

Y Pwyllgor Plant a Phobl Ifanc

Lleoliad:
Ystafell Bwyllgora 3 – Y Senedd

Dyddiad:
Dydd Mercher, 18 Ionawr 2012

Amser:
09:30

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



I gael rhagor o wybodaeth, cysylltwch â:

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Agenda

- 1. Cyflwyniadau, ymddiheuriadau a dirprwyon (09:30)**
- 2. Gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009: sesiwn dystiolaeth (09:30 – 10:15) (Tudalennau 1 – 21)**

Cynghorau Sgiliau Sector

Sioned Williams – Gofal a Datblygu
Gareth Williams – SgiliauAdeiladu
Bill Peaper – Semta
Tony Leahy – Semta

(Egwyl 10:15 – 10:30)

- 3. Gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009: sesiwn dystiolaeth (10:30 – 11:30) (Tudalennau 22 – 34)**

Cyngor Sir Ceredigion

Eifion Evans, Cyfarwyddwr yr Adran Addysg a Gwasanaethau Cymunedol
Arwyn Thomas, Cyfarwyddwr Cynorthwyol yr Adran Addysg a Gwasanaethau
Cymunedol

- 4. Cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o weddill y cyfarfod (11:30)**

Bydd yr Aelodau'n ystyried y cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o weddill y cyfarfod ar gyfer yr eitemau a ganlyn:

5. Cynnig Cydsyniad Deddfwriaethol ar y Bil Diwygio Lles (11:30 – 11:40)

6. Yr ymchwiliad i fabwysiadau: dulliau o weithio (11:40 – 12:00)

7. Papurau i'w nodi

Gwybodaeth ychwanegol am weithrediadau ar lefel yr UE yn erbyn masnachu rhywiol plant (fel y nodwyd yn y cyfarfod ar 1 Rhagfyr 2011) (Saesneg yn unig) (Tudalennau 35 – 36)

Gwybodaeth ychwanegol gan Llywodraethwyr Cymru (fel y nodwyd yn y cyfarfod ar 7 Rhagfyr 2011) (Saesneg yn unig) (Tudalennau 37 – 38)

Gwybodaeth ychwanegol gan Colegau Cymru (fel y nodwyd yn y cyfarfod ar 7 Rhagfyr 2011) (Saesneg yn unig) (Tudalennau 39 – 43)

Gwybodaeth gan Sefydliwyd Cyngor Cyllido Addysg Uwch Cymru (Tudalennau 44 – 51)

Children and Young People Committee

CYP(4)-02-12

Implementation of the Learning and Skills (Wales) Measure 2009

As part of the evidence gathering for this inquiry, the Sector Skill Councils in Wales were contacted for their views and the responses received are below:

Children and Young People Committee

Inquiry into the implementation of the Learning and Skills Measure 2009

Introduction

The Care Council for Wales (Care Council) undertakes the role of the Sector Skills Council (SSC) for the Children Young People and Adult Social Care and Early Years and Child Care in Wales. Skills for Care and Development (SfC&D) is an alliance of six organizations whose footprint covers early years, children and young people's services, and those working in social work and social care for children and adults in the UK.

The Care Council is the social care workforce regulator in Wales and is responsible for the registration of elements of the social care workforce, including the regulation of social work training.

The other major responsibility of the Care Council is the development of the social care and early years and childcare workforce in Wales.

Background

The resident population of Wales is projected to increase by 11% from 2006 to 2031, typically 13,200 people per year. The number of persons aged 15-24 is estimated to decrease by 4% by 2031 whereas an increase of 79% is forecast for the 75 and over age group. Those aged 85 and over are projected to increase by 47.4% from 60,000 in 2004 to 88,000 in 2018.

Numbers of staff working in social care is currently around 70,000¹ and a further 18,000² in early years and child care. The National Strategic Skills Audit for Wales 2011³ noted in June 2011 that health and social care was the fastest growing sector in Wales and the sector likely to have the highest replacement demands of any sector in Wales between now and 2017, projected to be in the region of 75,000.

Specifically on social care in general the Commission noted:

'There are powerful forces driving demand in this area, including an

¹ Sector Skills Agreement Feb 2011 (Skills for Care and Development)

² Mapping the Early Years and Childcare workforce 2010(Care Council for Wales)

³ Skills for Jobs: The National Strategic Skills Audit for Wales 2011 - Volume 1: Key Findings (UKCES)

*ageing population, growing consumer expectations of care services and an increased incidence of long-term health conditions. This a large occupational area with significant projected expansion and replacement demands. The lead-time for addressing this need is potentially short but criticality is high in terms of contribution to employment and supporting societal well-being*⁴.

The same report also looks at the Early Years and Childcare the sector, and notes that this is also amongst the fastest growing workforce in Wales, and this reinforces the SSC's own findings regarding its own part of that sector.

Our sector then is one where there is clearly a well recorded and defined need for workers for the future across all skills and qualification levels (required qualifications range from level QCF diploma to degree level).

1. The effect that the implementation of the *Learning and Skills (Wales) Measure 2009* has had on young people aged 14-19 years

There were around 26,850 learners undertaking courses specific to our sector over the course for the academic year 2009-10. Of these learners 450 were undertaking the required or recommended management courses in colleges and 1,110 in work based learning across both health and social care and childcare.

The Care Council for Wales does not have access to the numbers of schools delivering the GCSE, AS/A level qualifications in Social Care and Health, but there are likely to be substantial numbers. These qualifications however are knowledge based and not accepted as a qualification to work within the care sector.

The Measure has at its heart an aspiration to broaden choice for young people in Wales extending career choice and pathways.

There are age restrictions in place for those working in social care, for the safety of both young people and service users, however as we have seen from the information above, the sector is growing and will continue to do so. Both social care and Early Years and Childcare are sectors with strong employment possibilities.

⁴ Ibid pp27

Within our sector however there is some concern that learning at 14 -16 regarding our sector when delivered may be delivered by individuals with little knowledge of the sector. The Council's Further Education College and Learning Supply Strategic group has suggested some standards about who should be allowed to deliver qualifications, the qualifications themselves and the knowledge and experience of teaching staff in our areas and sectors. Their sign up to codes of practice or the values base of social care/ Early Years and Childcare would be crucial to ensure understanding of the sector and the possibilities it offers.

There is here an opportunity to provide the sector with learners who have a clear idea what is expected of them, and direct those who have the talent to work with vulnerable people into the work at an earlier stage in their career development.

2. Whether the implementation of the *Learning and Skills (Wales) Measure 2009* has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16

We do not consider, given the nature of our sector that Skills for Care and Development is best placed at present to comment on this. This is because the fact that undertaking training in our sector requires the learner to be over 16 regardless of how the training is undertaken. We are however aware that the Social Care sector is often a port of call for those who have left compulsory education with few qualifications, and this often leads to a career and qualifications in care developed over several years. This however is not usually a planned process. To make it more so would be valuable for both CYP and for service users of the future.

3. Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the *Learning and Skills (Wales) Measure 2009*

The information available for our sector is as below; we will be able to compare this information with 2011 figures when available to discover whether there is more uptake of these qualifications for our sectors

	Health and Social Care		Children's Learning and Development	Care, and
Learners in Schools 2010	GCSE 2110	A level 320	GCSE 2330	A Level 450
Numbers of learners in our sector in Further Education 2010 ⁵	8140		5755	
Apprenticeships in learning 2010 (Work Based Learning)	3450 4290 technical certificates ⁶ 7355 NVQs		2560 2560 technical certificates 3600 NVQs	
Number of courses on offer 2010	42		66	

4. What practical problems have been addressed in order to implement the *Learning and Skills (Wales) Measure 2009*

There are still practical problems to address in terms of making Social Care (and to a lesser extent Child care in Early Years) a course of study or learning which is addressed at an early stage in learners progression. There need for creative solutions to providing practical experience that is suitable at age 14 perhaps, and provide challenging and inspiring pathways to learning which can show the sector to be one which can provide both learning and career opportunities.

To this end the sector and the Council generally speaking needs to create better links with 14-19 learning networks and with schools and teaching staff themselves. The Council, through its Regional Partnerships has recruited a core of **Care Ambassadors** who are actively targeting schools in the regions and also through the 14 -19 networks some of those young people who are NEET . They provide first hand information on working in the sector, why they have chosen to do so, and provide an honest picture of what is needed to create a career in social care.

Another practical issue which the Council is aware of is that of Welsh language provision. Both parts of our footprint are notable for the fact that there will be those receiving services who need to access those services through the medium of Welsh. This concept of 'language need' is one which is gaining currency within social care

⁵ Last figures available from DfES LLWR Academic year 2009-10 as of October 2011

⁶ Some technical certificates were used as part of 14-19 work based learning programmes

as our ageing population leads to instances where the second language is lost or is the case of young children receiving child care, has not yet been acquired.

We would wish that young people who have gained a Welsh medium education should always be able to continue into further education in Welsh in order that those skills they have gained can be successfully transferred to the workplace.

Response from ConstructionSkills Wales to the Children and Young People Committee: Consultation on the Implementation of the Learning and Skills (Wales) Measure 2009

Introduction

ConstructionSkills welcomes the invitation to provide evidence to the Children and Young People Committee on the implementation of the Learning and Skills (Wales Measure 2009). ConstructionSkills is pleased to see that there is a continued focus on the skills agenda in Wales. This is a vital area of the economy and knowledge base of Wales which needs to be addressed and ConstructionSkills feels that it is well placed, as are all the Sector Skills Councils, to contribute effectively and decisively to the policy and scrutiny process.

About ConstructionSkills Wales

ConstructionSkills Wales is the Welsh arm of the Sector Skills Council and Industry Training Board for the construction industry. We are working to ensure that construction employers have the right skills, in right place, at the right time by investing funds and providing a wide range of industry-led skills and training solutions.

As a Sector Skills Council, we have developed excellent links with employers and training providers from across Wales and we have put our employers at the heart of the work we do. Our regional structures are coordinated and led by employers and businesses in the sector and are overseen by the Wales Employer Executive Committee. This means that ConstructionSkills Wales is best placed to deliver the right skills for economic recovery in the construction sector.

ConstructionSkills has created three regional construction fora for Wales. These are based in North Wales, South East and South West Wales and bring together employers from the built environment sector, colleagues from ConstructionSkills Wales and Assembly Members from the corresponding areas. These are key for employers to be able to voice their opinions on the sector in their area.

ConstructionSkills is also involved in the Welsh Built Environment Forum, an employer-led partnership designed to enable different parts of the built environment sector to work together more effectively and influence decisions and policies which affect the future of the industry. The Forum represents those who plan, design, build, refurbish and maintain the built environment, along with those who support them with training, funding and development opportunities.

As a representative of various construction industry bodies and groups, ConstructionSkills feel that the following issues should be addressed by the Committee

Employer engagement and meeting skills needs

- ConstructionSkills feel that there must be more collaboration with business leaders and industry experts in the implementation of the Learning and Skills Measure. Collaboration between education providers and the business sector is vital in creating effective and workable solutions to the skills deficit in Wales. A strong dialogue with employers in order to ensure that students have skills that employers really need on a local, regional and national level is critical.
- A report released in October, which was commissioned by ConstructionSkills and funded by Welsh Government's Sector Priorities Fund Pilot (SPFP), *Skills Provision for the Construction Sector in Wales – Research to inform Transformational Change*, highlighted the industry's view that there needs to be a more tailored and demand-led approach to training provision. This indicates the need for greater engagement with employers in sectors such as the construction when implementing the Learning and Skills Measure.
- ConstructionSkills, as the 'voice of the construction industry, is ideally placed to collaborate on a local and national level to address the skills gap.
- Through the Construction Skills Network (CSN), we are able to collect and produce comprehensive information on the future training and skills requirements of the industry, across the UK and Wales, and provide a consensus view of the current and future skills training needs.
- ConstructionSkills' regional construction fora provide a vital link with businesses in the industry in order to help inform how local curricula can meet skills needs in the industry. ConstructionSkills would urge local authorities and the Welsh Government to engage further with Sector Skills Councils, including ConstructionSkills.
- In keeping with this need for cooperation across sectors, there needs to be a folding in of the provision of apprenticeships and Work Based Learning environments, as business and industry bodies see these as vital in delivering the skills agenda.

Local curricula

- Sector Skills Councils such as ConstructionSkills would welcome a more collaborative and constructive role in the creation of local curricula, as a Skills Council would bring vital expertise to the discussions surrounding vocational education within particular learning domains.

- Although there is a clear role which Local Education Authorities can and should play in the creation of the new local curricula, ConstructionSkills feels that if there is to be engagement between education providers and the local community to establish local curricula, there is a need for a stronger involvement of local businesses and bodies such as the Welsh Built Environment Forum (the professional organisation representing the construction industry), regional construction fora, and various Sector Skills Councils, alongside the local education authorities.
- ConstructionSkills also feels that there is a need for a national body of some description to be involved, to ensure that the provision of 'local curricula' is fair across Wales. To ensure that there is equality of standards across the whole of Wales, Sector Skills Councils and national bodies such as the Welsh Built Environment Forum could play an important role in advising and consulting on national approaches. This would allow the Local Education Authorities to work with a national body or bodies, which would ensure that every 14 – 19 learner was offered the same or similar opportunities.

Qualifications review

- ConstructionSkills urges the Committee to consider the implications of the recently announced Welsh Government review of qualifications in Wales. There is a need for clarity on the scope of this review, including whether it will look at vocational qualifications, and the effect that any changes to the qualifications system will have on measures introduced under the Learning and Skills (Wales Measure 2009).

Funding

- Funding needs to be more accurately identified, maximised and then ring-fenced. It should be emphasised that ConstructionSkills and SSCs in general are tasked with endorsing sector-specific qualifications, and it is these courses and awards which should be eligible for Welsh Government funding, not only LEA provided courses.

The role of Sector Skills Councils

- Sector Skills Councils are best-placed, best-sourced and best-suited to contribute, monitor and manage the process of delivering on the Welsh skills agenda, through the re-organisations and increased provision of work based learning, apprenticeships and sector specific qualifications.

- ConstructionSkills would propose that Sector Skills Councils be given a statutory role equal to that of local education authorities, in contributing to the development of the local curricula.

Evidence from Semta

Semta is the Sector Skills Council for Science, Engineering and Manufacturing Technologies, and works with employers to improve business performance through skills investment. Semta brings together employers, training providers and stakeholders to identify and understand skills needs and develop action plans to tackle gaps and shortages. Semta's aim is to improve the productivity and competitiveness of its sectors by ensuring companies have the right people with the right skills at the right time.

Response

1. The effect that the implementation of the Learning and Skills (Wales) Measure 2009 has had on young people aged 14-19 years (Engineering and Manufacture)

The Welsh Baccalaureate Principal Learning Option Pilot offered through the Flintshire network has proved to be a great success. The initial cohort of 15 learners completed in August 2011 with 100% successful outcomes. This allowed numerous progression routes to be accessed per learner. The alternatives accessed included direct entry into A Level provision used for future University access (3 learners), Edexcel Diploma in Engineering used for future University access (5 learners), Apprenticeship Access with immediate employment or via the Pathway to Apprenticeship Programme (6 learners), and finally level 2 or level 3 access following a different vocational route (1 learner)

Due to the applied learning methodology where the provision for delivery is of a shared type between 4 high schools and an FEI hub the network partners inclusive of Semta have seen a distinct improvement in both academic and vocational skills gained by the particular learner making them ready for the World of Work supporting needs identified by Industry,

Semta have earmarked the system as a possible Junior Apprenticeship Programme for future recognition for 14 to 16 years olds due to the WBQ element at Intermediate Level being more focussed and related to Engineering issues.

Learners can gain a 5 GCSE equivalent outcome following the Principal Learning qualification delivered as part of the overall programme by attending the FEI for one day per week timetabled as part of an options menu in school.

Semta are now aware of 5 additional regions who have begun the framework in 2011– Sir Gar, Wrexham, Gwent, Cardiff and Vale and Neath.

2. Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16.

It is always Semtas' intention to support all learners wishing to follow a vocational pathway via Engineering or Manufacture. GCSEs are still recognised as the pre-requisites for initial entry into the sector but the WBQPL also provides an alternative and recognised entry into a Level 2 Apprenticeship pathway as a minimum. Semta work with FEIs and other Training providers, to influence the content of programmes of study, which will allow progression from Level 1 to Level 2 Engineering Schemes for learners not having the academic and vocational ability when leaving school or as an adult wishing to re-train.

3. Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009.

As referred to in Question 1 and 2 the WBQPL allows distinct applied learning for the Engineering Sector as it supports the preparation of the learner for Industry. However because the content also includes core GCSEs and the overarching WBQ it allows learners to change their thinking to follow a different mode of provision and employment route

As stated it allows:-

Progression to Level 2 Programmes of a Competence Nature in Engineering - Employed or Unemployed

Progression to Level 3 Programmes of a Competence Nature in Engineering - Employed or Unemployed

Progression into General Education A Level Provision to follow a career in Engineering Related Subject Areas

Progression into General Education A Level Provision to follow a career in Non Engineering Related Subject Areas

Progression into General Education to follow a career in non Engineering Related Subject

- 4 What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009

Having nurtured additional interest in Engineering and Manufacturing Industries with school based learners via the WBQPL framework it was imperative that a progression route was available for learners to step to even though the number of available apprenticeships were in decline due to the economic climate.

Semta working with Welsh government introduced the Pathway to Apprenticeship Scheme in Engineering run in parallel with distinct Apprenticeship Programmes. The Engineering PtA Programme is deemed to be the most successful by stakeholders including WG and Industry due to the high level of positive progression into employment as well as the skills developed by the learner making them suitable for industry. This provision is being expanded to include other specific vocational pathways from 2012 e.g. Aerospace Sector in Wales.

Semta have managed to influence the content of the PtA programme to support regional workforce and economic needs while still maintaining a National Standard of Content overall. Industry is very complementary of the overall outcomes and is actively involved in improving content.

- 5 Is the Learning and Skills (Wales) Measure helping to improve parity of esteem between academic and vocational courses?

Yes but there is still a need to continue with the policies to improve further and more importantly advertise and market the changes to all stakeholders inclusive of WG, Schools, Learners, FEIs, PTPs, Careers Wales and Industry.

6. One of the key aims of the 14-19 Learning Pathways policy is to ensure that: 95% of young people by the age of 25 will be ready for high skilled employment or higher education by 2015. Is the implementation of the Measure to date having an impact on improving the level of vocational skills of young people?

Semta have recognised this Key Aim and feel a Key Action needed is to provide a Progression Elevator for all, linked to Apprenticeship standards asked for by Industry and hopefully leading to employment opportunities. Learners can now progress from Level 1 to Level 4 Apprenticeship Frameworks and with the introduction of the Higher Apprenticeship Programmes from 2012 can now continue to Level 5 and Level 6 Industry Recognised Frameworks of Study.

This progression elevator in effect allows access for any learner with any level of academic/vocational ability wishing to follow an Engineering Career but also allowing only necessary levels of training to be attended /completed to support the need for Highly Skilled individuals fit for purpose within the specific sector of engineering.

Evidence from Summit Skills

Summit Skills:

The effect that the implementation of the Learning and Skills (Wales) Measure 2009 has had on young people aged 14-19 years;

I can only report on the Construction and Built Environment Principal line of learning of which SummitSkills are part of the SSC consortium. We felt that in Wales there was a missed opportunity as the literacy and numeracy key elements to support the programme were written by employers to make sure the candidates they would eventually recruit as apprentices post-16 had the mathematical and literacy skills to benefit their businesses but Welsh Government chose not to adopt these as fundamental elements.

On a positive front it definitely initiated conversations around vocational education in the school curriculum and conversations with parents which would never have happened without this Measure. May I add that we really did try hard with Welsh- medium schools to take this curriculum offer on board, but the numbers were sadly very low. The reason for this needs to be investigated by Welsh Government.

Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16;

I genuinely have no evidence to prove this either way. However the EMA, tax credits and the desire to attend university have been factors that vocational education has had to compete against. Our aspiration for the Measure was that future generations would have had a “real” introduction to the BSE sector and breadth of the services sector in terms of progression, footprint and opportunities. They could then have all the information to make informed career decisions for themselves. Alas, as a sector we still suffer from an oversupply of under-skilled individuals being put into the job market from the stand alone technical certificate sales.

Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009;

What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009;

I have no evidence to prove this either way, the uptake of the Construction and BE Principal line of learning would give you an idea of the level of impact the Measure has had for our sector.

Practically, we need to improve the level of understanding of those that take part in the delivery and who should be involved in the delivery of the programmes to the 14 to 19 cohort. The majority of applications lacked suitable employer engagement and links to FEI to facilitate progression. On a

positive note one school that was emerging from special measures used the programme to invigorate the new curriculum it was able to offer.

Is the Learning and Skills (Wales) Measure helping to improve parity of esteem between academic and vocational courses?

I have no evidence to prove this but we are trying to improve this level of understanding with the Pathways to Apprenticeship programme which has been very successful for our sector. There is still a lot of work to do with the schools but this needs concerted efforts from several agencies. An SSC cannot do this in isolation. Normally schools were using the PLQ for less academic students rather than offering it to the whole age group and therefore this is unlikely to change perceptions.

One of the key aims of the 14-19 Learning Pathways policy is to ensure that: 95% of young people by the age of 25 will be ready for high skilled employment or higher education by 2015. Is the implementation of the Measure to date having an impact on improving the level of vocational skills of young people?

I have no direct evidence to respond to this but if we are not increasing the number of participating schools in our Principal Lines of Learning then there will be a knock on effect further up the line, we have made an impact post 16 with the PtA but if you want to increase the number of individuals ready for high skills employment then the younger you start the greater rate of return you will have. With the level of coverage we currently have this 95% target will not be met.

Children and Young People Committee

Inquiry into the implementation of the Learning and Skills Measure 2009

Background:

SkillsActive, the Sector Skills Council (SSC) for Active Leisure Learning and Well-being is an employer-led organisation and a member of the Alliance of Sector Skills Councils. SkillsActive is recognised and licensed by Government and is charged with leading the skills and productivity drive within the Sport, Fitness, Playwork, The Outdoors and Caravan industries – known as the Active Leisure Learning and Well-being Sector.

SkillsActive has developed a longstanding positive working relationship with Play Wales. Play Wales is the national organisation for children's play working strategically with ministers, government officials, national organisations, local authorities, educational institutions, voluntary and community sectors to influence and inform decisions that will have an impact on children and young people's play.

Historically, SkillsActive has worked closely with Play Wales on a range of strategic initiatives. As an example, Play Wales hosted the National Training Centre for Playwork Education and Training which provided a coherent route for playwork education development and training including strategic coordination, viability and sustainability, networking, information dissemination, communication and quality assurance. Play Wales has also worked with SkillsActive when developing the new Play and Playwork Education and Skills Strategy 2011-2016. This is underpinned by a Welsh Implementation Plan which compliments the Welsh Government's Skills That Work for Wales strategy, the Children and Families Measure 2010 and the new Child Poverty Strategy 2011 all of which link to the drive for Wales to be a place which values children and young people and the need for a professionally qualified playwork workforce.

SkillsActive also has a close working relationship with the Care Council for Wales. Care Council for Wales is the social care workforce regulator in Wales and responsible for promoting and securing high standards across the social services and social care workforce. The Council also delivers the Sector Skills Council remit in Wales for those working in early years and childcare and in social work and social care with children and adults.

SkillsActive, Play Wales and the Care Council for Wales have recently developed and agreed a memorandum of understanding that will foster positive and co-operative working arrangements between the three organisations to the benefit of the Playwork workforce and ultimately children and young people in Wales.

Both SkillsActive and Play Wales welcome the opportunity to respond to the committee's request for evidence to their inquiry into the implementation of the Learning and Skills Measure (Wales) 2009. Access to wide ranging learning provision for all 14-19 learners is important and enabling learners to fulfill their potential and become fully engaged in their local communities. We believe that a curriculum which meets the needs of all 14-19 year old learners is crucial for a healthy, productive society in Wales.

I. The effect that the implementation of the *Learning and Skills (Wales) Measure 2009* has had on young people aged 14-19 years

The Measure is leading to a broader choice of academic and vocational provision, particularly at 14-19. However, there is an important opportunity to be grasped. Focusing upon career pathways, it could be argued that Playwork does not feature strongly in comparison with other sector career pathways. Therefore, playwork needs to be promoted more widely as a viable career option, particularly at 14-19. There is a real opportunity to develop playwork as an option for young people rather than the current situation where most playworkers 'stumble' into the job. Early years qualifications have been available in schools for decades as have programmes such as the Duke of Edinburgh Award scheme which often draw young people into the youth work sector. Playwork could have similar opportunities within schools and colleges to establish itself as a real career opportunity, as well as being beneficial to a wider range of careers involving children and young people. In addition, there is a view that undertaking playwork programmes is of enormous benefit to

young people who in the future will become parents and members of communities. To ensure that the Measure is successful, it is important to ensure that there is a wider range of choice and provision for young people.

2. Whether the implementation of the *Learning and Skills (Wales) Measure 2009* has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16

Both SkillsActive and Play Wales believe that there are probably other stakeholders who are better placed to comment on this. However, there are a range of factors that often affect the numbers of young people choosing to stay on in education. As an example, within the current economic climate many young people may choose to stay on in education and training after the end of compulsory education at age 16. In Wales youth unemployment is high and it is likely that this is a contributing factor.

3. Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the *Learning and Skills (Wales) Measure 2009*

It would seem that the Measure has led to a wider choice of academic and vocational courses. There also seems to be an improvement in collaborative working and growing levels of trust and understanding.

With the introduction of the new Playwork Principles into Practice qualifications (P³) there has been significant take up across Wales. This is attributed to:

- overcoming learning barriers such as rurality, travel, previous negative experiences in formal education, and seasonal employment
- delivery locally through employers outside of the formal college context as well as within the FE sector
- being coherent with policy and legislative context of the Welsh Government; its radical approach to children's play including recognition of the importance playing

- outside, addressing the poverty agenda, providing adventure, risk and opportunity
- providing opportunities for gaining additional skills and qualifications needed to sustain employment, improve productivity and potentially increase earnings through career progression
 - supporting delivery of skills provision that is more responsive and aligned to the needs of employers
 - providing discrete bite sized learning

There is a view that the lessons learnt are transferable to the 14–19 agenda and that there is a learner demand for a wider profile of courses.

4. What practical problems have been addressed in order to implement the *Learning and Skills (Wales) Measure 2009*

Collaboration is key. However, there are often challenges particularly around the availability of resources. To successfully introduce new learning and skills options for young people requires a solid infrastructure for qualification and training development and delivery; strategic coordination and sustainability; focussed networking, information dissemination, communication and quality assurance. Providing a foundation for inspiring teachers, employers, training providers and young people to take up new opportunities such as playwork both as a qualification and career option is a process which has started but there is still a way to travel. Support for joint working requires strong leadership and resources. Lessons learnt over the last few years show that where there is energy and commitment to deliver learning and skills (particularly through the medium of Welsh) great strides can be made.

Response received from LSIS

(UK Qualifications and Skills)

Young People, parents, communities and employers should be entitled to have access to appropriately qualified and supported (C&PD) practitioners irrespective of setting in which the service is delivered.

A key component of the LLUK/LSIS Qualification Strategy was the reform of the Teacher Qualification Framework in Wales (TQFW). Having consulted widely the vision is for a modular, credit based approach to Teacher/Tutor/Trainer education which would provide core and option units to support generalist/specialist career development, for initial teacher training and ongoing professional development. The recommendations cover Teachers in Further Education, Work-based Learning and Adult Community Learning. Because of the regulatory basis of this qualification framework our recommendations need support from DfES and were submitted in March 2008. The TQFW is an essential step in the development of fit-for-purpose qualifications, and is much needed to ensure that young people have access to 'high quality education and training related to employment'

Response from Skills for Justice

Is there progress on establishing a Common Core for the CYP sector workforce. A lot of hard work went into the process but with no outcome. It would make sense to have a common core in place which would aid the development of a set of values and principles, consider approaches to induction etc

What is WG planning in terms of registration and regulation coherence in order to try and address:

- *some of the piecemeal or divergent developments in the children's sector around registration and regulation?*
- *Different approaches to key definitions, e.g what it means to be in good standing*
- *Communities of practice in which only some practitioners were registered and regulated, e.g. teaching*
- *Piecemeal approach to the registration of emerging professionals*
- *Communities of practice - e.g. early years – where practitioners were likely to be registered in at least two different places*

Response from E-Skills UK

e-skills UK has not been invited by many 14-19 networks to engage with their pathways programmes, so it is difficult to comment with huge confidence on the impact of the measure. But I have responded as best I can. Please see below:-

Whether the implementation of the Learning and Skills (Wales) Measure 2009 has had any effect on the numbers of young people choosing to stay on in education or training after the end of compulsory education at age 16;

We do not hold any data on this I am afraid.

Whether young people aged 14-19 have a wider choice for academic and vocational courses as a result of the Learning and Skills (Wales) Measure 2009;

There may be wider choice but without legislation or incentives for schools and colleges to actively prepare for delivery of vocational courses, cpd of teachers, curriculum planning, marketing and promotion, then pupils and parents will probably continue to opt for the 'traditional' choices that are the main means of schools attaining their targets.

What practical problems have been addressed in order to implement the Learning and Skills (Wales) Measure 2009?

Please see above.

Eitem 3

CYNULLIAD CENEDLAETHOL CYMRU – PWYLLGOR PLANT A PHOBL IFAINC

Hoffai Ceredigion ddiolch i Gynulliad Cenedlaethol Cymru – Pwyllgor Plant a Phobl Ifainc am y cyfle i roi tystiolaeth i ymchwiliad y Pwyllgor i weithrediad *Mesur Dysgu a Sgiliau (Cymru) 2009*. Mae Aelodau o'r Pwyllgor wedi nodi bod nifer o faterion sy'n arbennig o berthnasol i ardaloedd gwledig megis dewisiadau, teithio a chludiant, dysgu digidol a darparu addysg drwy gyfrwng y Gymraeg, wedi codi yn nhreffodaethau'r Pwyllgor. Byddwn yn canolbwyntio'n bennaf ar y materion hyn ond hefyd yn gosod y materion hyn yng nghyd-destun Ceredigion fel y bydd Aelodau'n ymwybodol o'r cefndir a'r mandad lleol yr ydym yn gweithio o'i fewn.

NODWEDDION CEREDIGION

- Ceredigion yw'r ail isaf yng Nghymru o ran dwysedd poblogaeth.
- Yr enillion wythnosol cyfartalog yng Ngheredigion yw'r isaf yng Nghymru a'r prisiau tai ymhlith yr uchaf.
- Ymhlith y ganran uchaf o weithwyr hunangyflogedig yng Nghymru.
- Dibynnu'n drwm ar y sector Gyhoeddus am swyddi.
- Prydau Ysgol am Ddim yng Ngheredigion yw 12.2%. Hyn yw'r trydydd isaf yng Nghymru.
- Nid oes gan Geredigion ddim ysgolion arbennig. O ganlyniad mae'r holl ddisgyblion yn derbyn darpariaeth addysg yn ein saith ysgol uwchradd.
- Mae'r lleoedd dros ben mewn ysgolion uwchradd yn uchel iawn ar 25%.
- Mae gan Geredigion fandad gwleidyddol i gadw addysg uwchradd yn y chwe thref farchnad. Y mae'r trefi ar wasgar yn eang ar draws y sir. Mae'r pellter rhwng tref a'r dref nesaf ati yng Ngheredigion at ei gilydd yn amrywio rhwng 12 milltir ac 16 filltir. Y mae'r isadeiledd trafndiaeth yn wael.
- Mae teithiau uniongyrchol ar y bws rhwng y prif drefi at ei gilydd yn cymryd hanner awr. Eto, cyfyngedig yw'r cysylltiadau drwy drafnidiaeth gyhoeddus.
- Y mae gan y sefydliad addysg bellach Coleg Ceredigion ddau safle sydd wedi'u lleoli mewn dwy o'r prif drefi, sef Aberystwyth ac Aberteifi. Coleg Ceredigion yw'r Coleg Addysg Bellach lleiaf yng Nghymru.
- Y mae'r cysylltiadau Band Llydan at ei gilydd yn wael. Tregaron a Llanbedr Pont Steffan oedd y lleoliadau gwaethaf o ran cyflymder band llydan yng Nghymru ac roeddent ymhlith yr 20 lleoliad gwaethaf o ran cyflymder band llydan yn y Deyrnas Unedig. Y mae'r cysylltiadau band llydan o fewn ysgolion eu hunain yn dda.
- Cyflwyno isadeiledd hyblyg ac amrywiol o ran ysgolion, a hynny'n cynnwys ysgolion 3-19, fel rhan o wneud darpariaeth addysg yn fforddiadwy ac yn gynaliadwy mewn ardaloedd gwledig.
- Lefelau isel iawn o bobl NEET. Y ganran o ddisgyblion a ddosberthir fel NEET ar ôl gorffen blwyddyn 11 yw'r isaf yng Nghymru.
- Yr ail ganran uchaf o ddisgyblion Blwyddyn 11 yn dewis dychwelyd i'r 6ed dosbarth.

STRATEGAETH 14-19 CEREDIGION

Gellir crynhoi'r prif strategaethau ar gyfer sefydlu'r Mesur Dysgu yng Ngheredigion fel a ganlyn.

- Adeiladu ar y deilliannau cryfion a gyflawnwyd gan y drefn ysgolion sydd ohoni yng Ngheredigion drwy sefydlu ysgolion 3-19 a chynnal trefniadau cydweithio ffurfiol yn ôl model canolbwynt a breichiau rhwng ysgolion.
[ATODIAD](#)
- Canolbwyntio ar ddatblygu sgiliau cryfion mewn llythrennedd a rhifedd o fewn cwricwlwm eang.
- Datblygu diwylliant dysgu wedi'i seilio ar TGCh, lle caiff pob dysgwr fynediad at gynnwys cyrsiau a'r amgylchedd dysgu o unrhyw ran o'r ysgol neu o gartref ar unrhyw adeg o'r dydd.
- Adeiladu ar y gofal bugeiliol rhagorol a ddarperir drwy'r system ysgolion a dal ati i ddatblygu'r strategaethau ymyriad cynnar sydd wedi gwella ymddygiad a brwdfrydedd disgyblion ar draws pob ystod oed.

BUDDION I'R DYSGWR

Y mae'r Mesur wedi cael effaith gadarnhaol ar ddysgwyr.

Gwelliannau Cwricwlaidd

- Gwell dewis i'r dysgwyr a chynnydd yn nifer y Llwybrau Dysgu sydd ar agor iddynt ar draws meysydd ehangach.
- Mwy o gyfleoedd dysgu'n cael eu cymryd ar gyfartaledd ar draws pob maes o'r cwricwlwm.
- Wedi peri bod mwy o hyblygrwydd yn y cwricwlwm a gadael i ddysgwyr fanteisio ar ddarpariaeth ddysgu bersonol.

Gwelliannau o ran lles

- Wedi hybu gwasanaethau Cymorth i Ddysgwyr megis cwnsela yn yr ysgol a hyfforddwyd dysgu.
- Wedi sicrhau bod gan bob ysgol uwchradd gyfleuster Hafan ac Encil¹ i roi cymorth gydag anghenion emosiynol ac ymddygiadol dysgwyr o fewn pob sefydliad.
- Wedi sicrhau bod Gwasanaeth amhleidiol i roi Cyngor ar Yrfaeoddedd ym mhob sefydliad.
- Wedi sicrhau bod gan bob dysgwr Ddatganiad Hawl a Haeddiant gan y Rhwydwaith Dysgu 14-19.
- Wedi annog disgyblion i fynegi eu hopsiwn ar y ddarpariaeth drwy holiadur blynyddol "Llais y Dysgwr".
- Wedi gwella'r Parch Cydradd rhwng cyrsiau galwedigaethol a chyrsiau traddodiadol mewn ysgolion.

¹ Cyfleuster cynhwysiant yw'r Hafan ac Encil. Grŵp anogaeth yw'r cyfleuster Hafan a chyfleuster neilltuo yw'r Encil.

DEILLIANNAU'N CODI O'R MESUR 14-19 YNG NGHEREDIGION

Mae gweithredu'r Mesur 14-19 yng Ngheredigion wedi arwain at nifer o fuddion mesuradwy.

- Bu canolbwyntio effeithiol ar les disgyblion, er enghraifft drwy'r gwasanaeth cwnsela. Mae hyn wedi arwain at welliant mewn ymddygiad a gwell graddfeydd presenoldeb.
 - Mae canran y disgyblion mewn addysg lawn amser ar ddiwedd blwyddyn 11 wedi codi o 78% yn 2006 i 86.2% yn 2010.
 - Mae'r graddfeydd presenoldeb mewn ysgolion uwchradd wedi gwella o 91.6% yn 2007-08 i 92.5%, sef yr uchaf yng Nghymru yn 2010-11. Y raddfa bresenoldeb hyd yn hyn yn 2011-12 yw 94%, peth nas gwelwyd erioed o'r blaen.
 - Mae nifer y dyddiau a gollwyd oherwydd gwaharddiadau tymor penodol o 6 diwrnod neu fwy wedi disgyn o 65 (2007-08) i 40 (2009-2010). Ni fu dim gwaharddiadau tymor penodol o 6 diwrnod neu fwy yn ystod tymor cyntaf 2011-12. Ni fu dim gwaharddiadau parhaol yn 2010-11 nac yn nhymor cyntaf 2011-12.
- Gwelsom welliant parhaus yn ystadegau trothwy Lefel 2 a Lefel 3 yn ystod y 4 blynedd diwethaf. Gwelsom welliant garw hefyd yn y sgôr pwyntiau cyfartalog ehangach er 2008.
 - Mae canlyniadau trothwy Lefel 2 wedi gwella o 61.6% yn 2008 i 71.4% yn 2011.
 - Mae sgôr pwyntiau cyfartalog ehangach disgyblion 17 flwydd oed wedi gwella o 659 i 813 yn ystod yr un cyfnod.
- Bu cynnydd sylweddol yn nifer y cyrsiau a gynigir i ddisgyblion gan gynnwys nifer y cyrsiau a gynigir drwy gyfrwng y Gymraeg neu'n ddwyieithog, yn enwedig i ddisgyblion ôl-16.

MATERION SY'N CODI WRTH WEITHREDU'R MESUR DYSGU

Rhydd y tabl canlynol grynodedeb o'r prif faterion sy'n effeithio ar wireddu'n llawn fuddion y Mesur Dysgu.

Mae rhai o'r materion megis cyndynrwydd o newid a chyfathrebu ag awdurdodau cyfagos i'w rheoli orau ar lefel leol.

Mae materion eraill megis yr economi wledig, denu mwy o fuddsoddiad a chyfleoedd am swyddi drwy'r sector breifat, cyflogaeth, hygyrchedd band llydan a chostau teithio yn rhai sy'n gofyn cefnogaeth genedlaethol. O'r rhain, cludiant yw'r her unigol fwyaf wrth weithredu'r Mesur Dysgu.

Mater	Dull rheoli
<p>Costau teithio uchel ac amseroedd teithio hir mewn ardaloedd gwledig. (<u>Atodiad 2</u>)</p>	<p>Dengys data Stats Cymru fod Ceredigion yn gwario £465 y disgybl bob blwyddyn ar gludo disgyblion i'r ysgol o'i gymharu â £109 y disgybl yng Nghaerdydd. Hwn yw'r cyfyngiad mwyaf sy'n wynebu darparwyr yng Ngheredigion. Nid yw costau cludiant yn cael eu cydnabod mewn cyllido ôl-16 ac mae hyn yn faich ychwanegol sylweddol ar yr Awdurdod Lleol.</p> <p>Mae amserlennu ar y cyd rhwng ysgolion partner wedi helpu i leihau'r gost ond eto nid yw'n fodel llwyr gynaliadwy. Y cam nesaf yw rhoi modelau Canobwynt a Breichiau ffurfiol ar waith fel a ddisgrifir yn <u>Atodiad 1</u>.</p> <p>Mae uno 6ed dosbarthiadau yn anorfod yn cynyddu'r pellteroedd a deithir gan ddisgyblion i gael mynediad at addysg. Mae hyn yn cynyddu amseroedd teithio disgyblion a hefyd costau teithio. Mae hyn yn wir p'un a fydd 6ed dosbarthiadau yn wir yn cael eu huno â'i gilydd neu'n uno'n rhithwir yn rhan o uned gydweithredol.</p> <p>Nid yw'r costau teithio hyn yn cael eu cydnabod yn y fecanyddiaeth ar gyfer cyllido cyrsiau ôl-16. Mae hyn yn gosod awdurdodau gwledig o dan anfantais sylweddol ac yn rhwystro datblygu ateb llwyr gynaliadwy.</p>
<p>Cynaliadwyedd darparu 30 o gyrsiau mewn ysgolion uwchradd bach.</p> <p>Nododd y Swyddfa Archwilio fod eisiau o leiaf 150 o ddisgyblion i gynnal 6^{ed} dosbarth cynaliadwy. Mae'r dadansoddiad diweddaraf o gostau a chyllido a wnaed yng Ngheredigion gan gymryd y Mesur Dysgu 14-19 i ystyriaeth yn awgrymu bod y gwir bwynt lle torrir yn gyfartal yn uwch, a'i fod yn fras oddeutu'r 200 disgybl.</p>	<p>Mae 6^{ed} dosbarth holl ysgolion uwchradd Ceredigion namyn 1 yn llai na 150 o ddisgyblion.</p> <p>Mae'r pwysau ar gyllid yn fwy ers i Lywodraeth Cymru beidio â chydabod teneurwydd poblogaeth a gwledigrwydd yn yr hafaliad ar gyfer cyllido addysg ôl-16. O ganlyniad mae'n rhaid i Geredigion roi cymhorthdal sylweddol i ddarpariaeth ôl-16 o fwy na £300k y flwyddyn, sef 8% o'r gyllideb.</p> <p>Rydym yn mynd i'r afael â'r broblem hon yng Ngheredigion drwy annog bod partneriaethau cydweithredol ar gyfer 6^{ed} dosbarthiadau yn cael eu datblygu gan ddilyn model Canolbwynt a Breichiau. O dan y model hwn bydd yr ysgolion yn y bartneriaeth yn ymgymryd â dewis opsiynau ar y cyd ac amserlennu ar y cyd.</p> <p>Eto, fel a nodir uchod, mae rhoi unrhyw gydweithredu ar waith rhwng darparwyr ôl-16, neu uno unrhyw ddarparwyr ôl-16 yn anorfod yn arwain at gynyddu costau teithio.</p> <p>Mae adnoddau a fyddai fel arall yn cael eu defnyddio i ddatblygu'r cwricwlwm a gwella ansawdd cyrsiau yn gorfod cael eu dargyfeirio a'u defnyddio'n hytrach i alluogi myfyrwyr i gael mynediad.</p>
<p>Mae'r cyfleoedd cyflogaeth cyfyngedig yng Ngheredigion yn cyfyngu ar lwybrau i gyflogaeth ac yn esgor ar golli sgiliau o Geredigion.</p>	<p>Mater yw hwn na ellir mo'i reoli'n llwyr ar y lefel leol. Dengys Stats Cymru mai'r enillion wythnosol crynswth cyfartalog yng Ngheredigion yn ystod y ddwy flynedd diwethaf oedd yr isaf yng Nghymru.</p>

	<p>Mae lefelau cyflawni yng Ngheredigion gyda'r uchaf yng Nghymru. Eto, cyfyngedig yw'r cyfleoedd am gyflogaeth. A chyda'r cyflogau isaf yng Nghymru ychydig o gyfle sydd i brentisiaethau academaidd lle cyflawnir yn uchel neu rai galwedigaethol â chymwysterau da aros yn y sir. O ganlyniad, ceir allfudiad gan y rhai uchaf eu cymwysterau o Geredigion a hyn yn gwaethygu problemau tlodi gwledig.</p> <p>Ond ychydig o fuddsoddiad economaidd a gafodd y Canolbarth gan Lywodraeth Cymru. Mae taer angen buddsoddiad economaidd yng nghefn gwlad y Canolbarth i wrthdroi'r dirywiad economaidd.</p>
Nifer gyfyngedig o ddarparwyr gydag arbenigedd mewn pynciau galwedigaethol mewn ardaloedd gwledig.	<p>Nifer gyfyngedig o ddarparwyr allanol sydd yng Ngheredigion a mentrau a redir gan un neu ddau yw'r rhain at ei gilydd. Mae risgiau o ran dilyniant ac ansawdd gyda rhai o'r darparwyr bach hyn.</p> <p>Coleg Ceredigion yw'r Coleg Addysg Bellach lleiaf yng Nghymru ac arbenigedd cyfyngedig sydd ganddo mewn rhai meysydd.</p> <p>Anogir partneriaethau rhwng ysgolion i gomisiynu darparwyr hyfforddiant naill ai Coleg Ceredigion neu Hyfforddiant Ceredigion os yw'r arbenigedd eisoes i'w gael, neu i fuddsoddi mewn hyfforddiant i staff lle bo gan aelodau o staff ysgolion yr arbenigedd sydd ei eisiau.</p>
Mae capasiti band llydan yn isel yng Ngheredigion ac mae eisiau diweddarau cyfleusterau TGCh.	<p>Rydym wedi datblygu ac yn rhoi ar waith strategaeth TGCh sy'n anelu at wella ansawdd offer TGCh ac ansawdd cefnogaeth TGCh drwy gyfuno cyllid ysgolion.</p> <p>Mae capasiti'r band llydan yn caniatáu i bob ysgol redeg un cyswllt fideogynadleda ar y tro. Drwy ddefnyddio'r adnodd hwn, gellir cyflwyno uchafswm o 6 chwrs o'r 60 o rai Safon Uwch Gyfrannol ac Uwch drwy gynhadledd fideo.</p> <p>Rydym yn ymchwilio i fuddion comisiynu defnyddiau cwrs electronaidd ar gyfer rhai modylau. Bydd hyn yn gadael i ddisgyblion ddysgu rhai pynciau o bell. Bydd athrawon yn cynnal sesiynau tiwtora i fynd i'r afael â phroblemau.</p>
Sicrhau ansawdd cyrsiau a ddarperir mewn cydweithrediad.	<p>Rydym wedi datblygu cytundebau lefel gwasanaeth i'r ysgolion eu defnyddio. Rydym wedi sicrhau bod yr holl ysgolion wedi cwblhau'r cytundebau lefel gwasanaeth hyn. Mae'r cytundebau lefel gwasanaeth hyn yn gosod targedau ansawdd ar gyfer y cyrsiau a ddarperir mewn cydweithrediad. Oni chwrddir â'r mesurau ansawdd, caiff y cyllid ei leihau.</p>
Lleoedd dros ben mewn ardal wledig Atodiad 3	<p>Cyfradd y lleoedd dros ben yn ysgolion cynradd Ceredigion yw 23% a chyfradd y lleoedd dros ben yn ysgolion uwchradd Ceredigion yw 25%. Rydym wedi cyfrif mai lleiafswm y lleoedd dros ben sy'n economaidd yn ysgolion cynradd Ceredigion yw 14%. Sefyllfa debyg a geir mewn ysgolion uwchradd.</p> <p>Dim ond pan fo'r arbedion a geir drwy gau ysgolion uwchradd yn uwch na chostau ychwanegol darparu cludiant ychwanegol y bydd lleihau lleoedd dros ben yn esgor ar arbedion net.</p>

Casgliad

Er bod y Mesur at ei gilydd wedi cael ei groesawu ac er ei fod wedi esgor ar fuddion gwirioneddol i ddisgyblion, a'r rheini'n bennaf ar ffurf:

- Dewis ehangach sy'n arwain at well deilliannau;
- Mwy o foddhad ymhlith disgyblion fod y cwricwlwm yn cwrdd ag anghenion; fel a welir o'r gwell deilliannau;
- Mwy o fwynhad a brwdfrydedd ymhlith disgyblion fel a welir o'r presenoldeb a'r ymddygiad gwell o lawer;

Bydd cynnal y cynnydd yn anodd heblaw bod Llywodraeth Cymru

- yn ehangu ei diffiniad o dlodi yn enwedig mewn ardaloedd gwledig mewn addysg;
- yn derbyn cludiant fel goblygiad cost sylweddol wrth ddarparu;
- yn dosrannu pwysoliad priodol i gost darparu drwy gyfrwng y Gymraeg mewn ardal wledig sy'n denau ei phoblogaeth.

Bydd cynnal y cynnydd yn anodd heblaw bod Awdurdod Lleol Ceredigion a Llywodraeth Cymru yn gweithio gyda'i gilydd i:

- fuddsoddi yn yr economi leol i ehangu a chaniatáu cyfleoedd i ddisgyblion ddefnyddio eu sgiliau ehangach a galwedigaethol yn yr ardal leol;

Mae angen i'r Awdurdod Lleol ddal ati i gyflawni ei raglen o newid.

ATODIAD 1 – Y MODEL CANOLBWYNT A BREICHAU

CYFLAWNI'R MESUR DYSGU – Y MODEL CANOLBWYNT A BREICHAU

Mae chwech o'r saith chweched dosbarth yng Ngheredigion yn rhai bychain a chanddynt lai na 150 o ddisgyblion. Nid yw'n bosib i bob un o'r chwe chweched dosbarth hyn redeg 30 o gyrsiau.

Yr allwedd i ddarparu 30 o opsiynau ar gyfer disgyblion yw lleihau gymaint ag y bo modd ddyblygu cyrsiau rhwng ysgolion cyfagos. Yr ateb a ffeirir i gyflawni'r nod hwn yng Ngheredigion yw'r model canolbwynt a breichiau.

Mae'r ateb canolbwynt a breichiau hwn i Geredigion wedi cael ei ddatblygu mewn cydweithrediad agos â Chynghorau Sir Powys a Sir Gaerfyrddin. Mae'r ddwy sir wledig hyn yn wynebu heriadau cyffelyb.

Gellir crynhoi'r model canolbwynt a breichiau yng Ngheredigion fel a ganlyn:-

- Caiff ysgolion uwchradd eu partneru gydag un neu ddwy ysgol arall.
- Bydd ysgolion sy'n bartneriaid yn cyfuno eu cyllideb ôl-16.
- Bydd ysgolion o fewn pob partneriaeth yn mynd ati ar y cyd i ddethol blociau opsiwn. Rhyngddynt, bydd yr ysgolion yn cynnig o leiaf 30 o opsiynau cwrs.
- Caiff costau teithio a gwastraff amser eu lleihau drwy ddethol un ysgol yn y bartneriaeth i fod yn ysgol ganolbwynt. Bydd yr ysgol ganolbwynt yn darparu ystod ehangach o gyrsiau na'r ysgolion braich.
- Caiff disgyblion fynediad at bob pwnc a gynigir gan y bartneriaeth.
- Caiff yr amser a gollir drwy deithio ei leihau hefyd drwy ddarparu gwersi mewn blociau hyd at dair awr o hyd.
- Y Cyngor Sir a'r ysgolion fydd yn cwrdd â chostau teithio, ac nid y disgyblion, er mwyn cadw nifer y bobl NEET i lawr.

ATODIAD 2 – MATERION CLUDIANT

Y prif faterion teithio sy'n berthnasol i'r Mesur Dysgu yw'r canlynol:-

- Nid yw cyllido addysg ôl-16 yn cydnabod costau teithio uchel mewn ardaloedd gwledig.
- Mae amseroedd teithio hwy mewn ardaloedd gwledig yn cael effaith ar ddarparu addysg.

COSTAU TEITHIO

Mewn ardaloedd gwledig, mae disgyblion wedi'u gwasgaru'n ehangach. Mae ysgolion uwchradd yn unedau llai ac wedi'u lleoli'n bellach o'i gilydd. Mae costau cludiant yn uwch o lawer mewn ardaloedd gwledig nag mewn ardaloedd trefol. Cost cludiant o'r cartref i'r ysgol ym Mhowys a Cheredigion yw £462 a £459 y disgybl bob blwyddyn. Cost cludiant o'r cartref i'r ysgol yng Nghaerdydd a Chasnewydd yw £109 a £156 y disgybl bob blwyddyn. Hefyd, mae llai o gludiant cyhoeddus mewn ardaloedd gwledig. Oherwydd hyn mae mwy o angen i Awdurdodau Lleol drefnu cludiant i ddisgyblion ôl-16 mewn ardaloedd gwledig.

Nododd y Swyddfa Archwilio fod angen o leiaf 150 o ddisgyblion i gynnal 6^{ed} dosbarth cynaliadwy. Mewn uned chweched dosbarth gynaliadwy, mae'r cyllid a dderbynnir yn gyfartal â'r gwariant sy'n deillio o gyflwyno darpariaeth 6^{ed} dosbarth. Mae'r dadansoddiad diweddaraf o gostau a chyllido a wnaed yng Ngheredigion gan gymryd y Mesur Dysgu 14-19 i ystyriaeth yn awgrymu bod y pwynt lle torrir yn gyfartal mewn gwirionedd yn uwch, ac mai tua 200 o ddisgyblion yw ef.

Mae 6^{ed} dosbarth y rhan fwyaf o ysgolion uwchradd mewn ardaloedd gwledig yn llai na 150 o ddisgyblion. Dangosir maint 6^{ed} dosbarthiadau yng Ngheredigion ym mis Ionawr 2011 yn y tabl isod.

Ysgol	Nifer y disgyblion
Aberaeron	132
Aberteifi	100
Dyffryn Teifi	119
Llanbedr	122
Penglais	302
Penweddig	122
Tregaron	73

Mae hyn yn golygu mai'r unig ffordd o greu unedau cynaliadwy gyda mwy na 200 o ddisgyblion yw cyfuno chweched dosbarthiadau. Gellir uno chweched dosbarthiadau'n ffisegol drwy ddod â dwy ysgol ynghyd ar un safle. Y dewis arall yw uno dwy ysgol mewn modd rhithwir. Mae uno dwy ysgol mewn modd rhithwir yn golygu trin chweched dosbarthiadau'r ddwy ysgol fel un uned; yn yr achos hwn mae'n rhaid paratoi a chytuno'r blociau opsiwn ac amserlen y 6^{ed} dosbarth ar y cyd.

Yn y ddau achos uchod, bydd angen cynyddu'r teithio a wna disgyblion. O dan yr opsiwn cyntaf bydd angen i ddisgyblion deithio ymhellach i gyrraedd y 6^{ed} dosbarth unedig newydd. O dan yr ail opsiwn, bydd angen i ddisgyblion deithio rhwng safleoedd i ddilyn rhai cyrsiau. Mae capasiti'r band llydan yng Ngheredigion yn cyfyngu nifer y cyrsiau a ddarperir drwy fideogynadleda i 3 o'r 30 o gyrsiau.

Un o flaenoriaethau allweddol Llywodraeth Cymru fel a nodir yn y cynllun 5 mlynedd yw gwella "Graddfeydd aros ymlaen ar ôl 16 (gan gynnwys yr ysgol, addysg bellach a hyfforddiant)". Mae cyrraedd y nod hwn mewn ardaloedd gwledig yn dibynnu ar fod awdurdodau lleol yn talu am gludiant. Mae'n debygol y byddai rhai pobl ifainc yn cael eu troi yn erbyn mynd i'r ysgol neu'r coleg pe tasai'n rhaid iddynt dalu eu costau teithio.

Mae hyn yn peri bod gweithredu'r Mesur Dysgu yn rhwym o fod yn ddrutach mewn ardaloedd gwledig nag mewn ardaloedd mwy poblog. Lleiafswm y gost ychwanegol yw'r costau teithio ychwanegol sydd eu hangen i gludo pobl i'r un chweched dosbarth unedig neu i gludo disgyblion o'r naill safle i'r llall.

Bydd y gwir gostau teithio'n amrywio gan ddibynnu ar nifer o ffactorau, a'r rheini'n cynnwys niferoedd disgyblion, pellteroedd teithio, dwysedd y boblogaeth a nifer y manau codi a'r llwybrau cludiant cyhoeddus sydd ar gael. I roi syniad o'r costau teithio, nodwyd mewn model mai'r costau teithio ychwanegol a ddeilliai o greu un chweched dosbarth i dair ysgol uwchradd yng nghanol Ceredigion oedd o leiaf £200k y flwyddyn.

Bydd angen i'r Cyngor Sir ddangos i randdeiliaid pam ei bod yn well gennym wario'r £200k hyn ar gostau cludiant i gyflawni'r Mesur Dysgu yn hytrach nag ar 5 athro yn yr ysgolion.

Yn ystod y ddwy flynedd nesaf cyllidir y costau teithio ychwanegol hyn drwy ddefnyddio'r RNDP. Os daw'r RNDP i ben yna dim ond os cytuna Cyngor Ceredigion i gwrdd â'r costau teithio ei hun y gellir cwrdd â'r Mesur Dysgu. Bydd hyn yn golygu bod angen lleihau rhai o wasanaethau eraill yr Awdurdod Lleol er mwyn cwrdd â'r costau teithio ychwanegol.

AMSER TEITHIO

Yn ogystal â chost ariannol, bydd uno lleoedd 6ed dosbarth yn cosbi disgyblion o ran amser teithio. Mae isadeiledd cludiant cefn gwlad yn wael at ei gilydd o'i gymharu â rhannau eraill o Gymru. Bydd angen i leiafrif sylweddol o ddisgyblion deithio pellteroedd maith i gael mynediad at addysg. Mae hyn yn wir boed 6ed dosbarthiadau'n uno mewn gwirionedd neu'n dod ynghyd mewn modd rhithwir yn rhan o uned gydweithredol.

- Bydd myfyrwyr yn teithio'n bellach i fynd i'r uned ôl-16 ac o ganlyniad bydd ganddynt lai o amser at weithgareddau allgyrsiol.

- Gall y caiff rhai disgyblion eu troi yn erbyn dychwelyd i addysg ar ôl 16 oherwydd yr angen i dreulio llawer o amser yn teithio.
- Yn achos cydweithio rhwng 6^{ed} dosbarthiadau:-
 - Mae'n rhaid darparu gwersi mewn blociau o 3 awr i leihau costau teithio. Bydd angen i ddulliau dysgu newid.
 - Bydd myfyrwyr yn teithio'n rhannol yn ystod diwrnod yr ysgol. Bydd hyn yn lleihau oriau cyswllt dysgu. Bydd gan fyfyrwyr lai o gyfle i ddysgu yn ystod diwrnod yr ysgol.

Mae'r ffactorau a nodir uchod yn debygol o gael effaith negyddol ar gyflawniadau pobl ifainc. Bydd hyn yn ein rhwystro rhag gallu gwireddu'n llawn fuddion llawn y Mesur Dysgu.

Mae angen inni barhau i reoli'n ofalus y newid i drefn ôl-16 fwy cydweithredol. Bydd cromlin ddysgu i'w chael cyn inni ddod i wybod y ffordd orau o reoli effaith yr amser y bydd disgyblion yn ei dreulio ar deithio. Yn ystod y cromlin ddysgu hon, efallai na fydd cyflawniadau disgyblion yn gwella mor gyflym ag y gobeithid.

Gofynnwn fod cyllid RNDP yn parhau i fod ar gael yn benodol i gynnal cludiant ôl-16.

Tanlinellwn y ffaith y bydd cromlin ddysgu i'w chael wrth i awdurdodau lleol cefn gwlad ddod i wybod y ffordd orau o reoli effaith yr amser ychwanegol y bydd disgyblion yn ei dreulio ar deithio.

ATODIAD 3 – Y MESUR DYSGU A LLEOEDD DROS BEN

MYND I'R AFAEL Â LLEOEDD DROS BEN

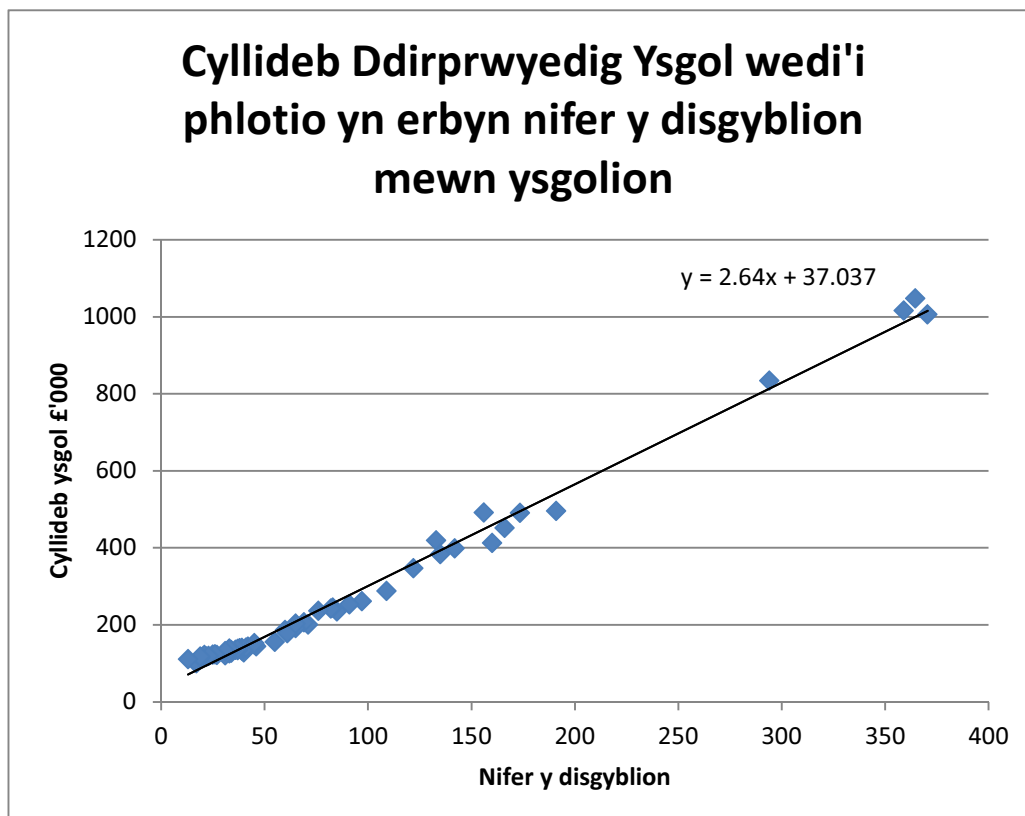
Yn ystod y blynyddoedd diwethaf gwelwyd lleihad yn niferoedd disgyblion ac o ganlyniad, graddfa'r lleoedd dros ben yn ysgolion cynradd Ceredigion yw 23% a graddfa'r lleoedd dros ben yn ysgolion uwchradd Ceredigion yw 25%.

YSGOLION CYNRADD

Mae'r adran addysg yng Nghyngor Sir Ceredigion wedi amcangyfrif mai'r lleiafswm y gellir ei gyrraedd yn economaidd yng Ngheredigion o ran nifer y lleoedd dros ben mewn ysgolion cynradd yw 14%. Mae hyn yn uwch na'r targed o 10% sydd wedi'i osod gan Lywodraeth Cymru.

Crynohir y fethodoleg fel a ganlyn:-

- Gellir cyfrif yr arbedion a geir drwy gau ysgol fel £37,000. Mae'r model yn awgrymu bod hyn yn wir beth bynnag fo nifer y lleoedd yn yr ysgol neu nifer y disgyblion ar y gofrestr.



- Cost gyfartalog cludiant i bob disgybl yng Ngheredigion yw £465.
- Gwnaethom ddosbarthu ysgolion fesul ardal gyda'u hysgolion cyfagos ac asesu a oedd cyfuno neu gau ysgolion yn debygol o esgor ar arbedion economaidd. Gwnaethom gymryd nad oes dim cyfyngiad ar

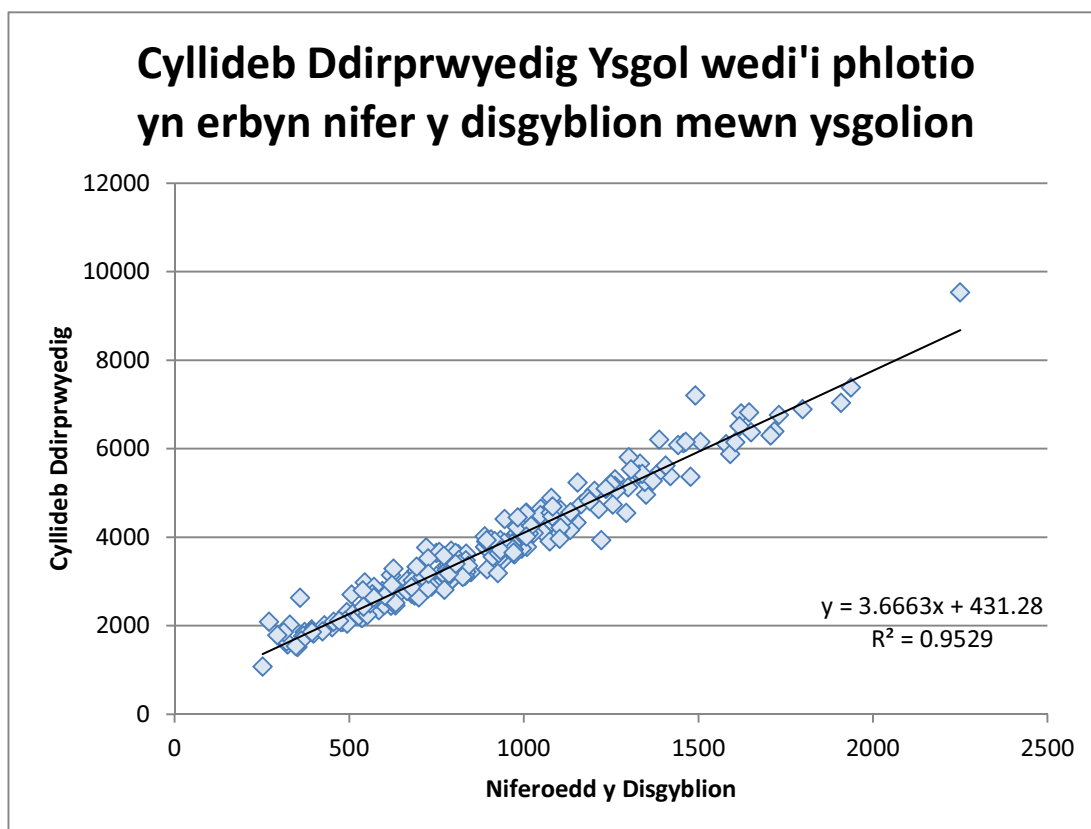
gyfalaf. Hynny yw, gellir codi unrhyw nifer o ysgolion cynradd ardal neu estyniadau.

- Wrth glustnodi ysgolion i'w cau yn y dyfodol daethom i'r casgliad y gellid dileu 687 o leoedd dros ben.
- Ar yr adeg hon, byddai graddfa'r lleoedd dros ben yn disgyn o 23% i 14%.
- Y tebyg yw y byddai ceisio lleihau graddfa'r lleoedd dros ben ymhellach y tu hwnt i'r 14% yn esgor ar ddarpariaeth addysg ddrutach oherwydd effaith costau teithio.

LLEOEDD DROS BEN MEWN YSGOLION UWCHRADD

Dim ond drwy gau ysgolion y gellir dileu lleoedd dros ben. Yn achos ysgolion uwchradd gwnaethom ddatblygu model i amcangyfrif yr arbedion y gellid eu gwneud drwy gau ysgolion a chymharu'r ffigur hwn â'r gwir gostau teithio ychwanegol a godai.

Mae'r model ariannol yn awgrymu bod i ysgolion uwchradd gost sefydlog o £431k y flwyddyn. Mae hyn yn golygu hyd yn oed pe na byddai gan ysgol ddim disgyblion, y costiai £431k y flwyddyn i'w rhedeg. Y mae'n golygu hefyd pe byddem yn cau ysgol uwchradd, y byddem yn disgwyl gwneud arbedion refeniw o £431k y flwyddyn llai unrhyw gostau teithio ychwanegol.



Gall costau teithio mewn sir wledig fel Ceredigion fod yn sylweddol iawn. Ar gyfartaledd bydd Ceredigion yn gwario £465 y disgybl bob blwyddyn ar gludo disgyblion i'r ysgol o'i gymharu â £109 y disgybl yng Nghaerdydd. Rydym wedi dadansoddi'r costau teithio ychwanegol a ddisgynnai ar Geredigion o dan wahanol ddewisiadau posib o ran cau ysgolion.

Byddai'r costau teithio ychwanegol a ddeilliai o gau'r rhan fwyaf o ysgolion uwchradd Ceredigion yn uwch na £431k.

Children and Young People Committee

CYP(4)-02-12 Paper 3

Follow up action: EU initiatives addressing Child Trafficking.

At the Committee's meeting on 1 December Lynne Neagle AM asked for information on any initiatives in relation to tackling child trafficking on a pan-European basis.

Human Trafficking

Child trafficking is addressed as part of a wider policy aimed at preventing and combating human trafficking.

Details on work in this area can be found on the European Commission's web-pages [Fight Against Trafficking in Human Beings](#) (in particular the section '[EU actions explained](#)').

In December 2011 the first **EU Anti-Trafficking Co-ordinator** was appointed Myria Vassiliadou, aimed at providing an overall strategic and policy co-ordination for actions being taken in the EU addressing trafficking in human beings.

In April 2011 a new **Directive on preventing and combating trafficking and protecting victims** was adopted, which replaces the 2002 Framework Directive. The new Directive aims to further reduce discrepancies between national laws on prevention, victim protection and prosecution of traffickers. See web-link for more details.

The UK Government decided to 'opt-in' to this Directive (in July 2011) and the European Commission published decision in September 2011 confirming this¹. This means the provisions of this Directive will apply within the UK.

In addition to these the EU published an Action Plan to tackle human trafficking in 2005, and in 2007 launched an **EU Anti-Trafficking Day**, which takes place on 18 October each year.

Finally, there are a number of **EU funding programmes** which prioritise actions against trafficking in human beings:

- [Daphne III](#) (2007-2013)
- [Prevention of and Fight against Crime](#) (2007-2013)

Organisations active in this field, including voluntary sector, public authorities, universities etc. would be eligible to participate in these programmes, and develop transnational projects with partner organisations from other EU countries.

Fight against sexual abuse and sexual exploitation of children

In addition to the above actions, the EU is also taking co-ordinated action to combat sexual abuse and sexual exploitation of children.

¹ The UK does not participate in EU legislation developed within the area of freedom, justice and security. It can, however, decide to 'opt in' to provisions of EU legislation in this area if it chooses to do so.

In September 2011 a new Directive on sexual abuse, sexual exploitation of children and child pornography was adopted, which replaces (and updates) a 2004 Framework Decision in this area.

The new Directive covers prosecution of offenders, protection of victims and prevention of the crime, and includes measures to tackle grooming of victims on the internet.

The European Commission also supports other co-ordinated actions across the EU, including specialist police operations tackling child pornography and support for non-governmental organisations (NGOs) working in this area, e.g. through the Safer Internet Programme.

More information on this can be found on the dedicated pages of the [DG Home Affairs](#) web-site of the European Commission.

The lead European Commissioner within this area is [Cecilia Malmström, EU Commissioner for Home Affairs](#).

Wales specific information

In terms of child trafficking in Wales, the [All Wales Protocol on Child Trafficking](#) was launched in September 2011 by the All Wales Child Protection Procedures Review Group (AWCPPRG). The AWCPPRG is tasked with producing and keeping up to date the All Wales Child Protection Procedures. The group has a mandate and representation from all of Wales' Local Safeguarding Children Boards and partner agencies. The group also produces other protocols, which are appropriate to an All Wales basis and is a platform for sharing good practice across Wales. The Deputy Minister for Children and Social Services, welcomed the publication of the protocol. Further information can be found [here](#).

In March 2009, the office of the Children's Commissioner for Wales published a report: [Bordering on Concern](#) which used research undertaken on their behalf by End Child Prostitution, Child Pornography and the Trafficking of Children for Sexual Purposes (ECPAT). The report details evidence from across Wales of children and young people being trafficked into and within Wales for forced labour, sexual exploitation, cannabis production, begging and domestic servitude.

In May 2010, the National Assembly's Cross Party Group on Human Trafficking published a report: [Knowing No Boundaries](#) Knowing No Boundaries which highlighted the issue of human trafficking and includes information about child trafficking.

Further information and a list of research relevant to child trafficking in Wales can be found on the [website](#) of the Wales Strategic Migration Partnership.



Children and Young People Committee

CYP(4)-02-12 Paper 4

Implementation of the Learning and Skills (Wales) Measure 2009

Additional information from Governors Wales' following oral evidence at the committee meeting on 7 December 2011

- 1.1 Thank you for the opportunity to meet with the Children and Young People Committee on 7th December 2011. In response to your request for supplementary information in relation to 'how faith schools are meeting the requirements of collaboration and partnership working and on how many joint governing bodies have been established in Wales since the introduction of the measure', Governors Wales offers the following comments:
- 1.2 Whilst collaboration and partnership working is encouraged, further additional information appears to be limited in relation to the requirements of collaboration and partnership working, with regards to the Learning and Skills (Wales) Measure 2009, other than information documented in our earlier submission¹. There appears however, to be informal arrangements in place within schools in general. This comment is primarily based on responses from Local Authority Governor Support Officers. We are aware however, that federations have been set up. From responses received there is evidence which indicates that some secondary schools and representatives of governing bodies work together in 14-19 federation, as well as evidence of cross border collaboration with faith schools.
- 1.3 There also appears to be very limited information on the number of joint governing bodies that have been established since the Measure was introduced. Anecdotal evidence appears to suggest that there are examples of informal arrangements in existence, as opposed to formalised arrangements. Possible lack of awareness of the two current sets of regulations on collaboration² that currently exist could be a considering factor. The committee will be aware of school governing body federations and the pilots that have been taking place across Wales. The Welsh Government will be issuing best practice guidance based on the experience of the schools in the pilots in due course. This will undoubtedly be of assistance.
- 1.4 Furthermore, The Education (Wales) Measure 2011 will enable powers and duties to 'make collaboration commonplace in the education system'³ as well as giving Local Authorities power to establish federation of schools.

¹ Governors Wales' submission to the Children and Young People Committee – 7th December 2011

<http://www.senedd.assemblywales.org/ieListDocuments.aspx?CId=224&MID=472>

² [The Collaboration Between Maintained Schools \(Wales\) Regulations 2008](#)

[The Collaboration Arrangements \(Maintained Schools and Further Education Bodies \(Wales\) Regulations 2008](#)

³ [Explanatory Memorandum to the proposed Education \(Wales\) Measure – 22nd March 2011](#)

We are aware that the Welsh Government will be making regulations to strengthen the current collaboration regulations.

We recognise the important role collaboration and partnership has in delivering education functions, but most crucially in raising overall standards, with the resulting provision offering the range and depth of curriculum choices essential for a fair and comprehensive education service in Wales.

We also note that guidance will be produced by the Welsh Government on collaboration in due course and that Governors Wales is also working on a Governor Guide on collaboration, due out this term. This will assist in promoting key collaboration/partnership opportunities.

Additional Information from Colleges Wales

Introduction

- 1 ColegauCymru gave oral evidence to the National Assembly for Wales' Committee for Children and Young People on 7 December 2011 as part of its inquiry into the implementation of the Learning and Skills (Wales) Measure.
- 2 The Committee asked ColegauCymru to provide supplementary evidence on the following two areas:
 - i. Does your local 14-19 network prepare one prospectus for post-16 education? If yes, which network?*
 - ii. Is your college embracing digital teaching and new technology? If yes, please give one example.*
- 3 Responses to these two questions are set out below. The answers to the first question are listed by individual college. In respect to the second question, several colleges gave more than one example of digital teaching and new technology and in several cases identified similar approaches. To avoid overlap and duplication, examples of digital teaching and the use of new technology are not listed by college.

Summary of responses

- 4 **Area prospectus:** The arrangements in local 14-19 networks vary. Half of the ten colleges that have supplied information state that there is a comprehensive prospectus for post-16 education. The other half report that there is no single prospectus although some college provision is included in collaborative publications.
- 5 **New technologies:** There is wide use of digital teaching and new technology. The examples given show the extent to which colleges are embracing new approaches to teaching and learning.

Does your local 14-19 network prepare one prospectus for post-16 education? If yes, which network?

- College 1:** Our local networks do not currently publish one fully comprehensive prospectus of all available post-16 study options. Some joint prospectuses are published but these tend to be limited to details of agreed options available within local clustering arrangements such as joint consortia rather than providing full details of all available progression options.
- College 2:** All providers have their own websites and prospectus. The schools and college provide information on which courses are available and provide further information on each subject on their websites, except for one school which provides the information on paper on request. Work based learning providers give contact details and information about the type of provision on offer on their web sites with further details provided on request. This year for the first time the 14-19 Network is producing a leaflet summarising the options post 16, with details of providers and the

type of provision for each provider. This includes further contact information.

To summarise, rather than provide a common prospectus the approach is to provide a booklet/leaflet which covers all options in brief and then signposts to the appropriate source of further information. These are provided bilingually. This is seen as cost effective, about £2,200 per annum, and informs all students of their options. In particular students are able to access detailed information on each course via appropriate web-based systems.

- College 3:** There is no prospectus for the whole of the local authority area. Each local consortium, of which there are currently five, prepares their own. The college is included in some, although only those courses that are negotiated for us to deliver are mentioned and they are very limited.
- College 4:** All of our 14-19 networks provide a prospectus which details the options available through the collaborative pathways but these do not include all post-16 provision (so these are not entirely comprehensive). Some of these guides are distributed to all parents and some are on-line. This varies between networks. It is slightly more complex for us given that we span a number of local authorities.
- College 5:** Every school and the college produces a separate prospectus – but they all are in the same “house” style. They all include the same 3-4 pages of the “joint” courses offered for all pupils and students (mainly vocational courses offered by the college).
- College 6:** There is not a single prospectus but there are details of the college’s offer on options booklets in clusters in one part of the county.
- College 7:** The City and County Guarantee has been introduced this year. This is an electronic post 16 application process for all school leavers in the area covered by the City and County. All courses from all post 16 providers are on a system that can be accessed through the internet.
- College 8:** The local 14-19 network produces a prospectus of the ‘collaborative provision’ but refused to produce a full Area Prospectus which would have shown the curriculum available at all providers.
- College 9:** We have a separate prospectus for collaborative 16-19 provision.
- College 10:** Within the network, the county is split into 3 geographical clusters and one Welsh language cluster. At cluster level we agree cluster provision for 14-19. Also the Network Coordinator ensures the provision of the entire network is regularly updated on the Careers Wales South West Wales 16-19 Database which is used as the core prospectus for the network.

Does your college embrace digital teaching and new technology? If yes, please give examples

All ten colleges responding to this question have demonstrated a wide range of uses of digital teaching and new technologies.

Moodle

The virtual learning environment (VLE) used by almost every college, Moodle, continues to be developed and is being used very actively to facilitate a particularly wide range of learning. Moodle is being used to support the full breadth of teaching and learning, including resources, support, electronic Individual Learning Plans (eILP) and e-portfolios for individual programme areas as well as cross-college learning opportunities e.g. for Education for Sustainable Development and Global Citizenship (ESDGC). Most colleges use Moodle for distance learning. Students who are unable to attend college due to sickness, for example, are able to access and submit work via Moodle. Moodle also enables teachers to link with learners remotely to share work, ideas, information and host discussions.

Examples:

- Landbased: A video has been produced on animal handling in association with the National Grid for Learning. This is on Moodle and students can access it at any time to help develop practical skills.
- Sport and Leisure: an analysis of games to improve individual performance and to deliver a module on performance analysis; a “teamus” sports management package, where administrators can post messages to students and which allows students to watch relevant video footage; an iRugby application is being developed where students can use iPods to analyse performance.

Schools partnership

One college has led a county-wide "Moodle for Teachers" development where the college has trained staff in every school in the county on Moodle and established school based Moodle systems for each school. The systems are being used extensively with very positive feedback from staff and pupils.

New developments

In addition, within individual colleges, a range of teaching departments are piloting a range of new technologies to benefit teaching and learning. Below are some examples:

- **Cloud computing**, wireless and mobile computing, Google Chromebooks, Microsoft Sky Drive - allowing students to collaborate and communicate with each other, and with tutors, in ways that were not previously possible. It also provides students with access to their course work, applications and learning resources regardless of their locations such as at home, from work or from their mobile phone.

- **Google Apps for Education:** to deliver browser based applications and collaboration tools to both staff and students
- **Vodcasting:** a Catering and Hospitality Department has piloted the use of vodcasting through the year. All learners have used smartphones to receive video pod-casts demonstrating the cooking techniques they are learning at college, allowing the learners to practice their techniques in the work place and between classes. Learners can also record their attempts at the technique and send this to the lecturer or to use for self/peer assessment.

Using technology for practical teaching and learning solutions is helping many learners who need more time to assimilate and practice their learning. It provides an accessible solution to learners who have poor concentration or difficulty in retaining details, as they can view the demonstrations on demand. All learners are able to access the technology and can lease or borrow iPods through a college scheme. This has been such a success that current Catering and Hospitality students are now making their own vodcasts for future learners.

- **Videoconferencing:** one campus includes digital learning through ILT and videoconferencing with local schools delivered in one campus for A level Law. Another uses videoconferencing to link students across campuses and bring together course reps for 'learner voice' based activity.
- **Multimedia including social media:** one college's Creative Arts students use a plethora of digital technologies as follows:
 - Light box gallery – images are uploaded onto photography Moodle site for critique
 - Media students upload videos/short films onto YouTube and Vimeo for comments and critiques
 - Staff utilise Screen Flow to video presentations and powerpoints to upload onto Moodle for learners to catch up any work missed and also for assessment evidence of students presentations
 - Flickr – upload images for comments and blogs
 - Creative Arts facebook – news events exhibitions, shows, videos and critiques
 - Staff use flash games as a teaching method
 - Interactive Media students are working on 3D software projection on buildings utilising latest technology and software
 - Art, Design and Media uploaded/sold their T-shirt design on website Zazzle
 - Self contained website for the college's higher education students to develop and build websites which are evaluated and peer assessed
 - New Sony 4D Cinema system not only shows films but is also used to train students on new technology and professional cinema systems.

- **Bringing it all together – ‘The Hub’:** ‘The Hub’ is development by one college whereby all of the platforms used by a learner such as the VLE, timetable info, actions and targets are brought together onto one web based page which accessible anywhere through the internet. This is supported by a multi-platform mobile phone app, so that information relating to college assignments, email, timetables etc is available in a digital one stop shop. The hub will also enable learners to create collaborative spaces where they can undertake project work or have areas devoted to subject topics. Websites like the ‘Khan Academy’ are used widely by staff to support learners within the VLE.

To support this development, the college has purchased 300 additional laptops and trolleys for use in the classroom and 50 iPads.

Part of the infrastructure being developed this year includes enhanced identity management where learners can be given access to various college e-facilities as they go from the application stage to full enrolment. This will mean that once a learner has applied they can be given better access to course information and assignments so they can better prepare for the commencement of their studies.

- **Learning through collaboration:** All the North Wales colleges (over 70,000 learners and 4,000 staff, across six counties) are partners in a JISC-funded PADDLE project: ‘Personal Actualisation and Development through Digital Literacy in Education’. The project’s aim is to create a digitally literate, skilled and confident workforce and student body across all the FE institutions in North Wales. It will tackle digital exclusion among staff and learners and enhance the skills of those who are already digitally literate. The project will seek to identify transformational leaders within each stakeholder group who will be responsible for spreading good practice within and between institutions within a common framework.

Benefits of the project: staff will develop the digital literacy skills needed to teach in a digital age and digital literacy skills will be embedded at organisational level and through the curriculum, leading to transformational leadership opportunities. The benefits of this project will also be to extend communities of practice for each stakeholder group.

Eitem 7d

11 Ionawr 2012

Ms Claire Griffiths
Dirprwy Glerc
Y Pwyllgor Plant a Phobl Ifanc
Y Swyddfa Ddeddfwriaeth
Cynulliad Cenedlaethol Cymru
Bae Caerdydd
Caerdydd CF99 1AN

Ymchwiliad i Fesur Dysgu a Sgiliau (Cymru) (2009)

Diolch am eich gwahoddiad i gyflwyno tystiolaeth i'r Pwyllgor mewn perthynas â'r effaith mae gweithredu'r Mesur hyd yn hyn wedi'i chael ar bobl ifanc.

Fel y cytunwyd, atodaf dystiolaeth ysgrifenedig sy'n mynd i'r afael â'r cwestiynau a holwyd i CCAUC ac Addysg Uwch Cymru yn eich neges ebost ar 20 Rhagfyr 2011.

Bydd effaith uniongyrchol y Mesur i'w gweld yn y sector ysgolion a'r sector addysg ôl-16, gyda'r effaith ar gyfer addysg uwch yn llai uniongyrchol. O ystyried dyddiad gweithredu'r Mesur (o 2009/10, i'w weithredu'n llawn o 2011/12 ymlaen) byddem yn cytuno gyda rhai o'r ymatebwyr eraill a nododd ei bod yn rhy gynnar i fesur effeithiau'r Mesur, yn enwedig ar lefel addysg uwch. Fodd bynnag, mae'r papur sydd wedi'i atodi i'r llythyr hwn yn crynhoi rhywfaint o'r dystiolaeth sydd gennym, data a gwybodaeth ansoddol - yn cynnwys storïol - o ffynonellau sefydliadol.

Os bydd angen unrhyw fanylion pellach arnoch, neu os bydd angen trafod unrhyw beth, mae croeso i chi gysylltu â mi.



Philip Gummett

Ymchwiliad i weithredu Mesur Dysgu a Sgiliau (Cymru) 2009

Cefndir

1. Sefydlwyd Cyngor Cyllido Addysg Uwch Cymru (CCAUC) o dan Ddeddf Addysg Bellach ac Uwch 1992. Gweinyddwn gyllid a roddir gan Lywodraeth Cymru ar gyfer addysg ac ymchwil mewn sefydliadau addysg uwch (AU) yng Nghymru, a rhai cyrsiau AU mewn colegau addysg bellach. Mae'r cyfrifoldeb am hyfforddiant cychwynnol athrawon (HCA), gan gynnwys achredu darparwyr HCA, yn cael eu cwmpasu o dan Reoliadau Addysg (Cymwysterau Athrawon Ysgol) (Cymru) 2004 a Deddf Addysg 2005.
2. Dymunwn ddatblygu a chynnal AU o safon ryngwladol yng Nghymru, er lles unigolion, cymdeithas a'r economi, yng Nghymru a thu hwnt. Defnyddiwn adnoddau a dderbyniwn gan Lywodraeth Cymru ac eraill mewn ffordd strategol i
 - * sicrhau dysgu ac ymchwil addysg uwch o'r radd flaenaf;
 - * cynyddu i'r eithaf gyfraniad addysg uwch at ddiwylliant, cymdeithas ac economi Cymru;
 - * sicrhau hyfforddiant athrawon achrededig o safon uchel ar hyd a lled Cymru, er mwyn gwella cyfiawnder cymdeithasol a chefnogi economi fywiog - y ddau amcan *Er Mwyn ein Dyfodol, Strategaeth a Chynllun Addysg Uwch ar gyfer Cymru yn yr 21^{ain} ganrif.*
3. Mae un o themâu strategol allweddol ein Strategaeth Gorfforaethol 2010-11 – 2012-13¹ yn ymwneud ag ehangu mynediad, er mwyn: 'Sicrhau tegwch, cyfle a llwyddiant mewn addysg uwch'. Dyma'r thema sydd fwyaf perthnasol i weithredu Mesur Dysgu a Sgiliau (Cymru). Mae ein dangosydd perfformiad ar gyfer y thema hon yn galw am gynnydd yn nifer y myfyrwyr o ardaloedd Cymunedau yn Gyntaf sy'n astudio AU mewn sefydliadau yng Nghymru.

Cwestiynau

C1 Pa newidiadau y mae'r sefydliadau addysg uwch (SAUau) yng Nghymru yn disgwyl eu gweld yn sgil gweithredu Mesur Dysgu a Sgiliau 2009? Er enghraifft, newidiadau i nifer ymgeiswyr a chymwysterau ymgeiswyr i gyrsiau addysg uwch.

¹ www.hefcw.ac.uk/publications/corporate_documents/corporate_strategy_cy.aspx

4. Mae sefydliadau AU yn croesawu'r cynnydd yn nifer y bobl ifanc sy'n dewis aros mewn addysg neu hyfforddiant ar ôl i'w haddysg orfodol ddod i ben. Er nad yw hyn yn deillio'n uniongyrchol o'r Mesur o bosibl, mae'n glir nad yw'r Mesur wedi gweithio yn erbyn y cynnydd mewn cyfraddau aros ymlaen. Fodd bynnag, gellid ystyried y byddai mwy o ddata a gwaith dadansoddi o arolygon, yn enwedig ar farn y dysgwyr er mwyn mesur ei effaith ar gyfraddau aros ymlaen yn fwy cywir, yn ddefnyddiol i'r gwerthusiad. Gellid casglu'r data priodol drwy'r arolygon ar-lein o bobl ifanc sydd eisoes ar gael ar dudalennau gwe'r Pwyllgor.
5. Er y bu gwelliant yng nghyfranogiad dynion, mae'r bwlch yn y cyfraddau aros ymlaen rhwng merched a dynion yn parhau i beri pryder ac mae'n anochel bod hyn cael effaith ar gynrychiolaeth gytbwys rhwng y rhywiau ym maes AU.
6. Mae data addysg uwch am dueddiadau cymwysterau mynediad dros y tair blynedd diweddf, 2007/08 i 2009/10 yn dangos bod nifer cynyddol o fyfyrwyr yn cael mynediad i addysg uwch gyda chymwysterau galwedigaethol (gweler isod). Gwelwyd y cynnydd hwn cyn gweithredu'r Mesur, fodd bynnag, mae'n glir bod nifer y dechreuwyr galwedigaethol i SAUau o SABau yng Nghymru wedi cynyddu, fel y mae'r gyfran o fyfyrwyr sydd â chymhwyster galwedigaethol fel eu cymhwyster uchaf adeg mynediad.

Cofrestriadau israddedigion ar gyrsiau AU mewn SAUau yng Nghymru yn ôl y cymhwyster uchaf adeg mynediad a sefydliad blaenorol

Sefydliad blaenorol	Cymhwyster uchaf adeg mynediad	2007/08	2008/09	2009/10	% cynnydd 2007/08 i 2009/10
SABau Cymru ¹	Safon Uwch	3,901	4,471	4,936	27%
	Cymwysterau Galwedigaethol	1,933	2,726	3,836	98%
	Arall ³	3,598	3,841	4,289	19%
Cyfanswm ²	Safon Uwch	45,499	46,612	48,311	6%
	Cymwysterau Galwedigaethol	5,907	6,999	9,095	54%
	Arall ³	26,997	26,129	25,461	-6%

Ffynhonnell: Cofnod myfyrwyr HESA (*nid yw data ar gyfer 2010/11 yn gymaradwy oherwydd newidiadau ym maes y cymwysterau uwch adeg mynediad*)

¹Mae sefydliad blaenorol 'SABau Cymru' yn cynnwys myfyrwyr o SABau penodol yng Nghymru a myfyrwyr sy'n dod i Gymru a gafodd eu codio fel myfyrwyr sy'n dod o SAB yn y DU amhenodol.

²Mae sefydliad blaenorol 'Cyfanswm' yn cynnwys yr holl SABau a SAUau yn y DU, ysgolion yn y DU a darparwyr eraill.

³Mae cymhwyster uchaf adeg mynediad 'Arall' yn cynnwys anhysbys a dim cymwysterau.

C2 Sut fydd gweithredu Mesur Dysgu a Sgiliau (Cymru) yn helpu i ddatblygu blaenoriaeth Llywodraeth Cymru i fynd i'r afael â chyfiawnder cymdeithasol ac ehangu mynediad i addysg uwch?

7. Mae barn sefydliadau yn cefnogi prif ganfyddiadau Estyn - sef y gwnaed cynnydd sylweddol o ran ehangu'r dewis i ddysgu a darparu'r craidd dysgu ar gyfer dysgwyr 14-19. Fe'n hysbyswyd bod hyn wedi digwydd gyda chymorth dewislenni a gyhoeddwyd gan bob rhwydwaith dysgu 14-19. Mae'r cwricwlwm ar gyfnod allweddol 4 ac ôl-16 yn fwy perthnasol i ystod ehangach o ddysgwyr erbyn hyn, er bod gwahaniaethau o ran gweithredu wedi cael eu nodi rhwng ardaloedd awdurdodau lleol gwahanol yng Nghymru.

8. Mae mesur Strategaeth Gorfforaethol CCAUC ar gyfer ehangu mynediad:

Cynnydd o 10% yng nghyfran y myfyrwyr sy'n dod o Gymru ac sy'n dilyn cyrsiau addysg uwch mewn sefydliadau addysg uwch a sefydliadau addysg bellach yng Nghymru sy'n dod o Ardaloedd Cymunedau yn Gyntaf Cymru, o 15.6% i 17.2% yn 2012/13

wrthi'n cael ei gyflawni, gydag 16.2% wedi cofrestru yn 2009/10 a rhagolygon y sector yn awgrymu y bydd y targed hwn yn cael ei gyflawni. Mae'r mesur hwn yn canolbwyntio'n llwyr ar fyfyrwyr sy'n dod o Gymru a gallai'r ffigurau hyn sydd ar gynydd ddangos ystod ehangach o ymgeiswyr i addysg uwch o fewn Cymru. Fodd bynnag, mae SAUau wedi dweud wrthym bod diffyg darpariaeth o ran Cymhwyster Bagloriaeth Cymru mewn ardaloedd Cymunedau yn Gyntaf o gymharu ag ardaloedd mwy cefnog Cymru a bod y craidd dysgu'n cael ei gyflenwi mewn ffyrdd llai llwyddiannus. Byddai'n ddefnyddiol gweld data cyhoeddedig ar argaeledd Bagloriaeth Cymru ledled Cymru er mwyn canfod a yw hyn yn wir ai peidio.

9. Yn ogystal, mae sefydliadau'n tynnu sylw at yr angen i fynd i'r afael â'r duedd sydd ar gynydd ymhlith ymadawyr blwyddyn 13 nad ydynt mewn addysg, cyflogaeth na hyfforddiant. Mae angen i ni gael mwy o wybodaeth am y garfan hon er mwyn nodi p'un a ydynt wedi methu â symud ymlaen i AU neu gyflogaeth oherwydd diffyg cymwysterau, diffyg cyfle, neu efallai oherwydd eu bod yn cymryd 'blwyddyn i ffwrdd'. Mae'n bosibl y byddai diwygio'r system derbyniadau i addysg uwch i greu proses ôl-gymwysterau (hy ôl-ganlyniadau) (gweler y ddolen isod) yn mynd i'r afael â'r mater hwn².

C3 A yw gweithredu Mesur Dysgu a Sgiliau (Cymru) wedi cael unrhyw effaith ar lwybrau dilyniant i addysg uwch?

² www.ucas.com/reviews/admissionsprocessreview/

10. Fel y nodwyd o'r data uchod, mae'r llwybrau dilyniant i addysg uwch o SABau Cymru wedi bod yn cynyddu, ond nid yw'r data i fesur effaith y Mesur ar ôl 2009 ar gael ar hyn o bryd. Mae angen i ni gael mwy o wybodaeth am ddilyniant yn cynnwys effaith bosibl ffactorau eraill, yn enwedig newid strwythurol mewn darpariaeth sy'n deillio o'r agenda Gweddnewid. Mae gwybodaeth fanwl am y sefyllfa bresennol o ran dilyniant i sefydliadau addysg uwch, yn enwedig ar sail rhanbarthol, yn destun prosiect cyfredol, sy'n cael ei ariannu gan Lywodraeth Cymru (Fframwaith Credydau a Chymwysterau Cymru (FfCChC) a'i reoli gan Golegau Cymru. Mae Prosiect Llwybrau Dilyniant FfCChC yn gweithio gyda thri rhanbarth CCAUC i gasglu data ansoddol a meintiol am ddilyniant rhanbarthol. Bydd yn adrodd yn ôl ym mis Chwefror 2012 a bydd y canlyniadau'n ffurfio rhan o adroddiad gan CCAUC ar ddarpariaeth ran amser sy'n canolbwyntio ar gyflogwyr a chyfleoedd ar gyfer dilyniant o addysg bellach a fydd yn cael ei gyflwyno i'r Gweinidog Addysg a Sgiliau ym mis Mawrth 2012.

C4 Sut fydd y dewis ehangach o gyrsiau academiaidd a galwedigaethol i bobl ifanc rhwng 14 a 16 oed, o ganlyniad i weithredu'r Mesurau Dysgu a Sgiliau (Cymru), yn effeithio ar bolisiau derbyn sefydliadau addysg uwch Cymru? a

C5 A wnaed cynnydd tuag at sicrhau parch cydradd rhwng cyrsiau galwedigaethol ac academiaidd o ran polisiau derbyn i gyrsiau addysg uwch?

11. Mae'n anodd mesur cynnydd yn nhermau dewis ehangach o gyrsiau academiaidd a galwedigaethol a pharch cydradd yn erbyn polisiau derbyn addysg uwch. Ar gyfer y rhan fwyaf o sefydliadau addysg uwch, mae polisiau o'r fath eisoes yn cynnwys cymwysterau galwedigaethol a dulliau ar gyfer ystyried ymgeiswyr sydd â chymwysterau nad ydynt yn draddodiadol. Ni fydd y Mesur wedi cael effaith sylweddol ar y polisiau eu hunain, er bod y defnydd o ddata cyd-destunol (ee am gefndir ymgeisydd) i ategu'r broses ymgeisio wedi bod ar gynnydd fwyfwy ym maes addysg uwch. Mae parch cydradd yn fater diwylliannol, yn ogystal ag yn fater addysgol. Mae'n bosibl bod rhai ymgeiswyr yn cael eu cyfeirio at lwybrau mwy academiaidd neu galwedigaethol am resymau penodol, nad ydynt yn gysylltiedig â'u gallu i elwa ar addysg uwch. Gallai hyn adlewyrchu dyheadau athrawon a rhieni yr un faint â pholisiau derbyn addysg uwch.
12. Fodd bynnag, mae hefyd yn wir nad pob cwrs galwedigaethol yw'r ffordd orau o baratoi i astudio ym maes addysg uwch o bosibl. Rydym yn ymwybodol yn sgil adborth gan sefydliadau y gall rhai cyrsiau BTEC fod yn baratoad gwael ar gyfer rhai rhaglenni AU, er mae'r rhesymau am hyn yn aneglur a byddai angen gwneud gwaith ymchwil pellach i'r maes hwn. Gallai fod yn gyfuniad o duedd ysgolion i gyfeirio myfyrwyr sy'n llai galluog yn academiaidd at lwybr BTEC galwedigaethol; bod cyrsiau BTEC yn tueddu i fod yn wannach ar wyddoniaeth craidd; a dibynnu ar aseiniadau fel yr unig ddull asesu yn y system BTEC. Awgrymwyd y byddai rhai sefydliadau AU croesawu economi gymysg o gyrsiau academiaidd a galwedigaethol sy'n fwy cydlynol o ran sgiliau cyflenwol, e.e. defnyddio dyfarniadau llai BTEC neu Rwydwaith y Coleg Agored ar y cyd â chymwysterau A1/A2, yn enwedig os oes rhaid cael Safon Uwch cyn symud ymlaen i AU.

13. Mae'r gwaith o weithredu Cymhwyster Bagloriaeth Cymru, sydd bellach yn cael ei dderbyn fel cymhwyster mynediad i sefydliadau addysg uwch yng Nghymru a thu hwnt, wedi ehangu llwybrau dilyniant i addysg uwch, gyda rhai sefydliadau yn derbyn Cymhwyster Bagloriaeth Cymru yn lle trydydd pwnc Safon Uwch ar hyn o bryd. Rydym yn deall bod y Mesur wedi bod yn ddefnyddiol iawn ar gyfer datblygu Cymhwyster Bagloriaeth Cymru gyda llawer o ysgolion yn defnyddio hyfforddwyr wrth ddatblygu sgiliau galwedigaethol a phortffolios profiad gwaith myfyrwyr.
14. Yng nghyd-destun niferoedd rheoledig ym maes addysg uwch, a'r galw cynyddol, mynegwyd y farn y gallai fod yn anoddach osgoi ymagwedd at fathau a phatrymau newydd o gymwysterau sydd yn erbyn risgiau.

C6 A oes llwybrau dilyniant galwedigaethol clir i fyfyrwyr sydd am gael mynediad i addysg uwch ar gyfer rhai o'r cyrsiau AU, neu bob un ohonynt?

15. Gan roi'r ddadl bod llawer o'r ddarpariaeth addysg uwch 'draddodiadol' yn ddarpariaeth alwedigaethol i'r naill ochr (e.e. meddygaeth, y gyfraith, peirianeg, ac ati), yma rydym yn cwmpasu datblygiad darpariaeth y Radd Sylfaen ers 2000. Cyflwynwyd Graddau Sylfaen yn wreiddiol fel darpariaeth newydd yn 2000 i roi'r cyfle i raddedigion y mae eu hangen yn y farchnad lafur i fynd i'r afael â phrinder mewn sgiliau penodol. Nod arall Graddau Sylfaen yw cyfrannu at ehangu mynediad a dysgu gydol oes drwy annog cyfranogiad gan ddysgwyr na wnaethant ystyried astudio am gymhwyster lefel uwch yn flaenorol. Mae cymwysterau o'r fath yn cynnig llwybr dilyniant galwedigaethol uniongyrchol i fyfyrwyr sydd am gael mynediad i addysg uwch gyda chymwysterau mynediad galwedigaethol a/neu y rhai sy'n gweithio sydd am fynd ymlaen i addysg uwch rhan amser. Maent ar lefel 5 Fframwaith Credydau a Chymwysterau Cymru ac mae meincnod cymhwyster Asiantaeth Sicrhau Ansawdd ar gyfer Addysg Uwch ar gyfer Graddau Sylfaen³ yn nodi y bydd Graddau Sylfaen fel arfer yn cysylltu'n uniongyrchol ag o leiaf un rhaglen sy'n arwain at radd baglor ag anrhydedd. Mae hyn yn darparu llwybr dilyniant y tu hwnt i'r Radd Sylfaen. Mae ystod o raddau Sylfaen newydd yn cael eu datblygu, drwy gyllid penodol a ddarparwyd gan Gronfa Gymdeithasol Ewrop, cyllid 'Cymru'n Un' CCAUC a thrwy Athrofa Prifysgolion Blaenau'r Cymoedd. Mae hyn yn adeiladu ar y ddarpariaeth brin graddau Sylfaen yn mewn sefydliadau AU ac AB yng Nghymru.
16. Mae gwaith CCAUC gyda'r ddatblygu sector i strategaethau ar gyfer y tri rhanbarth sef De Ddwyrain Cymru, De Orllewin Cymru a Gogledd a Chanolbarth Cymru yn helpu gwaith cydweithredol rhwng sefydliadau AU ac AB i wella darpariaeth yn rhanbarthol, yn enwedig i ddysgwyr sydd, am ba reswm bynnag, wedi'u cyfyngu'n ddaearyddol, ac i gyflogwyr sy'n ceisio cymorth addysg uwch, o ba fath bynnag, yn

³ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx

lleol. Bydd prosiect llwybrau dilyniant FfCChC, a nodwyd ym mharagraff 10 uchod yn darparu gwybodaeth bellach am gyfleoedd dilyniant a bylchau.

C7 A oes cyngor annibynnol proffesiynol ar gael i bobl 14 ac 16 oed (a'u rhieni) am lwybrau dilyniant i gyrsiau addysg uwch, yn enwedig i bobl ifanc sy'n bwriadu dewis cyrsiau galwedigaethol?

17. Roedd yr adolygiad diweddar o Wasanaethau Gyrfaoedd yng Nghymru⁴ yn nodi amrywiaeth rhwng ansawdd a sylwedd y cymorth cynllunio gyrfaoedd i bobl ifanc, gan ddadlau bod angen cydlynu yn fwy effeithiol y grwpiau proffesiynol amrywiol sy'n ymwneud â gweithgaredd o'r fath. Mae Gwasanaethau Gyrfaoedd Addysg Uwch yn rhoi cymorth i fyfyrwyr a graddedigion yn bennaf ac nid ydynt yn ymwneud llawer â darparu cyngor i bobl ifanc sy'n cael mynediad at addysg uwch. Er bod sefydliadau unigol yn darparu cymorth o'r fath, mae'n llai tebygol o gael ei ystyried fel cymorth annibynnol, er mae'n debygol o gynnwys cyngor i ymgeiswyr sydd â chymwysterau galwedigaethol.
18. Y ffynhonnell allweddol o ran cyngor ar AU i ymgeiswyr addysg uwch yw Gwasanaeth Derbyn y Prifysgolion a'r Colegau (UCAS), sy'n darparu'r system derbyn i ddechreuwyr llawn amser. Mae'r system yn cael ei adolygu ar hyn o bryd ac mae'r posibilrwydd o gyflwyno system derbyn ôl-gymhwyster yn cael ei ystyried (gweler troednodyn 2) Mae CCAUC yn cyllido rhaglen Cefnogi Proffesiynoldeb mewn Derbyniadau (SPA) ar y cyd â chyrff cyllido AU eraill y DU, ac mae wedi gweithio gyda sefydliadau ledled y DU i wella gwasanaethau derbyn, y gellir disgwyl eu bod yn cryfhau'r ddealltwriaeth o gymwysterau galwedigaethol.
19. Mae cyrff cyllido addysg uwch y DU yn cyllido gwefan Unistats ar y cyd⁵ sy'n darparu gwybodaeth am ddarpariaeth addysg uwch, yn cynnwys canlyniadau'r Arolwg Cenedlaethol o Fyfyrwyr, sef arolwg o fodlonrwydd myfyrwyr a gynhelir yn flynyddol ledled y DU. Mae hyn yn galluogi darpar ymgeiswyr i gymharu sefydliadau. Mae CCAUC hefyd yn gweithio gyda chyrff a sefydliadau cyllido AU eraill y DU i ddatblygu'r Set Gwybodaeth Allweddol. Mae hwn yn set o wybodaeth safonol am bob sefydliad addysg uwch, yn cynnwys gwybodaeth am gyflogadwyedd, a fydd ar gael o fis Medi 2012 ymlaen.⁶
20. Yn ogystal, mae partneriaethau Ymgyrraedd yn Ehangach rhanbarthol a gyllidir gan CCAUC, sy'n cynnwys cynrychiolwyr o amrywiaeth o gyrff sydd â diddordeb mewn

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new.wales.gov.uk/topics/educationandskills/publications/researchandevaluation/evaluation/futureambitions/?skip=1&lang=cy

⁵ unistats.direct.gov.uk/

⁶ www.hefce.ac.uk/learning/infohe/kis.htm

ehangu mynediad i addysg uwch, yn cynnwys Gyrfa Cymru, yn cydlynu gwaith rhanbarthol er mwyn gwella mynediad i addysg uwch. Mae hyn yn cynnwys darparu gwybodaeth i bobl ifanc am gyfleoedd ym maes addysg uwch.