

# Agenda – Pwyllgor yr Economi, Masnach a Materion Gwledig

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Lleoliad: I gael rhagor o wybodaeth cysylltwch a:  
Ystafell Bwyllgora 5 – Tŷ Hywel **Robert Donovan**  
a fideogynadledda drwy Zoom Clerc y Pwyllgor  
Dyddiad: Dydd Iau, 23 Ionawr 2025 0300 200 6565  
Amser: 09.30 [SeneddEconomi@senedd.cymru](mailto:SeneddEconomi@senedd.cymru)

## Hybrid

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### Rhag-gyfarfod preifat

09.15 – 09.30

### Sesiwn gyhoeddus

09.30 – 12.50

#### 1 Cyflwyniadau, ymddiheuriadau, dirprwyon a datgan buddiannau

09.30

#### 2 Papurau i'w nodi

09.30

##### 2.1 Cydsyniad Deddfwriaethol: Bil Data (Defnydd a Mynediad)

(Tudalen 1)

##### Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad at Ysgrifennydd y Cabinet dros yr Economi, Ynni a Chynllunio – 14 Ionawr 2025



### **3 Llwybrau prentisiaeth – Panel 1 – Trosolwg Strategol**

09.30 – 10.30

(Tudalennau 2 – 25)

Rhian Edwards, Cyfarwyddwr Gweithredol Polisi, Medr

Harriet Barnes, Cyfarwyddwr Ymchwil, Arloesi a Sgiliau, Medr

Sharron Lusher, Cyn Gadeirydd, Bwrdd Adolygu Cymwysterau Galwedigaethol

#### **Dogfennau atodol:**

Briff Ymchwil

Papur tystiolaeth – Medr [Saesneg yn unig]

### **Egwyl**

10.30 – 10.40

### **4 Llwybrau prentisiaeth – Panel 2 – Colegau a Darparwyr**

#### **Prentisiaethau**

10.40 – 11.40

(Tudalennau 26 – 30)

Dr Barry Walters, Pennaeth Coleg Sir Benfro a Chadeirydd Grŵp Strategol

Dysgu Seiliedig ar Waith a Chyflogadwyedd, Colegau Cymru

Lisa Mytton, Cyfarwyddwr Strategol Ffederasiwn Hyfforddiant Cenedlaethol

Cymru

Grant Santos, Prif Swyddog Gweithredol, Grŵp Hyfforddi Educ8

#### **Dogfennau atodol:**

Papur tystiolaeth – Ffederasiwn Hyfforddiant Cenedlaethol Cymru [Saesneg yn unig]

### **Egwyl**

11.40 – 11.50

**5 Llwybrau prentisiaeth – Panel 3 – Gwybodaeth am Brentisiaethau**

11.50 – 12.50

(Tudalennau 31 – 38)

Nerys Bourne, Cyfarwyddwr Strategaeth Cwsmeriaid a Datblygu

Gwasanaethau, Gyrfa Cymru

Amie Field, Pennaeth Gwasanaethau i Bobl Ifanc, Gyrfa Cymru

Jamie Cater, Uwch Reolwr Polisi (Cyflogaeth), Make UK

**Dogfennau atodol:**

Papur tystiolaeth – Gyrfa Cymru

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

12.50

**Sesiwn breifat**

12.50 – 14.35

**7 Llwybrau prentisiaeth: Trafod y dystiolaeth**

12.50 – 13.00

**Egwyl**

13.00 – 13.30

**8 Economi werdd – Trafod yr adroddiad drafft**

13.30 – 13.50

(Tudalennau 39 – 93)

**Dogfennau atodol:**

Adroddiad drafft yr Economi Werdd [Saesneg yn unig]

**9 Cyllideb Ddrafft Llywodraeth Cymru ar gyfer 2025–26 – Trafod yr adroddiad drafft**

13.50 – 14.05

(Dogfen i ddilyn)

**Dogfennau atodol:**

Cyllideb Ddrafft Llywodraeth Cymru ar gyfer 2025–26 – adroddiad drafft

**10 Adolygiad o weithrediad y Cytundeb Masnach a Chydweithredu rhwng y DU a'r UE – Briff**

14.05 – 14.35

(Tudalennau 94 – 109)

**Dogfennau atodol:**

Briff Ymchwil

Rebecca Evans AS

Ysgrifennydd y Cabinet dros yr Economi, Ynni a Chynllunio

14 Ionawr 2025

Annwyl Rebecca,

### Memorandwm Cydsyniad Deddfwriaethol ar y Bil Data (Defnydd a Mynediad)

Yn ein cyfarfod ar 13 Ionawr 2025, fe wnaethom drafod Memorandwm Cydsyniad Deddfwriaethol (y Memorandwm) Llywodraeth Cymru ar y Bil Data (Defnydd a Mynediad), a osodwyd gerbron y Senedd gennych ar 2 Ionawr.

Mae gennym nifer o gwestiynau mewn perthynas â'r Memorandwm hwn a byddem yn ddiolchgar felly pe baech ar gael i ymddangos gerbron y Pwyllgor yn y cawd ar 3 Chwefror er mwyn helpu i lywio ein gwaith craffu.

Byddem yn ddiolchgar pe gallai eich swyddogion gysylltu â'r tîm clericio i wneud y trefniadau perthnasol.

Rwy'n anfon copi o'r llythyr hwn at y Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg, Chwaraeon a Chysylltiadau Rhyngwladol; Pwyllgor yr Economi, Masnach a Materion Gwledig; Pwyllgor Newid Hinsawdd, yr Amgylchedd a Seilwaith; a'r Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol.

Yn gywir,



Mike Hedges

Cadeirydd

# Eitem 3

Mae cyfyngiadau ar y ddogfen hon

## Response to the Economy, Trade and Rural Affairs Committee on Apprenticeship Pathways

Medr welcomes the opportunity to provide the Economy, Trade and Rural Affairs Committee with evidence to inform its inquiry into Apprenticeship pathways.

Medr (the Commission for Tertiary Education and Research) is an arm's-length body of the Welsh Government, established by the Tertiary Education and Research (Wales) Act 2022 to fund and regulate the tertiary education sector in Wales. This includes:

- further education
- higher education including research and innovation
- adult community learning and work-based education
- apprenticeships
- local authority maintained school sixth-forms

Our vision is to work in close collaboration with our partners to enable a tertiary education and research system that is centred around the needs of learners, society and the economy with excellence, equality and engagement at its heart.

Medr is due to publish its Strategic Plan early in 2025, following approval from the Welsh Government. The Strategic Plan has been developed in consultation with our partners across Wales. The Strategic Plan sets out our response to the Welsh Government's [statement of strategic priorities for tertiary education and research and innovation](#). It also takes account of the legislative requirements placed on us in the [Tertiary Education and Research \(Wales\) Act 2022](#). It outlines our strategic aims and commitments and describes the way in which we want to work to achieve them, integrated with the five ways of working set out in the Well-being of Future Generations Act.

Welsh Government has transferred responsibility for management of the existing Apprenticeship contracts to Medr under the Section 83 agreement put in place in August 2024. The commencement of the apprenticeships provisions in Part 4 and Section 104 (financial support for apprenticeships) of the Tertiary Education and Research (TER) Act is due to transfer relevant functions to Medr in July 2027. At the same time, the Welsh Government will replace the Specification of Apprenticeship Standards for Wales (SASW), which sets out the minimum requirements of apprenticeship frameworks in Wales, with the Welsh Apprenticeship Specification (WAS). This will align with the commissioning of the next apprenticeship programme, to run from August 2027.

This submission provides background briefing for the Committee clarifying Medr's responsibilities for apprenticeships. We intend to provide a further public submission which will set out Medr's position on the issues raised in the Terms of Reference.

## 1. Pathways between apprenticeship levels

Medr is responsible for the operational policy and delivery of apprenticeships across Wales. We fulfil this role in the context of our remit for all tertiary education provision and therefore view apprenticeships as part of the wider tertiary education system, as one route for meeting the needs of employers and the economy.

Responsibility on delivering Junior Apprenticeships will transfer from Welsh Government to Medr early in the New Year. Junior Apprenticeships is not a traditional apprenticeship but a form of vocational education and training for 14-16 year old. Junior Apprenticeships offer year 10 and 11 pupils the opportunity to study full-time for a future career, in a college setting, from the age of 14. They function as a two-year programme of work-related education with work experience built in, alongside a Level 2 course that is equivalent to four or five GCSEs, in a range of different vocational pathways. Each apprentice also studies GCSEs in Maths and English alongside their chosen area. Each Junior Apprentice should have access to support with teaching and learning, help with behaviour management, and a designated Welfare Officer to support day to day issues and provide pastoral care. The aim of the Junior Apprenticeship is to make the learner employable or ready to progress onto a higher-level vocational course or apprenticeship at the age of 16.

Apprentices gain work experience, learn new skills and gain a nationally recognised qualification while earning a wage. This is completed through an apprenticeship framework, which sets out the programme of learning and qualifications from level 2 up to degree level. There are 23 apprenticeship frameworks across all sectors in Wales. The frameworks are delivered through two sources:

- Levels 2 – 5 apprenticeships are delivered by 10 contracted learning providers (6 further education colleges and 4 independent training providers) across Wales. The providers were appointed through a public procurement exercise. Each provider has subcontracting arrangements in place which may include other colleges in consortia arrangements. The contracts were awarded from August 2021 up to July 2027.
- Degree apprenticeships at level 6 are delivered by 8 universities in Wales (including the Open University) and are grant funded under separate arrangements. Degree apprenticeships are available in digital, engineering, advanced manufacturing and construction.

Medr is committed to working towards creating a tertiary education system where learners receive the highest-quality provision, with clearer and more flexible pathways. One of our key priorities is to ensure apprentices gain the skills, knowledge and qualifications they need to progress within their chosen career, whilst responding to the changing economy skills needs. Increasing progression from lower level to higher level apprenticeships is paramount to this.

## 2. Economy

Medr is responsible for developing and issuing apprenticeship frameworks in Wales. Responsibility for the regulation of qualifications which form a compulsory part of each framework sits with Qualifications Wales.

Apprenticeships are a key driver to raise skill levels, drive productivity and help grow a skilled and diverse workforce that is fit for purpose. There are growing demands for new skills and upskilling as a result of new technologies, artificial intelligence and our transition to a net zero economy.

Medr is working to identify how we can respond to these growing demands in a more agile and responsive way to ensure the right qualifications and skills are delivered to meet employer, learner and economy needs. Medr has developed a programme of work to review all apprenticeship frameworks to ensure they meet the economy and learner needs. An apprenticeship framework sets out the programme of learning and qualifications from level 2 up to degree level, which includes qualifications, essential skills and on the job learning. Over the next three years the 23 apprenticeship frameworks will be reviewed to ensure they meet the economy and learner needs. The framework review process includes the establishment of a steering group (consisting of sector experts, technical experts, industry bodies and key partners, such as Qualifications Wales) to inform the development of the frameworks, public consultations to ensure the frameworks meet industry and learner needs and quality assurance. This process could create new frameworks, such as the proposed Renewable Energy framework which will be developed in 2025, or consolidate existing frameworks. The Apprenticeship Frameworks will then be published on the Welsh Government's apprenticeship framework library.

The framework reviews will ensure our frameworks can respond to the rapidly changing skills needs going forward. Green and digital skills are key themes throughout all the reviews. All reviews will be delivered with the apprentices' progression throughout the levels (level 2 up to degree apprenticeships) being considered from the outset. This will enable learners to progress more effectively and seamlessly through the levels and will remove duplicated/repeated learning.

We are working with Welsh Government and the Regional Skills Partnerships to identify and address our key sector priorities, this includes supporting the Welsh Government deliver its Apprenticeship Policy Statement.

## 3. Employers

Medr has committed to developing strong links with business, industry, Regional Skills Partnerships, Corporate Joint Committees and employers to understand the skills needed for a productive workforce.

The contracted apprenticeship providers and universities work with employers directly to create apprenticeship opportunities and recruit apprentices across all sectors in Wales.

The contracted apprenticeship programme provides dedicated funding to employers to recruit disabled people. The Incentive Scheme (EIS) provides financial support of £2,000 to employers to help provide opportunities for disabled apprentices.

In addition to financial support, we deliver supported apprenticeships. They provide additional support to disabled apprentices with intensive and wide-ranging employment and learning needs to access and complete an apprenticeship. Support provided may be through job coaching or other specialist resource.

Employers who may not be able to employ an apprentice on a full time basis can take advantage of the shared apprenticeship model. Apprentices can gain qualifications across a number of employers rather than being employed by a sole employer through the shared apprenticeships model. This is particularly beneficial for micro businesses and SMEs.

However, there is a need to widen the employer base. Medr is exploring options to understand the barriers employers face, especially SMEs, on taking on apprentices and how to increase the employer base going forward. Our engagement with the Regional Skills Partnerships is focused on understanding the skills needs and priorities in each region, to inform tertiary planning and provision so that the needs of individuals, employers and the local economy are met.

#### 4. Information about apprenticeships

Sharing good practices to promote apprenticeships and meaningful work experience is a collaborative responsibility across our key partners. Medr is committed to working with these partners, including Welsh Government, Careers Wales, and tertiary education providers to encourage more learners to access the right advice and guidance to support their transition into apprenticeships.

There are already significant good practices across Wales of collaborative working. We will learn from these good practices and build upon them to strengthen our network. However, there is more we can do to ensure learners and employers have the right information to make an informed choice on the skills they need to progress in their chosen occupations. The importance of high quality, independent, unbiased careers advice for learners and the importance of collaboration with employers around vocational options was a theme from respondents during Medr's Strategic Plan consultation.

Medr is aware of the recommendations in Hefin David's Transition to Employment Report and recognises the opportunities we have in addressing some of the recommendations to improve work experience in Wales. Medr will work with Welsh Government to explore the scope for taking them forward.

## 5. Equity of support and access for learners

Medr is committed to ensuring our all age apprenticeship programme is inclusive to all, including disabled people, Black, Asian, and Minority Ethnic people, women and those with low skills across all sectors in Wales. Medr will continue to encourage young people onto apprenticeships as part of the Welsh Government's Young Person's Guarantee.

One of Medr's key priorities is to support creating a positive future for the tertiary education sector and for Wales, and will do so through continuous improvement, including more equitable opportunities. We will continue to seek opportunities to improve the uptake of apprenticeships from people with protected characteristics.

Medr monitors data to understand how delivery is performing and will consider whether interventions would be helpful.

The Employment and Enterprise Bureaus, funded by Medr and operated by 12 FE colleges, support learners by providing advice and guidance and developing employability and enterprise skills. The Bureaus help to build links between learners and employers, through a range of activities such as careers fairs, employer information sessions, employers providing advice on opportunities in their sector. These relationships can lead to the creation of work experience opportunities or apprenticeships.

## 6. The Welsh Government's role

Medr will work collaboratively with the Welsh Government to respond to the skills priorities it sets. Medr is responsible for the operational policy and delivery of apprenticeships across Wales. This includes transforming the Welsh Government's Apprenticeship Policy Statement into deliverable actions to meet learner and economy needs.

Medr is responsible for the development and issuing of all apprenticeship frameworks in Wales from level 2 up to degree level, which includes qualifications, essential skills and on the job learning. Welsh Government has delegated the role of Apprenticeship Issuing Authority in Wales to Medr. The key role of the Issuing Authority is to quality assure the frameworks to make sure they meet industry standards and meet the requirements set out in the legislation – the Specification for Apprenticeship Standards for Wales (SASW).

Medr is responsible for managing and funding the apprenticeship contracted providers and the universities that deliver degree apprenticeships, working within the budget envelope set out by Welsh Government.

Medr will design future apprenticeship provision to respond to the Welsh Government's skills priorities and to meet the needs of learners, employers and the economy. Over the next few months Medr will commence extensive engagement with learning providers, industry, employers, stakeholders, apprentices and wider to inform the development of the new apprenticeship programme, which is due to start in August 2027. This will involve research and

evaluation of the existing programme, which will include the current delivery model and performance/outcomes across all sectors. We will also look at good and bad practices within Wales and across the UK/world. By the end of 2025 Medr will have developed the New Apprenticeship Programme's strategic visions and aims and objectives.

The outcome of the committee's inquiry will help inform the development of the future apprenticeship programme in Wales.

# Eitem 4



## **Response from the National Training Federation Wales (NTFW) to the Economy, Trade and Rural Affairs Committee Inquiry into Apprenticeship Pathways**

**Pathways between Apprenticeship Levels:** Mapping out career routes through different apprenticeship levels presents several challenges. Learners progressing to higher levels often face difficulties in securing tasks or responsibilities aligned with the apprenticeship framework or required level, leading to interruptions and breaks in pathways. This issue is particularly pronounced in sectors such as Care, where age restrictions on certain tasks prevent younger learners from advancing. Additionally, junior apprenticeships and vocational qualifications delivered in pre-16 settings frequently result in learners achieving level 2 outcomes but leave them ineligible for foundation apprenticeships due to their age and inexperience. Higher-level apprenticeships (levels 3 and above) often necessitate skills in managing people and related tasks, which are typically suited to more experienced candidates. Addressing these structural and developmental challenges through clearer pathway planning, flexible programme design, and tailored support mechanisms is essential to promoting sustained learner progression and workforce readiness.

Lack of information on career pathways through Apprenticeships for parents/carers/learners/employers is also a challenge - The Careers Wales and working Wales sites do mention pathways but these are more about education pathways rather than sectoral and the ACW website desperately needs updating – Visual sectoral pathways with links through to an improved ACW site and the AVS would be beneficial.

Some career pathways are very well established and present little challenge for progression, e.g., Accountancy from level 2 to 4/Engineering up to Degree Apprenticeships, in both most learners progress from each level to the next, natural technically career-focused pathways. However, there are eligibility restrictions on entry at Level 2 for some pathways where it is a mandatory requirement, e.g., to complete Accountancy at Level 3 you need to complete the level 2 but because it is not a mandatory requirement of the Level 3 that a learner has to have completed the Level 2 first, then a learner with a Degree (not a finance degree, e.g., History/Sociology etc.) would not be eligible for funding for the Level 2 Apprenticeship and would have to pay to complete that before progressing to the Level 3.

There are other pathways that have multiple options e.g., Digital – learners may vary their pathway from telecoms to data or from Software to Cyber as they progress however that requires providers to have the resources to support what is an expensive pathway for employing staff in such specialist areas, collaboration has been sought with Universities to work in partnership to allow progression, even jointly deliver, but HE also have resource issues and sometimes this can result in displacement of learners.

Furthermore, higher-level apprenticeships (levels 3 and above) often necessitate skills in managing people and related tasks, which are typically suited to more experienced candidates. Job descriptions should clearly outline expectations for these responsibilities; however, this prerequisite can act as a barrier to progression for less experienced apprentices. Addressing these structural and developmental challenges through clearer pathway planning, flexible programme design, and tailored support mechanisms is essential to promoting sustained learner progression and workforce readiness.

**Economy:** Apprenticeship pathways play a crucial role in supporting the needs of Welsh businesses and contribute to filling skills gaps in the Welsh economy. For many SMEs, apprenticeship programmes remain a vital means of delivering training and development aligned to national standards, facilitated by quality-assured providers. However, uncertainty around future apprenticeship funding in Wales and inadequate investment in developing appropriate vocational qualifications is fostering concern among employers, discouraging them from fully adopting apprenticeships as a primary skills development strategy. This hesitancy is further exacerbating the gap between current workforce capabilities and future skills requirements. The more technical and time-intensive nature of revised apprenticeship qualifications introduced by Qualifications Wales may also pose challenges for employers, particularly at foundational levels, where shorter, more practical training models are often preferred as stepping stones for workforce development and career progression.

WG have always responded well to demands from employers on apprenticeship programmes/pathways, however speed of response is the challenge, e.g., there is no current Insurance Higher Apprenticeship available as the last Competent Qualification ran out at the end of Dec (this had been extended twice previously) – though there is limited demand the Insurance sector is a large part of the financial services sector in Wales and the framework was not fit for purpose.

Apprenticeships are intrinsically linked to the wider qualification review/development system and the current sector reviews etc, in their current format, are lengthy and expensive to complete, there needs to be a more fluid way of keeping pace, e.g., Medr led task and finish groups with employers, providers and Awarding organisations actively involved to clearly identify what is needed, there are a lot of qualifications that are fit for purpose such as Industry/vendor quals that could suit employer needs particularly in niche technical skills, where demand is not high but key employers don't have an option. – see Insurance example above, this slow responsiveness can hinder gap filling in emerging sectors or fast paced sectors.

**Employers:** Recruiting staff within micro and SME businesses continues to be a significant challenge, whether for apprenticeship roles or other positions. However, evidence suggests that staff retention rates improve notably when employees are engaged through apprenticeship programmes, highlighting their value as a workforce development tool. Micro, small, and medium-sized businesses, particularly within the hospitality sector, are under increasing financial and operational pressures. Recent data from Altus Group (2024) highlights that rising National Insurance contributions, increases in the minimum wage, and

higher business rates are contributing to record levels of business closures across the UK. These financial burdens are directly impacting recruitment efforts, including the ability to recruit and retain apprentices. Despite these challenges, the hospitality sector remains the second-largest employer in Wales and is prioritised within all Regional Employment and Skills Plans for 2022–2025.

Apprenticeships represent a critical tool for attracting and retaining staff to support businesses through these difficult times, and the dispensation offered to employers, exempting them from National Insurance contributions, provides valuable financial relief. However, small employers often face additional challenges related to progression opportunities, particularly at higher apprenticeship levels, as their size and structure may not support the higher-level roles and salaries required by apprenticeship standards. SMEs frequently encounter obstacles such as limited administrative capacity, financial constraints, and a lack of awareness about the benefits and processes associated with hiring apprentices. Providing additional funding and targeted support to help SMEs promote and engage with apprenticeship programmes would be highly beneficial in overcoming these barriers and ensuring businesses can continue to develop their workforce effectively.

Micro and small businesses always struggle with the cost of employing an apprentice and the risk that once the apprentice is qualified they may leave and move to a larger employer – the ESP Apprenticeship wage subsidy WG programme for SMEs was a great incentive to support those smaller organisations to take a risk on employing an apprentice, perhaps even allowing providers to be the employer under an ATA (Apprenticeship Training Association – was popular in England) type system with wage support could help as well and the provider could then be the ‘safety-net’ for any learners where needed e.g., change of programme/redundancy– the shared apprenticeship model could be adapted though increased investment would be required.

**Information about Apprenticeships:** Best practices for promoting apprenticeships involve directly engaging with employers to foster strategic and operational relationships while investing in the sector. Many employers have successfully embedded apprenticeships into their career pathways, making them a crucial component of their recruitment and retention strategies. Furthermore, schools should collaborate with training providers and employers to offer meaningful work experience opportunities that align with students’ career aspirations. Such initiatives would allow students to gain practical experience and develop industry-specific skills, thereby enhancing their employability and reinforcing the value of apprenticeships as a legitimate and rewarding career pathway.

Other challenges are competence-based e.g., some sectors like Management/Project Management/HR and Health and Social Care - as the increase in level requires an increase in management responsibility (e.g., staff management/strategic business planning/budgets) rather than a technical focus such as Digital/Accountancy/Engineering and therefore unless an Apprentice is promoted into a role with those responsibilities, and the employer is prepared to allow them time to become competent, it is more difficult for them to demonstrate competence, therefore progression is often delayed until learners have progressed in their careers and wish to then undertake the next stage of learning.

**Equity of Support and Access for Learners:** In roles that involve shift work, non-standard hours, or are located in areas with limited public transport—such as mid-Wales—individuals often face significant challenges related to transportation and accessing employment opportunities. This issue is particularly evident in industries such as hospitality, care, and food services, where flexible or extended working hours are common. Additionally, the lack of reliable digital connectivity in some parts of Wales further compounds these challenges, limiting access to roles that offer hybrid or home-working options. It also creates barriers to studying remotely, making it more difficult to fully utilise the blended learning models offered within apprenticeship programmes.

Training providers actively work to address accessibility issues by collaborating with supported employment specialists, such as Elite and Agoriad, and through its supported shared apprenticeship programme. These initiatives aim to help disabled and disadvantaged individuals gain access to apprenticeship opportunities. However, funding for such programmes is limited and does not provide sufficient support to meet the needs of all individuals who could benefit. Furthermore, for those with additional learning needs, there is a lack of both funding and flexibility within current programmes to deliver the necessary support, coaching, and adjustments required to ensure equitable access and successful outcomes. Without enhanced funding and tailored support structures, these barriers will continue to restrict opportunities for individuals to access apprenticeships and realise their full potential in the workforce.

Another challenge is the age eligibility for non-priority sectors such as Administration/Management where, unless a learner immediately progresses from one level to another, they may not be able to progress unless they are aged 16-24 at the time of progression and 'new to job role' which needs to be evidenced. If the age restriction was removed then learners could progress at their own pace and in line with their careers/employer needs.

Use of RPL by all post-16 institutions in Wales to prevent duplication of activity e.g., learners with a Level 4 Apprenticeship shouldn't have to repeat the full 1st year of a Degree Apprenticeship, there is also a lack of understanding in HE of Credit Values of QCF qualifications as many of the awards do not align directly with, HE credits and therefore viewed as a lesser qualification. The WBL element is overlooked as valid learning time that equates to, HE credits.

Barriers – other than those mentioned above re; learner costs and SME/Micro business costs some aspects of the Apprenticeship policy needs reviewing to meet employer needs, e.g., length of programme where providers are penalised financially for achieving a framework with a learner at less than 80% of the set length of stay (which varies by framework and level), when an employer wants an apprentice to achieve sooner it means greater input from the provider therefore the resource cost is the same though the funding isn't (this particularly applies when providers are required to mirror Levy funded programmes in England with a minimum length of stay of 12 months and 1 day); the ACW website is not fit for purpose compared to the Institute for Apprenticeships (IFA) website in

England, employers, learners and parents can become frustrated and not engage when they find it difficult to identify the information they need.

**The Welsh Government's Role:** While regional skills partnerships (RSPs) have played a role in promoting skills development to employers and schools, there is limited evidence to suggest that they have significantly increased the uptake of apprenticeships or influenced the development of apprenticeship frameworks. This shortfall is further compounded by the Welsh Government's decision to reduce apprenticeship funding, which is expected to result in 6,000 fewer apprenticeships in 2024–2025. Such cuts have not only hindered efforts to promote apprenticeships but have also led to hesitancy among employers to fully engage with these programmes, further limiting workforce development opportunities.

Although the RSPs and Welsh Government research have provided clear plans to identify and address skills needs across Wales, they lack the ability to influence the broader diversification of vocational qualifications taking place across the UK. This misalignment is creating additional challenges for Awarding Bodies, which are finding it increasingly difficult to sustain or develop new qualifications tailored specifically for Wales. Consequently, a growing number of Awarding Bodies are withdrawing qualifications from Wales due to concerns over viability, exacerbating the lack of choice and flexibility for employers and learners. Welsh Government needs to continue to use the RSP and Apprenticeship Contract Holders Group (vis Medr) as methods of identifying frameworks needed but ensure these are created quickly and that funding is available, listening to the employer voice in particular as they are key to ensuring the development of future Apprenticeships continues in Wales. Finally, addressing these funding shortfalls and qualification challenges is essential to ensuring that apprenticeships remain a viable and attractive option for skills development in Wales.



## Ymgynghoriad ar lwybrau prentisiaeth Pwyllgor yr Economi, Masnach a Materion Gwledig.

### Ymateb gan Gyrfa Cymru – Ionawr 2025

#### Cyflwyniad:

Mae Gyrfa Cymru yn darparu gwasanaeth gwybodaeth, cyngor a chyfarwyddyd cenedlaethol ym maes gyrfaoedd i bobl Cymru, gan gefnogi pobl ifanc ac oedolion i bontio'n llwyddiannus i addysg, cyflogaeth a hyfforddiant. Cymorth a chyfarwyddyd annibynnol, sydd bellach wedi'u gwarantu i bob person ifanc mewn addysg, yw'r cam cyntaf tuag at adeiladu gweithlu'r dyfodol. Mae cyfarwyddyd gyrfaoedd yn chwarae rhan hanfodol wrth helpu unigolion i gysylltu eu dyheadau a'u galluoedd presennol â phosibiliadau'r dyfodol, gan eu galluogi i fyfrio ar eu huchelgeisiau, eu sgiliau a'u rhinweddau, ac i baratoi ar gyfer gyrfaoedd gwerth chweil. Ar y cyd ag ymagwedd wedi'i thargedu a'i phersonoli, mae Gyrfa Cymru yn chwarae rhan arwyddocaol wrth fynd i'r afael ag anghydraddoldeb a chwalu rhwystrau i gyfranogi. Trwy weithio mewn partneriaeth â chyflogwyr, athrawon, rhieni a gwarcheidwaid, rydym yn sicrhau bod pobl ifanc yn gwneud dewisiadau gyrfa gwybodus a deallus.

Mae ein strategaeth Dyfodol Disglair yn amlinellu ein rôl yn y canlynol:

- Cadw pobl yn awyddus i ddysgu
- Annog pobl i beidio â gwrthod cyfleoedd yn rhy gynnar
- Ehangu gorwelion a herio rhagdybiaethau anghywir
- Creu profiadau perthnasol ac amlygiad i fyd gwaith
- Cyfrannu at well canlyniadau addysgol, economaidd a chymdeithasol

Fel gwasanaeth gyrfaoedd ar gyfer pob oed, mae ein cefnogaeth barhaus i unigolion yn parhau hyd at oedolaeth. Mae ein darpariaeth Cymru'n Gweithio yn cefnogi pobl sy'n chwilio am waith neu sy'n ceisio symud ymlaen â'u gyrfa, gan eu helpu i oresgyn rhwystrau a symud ymlaen i waith a hyfforddiant teg a gweddus. Rydym yn darparu cymorth diswyddo hanfodol yn ogystal â chefnogi'r rhai sy'n ceisio newid gyrfa neu sy'n economaidd anweithgar. Mae'r gwaith hwn yn cyfrannu'n uniongyrchol at fynd i'r afael â'r heriau sgiliau yng Nghymru. Mae ein gweithgareddau ymgysylltu busnes arloesol wedi'u cynllunio i fynd i'r afael â'r prinder sgiliau a nodwyd yn y gweithle trwy frocera perthnasoedd hanfodol gydag ysgolion. Trwy'r partneriaethau hyn, rydym yn darparu profiadau sy'n gysylltiedig â gwaith ac amlygiad i fyd gwaith i bobl ifanc, wrth helpu busnesau ar yr un pryd i wella eu gweithlu yn y dyfodol.



## Ymateb i gwestiynau'r ymgynghoriad

### 1. Llwybrau rhwng lefelau prentisiaeth: I ba raddau y mae heriau o ran mapio llwybrau gyrfa drwy'r gwahanol lefelau prentisiaeth, megis o brentisiaeth iau i radd-brentisiaeth. A yw hyn yn anoddach mewn rhai gyrfaedd/sectorau nag eraill.

Nid yw cynllunio gyrfa yn broses linol un maint i bawb – ac mae hyn hefyd yn wir am fapio'r llwybrau amrywiol i swyddi a gyrfaedd. Mae gwybodaeth am brentisiaethau a'r pedair lefel ar gael mewn fformatau amrywiol. Gall pobl ifanc yn yr ysgol gael mynediad at wybodaeth gan eu cyngorydd gyrfa yn ogystal ag athrawon a rhieni. Mae'r wybodaeth ddiweddaraf ar gael ar wefan Gyrfa Cymru, sy'n amlinellu'r pedair lefel wahanol, sut i wneud cais, a'r cyflogwyr sy'n cynnig prentisiaethau. Mae gwefan Gyrfa Cymru'n cael ei defnyddio'n eang mewn ysgolion fel rhan o'r gwaith o ddarparu gyrfaedd a phrofiadau byd gwaith. Yn ystod y flwyddyn ddiwethaf (1/1/24 – 31/12/24), gwelwyd yr adran chwilio am brentisiaeth 54,000 o weithiau. Y maes sy'n cael ei weld fwyaf o gwmpas prentisiaethau yw '[Cyflogwyr sy'n cynnig prentisiaethau](#)'. Mae gwybodaeth hefyd am brentisiaethau ar wefannau Medr, Busnes Cymru, Llywodraeth Cymru ac UCAS. Mae adolygiad o'r gwefannau hyn yn cadarnhau bod gwybodaeth am y gwahanol fathau o brentisiaethau a lefelau yn bodoli, ond nid yw mapiau o lwybrau i yrfaedd amrywiol wedi'u cynnwys. Mae gan wefan Gyrfa Cymru ddolen i dros 780 o dudalennau gwybodaeth am swyddi sy'n amlinellu sut i symud ymlaen yn y swydd benodol honno. Bydd ein cyngorwyr gyrfa cymwys yn cefnogi pobl ifanc ac oedolion i lywio'r wybodaeth wrth drafod eu syniadau gyrfa.

Crëwyd prentisiaethau iau fel modd o annog pobl ifanc i gymryd rhan mewn cymwysterau galwedigaethol. Mae adroddiad Estyn a gyhoeddwyd ym mis Mai 2024 yn dangos mai dim ond pump coleg sy'n cynnig prentisiaethau iau i fyfyrwyr Blwyddyn 10 ac 11, sef Coleg Pen-y-bont ar Ogwr, Coleg Caerdydd a'r Fro, Coleg Sir Gâr, Coleg Gŵyr Abertawe a Grŵp NPTC. Mae'r rhaglen yn fwy o gyflwyniad i ddysgu galwedigaethol na phrentisiaethau ac nid yw'n seiliedig ar unrhyw fframwaith prentisiaeth. Nid oes prentisiaethau iau ar gael yng Ngogledd Cymru a nifer isel o siaradwyr Cymraeg sy'n manteisio ar y ddarpariaeth.

Yn yr adroddiad '[Understanding apprenticeship progression](#)' (Sefydliad Dysgu a Gwaith, 2020), roedd y prif rwystrau a oedd yn atal cyflogwyr rhag cynnig dilyniant trwy brentisiaethau yn cynnwys anawsterau wrth gyflawni gofynion galwedigaethol safonau prentisiaethau; safonau nad ydynt yn cyd-fynd â newidiadau yn y diwydiant; bod isafswm hyd prentisiaethau yn cael ei ystyried yn rhy hir; a rheoli canran yr amser sy'n ofynnol i ffwrdd o'r gwaith. Roedd cyflogwyr hefyd yn cael eu cyfyngu gan ddiffyg safonau neu ddarpariaeth i gynnig llwybr dilyniant prentisiaeth llawn. Yn olaf, cyfeiriodd rhai cyflogwyr a darparwyr at rwystrau sefydliadol ehangach sy'n atal datblygiad staff, er enghraifft diffyg swyddi gwag ar lefelau uwch.

Mae nifer cyfyngedig o sectorau yn cynnig gradd-brentisiaethau; felly, dim ond ar lefel sylfaen a phrentisiaeth y mae llawer o alwedigaethau ar gael. Gall cyflogwyr yng Nghymru gynnig gradd-brentisiaeth mewn TG, peirianeg, adeiladu neu weithgynhyrchu uwch trwy bartneriaeth â phrifysgol yng Nghymru. Mae'r cynnig o radd-brentisiaethau yn Lloegr yn llawer ehangach, gan gwmpasu meysydd galwedigaethol fel gofal cymdeithasol, logisteg, rheoli'r gadwyn gyflenwi, a chynaliadwyedd.

Mae llawer o swyddi bellach yn gofyn i weithwyr uwchsgilio ac ailhyfforddi i gydymffurfio â gofynion sero net a thechnolegol. Byddai darparu llwybr i oedolion ddangos y mathau hyn o newidiadau yn heriol gan fod gan



bob cwsmer unigol ystod eang o ddysgu a phrofiadau blaenorol – ac felly nid oes dull cyffredinol. Mae Gyrfa Cymru yn cefnogi oedolion sydd wedi cael eu diswyddo, sy'n ddi-waith neu sy'n ceisio newid gyrfa. Gall llywio argaeledd y ddarpariaeth hyfforddiant sydd ar gael yng Nghymru yn aml fod yn heriol. Er enghraifft, efallai y bydd ailsgilio yn gofyn i unigolyn ailddechrau ei hyfforddiant proffesiynol cyfan yn hytrach nag ychwanegu at y sgiliau sydd ganddo eisoes trwy'r cysiau byr sydd ar gael. Mae hyn yn heriol i lawer o oedolion sydd â theuluoedd ac ymrwymadau ariannol. Byddai'n ddefnyddiol pe gallai oedolion gael mynediad at hyfforddiant llwybr carlam, gan ddefnyddio proses o achredu dysgu blaenorol i achredu sgiliau cyflenwol presennol.

## 2. Yr economi: I ba raddau y mae llwybrau prentisiaeth yn cefnogi anghenion busnesau Cymru ac yn cyfrannu at lenwi bylchau sgiliau yn economi Cymru.

Mae'n heriol i ficrofentrau, sy'n cyfrif am 95% o fusnesau yng Nghymru, reoli a hyrwyddo prentisiaethau. Mae'r nifer llai o fusnesau mawr yng Nghymru hefyd yn golygu nifer a throsiant is ar gyfer darparu maint carfan digonol i ddarparwyr redeg prentisiaethau gydag isafswm niferoedd hyfyw.

Yn ôl StatsCymru, roedd 46,610 o ddysgwyr yng Nghymru yn dilyn rhaglenni prentisiaeth.

- 46% yn ddynion
- 54% yn ferched
- 38% rhwng 25 a 39 oed
- 37% yn ymgymryd â Phrentisiaethau Sylfaen (Lefel 2)
- 43% yn dilyn prentisiaethau Lefel 3
- 20% yn dilyn prentisiaethau Lefel 4+ Uwch

Mae'r rhan fwyaf o brentisiaid yn cymryd rhan mewn rhaglenni wedi cychwyn swydd na chânt eu hysbysebu fel prentisiaeth. Nid yw'r rhan fwyaf o brentisiaethau felly'n cael eu hysbysebu fel swyddi gwag nac yn ymddangos ar dudalen chwilio am brentisiaeth Llywodraeth Cymru, felly mae diffyg cyfatebiaeth yn y canfyddiad o argaeledd prentisiaethau a nifer y prentisiaethau gwag sydd ar gael. Mae Gyrfa Cymru yn darparu bwletin swyddi gwag i gwsmeriaid sy'n chwilio am waith neu brentisiaethau, ac mae nifer y prentisiaethau sydd ar gael ar y bwletin yn sylweddol uwch na'r rhai a hysbysebwyd ar ddarganfyddwr prentisiaethau swyddogol Llywodraeth Cymru. Mae dadansoddiad o'r data hwn yn dangos nad oedd dros 63% o'r prentisiaethau a hysbysebwyd ar fwletin swyddi gwag Gyrfa Cymru wedi ymddangos ar gyfleuster chwilio am brentisiaeth Llywodraeth Cymru.

Dywedodd Ffederasiwn Hyfforddiant Cenedlaethol Cymru mai'r diwydiant iechyd a gofal cymdeithasol ac adeiladu sydd wedi dioddef fwyaf oherwydd toriadau yng nghyllideb Llywodraeth Cymru. Maen nhw'n adrodd y bu gostyngiad o 565 o brentisiaid ym maes adeiladu yn 2023. Mae data a ddarparwyd gan Fwrdd Hyfforddi'r Diwydiant Adeiladu yn awgrymu bod angen cynyddu'r gweithlu 2,200 y flwyddyn tan 2028 ac y bydd toriadau cyllid i brentisiaethau yn gwaethygu'r prinderau hyn ([Effaith Toriadau Cyllid Prentisiaethau yng Nghymru](#)). Mae gradd-brentisiaethau yng Nghymru ar gael ar hyn o bryd yn y sectorau digidol a pheirianeg. Mae angen dybryd o hyd i ehangu ymhellach y cynnig gradd-brentisiaeth i fynd i'r afael â gofynion rhanbarthol allweddol, gan gynnwys meysydd fel iechyd a gofal cymdeithasol, sero net, ac arweinyddiaeth a rheolaeth.



### 3. Cyflogwyr: Cynnwys cyflogwyr wrth hwyluso'r llwybrau hyn a denu prentisiaid. A oes angen cymorth penodol i ficrofusnesau, a busnesau bach a chanolig (BBaCh), ymgysylltu â'r rhaglen brentisiaethau.

Mae maint cyflogwr yn cael effaith ar eu gallu i ddefnyddio prentisiaethau i ddatblygu staff. Efallai y bydd gan gyflogwyr lai o rolau ar gael i brentisiaid symud ymlaen iddynt, llai o gyfle i brentisiaid ddatblygu a dangos y cymwyseddau sy'n ofynnol gan safonau, ac adnoddau cyfyngedig i reoli'r llwyth gwaith ychwanegol o roi prentisiaethau ar waith yn eu busnes. Mae llwybrau dilyniant cryfach yn bodoli lle mae prentisiaethau wedi'u hymgorffori mewn llwybrau achrededig proffesiynol, a lle mae gan gyflogwyr hanes sefydledig o ddefnyddio prentisiaethau neu hyfforddiant galwedigaethol ar gyfer datblygiad staff.

Gallai'r gostyngiad parhaus yn nifer y prentisiaid sydd ar gael i'w gweld ar offeryn chwilio am brentisiaeth Llywodraeth Cymru fod yn arwydd ffug o argaeledd isel. Nododd y [Gwerthusiad o'r Rhaglen Gradd-brentisiaethau yng Nghymru](#) (Chwefror 2023) y canlynol: "Mae pryderon ymhlith rhanddeiliaid y bydd methu ag ehangu arlwy'r gradd-brentisiaethau yn arwain at niferoedd cynyddol o gyflogwyr yn anfon eu gweithwyr i Loegr i gael mynediad i ddarpariaeth yno (gyda'r risg gynhenid na fyddant yn dychwelyd). Ymhellach, mae cyrsiau gradd-brentisiaeth erbyn hyn ar gael i chwilio amdanynt yng nghronfa ddata UCAS. Er y bydd hyn yn rhoi hwb sylweddol i'r cyfleoedd sydd ar gael i'r rhai sy'n dymuno astudio mewn prifysgol, bydd hefyd yn dangos graddau'r gwahaniaeth yn yr ystod o radd-brentisiaethau a gynigir yn Lloegr o'i gymharu â'r rhai a gynigir yng Nghymru."

### 4. Gwybodaeth am brentisiaethau: arfer da rhwng gwasanaethau gyrfaoedd, ysgolion, colegau a chyflogwyr o ran hyrwyddo prentisiaethau a darparu profiad gwaith ystyrlon.

Mae Gyrfa Cymru yn hyrwyddo parch cydradd rhwng llwybrau academaidd a galwedigaethol, yn sicrhau yn benodol bod pobl ifanc a'u rhieni yn ymwybodol o lwybrau prentisiaeth ac yn cael eu cefnogi i gael mynediad atynt fel y bo'n briodol. Rydym yn croesawu ymrwymiad Llywodraeth Cymru i sicrhau bod prentisiaethau'n cyfrannu at y nodau o economi gryfach, decach a gwyrddach ac rydym wedi ymrwymo i godi ymwybyddiaeth o gyfleoedd mewn meysydd allweddol.

Mae un o'n dangosyddion perfformiad allweddol yn gysylltiedig â gwella dealltwriaeth dysgwyr o'u hopsiynau yn dilyn cyfweiliad gyda'u cynghorydd gyrfa. Dywedodd 97% o'r bobl ifanc a ymatebodd i'n harolwg boddhad cwsmeriaid fod y cynghorydd gyrfa wedi eu helpu i ddeall eu hopsiynau (cyfradd ymateb o 26% gan ein cwsmeriaid mewn ysgolion).

Rydym yn darparu gwasanaeth gwell i'r bobl ifanc hynny sy'n nodi mai eu dewis cyntaf yw mynd i mewn i'r farchnad lafur trwy gyflogaeth uniongyrchol neu brentisiaeth. Mae'r cymorth hwn yn cynnwys mentora parhaus a chymorth cyflogadwyedd gyda phrosesau ymgeisio, CVs a pharatoi ar gyfer cyfweiliad.

Mae Gyrfa Cymru yn trefnu ystod eang o weithgareddau i godi ymwybyddiaeth o brentisiaethau ar draws ysgolion yng Nghymru. Mae gweithgareddau yn cynnwys:

- cyflwyniadau gan gyflogwyr



- ymweliadau safle
- profiad gwaith
- gweithdai ar yr hyn y mae cyflogwyr yn chwilio amdano yn eu prentisiaid
- prentisiaid yn dod i siarad am eu profiadau eu hunain o weithio

Mae codi ymwybyddiaeth o brentisiaethau gyda'n cwsmeriaid sy'n oedolion hefyd yn nodwedd allweddol o'n cynnig cymorth. Enghraifft ddiweddar yw digwyddiad a gynhaliwyd yn ein canolfan gyrfaedd ym Merthyr i dynnu sylw at argaeledd prentisiaethau gydag EE. Mynychodd 33 o ymgeiswyr posibl a chawsant eu cefnogi i wneud cais a deall sut y gallai prentisiaeth weithio iddynt. Mae EE wedi ymrwmo i ddarparu cyfleoedd i unigolion o ystod amrywiol o gefndiroedd ac roedd yn hapus gyda'r niferoedd a fynychodd a'r gefnogaeth a ddarparwyd gan Gyrfa Cymru.

Hyd at 2015, roedd Gyrfa Cymru yn rheoli'r gwasanaeth lleoli profiad gwaith, gan leoli 90% o fyfyrwyr CA 4. Tynnwyd y ddarpariaeth hon o gylch gwaith Gyrfa Cymru gan Lywodraeth Cymru gyda'r disgwyliad y byddai ysgolion yn parhau i gynnig profiad gwaith i'w dysgwyr ac yn asesu risgiau mewn lleoliadau eu hunain. Mae'r arlwy presennol i bobl ifanc yn dameidiog ac yn dibynnu ar ysgolion unigol ac awdurdodau lleol yn ariannu gwasanaeth fetio. Byddai Gyrfa Cymru yn cefnogi'r angen i gynnal astudiaeth ddichonoldeb o amgylch galw ac awydd ysgolion ac awdurdodau lleol i ailsefydlu gwasanaeth lleoli canolog ar gyfer profiad gwaith.

Argymhelliad o'r adroddiad Pontio i Gyflogaeth (Dr Hefin David, 2023) oedd yr angen i ddatblygu cynnig wedi'i dargedu o brofiad gwaith wedi'i deilwra ar gyfer dysgwyr CA 4 sy'n ymddieithrio o addysg ac sydd mewn perygl o beidio â bod mewn addysg, cyflogaeth na hyfforddiant (NEET). Mae Gyrfa Cymru wedi darparu rhaglen profiad gwaith wedi'i theilwra ar ran Llywodraeth Cymru am y tair blynedd diwethaf. Ar gyfer blwyddyn academiaidd 2023/24:

- Cwblhaodd 380 o ddysgwyr leoliad gwaith
- Aeth 85.6% o'r bobl ifanc hyn ymlaen i gyrchfan cadarnhaol ar ddiwedd y rhaglen
- Aeth 25 o bobl ifanc ymlaen i ddechrau prentisiaeth

Mae'r rhaglen hon wedi'i thargedu at bobl ifanc sydd wedi'u nodi fel rhai a allai fod yn NEET oherwydd eu diffyg presenoldeb yn yr ysgol. Ar hyn o bryd, cynigir y rhaglen hon ar draws pum awdurdod lleol yng Nghymru. Byddem yn argymhell bod Llywodraeth Cymru yn ariannu'r cynnig hwn i bobl ifanc ar draws holl awdurdodau lleol Cymru.

Mae sawl gwlad Ewropeaidd yn adnabyddus am eu rhaglenni prentisiaeth effeithiol. Mae enghreifftiau nodedig yn cynnwys y canlynol:

- System addysg ddeuol yr Almaen, sy'n uchel ei pharch. Mae'n cyfuno cyfarwyddyd ystafell ddisbarth gyda hyfforddiant yn y gwaith, gan ganiatáu i brentisiaid gael profiad ymarferol wrth astudio. Mae'r system hon wedi'i hintegreiddio'n dda ag anghenion y farchnad lafur, gan sicrhau cyfraddau cyflogaeth uchel i raddedigion.
- Mae gan y Swistir system brentisiaeth gadarn sy'n cynnig ystod eang o opsiynau hyfforddiant galwedigaethol. Mae prentisiaethau ar gael mewn meysydd amrywiol, ac mae'r system wedi'i dylunio i fod yn hyblyg, gan ganiatáu i brentisiaid newid rhwng gwahanol lwybrau gyrfa os oes angen.



- Mae rhaglen brentisiaethau Awstria yn debyg i raglen yr Almaen, gyda phwyslais cryf ar gyfuno addysg ddamcaniaethol â hyfforddiant ymarferol. Cefnogir y rhaglen yn dda gan y llywodraeth a diwydiant, gan sicrhau bod prentisiaid yn cael hyfforddiant o ansawdd uchel.
- Mae gan yr Iseldiroedd system brentisiaethau ddatblygedig sy'n pwysleisio cydweithio rhwng sefydliadau addysgol a chyflogwyr. Mae hyn yn sicrhau bod yr hyfforddiant a ddarperir yn berthnasol i anghenion y farchnad lafur.

## 5. Tegwch cymorth a mynediad i ddysgwyr: I ba raddau y mae llwybrau prentisiaeth yn agored i holl bobl ifanc Cymru ac unrhyw rwystrau sy'n wynebu grwpiau demograffig neu ardaloedd daearyddol penodol.

Mae data ein harolwg Gwirio Gyrfa yn dangos bod pobl ifanc 14–15 oed yn ymwybodol o brentisiaethau ac maent yn gyson yn ddewis cyntaf i 13.5% o'r garfan ac yn ail ddewis i 21% o'r garfan. Fodd bynnag, o gymharu hyn â'r arolwg hynt disgyblion, mae gwahaniaeth yn y nifer sy'n manteisio arnynt, gyda dim ond 1.6% o'r bobl ifanc yn gadael Blwyddyn 11 a adawodd yr ysgol yn 2024 yn mynd i hyfforddiant seiliedig ar waith gyda statws cyflogedig.

Mae hyn oherwydd amrywiol ffactorau:

- Diffyg argaeledd mewn rhai ardaloedd o Gymru
- Gofynion mynediad uwch na'r rhai sydd gan y person ifanc
- Gall colegau addysg bellach ofyn i berson ifanc fynychu coleg am flwyddyn cyn symud ymlaen i brentisiaeth
- Pwysau costau byw gan deulu, megis yr effaith ar fudd-dal plant, cost ac argaeledd cludiant, a rheoli cyflog prentis
- Diffyg darpariaeth prentisiaeth ym maes gyrfa'r person ifanc, e.e. y gyfraith, celf a dylunio
- Diffyg hyder y byddant yn cael cymorth gan gyflogwr neu i fynd i'r gweithle yn 16 oed
- Diffyg trafndiaeth

Mae'r nifer sy'n cael mynediad at hyfforddiant seiliedig ar waith ôl-18 ychydig yn uwch, gyda 4% yn mynd i hyfforddiant seiliedig ar waith gyda chyflogwr ar ddiwedd Blwyddyn 13. Mae adroddiad Canolfan Polisi Cyhoeddus Cymru ar 'anghyfiawnder mewn addysg drydyddol' yn amlygu'r heriau sy'n wynebu pobl ifanc o gefndiroedd mwy difreintiedig yn economaidd-gymdeithasol ac yn nodi eu bod yn llai tebygol o symud ymlaen i addysg drydyddol. Maent hefyd yn llai tebygol o ddilyn prentisiaethau lefel uwch. Roedd bron i un o bob pedwar (23%) o'r rhai a oedd yn dilyn rhaglenni dysgu seiliedig ar waith yn dod o gartrefi difreintiedig o ran cyflogaeth. Mae tueddiad clir i'w weld mewn statws amddifadedd cyflogaeth yn unol â lefel y cymhwyster dysgu seiliedig ar waith sy'n cael ei ddilyn. Roedd lefelau amddifadedd cyflogaeth ar eu huchaf ymhlith dysgwyr a oedd yn dilyn hyfforddiant ymgysylltu (33%) neu Lefel 1 (31%). Mae'r ffigurau hyn yn gostwng yn raddol ar gyfer y rhai sy'n dilyn prentisiaethau sylfaen (23%), prentisiaethau (18%), a phrentisiaethau uwch (12%).

Mae cyflog isel yn rhwystr i brentisiaid hŷn sydd eisiau newid gyrfa; oherwydd eu cyfrifoldebau ariannol, ni fyddent yn gallu cael mynediad at brentisiaeth gyda dilyniant gyrfa da a rhagolygon da. Mae canlyniadau PISA yn dangos bod dysgwyr Cymru ar ei hôl hi o ran eu cyfoedion yng ngweddill y DU gyda'u sgiliau llythrennedd a rhifedd sylfaenol ac felly efallai nad oes ganddyn nhw'r cymwysterau/sgiliau perthnasol i gael



mynediad i brentisiaeth. Bydd llawer o brentisiaethau yn gofyn i ddysgwyr ennill Lefel 2 Saesneg a Mathemateg cyn y gallant symud ymlaen i brentisiaeth Lefel 3.

Mae rhwystrau eraill yn cynnwys:

- Diffyg profiad gwaith yn effeithio ar amlygiad pobl ifanc i'r gweithle
- Mae pobl ifanc ag anabledd yn fwy tebygol o aros mewn addysg yn hytrach na mynd i waith neu hyfforddiant – maent yn fwy tebygol o wynebu heriau cludiant ac yn fwy tebygol o ddod yn NEET
- Mae anghydbwysedd rhwng y rhywiau yn parhau o fewn sectorau – er enghraifft, mae llai o fenywod yn dechrau ar brentisiaethau adeiladu a pheirianneg

Ystyriaeth allweddol arall yw, gyda'r cynnydd yn y galw am sgiliau iaith Gymraeg yn y sectorau cyhoeddus a phreifat, bod angen prentisiaethau iaith Gymraeg.

## **6. Rôl Llywodraeth Cymru: Sut mae polisiâu'n cefnogi llwybrau prentisiaeth ac unrhyw rwystrau y mae angen mynd i'r afael â nhw yn hynny o beth. Rôl Llywodraeth Cymru, Partneriaethau Sgiliau Rhanbarthol a rhanddeiliaid eraill o ran nodi a chyfleu anghenion economaidd a sgiliau i lywio fframweithiau prentisiaeth a darparu cymwysterau.**

Bydd Medr yn chwarae rhan allweddol wrth adolygu argaeledd prentisiaethau addas a hygyrch i bawb ledled Cymru. Rydym yn croesawu eu huchelgais i weithio mewn partneriaeth â Llywodraeth Cymru ac eraill i ddiffinio sut olwg ddylai fod ar ddarpariaeth prentisiaethau Cymru i ddiwallu anghenion dysgwyr a'r economi yng Nghymru, hyrwyddo ymgysylltiad cryf â chyflogwyr, a sicrhau safonau cymhwysedd galwedigaethol trwyadl.

Byddem yn argymhell bod Llywodraeth Cymru yn adolygu'r adroddiad Pontio i Gyflogaeth ac yn ystyried argymhellion ynghylch profiad gwaith a gradd-brentisiaethau. Mae gyrfaeodd a phrofiadau byd gwaith yn rhan hanfodol o'r cwricwlwm a gallant gyfrannu'n allweddol at amlygu plant, pobl ifanc, rhieni ac athrawon i fyd gwaith. Er bod Gyrfa Cymru yn cynnig ystod eang o weithgareddau ymgysylltu â chyflogwyr ar gyfer ysgolion uwchradd, mae angen adolygu'r awydd am wasanaeth lleoli ar gyfer profiad gwaith i bob disgybl. Byddai Gyrfa Cymru yn cefnogi'r angen i gynnal astudiaeth ddichonoldeb gydag ysgolion, awdurdodau lleol a rhanddeiliaid allweddol ynghylch y galw a'r gofynion ar gyfer ailsefydlu cynnig profiad gwaith. Mae angen mawr i ehangu'r cynnig gradd-brentisiaethau presennol i gynnwys meysydd eraill o angen yn y rhanbarth megis iechyd a gofal cymdeithasol, adeiladu, carbon isel / ynni gwyrdd, ac arweinyddiaeth a rheolaeth.

Mae cyfyngiadau ar y data yng Nghofnod Dysgu Gydol Oes Cymru ynghylch ble mae pobl ifanc yn cael addysg alwedigaethol mewn addysg bellach ac a yw'r llwybrau'n gynyddol ac wedi'u cysylltu'n glir â'r cwrs astudio o'u dewis. Byddai argaeledd data sy'n dangos cyfraddau dilyniant a chwblhau ar gyfer pob prentis sy'n gysylltiedig â dyheadau gyrfa pobl ifanc yn cefnogi mesur canlyniadau a chynllunio strategol. Yn ogystal â hyn, mae Gyrfa Cymru ar hyn o bryd yn hwyluso'r Model 5 Haen ar ran Llywodraeth Cymru fel rhan o'r Fframwaith Ymgysylltiad a Chynnydd Ieuenctid, a defnyddir y model hwn i olrhain pobl ifanc rhwng 16 a 18 oed drwy eu cyrchfannau amrywiol. Darperir y data hwn i awdurdodau lleol ar gyfer cynllunio strategol a chefnogi pobl ifanc. Mae Gyrfa Cymru wedi cyflwyno prototeip i Lywodraeth Cymru o hyb gwybodaeth data Cymru gyfan, a allai ddefnyddio data gan Gyrfa Cymru, ysgolion, colegau, awdurdodau lleol, a'r Adran Gwaith a Phensiynau. Dylai Llywodraeth Cymru ystyried datblygu hyb data Cymru gyfan ymhellach a fydd yn llywio cyfarwyddyd



gyrfaoedd a darpariaeth gwasanaethau awdurdodau lleol ac yn galluogi darparwyr addysg i ystyried priodoldeb eu cynnig dysgu i ddiwallu anghenion/dyheadau dysgwyr, ond hefyd yn llywio dadansoddiadau a thystiolaeth ar gyfer anghenion marchnadoedd a diwydiannau llafur heddiw ac yn y dyfodol.

Mae Partneriaethau Sgiliau Rhanbarthol yn chwarae rhan allweddol wrth nodi prinder sgiliau yn eu rhanbarth a mapio yn erbyn y ddarpariaeth. Maent yn allweddol o ran cysylltu cyflogwyr, addysgwyr a rhanddeiliaid eraill â Llywodraeth Cymru.

**Dolenni defnyddiol:**

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Mae cyfyngiadau ar y ddogfen hon

# Eitem 10

Mae cyfyngiadau ar y ddogfen hon