Cymru ar geisiadau.

22. Mae QAA yn cynnal ac yn rheoli'r cynllun ar gyfer cydnabod a sicrhau ansawdd Diplomâu Mynediad i Addysg Uwch yng Nghymru, Lloegr a Gogledd Iwerddon. Mae'r Diploma Mynediad i AU yn gymhwyster sy'n paratoi pobl heb gymwysterau traddodiadol ar gyfer astudio yn y brifysgol. Mae Cynllun Cydnabyddiaeth QAA yn darparu'r fframwaith rheoleiddio ar gyfer cydnabod a rheoleiddio cyrsiau Mynediad i AU. Mae QAA yn trwyddedu Asiantaethau Dilysu Mynediad i ddatblygu, sicrhau

ansawdd a dyfarnu Diplomau Mynediad i AU. Yng Nghymru, mae QAA yn trwyddedu Agored Cymru sydd â 1,794 o ddysgwyr wedi'u cofrestru ar hyn o bryd.

### Gwelliant

23. Mae QAA yn arwain ar fentrau gwella ansawdd fel rhan o Aelodaeth QAA<sup>1</sup> yng Nghymru, ac mae gan yr asiantaeth hanes hir o ddatblygu gwelliant. Yng Nghymru mae QAA yn cefnogi ac yn ariannu [Prosiectau Gwelliant Cydweithredol](#) dan arweiniad y sector, yn seiliedig ar feisydd blaenoriaeth a diddordeb cyffredin ar draws darparwyr AU a chyrrf y sector, sydd hefyd yn cynnwys cydweithredu rhwng AU a cholegau yng Nghymru. [Dyma'r prosiectau sydd ar waith:](#)
  - a. Asesiad arloesol
  - b. Ymgysylltiad myfyrwyr â dysgu
  - c. Menter Gyflogadwyedd Cyfrwng Cymraeg
  - ch. Gwreiddio gwersi a ddysgwyd yn sgil COVID-19 i wella cymunedau dysgu
  - d. Datblygu adnoddau ar gyfer myfyrwyr Ô-R Ymchwil i gynorthwyo â pharatoi ar gyfer eu viva (Ariennir y prosiect hwn trwy gyllido gwelliant cydweithredol Cymru, ond daeth i fodolaeth yn dilyn galwad ganaelodaeth ledled y DU.)
24. Roedd QAA Cymru'n bartner ym mhrosiect Cronfa Buddsoddiad ac Adferiad Addysg Uwch (HEIRF) a ariennir gan CCAUC, dan arweiniad Prifysgol Glyndŵr Wrecsam ar ran Rhwydwaith Dysgu ac Addysgu (LTN) Prifysgolion Cymru. Cynhaliodd QAA adolygiad thematig o ddysgu digidol ym mhob sefydliad AU yng Nghymru, ac roedd cwmpas yr adolygiad yn cynnwys trefniadau gyda phartneriaid cyflwyno yn y sector AB. Bydd yr adolygiad yn cyfrannu at gynllun gwella dysgu digidol ar gyfer y ddwy flynedd academaidd nesaf.
25. Mae QAA yn cynnal Rhwydwaith Ansawdd Cymru (RhAC), dan gadeiryddiaeth proffesiynwr ym maes ansawdd addysg uwch yng Nghymru. Mae'r rhwydwaith hwn yn caniatáu rhannu arfer da ar draws y sector, ac mae iddo thema barhaus o rannu canmoliaeth o Adolygiadau Gwella Ansawdd. Yn ddiweddar, mae QAA wedi cynnal cyfarfod ar y cyd rhwng RhAC a Fforwm Ansawdd QAA yr Alban (TQF) i rannu dulliau o srichau ansawdd a gwelliant ar draws y gwledydd datganoledig.
26. Mae QAA yn cefnogi Rhwydwaith Uniondeb ac Asesu Cymru sy'n eiddo i'r sector ac ariennir gan CCAUC, sy'n dwyn ynghyd gynrychiolwyr staff a myfyrwyr o bob rhan o'r sector yng Nghymru i drafod a rhannu dulliau Cymru-gyfan o gryfhau uniondeb academaidd. Mae pob sefydliad AU yng Nghymru bellach wedi arwyddo i ymuno â [Siarter Uniondeb Academaidd](#) QAA.

### Ymgysylltiad QAA ag AB

27. Mae QAA yn ymgysylltu â darparwyr addysg bellach sy'n cyflwyno addysg uwch trwy ddau brif fodd: adolygiadau (QER neu GQRW) a thrwy weithgareddau penodol ar gyfer yr aelodaeth. Mae gan QAA chwe aelod AB yng Nghymru ac mae'n cynnal Rhwydwaith Polisi ac Arfer AU mewn Colegau ledled y DU, sy'n agored i holl Aelodau AU mewn Colegau yng Nghymru, Gogledd Iwerddon a Lloegr. Mae aelodau AU mewn Colegau yng Nghymru hefyd yn aelodau o Rwydwaith Ansawdd Cymru. Gwahoddir QAA hefyd i gyfarfodydd Rhwydwaith AU Colegau Cymru.

<sup>1</sup> Mae'r darparwyr AU canlynol yn aelodau o QAA: Prifysgol Aberystwyth, Prifysgol Bangor, Prifysgol Caerdydd, Prifysgol Ffetropolitan Caerdydd, Coleg Caerdydd a'r Fro, Coleg Cambria, Coleg Gwent, Coleg Gŵyr Abertawe, Grŵp Llandrillo Menai, NPTC, Prifysgol Abertawe, Prifysgol De Cymru, Prifysgol Cymru y Drindod Dewi Sant a Phrifysgol Glyndŵr Wrecsam.

## QAA ac Estyn

28. Mae QAA yn gweithio o fewn fframwaith ansawdd ledled y DU y cytunwyd arno gan Bwylgor Sefydlog y DU ar gyfer Asesu Ansawdd sydd, yn ei dro, yn seiliedig ar Safonau a Chanllawiau Sicrwydd Ansawdd Ewrop. Elfen allweddol o fframwaith ansawdd y DU yw Côd Ansawdd y DU, gyda QAA yn ei warchod, sy'n nodi disgwyliadau'r sector ar gyfer sicrhau ansawdd yn effeithiol. Mae QAA yn defnyddio proffesiynwyr ym maes ansawdd i gynnal eu hadolygiadau ar sail disgwyliadau y cytunwyd arnynt gan y sector. Gan fod sefydliadau AU yn hunanlywodraethol, mae'r dull hwn o gyd-reoleiddio yn sylfaenol i'r adolygiad o sefydliadau sy'n darparu addysg uwch.
29. Mae QAA yn cwrdd ag Estyn a CCAUC yn rheolaidd i drafod meysydd o ddiddordeb cyffredin, ac mae ganddynt femorandwm cyd-ddealltwriaeth tair-ffordd i sicrhau cydweithrediad effeithlon ac effeithiol o ran ein meysydd gwaith. Yn ein hadolygiadau o golegau AB, mae timau adolygu QAA yn defnyddio adroddiadau arolygu Estyn perthnasol lle maent ar gael fel ein prif ffynhonnell dystiolaeth er mwyn lleihau'r baich rheoleiddio ar sefydliadau. Rydym yn defnyddio'r cyfarfodydd teiran i gadarnhau a thraford unrhyw feysydd sy'n peri pryder.
30. Mae QAA wedi bod yn cyfarfod yn rheolaidd ag Estyn gydol y flwyddyn ddiwethaf i drafod a dod i ddeall ein dulliau o ymdrin ag ansawdd, i archwilio sut y gallwn weithio'n fwy effeithiol yn y dyfodol er mwyn darparu sicrwydd ansawdd a gwelliant mewn ffordd fwy cydgyssylltiedig a chydlynol fel rhan o system drydyddol yn y dyfodol. Rydym hefyd wedi bod yn archwilio cyfleoedd ar gyfer cydweithredu a chydweithio. Rydym wedi llunio papur ar y cyd ochr-yn-ochr ag awgrymiadau ar gyfer prosiectau cydweithredol yr ydym wedi'u rhannu â CCAUC a Llywodraeth Cymru.
31. Mae un maes posibl o weithio ar y cyd, sef cyfranogiad myfyrwyr mewn ansawdd ar draws addysg drydyddol, wedi cael ei ddefnyddio gan CCAUC a Llywodraeth Cymru yn eu gwaith ar ymgysylltu â dysgwyr a phartneriaeth myfyrwyr wrth ddatblygu set o egwyddorion a rennir. Mae QAA ac Estyn yn ymwneud â gweithdai sydd ar y gweill a drefnwyd gan CCAUC a Llywodraeth Cymru, ac fel rhan o'r prosiect ehangach mae yna gynlluniau i QAA ac Estyn weithio ar y cyd ar brofi'r egwyddorion gyda'r sector trydyddol yn gynnar yn 2022.

## Addysg Draws-wladol (TNE) a threfniadau diliysu

32. Mae'r adolygiad o ddarpariaeth gydweithredol wedi'i gynnwys yn y QER ar gyfer sefydliadau rheoledig. Mae datblygu a hyrwyddo diwylliant o ansawdd fel rhan o frand ehangach y DU wedi helpu o ran gwella ansawdd yr addysg a ddarperir yn rhngwladol. Mae gan bob sefydliad rheoledig yng Nghymru fynediad i'r pecyn ar gyfer Mewnwelediad Rhngwladol sy'n rhan o gynnig aelodaeth QAA; mae'n darparu adnoddau a digwyddiadau sydd â'r nod o wella ansawdd a rheoli risg mewn Addysg Draws-wladol (TNE).
33. Bellach mae QAA yn rheoli'r cynllun gwirfoddol [Gwerthuso Ansawdd a Gwelliant TNE](#), a elwir yn *QE-TNE*. Comisiynwyd y dull gan gymdeithas Prifysgolion y DU a *GuildHE*, ac mae wedi cael ei lunio trwy ymgynghori â rhanddeiliaid yn y sector addysg uwch yn y DU ac ar draws y byd. Mae holl sefydliadau AU Cymru wedi cael eu hariannu gan CCAUC i gymryd rhan yn y cynllun dros y cyfnod gweithredu o bum mlynedd. Gall yr holl sefydliadau sy'n cymryd rhan a'u partneriaid TNE tramor ddefnyddio'r Marc Barcud *QE-TNE*, sy'n ddatganiad cyhoeddus o'u hymrwymiad i ansawdd.

34. Mae gan QAA berthynas agos â llawer o asiantaethau ledled y byd trwy femoranda cyd-ddealltwriaeth ac mewn llawer o wledydd lle mae TNE y DU yn cael ei darparu mewn niferoedd sylweddol. Mae hyn yn rhoi cyfle am ddeialog dwy-ffordd ynghylch unrhyw bryderon.
35. Mae gan CCAUC bolisi cwynion a gall ofyn i QAA ymchwilio i bryderon trwy Ymchwiliad i Answedd Anfodhaol. Ar hyn o bryd rydym yn adolygu'r dull hwn fel rhan o'n cylch adolygu arferol.



Arolyglaeth El Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

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**Ymateb i Ymgynghoriad / Consultation Response**

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<b>Rhif Ffôn / Tel No:</b>	029 2044 6446
<b>Dyddiad / Date:</b>	25 November 2021
<b>Pwnc / Subject:</b>	Tertiary Education and Research (Wales) Bill – Briefing paper prior to Estyn's attendance at CYPE on 9 December 2021.

#### Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, independent specialist colleges, further education, adult learning in the community, local government education services, work-based learning including apprenticeships and employability programmes, Welsh for adults, youth and community work training, and teacher education and training.

Estyn may give advice to the Welsh Parliament on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

We welcome the opportunity to provide evidence as part of the Children and Young People and Education Committee's scrutiny of the general principles of the **Tertiary Education and Research (Wales) Bill** ('the Bill'). This initial briefing paper is provided to support our appearance in the CYPE Committee alongside QAA on the 9 December 2021. We will consider whether we need to submit further evidence prior to the Committee's closing date of 17 December 2021.

Overall, we welcome the changes that have been made to the draft Bill. Many of the suggestions for improvement that we made as part of the initial consultation on the Bill have been made.

In particular, we welcome the clarity of the strategic duties for the Commission in part 1 of the Bill as introduced. The duty for promoting continuous improvement and collaboration are ones that we strongly support. However, while these duties have been added to Part 1 of the Bill, other parts of the Bill have not been clearly linked back to referencing these strategic duties. For example, in Part 2, chapter 2 it would help if the title for the section on quality assurance referred directly to "Quality assurance and improving quality to support the strategic duty to promote continuous improvement".

We submitted a [detailed response to the consultation on the Draft Bill](#) in December 2020. In that response we set out our overall view that establishing the Commission for Tertiary Education and Research has the potential to improve coherence in post-16 education and training, particularly in terms of the connection between higher and further education, but that the policy thinking relating to the 16-19 education and training age range needs greater clarity. While the addition of a strategic duty to promote collaboration and coherence is welcomed, it is still not clear how the Commission will require this to ensure it happens. Is there a strong enough focus built in to require greater collaboration between providers and other bodies?

In terms of effective transition for learners from compulsory to post-compulsory education and training, in light of the Curriculum for Wales and Curriculum and Assessment Act, is there a strong enough focus in the Bill as introduced on wellbeing and the aims of the four purposes to develop young people into capable adults?

In general, we welcome the amendments to the Draft Bill which appear in the Bill as introduced. We agree with the amendment to Part 3, section 91 of the Bill as introduced to require the Commission to secure the provision of proper facilities in Wales for relevant education and training for eligible persons over 19 years of age that is suitable to their requirements. This will support the commitments to lifelong learning identified in the Programme for Government.

We welcome the provisions as set out in Chapter 2 of the Bill as introduced for the Chief Inspector to retain statutory powers for education and training at post-16.

There are several regulations which apply to Estyn's role. In all cases, the proposed procedure for the approval of the regulations by the Senedd is 'negative'.

These regulations in general allow useful flexibility. We agree that this is the appropriate procedure for the regulations proposed in these sections. We feel there is a gap in our current inspection work to support the post-16 education and training workforce. We have powers to inspect the training of the workforce for initial education in sixth forms and for youth and community worker training.

Regulations under section 59 (2) 'may include functions with respect to training of or for teachers, lecturers, trainers or other persons engaged in the provision of such education or training'. This would ensure a more coherent oversight and assurance of workforce training across all the sectors we inspect.

In our original consultation response to the Draft Bill (Q8), we noted the use of the terms 'encourage' and 'reasonable' in relation to the Commission's strategic duty to promote tertiary education through the medium of Welsh (Section 8 of the Bill as introduced). To avoid ambiguity, it would be clearer and more strategically focused to state that the Commission has a duty to ensure that there is sufficient provision through the medium of Welsh and to delete any references to 'reasonable', which is open to individual or organisational interpretation. In a similar vein, it would be clearer to replace the use of the word 'encourage' in Section 8 (c) of the Bill with 'require' and impose a statutory duty on the Commission to achieve these aims.

As Estyn is a non-ministerial civil service department, it is appropriate for the funding for our core work to continue to be allocated centrally through the current well-established funding route as part of Estyn's global core budget as one allocation, rather than partly through the Commission. We welcome the principle that the Commission would have the 'discretion to make additional resources available to Estyn from within its own budget for additional inspections and for further advice and information that Estyn might be able to provide on matters of quality assurance and improvement' (12.25 in Explanatory Memorandum). However, we believe that for our core allocation to be sufficient to undertake our statutory work, this should come through our existing funding mechanism, as mentioned above.

Our scope in inspecting and providing advice to policy makers is broad and covers all education and training provision funded in Wales, other than that currently funded and regulated via HEFCW. Estyn is an authoritative independent voice. We are independent of government and will be independent of the Commission, which is vital so that we can inspect and report on the state of education and training in Wales without fear or favour to provide public assurance and promote improvement. We have a well-established and effective infrastructure to deliver high quality inspection and quality assurance. We have strength in depth and, in our pool of HMIs, we are able to draw on a unique range of skills and expertise, all of which would be available to the support the tertiary sector going forward.

There are sectors of post-16 education and training that are currently out of scope of the oversight of the Commission which we inspect and provide assurance regarding quality, so funding our work centrally would be more coherent. It will be important to recognise in any quality framework the value of independent inspection and advice to support the Commission in its quality monitoring role.

In addition to the areas of post-16 provision that will come under the remit of the Commission, we also inspect other aspects of post-16 education and training such as independent specialist colleges, learning in the justice sector, employability and

skills (Traineeships and then moving to the Jobs Growth Wales Plus programmes), Welsh for Adults, careers services and initial teacher education for schools.

Through our links with these sectors, we have an important role to build capacity in these sectors, being able to share and promote good practice across the wider post-16 sector in Wales. It will be important to consider whether any of these other post-16 sectors should also come under the remit of the Commission.

We are committed to working collaboratively and acknowledge that the relationship with the Commission would require strong communication and liaison, but this is not a concern. We already have strong working relationships with Welsh Government, QAA and HEFCW and have started to develop shared approaches to aspects of quality across areas of further and higher education and training. We also have strong productive relationships with the sectors that we inspect. There is no reason to suppose that the quality of these would be in any way different with the Commission. We have a long tradition of identifying and promoting best practice through our thematic reviews, case studies and conferences.

If the Committee would like a greater understanding of our current approaches to inspection, identifying and promoting best practice through our thematic reviews, case studies and conferences we can provide this.

Over time we have refined our models of inspection to secure value for money. We already have a full inspection arm, supported by a well-established and efficient corporate services team. No additional costs will be incurred setting up a new infrastructure to support our work.

We are currently working with a reference group to consider amendments to our inspection arrangements before restarting inspections in the spring term. Many important aspects of how we approach our work will remain the same – such as

- our peer inspector programme
- engagement of learners through questionnaires and a wide range of interactions with learners on inspections
- training and deployment of student inspectors on inspections of further education colleges

CYPE(6)-08-21 – Papur 7

## Tertiary Education and Research Bill

### NEU Cymru key areas of interest

#### About NEU Cymru

The National Education Union Cymru represents teachers, lecturers, leaders, and support staff across the school and FE sectors in Wales. NEU Cymru is represented on the Joint Trade Unions (JTU) FE for lecturers and managers in FE colleges in Wales.

NEU Cymru believes we must value education by valuing educators.

#### Our response

NEU Cymru welcomes the opportunity to give evidence to the Children, Young People and Education Committee on the general principles of the Tertiary Education and Research Bill. Overall, we welcome the vision of the Commission, and recognise the challenges in the sector, as set out in the Hazelkorn Review.

However, there are a series of concerns with the Bill as drafted, which we believe should be addressed, in order to realise the vision, and fit in with wider Welsh Government aims.

We aim to submit a fuller response as part of the call for evidence, but have set out a series of key concerns below.

#### Social partnership and fair work

We believe that “Promoting social partnership and fair work” should be one of the Commissions strategic duties, in keeping with Welsh Government’s commitment to social partnership. This will require an amendment to the Bill.

Social partnership is an important principle which should underpin everything the Commission does, as it is about the importance of co-construction with the workforce. The workforce will be critical in ensuring that the Commission operates in supporting learners in Wales, and must be heard and supported, in line with principles set out in the Fair Work Wales Report<sup>1</sup>.

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<sup>1</sup> <https://gov.wales/sites/default/files/publications/2019-05/fair-work-wales.pdf>

Social partnership and fair work are key pins in the programme for government, as is building a strong economy, and offering a young person's guarantee. It is clear the Commission will have a key role to play in terms of life-long learning and employment, and it is therefore critical that social partnership and fair work are part of its strategic aims, and support the Commission in enabling Welsh Government's vision for a strong, fair work economy.

Since the Commission's main function appears to be Commissioning providers for the tertiary sector, it is critical that social partnership and fair work are there at its heart. We would hate to see a situation where profit comes above fair terms and conditions, as we have seen with supply teachers – providers must be committed to social partnership and fair work.

### **School 6<sup>th</sup> forms**

We are extremely concerned that the power to close school 6<sup>th</sup> forms is passing to the Commission, under the Bill. School 6<sup>th</sup> forms are not education providers in isolation, learners in 6<sup>th</sup> forms form part of a wider school community.

We believe learners have the right to choose the provision which is right for them after they finish their GCSEs. Some learners will flourish in schools, whilst others will prefer their local FE college – and there should be a thriving range of provision for learners to choose from close to home.

Whilst lecturers currently have a common FE contract across Wales, they do not have access to school teachers' pay and conditions, or pensions. It is therefore critical that safeguards are put in place to protect the terms and conditions of teachers in the sector – indeed, lecturers should have the same pay and conditions.

We understand that some school 6<sup>th</sup> forms are already under pressure not to put on courses which are running at local FE colleges – this alone should not be a reason to stop a course, and could undermine the provision and viability of the school 6<sup>th</sup> form. Our members teaching a subject across GCSEs and A levels believe they are able to offer experience to learners which supports them continuing in their study, and it is critical we keep this vital link where possible.

We would agree with the Education Workforce Council that the power to close school 6<sup>th</sup> forms being moved to the Commission undermines local democracy and representation.<sup>2</sup>

### **Trade union representation**

The Bill as drafted allows for only two trade union representatives to be selected by Welsh Ministers as associate members of the board. This is disappointing, and does not represent the plurality of staff groups who will be employed by the Commission and its providers.

The Commissions board should have representatives from the following groups, at least, who should not be chosen by Welsh Ministers:

- Lecturers in FE
- Managers in FE
- Teachers
- Support staff
- Learning support staff

As stated above, social partnership is extremely important to the Welsh Government, so undervaluing the expertise of trade unions within the Commission is very disappointing. Training for the workforce is critical and must be supported by trade union representation on the board.

### **Asymmetric duties**

NEU Cymru are concerned about the nature of different expectations on different providers – which could lead to a disproportionate workload on some education professionals. This appears to be a maintenance of the status quo, rather than a strategic look at the tertiary education sector as a whole.

Below we have set out an illustration of some expectations which fall on different providers:

	<b>School 6<sup>th</sup> form</b>	<b>FE</b>	<b>HE</b>
Estyn inspection	Yes	Yes	No
Staff register with Education	Yes	Yes	No

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<sup>2</sup> <https://www.ewc.wales/site/index.php/en/documents/research-and-statistics/consultations/2716-ewc-response-to-the-welsh-government-consultation-on-the-draft-tertiary-education-research-bill/file.html>

Workforce Council			
School teachers pay and conditions	Yes	No	No
Academic freedom	No	No	Yes
New curriculum and reform of qualifications	Future	Future	No

We are particularly concerned about the role of Estyn in the tertiary sector, and would question why Estyn has this role.

This will be particularly important if we consider different providers roles in terms of different cohorts in the tertiary sector. For example, who is responsible for the 14-19 pathway, which currently supports some learners, including those who may otherwise be not in employment, education or training (NEET)?

Currently, some FE colleges provide HE courses. However, lecturers of these course are often not able to access the same terms and conditions as those within HE settings. This has huge implications in terms of workload, pay and conditions. It is vital that there is fair work in terms of terms and conditions for the whole workforce across the tertiary sector.

**For further information please contact:**

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### Bil Addysg Drydyddol ac Ymchwil (Cymru)

Pwyntiau cychwynnol i'r Pwyllgor Plant, Pobl Ifanc ac Addysg  
Tachwedd 2021

Mae UCAC yn undeb sy'n cynrychioli athrawon, arweinwyr ysgol, tiwtoriaid a darlithwyr addysg bellach ac addysg uwch ledled Cymru.

Rydym yn ddiolchgar am y cyfle i gyflwyno'r pwyntiau cychwynnol hyn i'r Pwyllgor cyn y sesiwn dystiolaeth lafar ar 9 Rhagfyr. Byddwn yn cyflwyno dystiolaeth ysgrifenedig lawnach fel rhan o ymgynghoriad y Pwyllgor erbyn y dyddiad cau ar 17 Rhagfyr.

#### Dosbarthiadau chwech mewn ysgolion

Rydym wedi mynegi pryderon sylweddol mewn ymgynghoriadau blaenorol ynghylch y pwerau pellgyrhaeddol fydd gan y Comisiwn mewn perthynas ag ad-drefnu darpariaeth chweched dosbarth, ac mae ein pryderon am y mater hwn yn parhau.

Rydym yn derbyn yn llwyr mai un o brif amcanion y Comisiwn yw creu sector trydyddol mwy cydlynus. Fodd bynnag, teimlwn yn gryf bod angen cydnabod nad yw dosbarthiadau chwech yn sefydliadau ynysig y mae modd dod i benderfyniadau yn eu cylch dim ond yng nghyd-destun addysg drydyddol. Mae dosbarthiadau chwech yn rhan o sefydliadau ehangach, ac er bod trefn wahanol ar gyfer cyllido addysg oedran orfodol ac addysg ôl-16, mae cydberthynas creiddiol rhwng dosbarthiadau chwech a gweddill yr ysgol y maent yn rhan ohoni.

Nid ydym o'r farn mai'r Comisiwn fyddai yn y lle gorau i wneud penderfyniadau ynghylch dosbarthiadau chwech a allai effeithio ar natur a chynaladwyedd y ddarpariaeth oedran ysgol orfodol.

Mae'r pryder hwn yn arbennig o gryf yng nghyd-destun addysg cyfrwng Cymraeg, gan mai dosbarthiadau chwech yw'r unig sefydliadau sy'n darparu

addysg cyfrwng Cymraeg mewn sefydliad cyfrwng Cymraeg, hynny yw, parhad o'r model trochi, sy'n fethodoleg mor effeithiol ar gyfer datblygu sgiliau ieithyddol, beth bynnag yw'r pynciau a astudir. Mae hyn yn dal i fod yn wir er gwaethaf cynnydd calonogol yn y ddarpariaeth Cymraeg a dwyieithog mewn colegau addysg bellach.

Mae'r defnydd o'r ymadrodd 'Rhesymoli darpariaeth chweched dosbarth' ('Rationalisation of sixth form provision') wrth wneud newidiadau i'r Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013, wrth drafod darpar-bwerau Comisiwn, yn gwneud dim i leihau'r amheuon yng'hylch y bwriad i drosglwyddo darpariaeth i'r sector addysg bellach.

### **Corff Ilywodraethu ysgolion – dyletswyddau**

Erbyn ein dystiolaeth lafar, a'n dystiolaeth ysgrifenedig lawn, byddwn wedi cael cyfle i ymchwilio ymhellach i'r maes hwn. Ond nodwn yma bryder cychwynnol yng'hylch dyletswyddau 'cyrff Ilywodraethu' mewn perthynas â dosbarthiadau chwech - a p'un ai oes eglurder llwyr yng'hylch ai corff Ilywodraethu'r ysgolion unigol sydd dan sylw, neu a oes cyfrifoldebau ar awdurdodau lleol yn y cyd-destun hwn. Mi fydd yn bwysig bod eglurder llwyr ym mhob achos, a bod y gofynion yn gydnaws â, ac yn rhesymol mewn perthynas â natur y corff.

### **Y Gymraeg a'r Coleg Cymraeg Cenedlaethol**

Unwaith eto, byddwn yn ymhelaethu ar y pwynt hwn yn nes ymlaen yn y broses. Fodd bynnag, mae rôl y Comisiwn mewn perthynas â'r Gymraeg, a hyrwyddo addysg ac ymchwil cyfrwng Cymraeg yn gwbl allweddol i nod Llywodraeth Cymru i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050. Bydd angen i'r gwaith hyn fod yn gwbl ganolog i'r Comisiwn, yn strategol ac yn rhagweithiol.

Rydym yn croesawu'r ffaith bod 'Hybu addysg drydyddol drwy gyfrwng y Gymraeg' yn un o ddyletswyddau strategol y Comisiwn - er y nodwn mai at addysg yn unig y mae'r cyfeiriad, ac nid at ymchwil (a oes rheswm penodol dros hynny?). Rydym yn awyddus i sicrhau bod darpariaethau'r Bil yn briodol o ran lefel yr her a'r cyfrifoldeb - ac yn benodol bod digon o eglurder ar

wyneb y Bil, yn hytrach na dibynnu ar wybodaeth yn y Memorandwm Esboniadol neu'r Asesiad Effaith ar y Gymraeg.

Gofynnwn a oes angen darpariaethau sy'n ymwneud â strwythur ac aelodaeth y Comisiwn (Atodlen 1) sy'n sicrhau lle a sylw i'r Gymraeg? A oes angen ffurfioli'r berthynas gyda'r Coleg Cymraeg Cenedlaethol ar wyneb y Bil – heb gyfyngu mewn unrhyw ffordd ar ryddid y Coleg i weithredu?

### **Partneriaeth Gymdeithasol a Gwaith Teg**

Gan nad yw'r Bil Partneriaeth Gymdeithasol a Chaffael Cyhoeddus wedi dod i fodolaeth eto, teimlwn y dylai'r Bil hwn sicrhau cyfeiriadau priodol at rôl ganolog gweithio mewn, a hyrwyddo partneriaeth gymdeithasol a gwaith teg a hynny ar wyneb y Bil. Gallai hyd yn oed fod yn un o'r Dyletswyddau Strategol; mi fyddai hynny'n gydnaws â bwriad ac uchelgais Llywodraeth Cymru yn y maes hwn.

### **Aelodaeth y Comisiwn**

Rydym yn bryderus dros ben ynghylch rhai agweddau o aelodaeth y Comisiwn (Atodlen 1).

Nid yw'n glir beth yw pŵer a dylanwad aelodau cyswllt – heblaw am y ffaith nad ydynt yn gymwys i bleidleisio yn unrhyw drafodion y Comisiwn.

Pryderwn y gallai bod cyn lleied â dau aelod cyswllt yn cynrychioli'r gweithlu – un i gynrychioli'r gweithlu addysg drydyddol 'academaidd' a'r llall i gynrychioli'r gweithlu addysg drydyddol 'anacademaidd'. Mae'n anodd dirnad sut y bydd modd i'r unigolion hyn gynrychioli ystod mor eang, niferus ac amrywiol o'r gweithluoedd, yn pontio o leiaf pum sector gwahanol. Rydym yn teimlo bod y trefniant yn gyfan gwbl annigonol ac y dylid cynyddu'r nifer o lefydd wedi'u gwarantu er mwyn sicrhau cynrychiolaeth briodol.

Ymhellach, mae gennym bryder ynghylch rôl Gweinidogion Cymru yn y 'penodiadau' hyn.

Yn yr un modd, pryderwn fod y gynrychiolaeth ar gyfer dysgwyr yn annigonol. Nid yw'n bosib i un dysgwr gynrychioli safbwytiau dysgwyr ar draws holl rychwant darpariaeth drydyddol. Unwaith eto, gofynnwn am ystyriaeth i godi'r lleiafswm o niferoedd sydd wedi'u gwarantu.

Mae cyfngiadau ar y ddogfen hon



<p>Unit 33 The Enterprise Centre Tondu, Bridgend CF32 9BS</p> <p>Telephone/Ffon Fax/Ffacs Email/Ebost</p>	<p>Uned 33 y Ganolfan Anturiaeth Tondu, Pentybont-ar-ogwr CF32 9BS</p> <p>01656 721951 01656 723834 <a href="mailto:bridgend@ucu.org.uk">bridgend@ucu.org.uk</a></p>
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Email Only

### Children, Young People and Education Committee – CTER Headlines

The University and College Union (UCU Wales) represents almost 7,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians, and postgraduates in universities, colleges, adult education and training organisations across Wales.

UCU Wales welcomes the opportunity to offer evidence to the Committee.

#### Policy Headlines

- The Commission must support life-long learning. Funding must support a flexible offer across coherent pathways. Addressing damage which will likely continue well into the summer of 2023, the Commission will need to facilitate the movement of learners from employment or business into different stages of tertiary education.
- It is essential that the Bill supports the scaffolding for collaboration. Afterall collaboration across different areas in the sector will promote the necessary flexibility and mobility for genuine lifelong learning.
- Acknowledging the need for agility, success can only be delivered through a settled strategy which delivers conditions of certainty. Not only will this incentivise collaboration with business but also provide the Commission with room to embed.
- The bill makes express reference to collaboration but is silent on social partnership. Whether at the point of strategy or high-level

planning, social partnership provides the best context in which to respond to rapid and sudden change.

- Quality assurance must support collaborative quality enhancement. Heavy handed external inspection will shut down the space for professional innovation. The delivery of new qualifications and partnerships necessitates highly motivated and professionally curious educators. Similarly, the delivery of excellent R & D in higher education requires a strong right of individual academic freedom.
- We would like the Commission to regulate in the Welsh national interest. Similarly, the effectiveness of institutional governance must be measured by its benefit to staff & learners and contribution to the Welsh public good.

## Possible Areas for Amendment

### Section 1 – Social Partnership and Fair Work

Social partnership and fair work constitute an established core Welsh Government methods/objective which predate both the TER and Social Partnership & Procurement Bill. Consequently, the Bill should be aligned to include them as overarching principles.

#### Part 1, S2 (d)

*(d) is organised coherently to facilitate movement of learners through different stages of tertiary education and into employment or business;*

Lifelong learning and economic development will need the Commission to coherently facilitate movement of learners from employment or business into different stages of tertiary education.

#### Part 1, S4 (b)

*b) encourage employers in Wales to participate in the provision of tertiary education*

Whilst UCU Wales welcomes employers' collaboration in terms of planning and development, this requires further clarification.

## **Part 1, S11 (2)**

*(2) The Welsh Ministers may at any time amend the statement published under subsection (1) (including by replacing it entirely).*

The new Commission cannot plan effectively if strategic priorities are subject to sudden or major change. Cross sector collaboration with key stakeholders (particularly business) requires certainty and flexibility. The conditions under which such changes might occur must be clarified or expressed.

## **Part 1 S13 (2)**

*(3) The Welsh Ministers must consult the Commission before they modify its plan under 25 subsection (2)(b)*

As argued, if the Minister amends the strategy without recourse to consultation, this not only provides conditions of uncertainty but potentially bypasses social partnership. Similarly, if the Minister consults around matter which touch upon high level planning, this then begs the question as to what the Commission is for – as it will, in effect, establish her or him as the Commissioner.

## **Part 1 S.15**

*15 Academic freedom of providers of higher education (1) In exercising their functions under this Act, the Welsh Ministers and the Commission must have regard to the importance of protecting the academic freedom of tertiary education providers in Wales that provide higher education (so far as the freedom relates to higher education). 20 (2) In this section, “academic freedom” includes (among other things) the freedom of tertiary education providers— (a) to determine the contents of particular higher education courses and the manner in which they are taught, supervised or assessed, (b) to determine the criteria for admission of students to higher education courses and to apply those criteria in particular cases, and (c) to determine the criteria for the selection and appointment of academic staff and to apply those criteria in particular cases.*

*16 Freedom of speech of academic staff at providers of higher education In exercising their functions under this Act, the Welsh Ministers and the Commission must have regard to the importance of protecting the freedom*

*within the law of academic staff at tertiary education providers in Wales that provide higher education— (a) to question and test received wisdom, and (b) to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at the tertiary education providers.*

Citing potential economic damage if the Welsh Government do not include an individual right to academic freedom, UCU Wales recommends that the bill adopt the Irish Republic [definition](#) (Universities Act, 1997);

“A member of the academic staff of a university shall have the freedom, within the law, in his or her teaching, research and any other activities either in or outside the university, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions and shall not be disadvantaged, or subject to less favourable treatment by the university, for the exercise of that freedom.”

Whilst the drafters have adopted the formulation, they have done so as a weaker right to freedom of speech. UK government has consistently confused the boundaries between freedom of speech and academic freedom meaning that the former now exists in a vexed context. Moreover, the right to academic freedom entails a far more extensive set of accompanying responsibilities. UCU Wales believes that, since what the Bill describes is in fact an individual right to academic freedom, it should be defined as such. This will avoid the possibility of controversy and complications down the line.

#### **Part 1 S.19 (6)**

*6) Before giving a direction under this section, the Welsh Ministers must consult the Commission*

As above. To what degree will the Commission be required to work in social partnership?

#### **Part 2 S.25 (b)**

*(b) the effectiveness of the governance and management of the applicant tertiary education provider (including its financial management)*

There is continued support for cooperative models in the Wales Programme of Government as well as the obvious points to be made about social partnership and fair work.

We accept that many of the practices (casualisation, excessive workload, de-skilling/professional erosion, non-coherence and cooperation) have their origins in a model of funding and corporate outlook which favours competition over collaboration. Chaired by Grahame Reid, Strength in Diversity sets out how Welsh universities can collaborate, build on existing research excellence in Wales, and make Welsh research and innovation more visible across the UK and internationally. In doing so, Welsh universities can be well-placed to collaborate with partners including public authorities in the delivery of regional investment approaches. The report implicitly makes the point that Wales is too small to entertain models which foster excellence through competition by suggesting that institutions need to pool resources ahead of R&D applications. Moreover, the focus on equity within the current programme of government and statistical milestones discounts a process which is built around winners and losers.

If the Commission to regulate in the Welsh national interest, the effectiveness of institutional governance must be measured by its benefit to staff & learners and contribution to the Welsh public good.

## **Part 2 S.52 to S.67**

Whereas university quality assurance is effectively covered off in 3 sections, colleges, sixth forms, WBL & adult education commands 11. This evidences a substantial imbalance which might find the regulatory requirements for sixth form (by far the smallest element) driving arrangement for the rest of the sector.

UCU Wales believes that we need to find a better synergy which supports professional autonomy whilst creating the space for collaborative professional learning (as occurs in Finland, Singapore, etc). Acknowledging that arrangements for HE are covered elsewhere, UCU feels that the inclusion of 'quality enhancement' as a principle in schedule 1 would go some way towards framing a policy objective.

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**UNISON Cymru Wales – headline response to the Senedd CYPE committee on the Tertiary Education and Research (Wales) Bill**

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1. UNISON is broadly supportive of the Tertiary Education and Research (Wales) Bill.
2. UNISON would like to seek further clarity on the governance arrangements and the level of control Welsh Government will have over the new Commission for Tertiary Education and Research.
3. It is important to consider this in the wider context of social partnership, and within the legislative framework of the Social Partnership and Public Procurement Bill. The higher education sector in Wales has had an ad hoc approach to participation and engagement in the social partnership mechanisms. UNISON has consistently raised concerns about this and we have concerns about how this will translate in a new Commission that is bringing together the whole post-16 education sector.
4. There is a need to ensure equity across the sector for funding allocations. Whilst UNISON is supportive of bringing together the tertiary education sector, there will undoubtedly be challenges in overcoming the long-term and deeply rooted perceptions that favour higher education.
5. UNISON believes that the contentious and challenging nature of the policy debate around Higher Education funding partially rests upon the fact that the ‘royal route’ to Higher Education continues to benefit and reinforces the privileges of the most affluent in society. Addressing the social inequalities which play out within the education system as a whole and which then goes on to shape people’s life chances and opportunities within the labour market is an essential part of building

a consensus around a fair and sustainable way of funding higher education.

6. By comparison, the further education sector has been neglected and underfunded. UNISON believes that our education system has been hampered by a class-based dichotomy between education for a career and training for a job. Despite generations of discussion on the need for parity of esteem for all models of learning, the divide remains as wide as ever. There is a fundamental need for all parts of the education sector to function coherently with shared concepts of knowledge, skill, and achievement.
7. UNISON agrees that the establishment of the Tertiary Education Commission will go some way to overcome these concerns, the establishment of the commission will not be enough and must be addressed proactively.
8. There is a need to recognise the differing structures across the tertiary education sector. The higher education sector has an all-Wales pay and grading system. Further education is moving slowly towards this same approach, but currently struggles with recruitment and retention because of inferior pay, terms, and conditions. In essence, if the sector is to function as one, a two-tier workforce must be guarded against.
9. Furthermore, sixth form colleges are allied to local government and so is another, differing structure that needs to be considered.
10. The commission and the benefits of unifying the tertiary education sector cannot be saved for the academics and professionals alone. Education and business support staff are integral to the tertiary education sector and must be valued as such. All staff should be directly employed within the sector and paid accordingly. All staff should be paid at least the foundation living wage.
11. Other types of adult education need to be fully considered – including workplace training and learning which gives many opportunities for developing core skills, confidence, and career

progression for all staff, but particularly those on lower pay. As we move towards carbon net-zero it is essential that we prioritise a just transition, and tertiary education will form a key part of that.

# Eitem 6.1

## CYPE(6)-08-21 – Papur i'w nodi 1

**Y Pwyllgor Plant, Pobl Ifanc ac Addysg**

**Children, Young People and Education Committee**

Sally Holland

Comisiynydd Plant Cymru

**Senedd Cymru**

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30 Tachwedd 2021

### Y cyfarfod ar 18 Tachwedd 2021

Annwyl Sally,

Diolch am ymddangos gerbron y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 18 Tachwedd 2021.

Yn ystod y cyfarfod hwnnw dywedasoch eich bod wedi cyflwyno papur i'r Gweinidog Cyfiawnder Cymdeithasol a oedd yn nodi'ch pryderon yngylch bylchau yn eich cylch gwaith statudol. A oes modd i chi roi copi o'r papur hwnnw i'r Pwyllgor cyn gynted ag y mae'n briodol gwneud hynny?

Gwnaethoch hefyd siarad yn fyr am rôl Byrddau Partneriaeth Rhanbarthol (RPBs) wrth wireddu'r potensial i'r trydydd sector gefnogi'r GIG i helpu pobl ifanc â'u hiechyd meddwl. A oes gennych unrhyw beth arall yr hoffech ei ychwanegu at y sylwadau a wnaethoch yn ystod y cyfarfod yngylch:

- pa mor effeithiol y mae Byrddau Partneriaeth Rhanbarthol yn cyflawni'r rôl honno;
- y potensial i'r trydydd sector gefnogi'r GIG i helpu pobl ifanc â'u hiechyd meddwl; a/neu
- yr heriau y mae'r GIG yn eu hwynebu wrth iddo ddarparu gwasanaethau cymorth iechyd meddwl i blant a phobl ifanc?

Soniasoch yn ystod y cyfarfod hwnnw y gallem ddisgwyl clywed gennych lawer mwy o weithiau cyn i'ch cyfnod yn eich swydd ddod i ben. Rwyf fi a fy nghyd-aelodau ar y Pwyllgor yn edrych ymlaen at ddarllen eich cyflwyniadau. Hoffwn achub ar y cyfle hwn, foddy bynnag, i ddiolch i chi, ar ran y Pwyllgor, am bopeth yr ydych wedi'i gyflawni yn ystod eich amser yn y swydd i wella bywydau plant a phobl ifanc. Dymunaf yn dda iawn i chi ar gyfer y dyfodol.

Yn gywir,



**Senedd Cymru  
Welsh Parliament**

Tudalen y pecyn 76

Jayne Bryant

Jayne Bryant AS

Cadeirydd, y Pwyllgor Plant, Pobl Ifanc ac Addysg

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



# Eitem 6.2

## CYPE(6)-08-21 – Papur i'w nodi 2

**Y Pwyllgor Plant, Pobl Ifanc  
ac Addysg**

**Children, Young People  
and Education Committee**

**Senedd Cymru**

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Cadeiryddion yr holl Fyrddau Partneriaeth  
Rhanbarthol

01 Rhagfyr 2021

### **Gweithio gyda'r trydydd sector i ddarparu gwasanaethau cymorth iechyd meddwl i blant a phobl ifanc**

Yn ddiweddar, clywodd y Pwyllgor Plant, Pobl Ifanc ac Addysg dystiolaeth gan Gomisiynydd Plant Cymru fel rhan o'n gwaith craffu ar ei hadroddiad blynnyddol a'i chyfrifon. Yn ystod y sesiwn dystiolaeth honno, gwnaethom ofyn i'r Comisiynydd i ba raddau yr oedd Byrddau Partneriaeth Rhanbarthol yn gweithio ochr yn ochr â'r trydydd sector i ddarparu gwasanaethau cymorth iechyd meddwl i blant a phobl ifanc.

Dyweddodd y Comisiynydd wrthym fod rhai enghreifftiau da iawn o ble, wrth sefydlu dull 'dim drws anghywir', mae rhai o'n rhanbarthau wedi gweithio'n effeithiol iawn gyda'r trydydd sector fel partneriaid.<sup>1</sup> Fe wnaeth ein hannog, fodd bynnag, i barhau i roi blaenoriaeth i graffu ar sut mae byrddau partneriaeth rhanbarthol a chyrff cyhoeddus eraill yn gweithio ochr yn ochr â'r trydydd sector i ddarparu gwasanaethau iechyd meddwl i blant a phobl ifanc.

Byddwn yn ddiolchgar, felly, pe gallich roi gwybodaeth i'r Pwyllgor am y canlynol mewn perthynas â darparu cymorth iechyd meddwl i blant a phobl ifanc:

- sut rydych chi'n gweithio ochr yn ochr â'r trydydd sector i gynllunio a darparu gwasanaethau cymorth;

<sup>1</sup> Pwyllgor Plant, Pobl Ifanc ac Addysg, [Cofnod y Trafodion: 18 Tachwedd 2021](#), paragraff 91



- enghreifftiau o fodelau gweithredol o ofal integredig a sut maen nhw'n rhoi sylw i'ch blaenoriaethau rhanbarthol ar gyfer plant a phobl ifanc (h.y. gwybodaeth am brosiectau / cynlluniau rydych chi'n ymgymryd â nhw ar hyn o bryd ochr yn ochr â'r trydydd sector: beth mae'r prosiectau / y cynlluniau yn ei wneud, pa sefydliadau'r trydydd sector sy'n cymryd rhan, pwy a all gyrchu'r gwasanaethau y mae'r prosiectau / cynlluniau yn eu darparu a ble, ac ati);
- ble mae gweithio mewn partneriaeth wedi gweithio'n dda, a ble rydych chi wedi dysgu gwersi o ran sut i'w wella yn y dyfodol; ac
- unrhyw gynlluniau sydd gennych yn y dyfodol ar gyfer gweithio mewn partneriaeth â'r trydydd sector, yr hyn yr ydych yn gobeithio ei gyflawni gyda'r cynlluniau hynny, a sut y cânt eu monitro a'u gwerthuso.

A oes modd i chi ddarparu'r wybodaeth y gofynnwyd amdani uchod erbyn dydd Gwener 14 Ionawr fan bellaf? Bydd y Pwyllgor yn gwneud penderfyniadau ynghylch pa feysydd gwaith i'w blaenoriaethu yn ystod cyfarfod cynllunio strategol a gaiff ei gynnal ar 27 Ionawr 2022. Bydd y wybodaeth a roddwch yn ddefnyddiol wrth inni wneud y penderfyniadau hynny.

Os oes gennych unrhyw gwestiynau neu os hoffech gael eglurhad ynghylch y pwynt uchod, mae croeso i chi gysylltu â chlercod y Pwyllgor ([SeneddPlant@Senedd.Cymru](mailto:SeneddPlant@Senedd.Cymru)).

Yn gywir,

Jayne Bryant AS

Cadeirydd, y Pwyllgor Plant, Pobl Ifanc ac Addysg

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



# Eitem 6.3

CYPE(6)-08-21 – Papur i'w nodi 3

Y Gwir Anrh/Rt Hon Mark Drakeford AS/MS  
Prif Weinidog Cymru/First Minister of Wales



Llywodraeth Cymru  
Welsh Government

Huw Irranca-Davies AS  
Cadeirydd  
Y Pwyllgor Deddfwriaeth, Cyflawnder a'r Cyfansoddiad  
Senedd Cymru

[SeneddDCC@senedd.cymru](mailto:SeneddDCC@senedd.cymru)

29 Tachwedd 2021

Annwyl Huw,

## Cytundeb Cysylltiadau Rhyng-sefydliadol: Uwchgynhadledd y Cyngor Prydeinig-Gwyddelig yng Nghymru

Yn dilyn fy llythyr ar 15 Tachwedd ynghylch y cytundeb cysylltiadau rhyng-sefydliadol, Uwchgynhadledd y Cyngor Prydeinig-Gwyddelig yng Nghymru a thrafodaeth Weinidogol, rithiol y sector gwaith leithoedd Brodorol, Lleiafrifol a Llai eu Defnydd, hoffwn dynnu eich sylw at fy [natganiad](#) yn gynharach yr wythnos hon, ac at [hysbysiad](#) y Cyngor Prydeinig-Gwyddelig sy'n crynhoi canlyniadau'r Uwchgynhadledd a'r drafodaeth Weinidogol.

Rwy'n anfon copi o'r llythyr hwn at Weinidog y Gymraeg ac Addysg, Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg a Chadeirydd y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon, a Chysylltiadau Rhyngwladol.

Yn gywir,

MARK DRAKEFORD

Bae Caerdydd • Cardiff Bay  
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[Correspondence.Mark.Drakeford@gov.wales](mailto:Correspondence.Mark.Drakeford@gov.wales)

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

Tudalen y pecyn 80  
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and responding in Welsh will not lead to a delay in responding.

### Pwyllgor yr Economi, Masnach a Materion Gwledig

### Economy, Trade and Rural Affairs Committee

Jayne Bryant AS

Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg

### Senedd Cymru

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### Welsh Parliament

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senedd.wales/SeneddEconomy  
0300 200 6565

1 Rhagfyr 2021

Annwyl Jayne,

### Bil Addysg Drydyddol ac Ymchwil (Cymru)

Diolch am eich llythyr dyddiedig 19 Hydref ynghylch y dull o gynnal gwaith craffu ar y Bil uchod, ac am wahodd Aelodau'r Pwyllgor hwn i sesiwn frifio dechnegol ar y Bil ar 4 Tachwedd.

Bu Aelodau'r Pwyllgor yn trafod y mater, ac rwy'n falch bod Hefin David AS wedi gallu bod yn bresennol. Fel y gwyddoch, mae'n siŵr, mae Hefin hefyd yn cadeirio'r Grŵp Trawsbleidiol ar Brifysgolion, sy'n cymryd diddordeb mawr yng nghynnnydd y Bil.

Mae eisoes gan y Pwyllgor hwn raglen waith dra llawn wedi'i chynllunio at wanwyn 2022 a thu hwnt. Fodd bynnag, o gofio bod ein cylch gorchwyl yn cynnwys sgiliau ac ymchwil a datblygu, byddai'r Aelodau'n croesawu cael eu cadw i'r funud yn fawr ynghylch y cynnydd a wneir gan y Pwyllgor Plant, Pobl Ifanc ac Addysg wrth gynnal gwaith craffu ar filiau, ac am unrhyw faterion arwyddocaol sy'n codi. Rwy'n hapus i'r ddau dîm clercio rannu gwybodaeth i hwyluso hynny.

Cofion cynnes,



Paul Davies AS

Cadeirydd: Pwyllgor yr Economi, Masnach a Materion Gwledig



Croesewir gohebiaeth yn y Gymraeg a'r Saesneg / We welcome correspondence in both Welsh and English.



**Senedd Cymru**  
**Welsh Parliament**

Tudalen y pecyn 82

## CYPE(6)-08-21 – Papur i'w nodi 5

**Y Pwyllgor Deisebau**

—  
**Petitions Committee**

Jayne Bryant AS  
Cadeirydd  
Y Pwyllgor Plant, Pobl Ifanc ac  
Addysg Tŷ Hywel  
Bae Caerdydd  
CF99 1SN

3 Rhagfyr 2021

Annwyl Jayne

Deiseb P-06-1163 Dylid ymestyn y fwrsariaeth STEMM ôl-raddedig i bob myfyriwr MSc yng Nghymru

Trafododd y Pwyllgor Deisebau'r ddeiseb uchod yn ein cyfarfod ar 15 Tachwedd, ynghyd â gohebiaeth gan Weinidog y Gymraeg ac Addysg.

Yn y cyfarfod, nododd yr Aelodau fod eich pwyllgor wrthi'n ystyried y Bil Addysg Drydyddol ac Ymchwil. Gan hynny, cytunwyd i ysgrifennu atoch i ofyn i chi ystyried craffu ar a fydd y Bil yn parhau'r anomaledd cyfredol a nodwyd gan y deisebydd ac a ellid mynd i'r afael â'r mater er mwyn ei ddatrys.

Mae rhagor o wybodaeth am y ddeiseb, gan gynnwys gohebiaeth gysylltiedig, ar gael ar ein gwefan at: <https://busnes.senedd.cymru/ielssueDetails.aspx?Id=37090&Opt=3>

Os oes gennych unrhyw ymholiadau, cysylltwch â thîm clercio'r Pwyllgor drwy'r cyfeiriad e-bost isod, neu drwy ffonio 0300 200 6454.

Yn gywir



Jack Sargeant AS  
Cadeirydd

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

