

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Fideogynhadledd drwy Zoom Llinos Madeley
Dyddiad: Dydd Iau, 11 Mawrth 2021 Clerc y Pwyllgor
Amser: 09.15 0300 200 6565
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Yn unol â Rheol Sefydlog 34.19, mae'r Cadeirydd wedi penderfynu gwahardd y cyhoedd o gyfarfod y Pwyllgor er mwyn diogelu iechyd y cyhoedd. Bydd y cyfarfod hwn yn cael ei ddarlledu'n fyw ar www.senedd.tv

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

2 COVID-19: addysg uwch
(09.15–10.15) (Tudalennau 1 – 43)

Dr Ben Calvert, Cadeirydd Rhwydwaith Dysgu ac Addysgu Prifysgolion Cymru
a Dirprwy Is-Ganghellor Prifysgol De Cymru

Amanda Wilkinson, Cyfarwyddwr Prifysgolion Cymru

Kieron Rees, Pennaeth Polisi a Materion Allanol, Prifysgolion Cymru

Dr David Blaney, Prif Weithredwr, Cyngor Cyllido Addysg Uwch Cymru

Bethan Owen, Dirprwy Brif Weithredwr, Cyngor Cyllido Addysg Uwch Cymru

Dogfennau atodol:

Briff Ymchwil

Craffu ar COVID 19 a'i effaith ar fyfyrwyr mewn addysg bellach ac uwch –

Nodyn cryno 4 – 2 Mawrth 2021

CYPE(5)–08–21 – Papur 1



Egwyl

(10.15–10.30)

3 COVID–19: addysg bellach

(10.30–11.30)

Philip Blaker, Prif Weithredwr, Cymwysterau Cymru

David Jones, Cadeirydd, Cymwysterau Cymru

Denver Davies, Pennaeth Monitro a Chydymffurfiaeth, Cymwysterau Cymru

Yana Williams, Prif Weithredwr, Coleg Cambria

Barry Walters, Pennaeth Coleg Sir Benfro

Karen Phillips, Pennaeth Coleg y Cymoedd

4 Papurau i'w nodi

(11.30)

4.1 Llythyr gan y Cyfarwyddwr Cyffredinol ar gyfer Rheoleiddio yn y Swyddfa Rheoleiddio Ystadegau ynghylch cyhoeddi adolygiad i'r dull o ddatblygu modelau ystadegol ar gyfer dyfarnu graddau yn 2020

(Tudalennau 44 – 45)

Dogfennau atodol:

CYPE(5)–08–21 – Papur i'w nodi 1 (Saesneg yn unig)

4.2 Llythyr gan y Gweinidog Tai a Llywodraeth Leol at Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg ynghylch Cyfarfod Gweinidogol Sector Gwaith Cynhwysiant Digidol y Cyngor Prydeinig–Gwyddelig

(Tudalennau 46 – 47)

Dogfennau atodol:

CYPE(5)–08–21 – Papur i'w nodi 2

4.3 Crynodeb o'r drafodaeth ford gron a gynhaliwyd gyda'r Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol ynghylch y cynnydd a wnaed o ran hawliau plant yng Nghymru.

(Tudalennau 48 – 51)

Dogfennau atodol:

CYPE(5)-08-21 – Papur i'w nodi 3

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

(11.30)

6 COVID-19: Trafod y dystiolaeth

(11.30-11.45)

Mae cyfyngiadau ar y ddogfen hon

Grwpiau Ffocws Ar-lein - Crynodeb

Ymchwiliad i effaith argyfwng Covid-19 ar blant a phobl ifanc yng Nghymru, gan gynnwys myfyrwyr mewn addysg bellach ac addysg uwch

Chwefror 2021

Ym mis Rhagfyr 2020, cychwynnodd Pwyllgor Plant, Pobl Ifanc ac Addysg Senedd Cymru (y Senedd) ar waith ymgysylltu manwl i weld sut brofiad yw bywyd myfyrwyr i'r rhai sy'n astudio addysg bellach ac addysg uwch ar hyn o bryd.

Mae'r crynodeb hwn yn cynnwys barn cyfranogwyr o gyfres o grwpiau ffocws ar-lein a gynhaliwyd rhwng Ionawr a Chwefror 2021.

Mae'r canfyddiadau yn y crynodeb hwn yn seiliedig ar ymatebion **66 o gyfranogwyr** o bob cwr o Gymru a rannodd eu barn yn ystod **12 grŵp ffocws ar-lein**. Nod y sesiynau oedd cael gwybodaeth ansoddol am brofiadau'r cyfranogwyr a gwella dealltwriaeth y Pwyllgor o'r materion sy'n effeithio ar fyfyrwyr.

Roedd y dull hwn yn sicrhau bod sampl eang o fyfyrwyr yn gallu cyfrannu a rhannu eu profiadau personol - gan roi lleisiau dinasyddion Cymru ar frig yr agenda wrth graffu.



1. Casglu data

Er mwyn sicrhau bod y ddemograffig yn adlewyrchu myfyrwyr Cymru, trefnwyd holiadur cyn y sesiynau er mwyn ennyn diddordeb myfyrwyr yn y lle cyntaf.

Gan weithio'n agos gyda sefydliadau allanol i hysbysebu'r cyfle i gofrestru diddordeb i gymryd rhan yn y grwpiau ffocws ar-lein, cwblhaodd 297 o gyfranogwyr yr holiadur cyn y sesiynau. Yna, gwahoddwyd 92 o gyfranogwyr i grŵp ffocws ar-lein. Cymerodd 66 o gyfranogwyr ran i gyd. Mae Atodiad 1 yn cynnwys rhestr lawn o'r sefydliadau a hwylusodd ein rhaglen ymgysylltu.

Cafwyd cyfranogwyr o bob un o 5 rhanbarth y Senedd gan gynrychioli pob un o 8 prifysgol Cymru. O'r rhai a gymerodd ran mewn grŵp ffocws ar-lein: nododd 12 cyfranogwr eu bod yn manteisio ar wasanaethau myfyrwyr ychwanegol neu fod ganddynt ddibynyddion; nododd 9 cyfranogwr eu bod yn fyfyrwyr rhyngwladol; a nododd 8 myfyriwr eu bod yn hanu o Gymru ac yn astudio y tu allan i'r wlad.

Roedd y cwestiynau a ofynnwyd ym mhob grŵp ffocws yn seiliedig ar y cwestiwn troswaol: *Sut mae bywyd myfyriwr wedi bod i chi?* Mae Atodiad 2 yn amlinellu'r union gwestiynau a ofynnwyd i'r cyfranogwyr.

Mae'r crynodeb hwn yn amlinellu'r themâu allweddol a gododd yn ystod y grwpiau ffocws ar-lein a allai fod yn berthnasol i waith y Pwyllgor. Cafodd y themâu yn y crynodeb hwn eu dewis ar y sail eu bod yn cael eu hailadrodd neu'n amlwg mewn sgysiau, gan roi syniad o brofiadau personol myfyrwyr. Lle bo'n bosibl ac yn briodol, dewiswyd dyfyniadau dienw i ychwanegu cyd-destun. Mae'r dyfyniadau i'w gweld yn y blychau llwyd.

Ymunodd yr Aelodau â nifer o'r grwpiau ffocws ar-lein i glywed profiadau'r myfyrwyr yn uniongyrchol.

Er mwyn rhoi blas ar y themâu allweddol a nodwyd, mae astudiaethau achos wedi'u cynnwys sy'n rhoi syniad o linell amser ac effaith y pandemig ar fyfyrwyr o wahanol gefndiroedd.

2. Y prif themâu

Teithio ac Ymgartrefu gan gynnwys: Teithio nôl a blaen rhwng y brifysgol a gartref; dechrau'r flwyddyn academiaidd a gwyliau'r Nadolig; a myfyrwyr rhyngwladol

Yn gyffredinol roedd yna **ddisgwyliad gan y myfyrwyr y byddent yn dychwelyd** i'r brifysgol yn ddiraferth y flwyddyn academiaidd hon, ond i lawer o gyfranogwyr roedd yn fwy o straen na'r disgwyl.

"I found it difficult transitioning from the Welsh lockdown rules to the English lockdown rules because over the Christmas period, there were so many changes with the rules in terms of the tiers and then going into a lockdown."

"I'm a first year student so I have nothing to compare it to but if I go back to September's Welcome Week, I really wouldn't call it a welcome week. I didn't feel welcome at all. We had absolutely nothing."

Awgrymodd rhai cyfranogwyr **fod diffyg cyfathrebu gan eu prifysgol ynglŷn â theithio dros ffiniau** neu nad oedd gwybodaeth yn benodol i amgylchiadau pobl. Disgrifiwyd y negeseuon fel rhai 'cyffredinol' - gydag un cyfranogwr a oedd ar flwyddyn gyfnewid iaith yn yr Eidal pan ddaeth y pandemig yn disgrifio **teimlo'n ofnus** am y ffordd yr ymdriniodd y brifysgol â'r sefyllfa.

"We have an app for the university which is where we get all of our news, timetabling and all that sort of stuff. But I don't think there was much explicit information about crossing borders."

"I was in a bad place and I really want to be able to go home and I felt that there was no one saying "yes you can travel" - I felt a bit bad for asking the university."

"Os fi'n honest, sai'n siŵr os ma Prifysgol fi yn gwybod bod Cymru yn bodoli! Roedd e lawr i fi a teulu fi i ffeindio allan beth oedd y rheolau a pryd o ni'n gallu teithio adre' ac ati."

"Communication was very much focused on English guidelines. There was barely anything for Wales."

"I was actually in Italy when the coronavirus hit so I had to come home early and ever since that point I have not felt the same drive from my lecturers to

support us. When we were asking for advice on what to do about being in Italy and should we come home, our lecturers were like, "We're not your parents so we can't tell you what to do." it was a scary situation."

Soniodd rhai myfyrwyr am **faterion yn ymwneud ag argaeledd darlithwyr** a gwasanaethau cymorth dros wyliau'r Nadolig.

"For me there was very little clarity on when staff would be still answering emails and obviously that's the only way to get in touch people now. We could have done with a bit more information on when staff would be available for contact."

"It was like now we're not answering emails anymore. And you're like OK, but we have an assignment. We don't know who we can talk to."

Dywedodd myfyrwyr rhyngwladol eu bod yn teimlo eu bod yn cael eu 'twyllo' a'u 'camarwain.' A hwythau wedi teithio'n bell a mynd i gost, roeddent yn teimlo pe byddent wedi aros gartref y byddent wedi derbyn yr un lefel o addysg. Gweler Astudiaeth Achos 1 am ragor o wybodaeth.

"There was this real assurance that actually made me decide to come to the university - they made it out like they had a plan - and then when I arrived it was a completely different story. I felt extremely isolated because there was no in-person lectures. It felt like a betrayal because if I'd known that it was going to be all online, I never would have come to the UK."

"I just feel tricked, stupid and ripped off. I'm not asking for in-person lectures at all costs because the pandemic is here. But this is the livelihoods of our parents. Most of us are self-funded. Using international students as a bailout is going to cause massive hardships. We've been treated as a safety net."

"I'm feeling really stupid for the decisions we've made because, I feel like international students have been used to offset the financial crises within local economies, but that is not our problem."

"The uni seemed to do everything they could but the UK government weren't clear. Being an international student in this situation has been very, very difficult."

"I feel like this pandemic situation has also brought on for me a sense of greater insecurity in being in this country and what my status is here."

Disgrifiodd rhai myfyrwyr rhyngwladol eu bod yn teimlo eu bod yn cael eu defnyddio gan brifysgolion dim ond am eu harian, gan fod cymaint o angen arian ar y prifysgolion.

"When you see that were not being treated equally and that billionaires are receiving bailouts [...] It makes me feel like a cash cow."

"I've made a list of the different charges that we are subjected to as international students; firstly there's the international student fees which has everyone's mentioned are pretty extortionate. Then there's the private accommodation fees, the visa fees, and a NHS surcharge (it's money that we are paying for being in the UK even though we're not in the UK but I paid it because we were encouraged to come back) And then flight costs, this year we're paying even more money because we're getting decisions last minute. Usually I booked my flights 3-6 months in advance but now I'm only booking them maybe a week in advance. Then there is the addition of PCR covid tests (roughly £100) and then self-isolation - we are paying a lot more money this year to sit in our houses, in our countries and access a mediocre education. We don't have the same access to libraries or facilities - I don't blame my course or my university think the blame goes to a higher level."

Mae'n debyg mai amrywiol oedd y gefnogaeth a ddarparwyd gan y prifysgolion yn ystod cyfnodau o hunanynysu.

"I had to figure out how to get hold of supplies as I had to self-isolate and the uni didn't offer any support."

"I actually arrived in November because I have in-person lab sessions. I had to self-isolate for two weeks. I asked for food and supplies and they told me I had to buy things online. At first I thought it was a little difficult but I got used to it."

"We got to look at what the contents were of the international student self-isolation food bag and I think most of my flatmates were disappointed in the quality of the food that was being provided. It was surprising that it was supposed to last you a day considering that you'd have to live on just some like cheap sandwiches especially if you're just moved in from a different country."

Teimlai'r cyfranogwyr nad oedd gwasanaethau cyngor gyrfaedd yn darparu ar gyfer myfyrwyr rhyngwladol, hyd yn oed cyn cyfnod y pandemig.

"Careers advice are great in terms of general advice, but in terms of the intricacies of immigration advice they don't have the capability to deliver it at all, let alone in a pandemic."

Gwasanaethau myfyrwyr gan gynnwys; llety; hunanyngysu a phrofion

Roedd y rhan fwyaf o'r myfyrwyr a gyfrannodd at y grwpiau ffocws **yn teimlo y gwnaed cam â nhw gan na chynigiwyd ad-dalu'r rhent**, o ystyried bod y llety yr oeddent wedi cofrestru ar ei gyfer bellach wedi'i gau neu mewn rhai achosion heb ei ddefnyddio.

"I paid £2100 at the start of January and I haven't been there since the start of December. I emailed our landlord to ask for any refunds but in all fairness, he came back with "I can't support you unless I'm supported myself," which is more than fair. It just seems unfair that only those in halls are able to access refunds in most cases."

"We've got communal rooms, but you're not allowed in there because of the restrictions, so basically you live in a bed sit [...] You are paying a lot of money and you're not allowed to use the gym, cinema room or pool room. But they haven't offered discounts on that."

"Mae hi'n anodd i landlordiaid ar y funud oherwydd dydyn nhw ddim yn sicr o beth sydd yn ddisgwyliedig ohonyn nhw."

"Does dim bai ar neb am beth sydd wedi digwydd ond mae hi yn fy nghythraddo fy mod yn gorfod talu am rywbeth dwi ddim yn ei ddefnyddio."

Roedd y rhan fwyaf o'r cyfranogwyr o'r farn **bod eu prifysgol wedi ystyried yr hyn y gallent ei gynnig i fyfyrwyr sy'n hunanyngysu**, fodd bynnag, ar y cyfan, dim ond y rhai mewn neuaddau oedd yn gymwys i gael y gefnogaeth hon.

Roedd rhai myfyrwyr yn cael trafferth dod o hyd i'r wybodaeth a oedd yn egluro pryd y gallent **ddod â'u cyfnod hunanyngysu i ben**.

"We rung the NHS number 111 but were passed around because they weren't sure if we could come out of isolation - the caller actual said they didn't know how to best deal with their situation."

"We had texts from track and trace that had different isolation end dates compared to the track and trace app."

Roedd y cyfleusterau profi yn amrywio o ran hygyrchedd ac argaeledd. Disgrifiodd rhai cyfranogwyr eu bod yn hygyrch iawn ond roedd y nifer a gâi'r profion yn ymddangos yn isel. Disgrifiodd cyfranogwyr eraill y cyfleusterau hyn fel rhai a oedd yn cael eu rhedeg yn wael ac wedi'u hamseru'n wael ar gyfer myfyrwyr a oedd wrthi'n trefnu teithio.

"We had facilities to take tests until the 8th of December roughly. It wasn't very useful because not everyone was going to go home so early [...] It would have been better to keep the testing open until the last day of uni so everyone gets the chance to do it."

"I went for a test in the in the late afternoon and I asked how many people have been in and they told me I was the second person that day to have a test. I thought it was very odd because the halls are literally across the road from the walk-in centre. It's very accessible."

"Roedd rhaid i ni adael o fewn tri diwrnod o prawf negatif. Dim ond un prawf oedd angen arno ni. I fi'n bersonol, doedd hynny ddim rili yn ddelfrydol oherwydd o ni methu cael lifft adre' tan chwech diwrnod ar ôl cael prawf negatif. Felly, ar ôl cael prawf negatif nes i aros yn y tŷ - fi oedd yr olaf i adael cyn mynd nol dros Nadolig."

"They are offering these PCR tests on site and they are advising students to get two separate tests on their return. However for the students with a disability like myself, where masks are an issue and I don't feel comfortable wearing them they haven't offered an alternative. It's been really frustrating not being able to access to asymptomatic testing."

"There wasn't anywhere near enough tests. I only managed to get one and I just had to hope that it would be OK. The booking system only really allowed you to book one test at a time and I got in early. They just booked up really quickly."

"I'd say traveling home for Christmas was quite an easy affair because of the university. Testing for us was spot on and really easy. I'd give them a lot of credit because I got home and was completely anxiety free about Covid."

"I couldn't rebook my test so I never took a test. Not because I didn't want to, but I was unable to re-book it after my plans had to change. There were barriers to the booking system."

Soniodd y myfyrwyr eu bod yn teimlo yn aneglur p'un a oedd y profion yn orfodol ai peidio.

Yn gyffredinol, gofynnwyd iddynt "fod yn synhwyrol" ond nid oeddent yn cael eu gorfodi i hunanynysu ar ôl iddyn nhw ddychwelyd o wyliau'r Nadolig.

"I know people who were told they had to have a test and others were told that the tests for optional."

"Hefo'r profion asymptomatic, doedden nhw ddim yn orfodol."

Yn ôl yr ymatebion, roedd rhai sefydliadau wedi llwyddo wrth **symud gwasanaethau myfyrwyr ar-lein**. Fodd bynnag, soniodd rhai myfyrwyr **ei bod yn anodd dod o hyd i'r gwasanaethau hyn** nawr nad ydyn nhw'n gallu mynd i mewn i'r adeilad a cherdded i mewn i swyddfa. Mewn rhai achosion, **mae gwasanaethau myfyrwyr yn cael eu gohirio nes bydd rhyngweithio wyneb yn wyneb yn gallu ailddechrau**. Gweler Astudiaeth Achos 2 am ragor o wybodaeth.

"I have had mental health problems and I think everyone can agree that with coronavirus and lock down, it just amplifies everything. In terms of if I wanted to access a mental health support system or anything like that I actually would not know how to do it or where I would go."

"I have no idea where to go for these services at the moment. if we were able to go on campus, I'd have a decent idea where I can go for that kind of stuff, but there's been very little signposting since everything is now online."

"As for the disability services, nothing's been circulated. I haven't noticed any emails from the disability office. There's been a real lack of support for students who have additional needs anyway."

"Ar y cyfan mae'r Brifysgol wedi gallu trosglwyddo bob dim i fod ar-lein ac wedi gallu gwneud hynny yn sydyn."

Sylwodd y cyfranogwyr ar y trefniadau cyfathrebu rheolaidd a chynyddol o ran gwasanaethau iechyd meddwl. Yn gyffredinol **nodwyd bod y gwasanaethau'n dda neu'n dda iawn ac roedd y ddarpariaeth yn uchel ar agenda pob prifysgol** - fel arfer gydag Undeb y Myfyrwyr yn cefnogi'r gwaith hwn i raddau helaeth.

Fodd bynnag, rhai **roedd cyfranogwyr yn awyddus i gefnogaeth iechyd meddwl a lles wyneb yn wyneb ailddechrau**. Ystyriwyd bod cynnig cefnogaeth o'r fath ar-lein yn unig yn annigonol.

"Undeb myfyrwyr yn dda am gyfathrebu bod sesiynau dal i fod ar gael ar-lein, yn enwedig o gwmpas materion iechyd meddwl"

"Mental health support has been a completely different level this year compared to last year. I know there's a waiting time on services but this year that it hasn't been the case. They're constantly sending out emails about mental health resources."

"A lot of people have said to me that online they pretend they're OK because what is the person over the computer actually gonna do? In September we were allowed to be at face-to-face seminars. But I can't meet my supervisors who are essentially all that I have to guide me through my PhD or I can't meet my mentor who essentially keeps me in uni."

"I'd really value seeing someone for my mental health. I was doing an apprenticeship in health and social care. I started in 2019 halfway through Covid and they said to me we can either pull you or we can redeploy you through your apprenticeship. I decided to go on to learn about palliative care for the elderly. I'm 19, it's not the job that I planned out to do so soon. I need somebody to talk but I wouldn't feel comfortable talking to somebody over Teams. Just talking to a screen is like talking to yourself."

Cododd y rhan fwyaf o'r grwpiau faterion yn ymwneud â mynediad at adnoddau a chyfleusterau llyfrgell. Arweiniodd diffyg mynediad at adnoddau at rai myfyrwyr yn gorfod prynu deunyddiau, ond nid dyna'r ateb bob amser **gan fod rhai llyfrau a deunyddiau yn brin neu'n ddrud**.

"I found it very difficult because I'm on a creative course and I require some of the materials. There is one particular book where there is only one copy of that book available. Somebody has loaned it and there is no digital copy available. I could buy it on Amazon but it's about £30 - £50 and can take up to a month to arrive because it's so rare."

"I found that the library click and collect service was a bit weak initially. It wasn't quite ready for us going back and by the time it was up and running properly I was trying to write a dissertation proposal without full access to things. It was incredibly difficult."

Dysgu Cyfunol gan gynnwys: effaith ar iechyd; a chysiau ymarferol

Soniodd rhai cyfranogwyr sut roedd dulliau dysgu cyfunol yn cael **effaith negyddol ar iechyd corfforol ac iechyd meddwl myfyrwyr**. Codwyd materion yn ymwneud â diffyg cydbwysedd bywyd-gwaith a gallu gwahanu'r ddau, o ystyried bod y rhan fwyaf o fyfyrwyr yn byw ac yn astudio yn yr un gofod bychan.

"One thing that exacerbates the psychological effect on students in a pandemic in general, is the importance of separating work life balance. For a lot of students, they work, sleep and live in the same room, especially first years. They've got one room. On my bed room wall I have all my deadlines and you never really escaped from it."

"I've had continuous lectures since the Christmas break staring at a computer all day, and I think that it's going to have affected on people's mental health, but it worries me that it's going to affected people's eyes as well. It's going to affect more than one area. There's no avenue of flexibility."

"Motivation to do work is low for me and that can really get you down. I live in halls. My bed is just across from me. It's like one step away. It sounds terrible, but I can if I wanted to spend all day in my bed and not do anything."

Soniodd nifer o gyfranogwyr sut roedd eu **horiâu addysgu wedi gostwng yn ddramatig** o'r adeg y gwnaethant gofrestru ar gyfer y cwrs yn y lle cyntaf.

"I think online learning has been really mediocre and there's not enough of it either. When I came to the open day, we were told there be about 20 hours a week of education and that's now six hours a week."

Teimlai nifer o fyfyrwyr **nad oedd elfennau ymarferol eu cwrs yn bosibl** mewn amgylchedd dysgu ar-lein.

"I've struggled in terms of the online delivery because they are delivering a very fast paced technical subject. There's a lot of maths and it's quite hard to follow when you've got a lecturer pointing a web camera at a piece of paper. It's not very clear and you might miss something."

"I've found it really difficult because my course is a very practical course. We cook every single week [...] and we've actually only recently started cooking

again. We're doing that now over phone calls and obviously we're missing our practical assessments because our tutor can't actually taste our food."

"We have three practical modules, which are rotated each week. So I'm learning cinematography once every three weeks. If I tried to learn piano or a language like that it just wouldn't work."

"I do accounting and I feel that accounting and finance needs actual interaction on a board to learn. It's been very, very difficult to do it online."

"With a policing degree it's very much it needs to be a face-to-face."

Soniodd rhai cyfranogwyr sut roedd eglurder ar estyniadau, gwybodaeth hwyr am ddyddiadau cau aseiniadau ac asesiadau **yn ei gwneud yn anodd ac yn straenus i gynllunio.**

"I had to change my dissertation last minute as we didn't get an answer about using the labs and I couldn't stand the uncertainty any more - I wrote my ethics application in 48 hours and it's a 25 page document."

"Mi oedd lot ohonom angen rhyw fath o sicrwydd bod pob dim yn mynd i fod yn iawn ac ein bod yn mynd i basio yn iawn, ond rydym yn teimlo bach ar goll."

Roedd rhai myfyrwyr yn teimlo dan anfantais lle **nad oeddent yn hyderus iawn yn defnyddio'r cyfrifiadur.**

"I've never had to do a timed essay when typing. I've always done it on paper and I'm a much quicker writer than I am typer because in school you've been taught to write quickly for exams. I found trying to get used to the whole process of this online quite difficult. I've not done this before."

Soniodd rhai cyfranogwyr **na fu trefniadau rhesymol o ran teithio ar gyfer aseiniadau** megis aseiniadau gwneud ffilmiau. Nid oedd myfyrwyr yn teimlo eu bod yn gallu teithio ar gyfer y math hwn o dasg addysgol. Roedd asesiadau risg ar gael i'w defnyddio cyn mynd ar leoliad, ond pan siaradodd myfyrwyr â thiwtoriaid, nid oeddent yn gallu cadarnhau bod y math hwn o weithgaredd yn cael ei ganiatáu.

Lleoliadau

Tynnodd nifer o gyfranogwyr sylw at bryderon ynghylch **rhith-leoliadau a allai dynnu oddi ar werth cymwysterau.**

"When I graduate this summer I may possibly be graduating having never taught face-to-face for more than six weeks. That's a scary thought. I have not ever planned with a qualified teacher. These thing I thought I'd get from my course, but I'm not getting them because of the situation. I'm just worried that when I graduate and when I look for a job, whether I'll be considered a little bit under experience because I haven't had those experiences here."

"My placements have been cancelled for the third time now. How do you do a nursing degree online for example? I'm not sure anybody here would feel comfortable with me coming up to them saying "I need to give you an injection and I've learnt from a YouTube video and a little PowerPoint my lecturer made for me.""

"I'm worried more so about my future. Is the only experience I'm ever going to get virtual? And how will that affect my long term future career prospects?"

O'r adborth a gafwyd gan y cyfranogwyr, lle bo hynny'n bosibl, ymddengys **fod prifysgolion yn gwneud eu gorau i alluogi myfyrwyr i gwblhau lleoliadau yn ddiogel.** Fodd bynnag, roedd nifer o'r cyfranogwyr a oedd yn agored i niwed yn glinigol yn poeni am eu diogelwch ar leoliadau. Dywedwyd na roddwyd sicrwydd iddynt o ran **dewisiadau amgen i gwblhau lleoliad.**

"I'm expected to do a placement in April and I have so many reservations about this [...] I'm a vulnerable person going into a school setting with a classrooms full of children and staffrooms full of adults, all from separate households. I'm going to have to interact with them, because I'm going to be helping out and observing. It's unavoidable. If a school can't take me for my placement, I then can't do my assignments and I'll fail my module. I feel like I don't really have any choice but to go and do the placement or I will fail."

"The majority of my cohort have child care and kids to look after and there's a really high expectation and demand on students. It feels like the university think we should forget the rest of our life. I don't think there's been any regard for the people who are doing placements, regardless of whether their nursing or teaching. I feel like we've just been kicked under the bus."

"Obviously we can't as a cohort all fail this year but unless there is some change to our Qualified Teacher Status requirements I don't see how we can pass."

"I have mainly felt safe on placement despite being in a school, however as there is lots of talk currently as to whether teachers should be higher up on the list of vaccinations, I would be keen to know if student teachers are included in this."

Dywedodd nifer o fyfyrwyr fod **dryswch yn parhau** o ran beth fydd yn digwydd os na fyddant yn cwblhau lleoliadau.

Cyllid

Roedd llawer o fyfyrwyr **yn teimlo nad oeddent wedi cael gwerth am arian** am ffioedd eu cwrs. Roedd y teimladau hyn yn gysylltiedig yn bennaf â; lleihau amser addysgu i raddau helaeth; diffyg mynediad at gymorth un-i-un â thiwtoriaid; darlithwyr heb sgiliau; diffyg cyfleoedd i gydweithio; a materion gyda chyrsgiau ymarferol.

"Arguably I could do my research from anywhere, as long as I have my laptop, a pen and Wi-Fi connection, but it's not that simple. They're missing the point, which is you need more than just a computer and zoom."

"The time tabled hours have been cut by half. I've got two hours of contact time for 20 credit module and this is my final year as well."

"In terms of value for money for teaching, I'd say the university has done the best that they can with what they have, but I don't necessarily think that it's worth £9k this year because I'm primarily doing a practical course. We build stuff. We do stuff in labs, but we can't do that at all this year. I've had two face-to-face lectures for the whole of the year."

"I really enjoyed my course this year. Having said that I feel the way the university approached online learning was absolutely shocking. It took myself and my other course reps to physically teach staff how to use Teams. It's not my job. I'm on the course to learn."

Trafododd y myfyrwyr **faterion yn ymwneud â chyllidebu a dyledion**, gan gyfeirio'n benodol at ofal plant a phrynu eu hadnoddau eu hunain. Gweler Astudiaeth

Achos 3 am ragor o fanylion. Dywedodd llawer eu bod yn defnyddio eu harbedion, neu'n gorfod dibynnu ar eu teulu.

"I don't want to apply for a hardship fund as I know there are students in much worse conditions than me. Many students are likely to be dealing with the double cost of both having to fund themselves through being locked down unexpectedly, as well as not being able to apply for Summer work. The furlough scheme doesn't cater for students so it feels like these factors are concealing a hidden student debt that hasn't been acknowledged. For me this 'debt' has amounted to around £2500 which I have taken from my savings."

"My big issue is, I know it's difficult for universities but I am paying a lot of money that I don't actually have. We are taking on quite significant debts in exchange for what's actually been less effective than a skill share account?"

"Roedd rhieni fi wedi gallu helpu fi yn ystod y flwyddyn cyntaf â'r ail flwyddyn, ond o ni'n lwcus ges i fy nhalu dros cyfnod y placement, sydd wedi helpu gyda'r trydydd flwyddyn."

Roedd myfyrwyr yn cydnabod bod eu prifysgol, ar y cyfan, yn gwneud cystal ag y gallent ond eu bod yn dibynnu ar gyfarwyddyd ac arweiniad clir a phrydlon gan Lywodraeth Cymru. Roedd y rhan fwyaf o'r myfyrwyr yn teimlo y dylai Llywodraeth Cymru fod yn rhoi arian i helpu prifysgolion.

"There seemed to be a void on information where higher education and further education is concerned. In the retail sector or other sectors it's been very, very clear."

"Mae'r ail semester i gyd ar-lein, sy'n siomedig i fi yn bersonol, ond fi'n deall bod e'n anodd i'r llywodraethau gwahanol."

"The Christmas break involved a very late decision on behalf of the government, that travel would or wouldn't be okay. We had a number of students in distress and accessing support services because they were terrified that they were going to be stranded at the university campus alone" – Student Union representative (and student)

Roedd sawl myfyriwr wedi wynebu caledi ariannol yn ystod y flwyddyn, sy'n rhywbeth y gwnaethant dynnu sylw ato fel **problem cyn cyfnod y pandemig**.

"I think people in their first year are going to be put off from what they've experienced this year, especially financially. I think a lot of people think

students get student loans and they are well off, but my student loan it comes in and I pay rent and it's gone!"

"I love my course, but the past year has been more stressed than it has been worth. If I didn't want to be a teacher at the end of it, I would have dropped out by now. If I can be teacher without debt, I would've left the course by now because it's so much stress and there is so much uncertainty."

Cyfathrebu gan gynnwys; sianeli cyfathrebu rhwng y brifysgol a chorff y myfyrwyr; a pholisïau cyn cyfnod Covid-19

Roedd yn ymddangos bod hapusrwydd â'r trefniadau cyfathrebu yn mynd law yn llaw â ph'un a oedd gan fyfyrwyr diwtoriaid neu ddarlithwyr a oedd yn cadw mewn cysylltiad yn rheolaidd.

Dywedodd myfyrwyr hefyd o bryd i'w gilydd fod y darlithwyr yn cael clywed am wybodaeth allweddol ar yr un pryd â'r myfyrwyr.

"Communications with my personal tutor to ask them questions, has been pretty much a nightmare. You can wait for a week to get a one word response."

"My lectures have been great in taking the class online - During the fire breaker lockdown at the end of last term, my tutor was doing lectures from a car because she didn't have any Wi-Fi in the house. She'd drive off to somewhere where she could pick up Wi-Fi signal and do lectures from the from her car."

"I asked my tutor about any work that we should be doing over the break. He just said not to worry and just relax. 2 weeks later, I find out that they're sending us information about preparing work and tell us to do tasks over the Christmas break. I feel like I'm getting mixed messages from my tutors about what I should be doing and suddenly my stress is now through the roof."

"I wouldn't say that they are particularly listening to us. For example, there was a live Q&A with the Vice Chancellor and the Students Union. I asked if there was a possibility of having an anonymous system where if you're worried about your module content you can make an anonymous complaint and it would be investigated independently. And they straight away just shut that down and said "no, it's not worth looking into.""

Soniodd nifer o'r cyfranogwyr fod y trefniadau cyfathrebu yn “**un dull cyffredinol**” - lle roedd prifysgolion weithiau'n hysbysu myfyrwyr o'r sefyllfa ddiweddaraf trwy anfon diweddariadau Llywodraeth Cymru ymlaen, gan ychwanegu ychydig o gyd-destun, os o gwbl, o ran sut y gallai'r newyddion effeithio ar gorff y myfyrwyr. **Esboniodd myfyrwyr PhD eu bod yn teimlo eu bod wedi mynd yn angof**, gyda llawer o'r negeseuon a gyfathrebir wedi'u targedu at fyfyrwyr israddedig.

“For a lot of things you have to escalate your complaints to the senior leadership teams and where a lot of us have sent emails we've been met with copy and pasted replies. They are literally carbon copies, or we get shifted around to different people. There have been a lot of empty answers.”

“We had a lot of emails with the subject line “coronavirus update” and it would cover the things that the government had said. Then you'd sit back waiting for the email about how it will be relevant to you, but it never came.”

“The clarity was absent. We needed information on when we could get hold of people. If we had been able to go to the university you could just go down the corridor, knock on someone's door and ask, but now because we have to use emails it's impossible to track people down.”

Esboniodd rhai myfyrwyr eu bod yn teimlo nad oeddent yn cael eu gwerthfawrogi'n ddigonol a bod teimladau o **rwystredigaeth bod eu prifysgol wedi eu hannog i ddychwelyd** i'r campws dim ond i dynnu'r cyfle i astudio wyneb yn wyneb yn syth.

“I was thinking of dropping out of the course before I got here, if it was going to be all online, but because they sent out documents saying the approach they were taking to the blended learning approach. [...] But we got here in freshers week and I had two or three sessions a week pencilled in as being in-person and by the end of freshers week it was all online. I had no option really, but to stay.”

“Communication as a whole has been poor. For example with delaying our course for a month, it was just an email and a “get on with it” essentially.”

Rhannwyd enghreifftiau o **bolisiau** a ddefnyddiwyd gan brifysgolion er gwaethaf eu **diffyg addasrwydd yn ystod pandemig**.

“I asked for an extension because I lost time from the new way of adjusting to working and the new stresses that came with that. The department said they

only give me one month, which led to my supervisors kicking up a fuss eventually they gave me a 2 month extension. But a month passed in this time. So I was in the same situation. I was very stressed and panicked that I'm going to suffer some negative consequences for this piece of work not being done because there was an arbitrary decision made off rules that weren't suited for the Covid pandemic."

"I'm dyslexic and when I did my undergrad studies seven years ago I had my disability support put into place. When I came back in September as a postgraduate student, I wasn't able to access any of it. They have to retest me but they haven't been able to retest me because of Covid, and so I've been left in limbo. I'm stuck between student finance and the uni until I can be retested. I know that I should get a lot more support than I am getting because I've had it from that university previously. But I'm left to fight on myself."

"We've been told that we could travel up to 90 minutes for placements. 90 minutes is quite far when you live in North Wales, but if I'm doing a 12 hour shift and then having to drive 90 minutes home when you finish a shift at like 8:30-9pm it's just ridiculous anyway."

"Over the summer I was fighting a lot with the senior college directors about dissertation extension requests. We were trying to ask for a blanket approach to have a one month extension. They seemed very out of touch with students. They were saying no, you had to apply individually. Lecturing staff were very sympathetic, saying, you will definitely get it but the director would not just do a blanket one. I also know the person that approves the extension requests in our Department, and her perspective is that she was simply getting hundreds of extension requests she needed to read through. It felt like a system either dysfunctional for this time, or that they need more staffing to support."

Lleoliadau Addysg Bellach gan gynnwys; myfyrwyr sy'n astudio cyrsiau Addysg Uwch

O'r 12 grŵp ffocws, roedd un grŵp nad oedd ond yn cynnwys myfyrwyr addysg bellach. O'r cyfranogwyr hynny, roedd cymysgedd o fyfyrwyr yn astudio cyrsiau AB ac AU.

O'r cyfranogwyr hyn, roedd y rhai a oedd yn astudio cwrs AB yn teimlo eu bod yn cael cefnogaeth, fodd bynnag, roedd y rhai sy'n astudio cyrsiau AU yn codi sawl mater. Roedd y rhain yn gysylltiedig yn bennaf â diffyg cyfathrebu gan y brifysgol a

ddyfarnodd y cymhwyster AU.

Gweler Astudiaeth Achos 4 am ragor o wybodaeth.

Roedd myfyrwyr cyrsiau AB yn falch gyda lefel y gefnogaeth yr oeddent wedi'i dderbyn gan eu coleg. Roedd colegau wedi llwyddo i gyflenwi technoleg a chefnogi myfyrwyr i allu astudio gartref.

Soniwyd hefyd am wasanaethau iechyd meddwl a chymorth tiwtoriaid unigol yn ogystal ag undebau myfyrwyr fel rhan annatod o helpu myfyrwyr drwy'r pandemig. Roedd peth ansicrwydd ynghylch arholiadau ond **yn gyffredinol roedd myfyrwyr yn teimlo'n gadarnhaol am eu cyrsiau** a'u canlyniadau yn y dyfodol.

"The college has been really helpful. Anything I've had problems with, any troubles I just send an email and then within a few minutes they reply with as much help as I can get. They always send you to who can help. It's never just one person they don't just stop you, they listen."

"I used the mental health service last year. It helps a lot. I was going through quite a bit at the time. It was very tough but they were very good. Especially compared to my experiences of it at comprehensive school and considering it's a free service."

"I think that we need to see a full spectrum of what we will be assessed on and what we will be marked on [...] there's not really a full explanation."

"I have dyspraxia so I get support in my exams with extra time and with scribing everything. If they put them online then they tend to cut off at the allotted time and I have to save my work and go back in so it's very back and forth. They can't change this for just one student. But it's just that extra step that could be avoided."

"After receiving my results last year I couldn't really progress as far as I wanted to. The longer this goes on without information, the more I'm fearing that it's going to repeat last year where after results day I still don't know what I'm doing."

"Our good experience at university this year is because of individual tutors and individual librarians who are really going absolutely out of their way to support the people. They seem to understand and cater to our needs much better than the people who are supposed to serve the country."

Roedd gwahanol o lefelau o bryder ynghylch peidio â mynychu dosbarthiadau wyneb yn wyneb, fodd bynnag, i fyfyrwyr mewn llety a rennir e.e. mewn hosteli,

gwelwyd bod dysgu cyfunol yn fwy o her oherwydd pryderon ynghylch bod yn rhan o ddau swigen, sef swigen cartref a swigen coleg. Lle'r oedd **caledi ariannol**, roedd yn eithaf difrifol. Gweler Astudiaeth Achos 5 am ragor o wybodaeth.

Er bod profiadau o hunanynysu yn gymysg lle roedd myfyrwyr yn amlach na pheidio wedi derbyn lefelau da o gefnogaeth, roedd un myfyriwr yn teimlo bod elfen o fai yn gysylltiedig â hunanynysu. Fe wnaethant ddisgrifio cael eu 'cosbi' am orfod hunanynysu.

"I had to isolate for two weeks in September, and because this was right at the beginning of term I had zero clue what to do. I was new in the college. It was my third week. I hadn't met my form tutor. I had no idea how to report my absence. Thankfully, I think that's changed, but initially I felt punished. It felt like 2 weeks of being overwhelmed."

3. Astudiaethau Achos

Astudiaeth Achos 1: Myfyriwr rhyngwladol o Kenya, yn astudio cwrs ymarferol:

I was promised blended learning would be happening at least in the beginning with scope to increase in-person teaching from January. I was very uncomfortable with coming back to the university, but given that it was my final year I felt that if I didn't come back it would negatively disadvantage me, especially against the local students who may have found it easier to travel. So because we were promised blended learning, I decided to make the journey.

The first struggle was even before I left the airport, because I had taken an interruption of studies and this completely messed up my visa. I don't know if it was the communication between universities and the immigration department but the uni hadn't informed the immigration department properly. So when I reached the UK I was detained at the airport and they didn't let me go through immigration until it was resolved. They held me at the airport with loads of other people and there was no social distancing. It was a really stressful and anxiety ridden trip.

I made the trip from London to Wales and I think it was the first day of induction when we were pretty much told that because of the uncertainty of how many

students were registered, we wouldn't be able to get some things up and running so we'd have 5 weeks of online learning.

I study architecture, which is a very hands-on degree. I thought it was best to come back to Wales because we use facilities like the workshop 3D printers, laser cutters. We have one-to-one tutorials where we are sat in front of the tutors sketching on paper and they'd scratch all over my work. I felt like I had to be there because, if you're not, you're really missing out on a major component of a very interactive, collaborative course.

What is frustrating is not being given the information at the time when you need to make a decision. By the time I reached uni and I was told that everything would be online, it was too late for me to turn back. I'd already spent money on my flight, paid for accommodation and the visas.

The uni was definitely more prepared for Christmas and had this whole system recommending what day people should get their tests and self-isolate but it didn't relate to international students and there was no one we could go and ask.

I left all my stuff in my accommodation because the university encouraged us, once again, that for sure there will be more in-person teaching after January. But the government has now told us that we won't be back for in-person teaching until at least March.

I need to make a model for my degree, but I don't know if I should make it here in Kenya, or if in-person teaching starts, I'll have to travel back with the model.

I think at the end of the day they didn't know how to help us. So they decided to just not help us!

Astudiaeth Achos 2: Myfyriwr addysg uwch a gesiodd gael gwasanaethau anabledd ar gyfer ei addysg, a chan fod angen asesiad wyneb yn wyneb nid yw wedi bod yn bosibl gwneud unrhyw drefniadau:

I have both a mental and physical disability, so I've been trying to put things in place that I had in school. I found it really difficult and I couldn't understand why they couldn't replicate what I received in the school. I had all of the paperwork I kept from school and had hoped they would be able to put it into a personal support and teaching plan but they said no. They said I need to come in and be assessed.

They explained they are only doing online evaluations of need currently but these cost £100. I live at home with my parents so I do not qualify for any

means-tested bursaries. Fortunately because I'm under the NHS bursary I don't pay fees and I'm currently on £70 a month which I need to run a car, live and feed myself on.

I did try and contact student support but they said at the time of applying your household income was more than £60k, so you don't actually qualify for anything – but my parents working circumstances have changed now. I'm just wondering how am I supposed to afford anything now? Financial support was just awful. They batted me from one email to another.

Astudiaeth Achos 3: Myfyriwr addysg uwch yn wynebu costau logistaidd a chostau ychwanegol ar gyfer gofal plant

I have really struggled with childcare because I am a full time student and I'm still expected to get my assignments done, I'm still expected to get my reading done, I'm still expected on placement.

When I applied for this course, I waited until my children were of school age so I could afford wrap around care and have my children in school. That was how I planned on working things out and of course it's not how it's working out. There's a huge amount of guilt associated with using the hubs that are in school because you get the feeling that the school doesn't want your children to be there. But if you are at home, no matter what you're doing at home, you can't manage with your children around. My children are still quite young and it's been so difficult and part of me did question, should I defer this year and hold off. But I worried if I'd get a place next year.

I've really struggled with the question, what do I do with my children? I'm supposed to be studying full time.

I haven't asked for any special allowances to be made but I think the government rather than the university needs to consider that students need a package where if they are expected to be in placement and you've got a family to be responsible for, there is care put in place.

The usual channel of Student Finance Wales for childcare has not been very supportive at this time at all, because when I applied for it, they wanted to know my proposed costs. Of course that has now changed now the schools are closed. But they still fix what you're entitled to based on how much childcare you proposed originally. They're not taking into consideration that this is a very different time compared to when my children were in school. I'm not getting any extra financial help now that schools are closed.

I would never have started this course had I known the unexpected bills that I'd be facing, specifically for child care. My child care bill is astronomical. There's not an emergency pot of money to help with that. I think it's expected that you just get on with it with children at home. People haven't planned for this, and there doesn't seem to be any sensible help.

Astudiaeth Achos 4 - Myfyriwr addysg uwch gyda dibynyddion ac yn astudio mewn lleoliad addysg bellach:

I've got three children at home and I've found it quite difficult. I'd normally spend two days in college doing my work. It hasn't been as positive as it was last year. I'm finding that I'm facing quite a few barriers, but there is nothing in place to help with those in the college.

I have asked for a laptop because I saw something mentioned about funding and the laptop that I use is a work one so I'm not actually meant to be using it. The college came back and said that there was only funding for FE students and all they could offer me was a Chrome book at the moment. Our assignments have been PowerPoint presentations and you can't actually use them on a Chrome book.

Last year the last two months we were in lock down I really struggled with the online learning because if I go to college I'm just a student, if I'm at home, I'm still a Mum. Last year I was 3% off a distinction, and I really felt I was doing well. But I just think the last two modules the teachers weren't computer literate. And I just think it was down to online learning that I dropped marks.

We've never ever had any communication from the university, so even though our certificates say the university on them, I've not actually ever had communication from them. It's always just been through the college.

In normal times, my course is on a Tuesday and Thursday from 4-9pm. But at the moment we only have an hour on a Tuesday and the rest of it is left for us to do our own study. Quite a lot of us are finding it difficult because we're having to write the dissertation and you lose a bit of what you're trying to learn over a screen. I feel that we are quite disadvantaged. If we don't go back this year at all and there's no leeway in the grades, it'll feel quite unfair.

Astudiaeth Achos 5: Myfyriwr addysg bellach sy'n dioddef o galedi ariannol a sawl her yn sgil effaith Covid-19. Roedd cefnogaeth tiwtor yn hanfodol er mwyn sicrhau bod y cyfranogwr yn gallu ymdopi:

I actually found lockdown quite difficult. I'm not gonna lie. I didn't have a laptop for the first few days and the college helped me. I also get help from the wellbeing team because I'm currently in supported housing.

At first I found it really difficult to ask the college for help. I got kicked out of home during October so we were in lockdown and I honestly had no idea who to go to. I had no laptop or computer to use and I found it really difficult. I talked to my tutor about it.

I'm in a hostel. When the lockdown was not there, we were able to go into college and a lot of the people I live with were so scared at the fact that I was going into college and hanging around with my college bubble as well as the bubble I had made in the hostel. It actually made me feel disconnected to everyone because I couldn't fully incorporate myself in both groups because I felt like I needed to keep that distance with everyone just in case.

It took a bit of time for me to get my finances through from the Welsh Government Learning Grant. I was finding it really hard to afford to buy food while we were in college. Everybody was going into the canteen and buying food. And I'd just be like "I can't today."

My tutor was asking me if I was okay for finances as she was worried about the fact that I was having trouble in my home situation. She realised that I would sometimes go all day without eating. When we were doing the practical side of my course, I was so happy because it costs £2 a week for us to cook in the kitchens and we'd have our own portion of food. My tutor was even happier for me because she knew I was actually eating something.

I'm really lucky with the fact that I get on really well with my tutor, We are bilingual which is nice to have in common. It's really easy for me to talk to her and say what was going on in my mind, especially about the fact that I was having doubts over the course.

I was seriously thinking about quitting college over the fact that we couldn't do the practical side of it. I thought I was cheating the system a little bit because obviously we are missing assessments and we don't know what is happening with the assessment right now. I was seriously considering dropping out and she was really understanding. She said it's completely up to you but please try to stick it out. She then decided to do online sessions for the whole class because she knew one person was thinking about dropping out of the class.

4. Atodiad

Atodiad 1

Cefnogodd y sefydliadau canlynol y broses o gasglu tystiolaeth gan y grwpiau ffocws ar-lein	
Prifysgol Aberystwyth	Tîm Cymorth Lleiafrifoedd Ethnig ac Ieuenctid Cymru (EYST)
Prifysgol Bangor	Prifysgol John Moores Lerpwl
Bath Spa	Y Gwasanaeth Eiriolaeth Ieuenctid Cenedlaethol
Prifysgol Bryste	UCM Cymru
Prifysgol Fetropolitan Caerdydd	Race Equality First
Prifysgol Caerdydd	Prifysgol Abertawe
Prifysgol Caer	Prifysgol Canol Swydd Gaerhirfryn
Coleg y Cymoedd	Prifysgol De Cymru
Colegau Cymru	Prifysgol Cymru y Drindod Dewi Sant
Anabledd Cymru	Senedd Ieuenctid Cymru
Diverse Cymru	Prifysgol Glyndŵr Wrecsam
Prifysgol Caerwysg	

Atodiad 2 - y cwestiynau a ofynnwyd yn ystod y sesiwn

1. Sut wnaeth eich prifysgol reoli gwyliau'r Nadolig: Cymorth ac arweiniad gan y brifysgol dros gyfnod gwyliau'r Nadolig: Oeddech chi'n teimlo eich bod chi wedi cael cefnogaeth drwyddi draw?
2. Llety: Sut byddech chi'n disgrifio eich profiad o'ch llety yn y brifysgol? [mae'n bosibl yr hoffech chi ddechrau drwy egluro pa fath o lety sydd gennych chi - er enghraifft, ydych chi mewn neuaddau, Llety Myfyrwyr a Adeiladwyd yn Bwrpasol (PBSA) fel Liberty Living ac ati, ynteu a ydych chi'n byw mewn tai myfyrwyr dan ofal landlord preifat?]

3. Gwasanaethau cymorth i fyfyrwyr: Sut byddech chi'n disgrifio'r gwasanaethau cymorth y gwnaethoch chi eu defnyddio?
4. Cwestiynau ar gyfer rhai yn yr 2il flwyddyn a thu hwnt: Sut byddech chi'n cymharu'r profiad rydych chi wedi ei gael yn y flwyddyn academiaidd hon o'i gymharu â blynyddoedd eraill yn y brifysgol?
5. Ydych chi'n teimlo bod y brifysgol wedi perfformio'n dda o ran eich cynorthwyo chi?
6. Cwestiynau i fyfyrwyr sy'n croesi ffiniau i astudio: Sut byddech chi'n disgrifio'r modd mae eich prifysgol wedi eich cynorthwyo chi yn ystod gwyliau'r Nadolig pan oeddech chi'n gwybod y byddech chi'n croesi ffiniau neu wedi wynebu taith hir i gyrraedd adref?

A wnaeth trefniadau'r brifysgol dawelu eich meddwl eich bod chi'n ddiogel yn ystod y broses hon?
7. Ydych chi wedi teimlo bod y brifysgol yn gwrandao arnoch chi?
8. Lleoliadau (Lle mae gan fyfyrwyr lleoliadau fel rhan o'u cwrs):

Sut byddech chi'n disgrifio'r modd y rheolwyd lleoliad(au) fel rhan o'ch cwrs yn ystod y pandemig?

Ydych chi wedi teimlo'n ddiogel ar leoliad(au)?
9. Materion gwaith rhan-amser ac arian: A fu modd i chi reoli eich cyllid ac a ydych chi'n gallu cyrchu'r cymorth sydd ei angen arnoch i aros yn sefydlog yn ariannol yn ystod y pandemig?

Effaith Covid-19 ar Sector AU Cymru

Adroddiad CCAUC i'r Pwyllgor Plant, Pobl Ifanc ac Addysg, Mawrth 2021



Noddir gan
Lywodraeth Cymru
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Effaith ariannol

1. Fel yr adroddwyd gerbron y Pwyllgor ym mis Mehefin 2020, roedd disgwyl i Brifysgolion brofi colled incwm sylweddol a newidiadau i'w modelau gweithredu o ganlyniad i Covid-19. O ddadansoddi gwybodaeth a ddarparwyd gan brifysgolion i CCAUC yn fuan ym mis Ebrill 2020, nodwyd y gallai pandemig Covid-19 greu gostyngiad o oddeutu £80-£90m mewn incwm erbyn mis Gorffennaf 2020. Dengys ein dadansoddiad o ganlyniadau ariannol prifysgolion yn 2019/20 fod y pandemig wedi cael cryn effaith ar incwm, gyda'r gostyngiad hwn mewn incwm yn deillio o'r canlynol: colli ffioedd llety; gostwng gwasanaethau masnachol; colli cyllid ymchwil ac incwm arall. Yn ogystal a hynny, mae'r sector wedi ysgwyddo'r gost ychwanegol o weithredu mewn modd sy'n ddiogel o safbwynt Covid, gan gynnwys addasu'r ystâd, seilwaith TG i gynnal dysgu cyfunol (gan gynnwys seibrddiogelwch), prynu PPE a chostau profi, ymhlith costau eraill. Mae'r sector hefyd wedi ysgwyddo costau cymorth myfyrwyr uwch, cost darparu offer TG i fyfyrwyr sy'n profi caledi a chost rhoi cymorth i'r GIG, yn enwedig yng nghyfnodau cynnar y pandemig. Derbyniodd prifysgolion a ddarparodd y cymorth hwn rywfaint o ad-daliad am gostau'r ddarpariaeth yn 2020/21, ond ni thalodd hynny am yr holl gostau yn llawn.
2. Fodd bynnag, cymerodd holl brifysgolion Cymru gamau o fis Mawrth 2020 i gynilo arian lle'r oedd modd, a lliniaru'r gostyngiad mewn incwm, a'r costau gweithredu ychwanegol yn gysylltiedig â Covid. Camau i reoli costau a gohirio gwariant, gan gynnwys gwariant cyfalaf, oedd y rhain yn bennaf. Roedd y mesurau rheoli costau yn cynnwys rhewi swyddi gwag, defnyddio Cynllun Cadw Swyddi Coronafeirws Llywodraeth y DU i roi staff 'ar ffyrlo', lle bo'n berthnasol, a thynhau mesurau rheoli gwariant yn gyffredinol. Yn ogystal â rheoli costau, mae'r pandemig hefyd wedi achosi gostyngiad mewn gwariant mewn rhai meysydd, fel costau teithio rhyngwladol, a chostau ynni a chyfleustodau. Ar y cyfan, mae gwarged/diffyg y sector ar gyfer 2019/20 wedi gwella'n sylweddol o'r rhagolygon a gafwyd ar ddechrau'r pandemig, a disgwylir bellach y bydd yn agos at fantoli'r gyllideb¹.
3. Roedd sefyllfa ariannol y sector yn 2019/20 yn well na'r rhagolygon gwreiddiol, am y rhesymau a nodwyd uchod. Serch hynny, o gyfnod cynnar iawn yn y pandemig ystyriwyd y byddai 2020/21 yn debygol o greu heriau mwy i'r sector, yn enwedig o ran recriwtio myfyrwyr ac effaith ganlyniadol hynny ar incwm ffioedd dysgu - yr oedd disgwyl i'r effaith hon barhau yn 2021/22 a thu hwnt. Yn ogystal â hyn, mae'r cyfyngiadau sy'n deillio o'r pandemig wedi parhau'n hirach nag a ragwelwyd yn wreiddiol, gydag effeithiau parhaus ar y gallu i gynhyrchu incwm a chostau'n gysylltiedig â Covid. Po hiraf y bydd y cyfyngiadau hyn ar waith, y mwyaf fydd yr effaith ariannol yn y dyfodol.
4. Bu proses recriwtio myfyrwyr i'r sector yn 2020/21 yn well na'r disgwyl ar ddechrau'r pandemig, er na fu hynny'n wir yn achos pob prifysgol. Roedd y broses o recriwtio myfyrwyr y DU yn well na'r disgwyl ar y cyfan, yn enwedig

¹Nid yw'r diffyg bach ar gyfer 2019/20 yn cynnwys addasiad cadarnhaol nad yw'n arian parod, o oddeutu £117 miliwn, yn gysylltiedig â chynllun pensiwn CPP.

yn achos prifysgolion Grŵp Russell, gyda'r newidiadau i drefniadau canlyniadau Safon Uwch yn ffactor yn hyn o beth. Fodd bynnag, cafwyd gostyngiadau yn nifer y myfyrwyr a recriwtiwyd o dramor, oherwydd y cyfyngiadau parhaus ar deithio, canfyddiadau ynghylch ymdriniaeth y DU â Covid, ac amharodrwydd gan rai i ddechrau eu hastudiaethau drwy ddysgu ar-lein. Fodd bynnag, bu'r gostyngiadau hyn hefyd yn llai dramatig na'r ofnau a gafwyd yn wreiddiol. Yn gyffredinol, fodd bynnag, mae prifysgolion yn profi gostyngiad mewn incwm ffioedd dysgu, yn enwedig gan fyfyrwyr rhyngwladol, yn ogystal â gostyngiad parhaus mewn incwm o ffioedd llety, gwasanaethau masnachol, cyrsiau byr a chyrsiau haf, cyllid ymchwil a ffynonellau eraill. Mae prifysgolion hefyd wedi gorfod ysgwyddo'r gost o ad-dalu costau llety i'r myfyrwyr hynny nad ydynt wedi gallu dychwelyd i'r campws oherwydd cyfyngiadau teithio Covid.

5. Mae'r rhan fwyaf o gyrsiau gradd yn dair blynedd o hyd, felly bydd effaith y gostyngiad yn y niferoedd recriwtio yn 2020/21 yn parhau i 2021/22 a thu hwnt, wrth i'r lefelau is o fyfyrwyr weithio'u ffordd drwy'r system. Canlyniad hyn yw bod prifysgolion wedi gorfod parhau â mesurau rheoli costau, a bod angen i rai ddwysau cynlluniau ad-drefnu a oedd eisoes ar waith cyn y pandemig, gyda'r potensial am effaith economaidd ehangach yn sgil colli'r swyddi hyn. Mae prifysgolion hefyd wedi gorfod parhau i ohirio gwariant cyfalaf, gan greu ôl-groniad o gostau cynnal a chadw ac effeithio ar yr angen am wariant cyfalaf yn y blynyddoedd nesaf. Gallai'r gostyngiad mewn incwm o ffioedd rhyngwladol hefyd effeithio ar gapasiti ymchwil prifysgolion. Mae costau ymchwil prifysgolion yn sylweddol uwch na'r grantiau a'r incwm ymchwil sydd ar gael i ariannu swm yr ymchwil a gyflawnir, ac mae'r ffioedd uwch a godir gan fyfyrwyr rhyngwladol yn cyfrannu at ariannu gweithgarwch ymchwil y prifysgolion. Mae'r gostyngiad mewn incwm yn ychwanegol at y risg o golli mwy o grantiau ar gyfer prosiectau ymchwil, yn enwedig o'r sector elusennau ac o ddiwydiant. Gallai hyn effeithio ar gapasiti ymchwil prifysgolion yn y dyfodol, ac ar y budd economaidd i Gymru.
6. Ar sail gwybodaeth ddiweddar a ddarparwyd i CCAUC, rhagwelir ar hyn o bryd y bydd gan y sector gyfanswm o £50 miliwn o ddiffyg yn 2020/21, er y dylid nodi bod rhai prifysgolion eisoes yn cynllunio am ddiffygion wedi'u rheoli cyn y pandemig. Fodd bynnag, byddai sefyllfa gyffredinol y sector yn nhermau hylifedd ac arian parod gweithredol yn parhau'n sefydlog, er bod rhai prifysgolion wedi trefnu benthyciadau byrdymor ychwanegol er mwyn sicrhau bod ganddynt arian parod dros ben. Rhagwelir y bydd hynny'n gadael y sector yn ysgwyddo dyled allanol sy'n llawer uwch na 50% o incwm yn 2020/21, sy'n sylweddol uwch na lefelau cyfartalog y DU². Mae hyn yn debygol o gyfyngu ar allu'r sector i fenthycu mwy er mwyn buddsoddi, gan greu oedi pellach cyn i'r sector allu mewnbuddsoddi i ddenu myfyrwyr. Byddai'r cyllid cyfalaf sydd wedi'i gynllunio gan y Llywodraeth i Brifysgolion ar gyfer y tymor hir yn eu galluogi i gynyddu eu capasiti i gyflawni blaenoriaethau LIC, a thros amser, i leihau ymrwymïadau benthycu i lefelau mwy cynaliadwy.

² 37.9% o incwm yw'r ffigur diweddaraf sydd ar gael ar gyfer benthyciadau cyfartalog sector Sefydliadau Addysg Uwch y DU (2018/19).

Cymorth Covid y Llywodraeth

7. Yng nghyd-destun yr heriau ariannol a achoswyd gan y pandemig, mae Prifysgolion wedi elwa ar gymorth sylweddol gan Lywodraeth Cymru, gan gynnwys £27 miliwn drwy'r Gronfa Buddsoddi ac Adfer Addysg Uwch³. Mae'r Gronfa Buddsoddi ac Adfer Addysg Uwch yn cynorthwyo prifysgolion i gynnal capasiti addysgu ac ymchwil hanfodol yng nghyd-destun yr heriau ariannol cyfredol a achoswyd gan y pandemig. Drwy hynny, caiff y capasiti o ran pynciau ei ddiogelu sy'n hollbwysig i fodloni anghenion economaidd, cymdeithasol a diwylliannol Cymru. Rhagwelir y bydd y galw am addysg uwch ymhlith myfyrwyr y DU yn tyfu o 2021, wrth i nifer y bobl ifanc 18 oed gynyddu, a gallai'r nifer fod hyd yn oed yn uwch o ganlyniad i unrhyw ddirwasgiad yn dilyn Covid. Drwy helpu i gynnal capasiti addysgu o ansawdd a datblygu dulliau cyflwyno arloesol, bydd y cyllid yn cyfrannu at sicrhau bod prifysgolion Cymru'n dal i allu cystadlu â phrifysgolion yng ngweddill y DU ac yn rhyngwladol.
8. Mae'r Gronfa hefyd yn cefnogi rhaglenni cydweithredol graddfa fawr, a fydd yn tanategu rôl y sector wrth adfer yr economi. Ymhlith eraill, mae'r rhaglenni cydweithredol hyn yn cynnwys rhaglen i gynnal dysgu cyfunol ym mhrifysgolion Cymru, gan gynnwys dysgu drwy gyfrwng y Gymraeg, a rhaglen wedi'i dylunio i gynnal capasiti'r sylfaen ymchwil drwy roi cymorth uniongyrchol i ymchwilwyr yn gynnar yn eu gyrfa. Mae'r cyllid hwn felly wedi rhoi prifysgolion Cymru mewn sefyllfa well i wynebu'r dyfodol ar ôl y pandemig, ac i gyfrannu'n effeithiol at adferiad yng Nghymru.
9. Mae'r sector hefyd wedi elwa ar gymorth sylweddol gan Lywodraeth Cymru ar ffurf cymorth gan brifysgolion i fyfyrwyr, gan gynnwys: £10 miliwn i ganolbwyntio ar yr heriau neilltuol o flaen myfyrwyr yn ystod y pandemig cyfredol⁴, £2.7 miliwn i gefnogi iechyd meddwl a llesiant⁵, £1.5 miliwn ar gyfer Cronfa Cymorth i Raddedigion 2020⁶ a £40 miliwn i liniaru caledi myfyrwyr a phroblemau'n gysylltiedig â llesiant⁷.
10. Yn ogystal â'i effaith fwy cyffredinol, bydd y gostyngiad mewn incwm ffioedd gan fyfyrwyr rhyngwladol a nodwyd uchod ar gyfer 2020/21 yn effeithio ar allu'r sector i gynnal ei gapasiti ymchwil. O ganlyniad i hyn, roedd sawl prifysgol yng Nghymru'n gymwys i dderbyn cymorth, ar ffurf benthyciadau gan fwyaf, drwy Gynllun Cynnal Arbenigedd Ymchwil Prifysgolion ([SURE](#)) gan Lywodraeth y DU.
11. I raddau rhesymol, mae prifysgolion wedi manteisio i'r eithaf ar Gynllun Cadw Swyddi Coronafeirws Llywodraeth y DU, a hefyd wedi archwilio cynlluniau cymorth eraill Llywodraeth Cymru, gan gynnwys y Cynllun Benthyciadau Mawr Tarfu ar Fusnes yn sgil y Coronafeirws (CLBILS). Er bod un brifysgol wedi gallu manteisio ar gyllid CLBILS, canfu'r rhan fwyaf ohonynt naill ai fod

³ [Cronfa Buddsoddi ac Adfer Addysg Uwch](#)

⁴ [Cymorth ariannol ychwanegol ar gyfer addysg uwch](#)

⁵ [Cyllid y cynllun gweithredu iechyd a llesiant](#)

⁶ [Cronfa Cymorth i Raddedigion 2020](#)

⁷ [Cymorth ariannol pellach i fyfyrwyr addysg uwch yn gysylltiedig â Covid-19](#)

cyfamod cyfyngol yn eu hatal rhag defnyddio'r Cynllun, neu fod cyfnod ad-dalu'r benthyciad yn rhy fyr.

Heriau'r dyfodol a phwysigrwydd cyllid

12. Bydd cystadleuaeth wrth recriwtio a disgwyliadau myfyrwyr yn parhau i roi pwysau ar brifysgolion i wella eu seilwaith a datblygu dulliau newydd o weithio. Bydd hyn yn ei dro yn creu pwysau ar arian parod a chronfeydd wrth gefn, a bydd hi'n hollbwysig dychwelyd i ryw fath o normalrwydd gweithredol er mwyn i brifysgolion allu ail-fuddsoddi yn eu seilwaith. Mae hyn yn arbennig o wir yn achos prifysgolion Cymru, nad oes ganddynt lawer o gapasiti i dderbyn mwy o fenthyciadau. Mae'n allweddol felly fod arian dros ben i sicrhau cynaliadwyedd a buddsoddi mewn seilwaith.
13. Mae cyllid CCAUC yn ffactor sylfaenol pwysig i gynnal cynaliadwyedd a chystadleurwydd y sector yng Nghymru, a'i allu i gyfrannu at anghenion economaidd, cymdeithasol a diwylliannol Cymru. Yn yr Adolygiad o Drefniadau Cyllido Addysg Uwch a Chyllid Myfyrwyr yng Nghymru⁸ (Adolygiad Diamond), argymhellwyd mesurau i gynyddu cyllid i'r sector, a dechreuodd y cyllid hwnnw lifo i'r sector o 2019/20. Roedd Covid-19 wedi cael effaith andwyol ar y cyllid hwn, gyda chyllid CCAUC ar gyfer 2020/21 i ddechrau wedi'i ostwng yn ôl i lefelau 2019/20 yn sgil y gostyngiadau cyllidebol yr oedd eu hangen yn y sector cyhoeddus ehangach, er mwyn darparu cronfa brwydro Covid-19 i Lywodraeth Cymru. Fodd bynnag, llwyddwyd i liniaru hyn i raddau sylweddol drwy'r cymorth ariannol ychwanegol a gafwyd yn gysylltiedig â Covid, ac amlinellwyd uchod. Rydym yn croesawu'r cynnydd i'r cyllid sylfaenol a nodwyd yng nghyllideb ddrafft 2021-22 yn fawr, a bydd o gymorth i greu sylfaen gadarn er mwyn i'r sector allu cynllunio am ddyfodol cynaliadwy. Fel isafswm, rydym yn gofyn am gael cadw'r cynnydd hwn, mewn termau real, fel cyllid cylchol i'w fuddsoddi mewn addysg uwch yng Nghymru. Bydd angen y cyllid ychwanegol hwn er mwyn gweithredu agweddau ar argymhellion Adolygiad Diamond, gan gynnwys yr argymhellion ynghylch cyllid heb ei neilltuo, i ysgogi newid mewn meysydd a gysylltir â Blaenoriaethau Llywodraeth Cymru, ac ysgoloriaethau ymchwil ôl-radd.
14. Bydd agweddau ar yr argymhellion yn yr Adolygiad o Ymchwil ac Arloesi a Ariennir gan y Llywodraeth yng Nghymru⁹ (Adolygiad Reid) hefyd yn ddibynnol ar y cyllid ychwanegol hwn, gan gynnwys y lefel a argymhellir o gyllid yn gysylltiedig ag ansawdd, ac ailsefydlu cymorth arloesi ac ymgysylltu yn llawn (Cronfa Arloesi Ymchwil Cymru).
15. Nid oes disgwyl unrhyw gynnydd yn y dyfodol i'r uchafswm ffioedd dysgu, ac mae ansicrwydd o hyd ynghylch ymateb llywodraeth y DU i'r Adolygiad o Addysg a Chyllid Ôl-16 yn Lloegr, o dan arweiniad Philip Augar. Roedd adroddiad yr Adolygiad hwnnw'n cynnig y dylid gostwng ffioedd yn Lloegr, ac fe gafwyd cyhoeddiadau mwy diweddar ynghylch newidiadau posibl i gymorth myfyrwyr yn Lloegr a fyddai'n debygol o effeithio ar Gymru. Yn y cyd-destun

⁸ [Adolygiad Diamond \(llyw.cymru\)](#)

⁹ [Adolygiad Reid \(llyw.cymru\)](#)

hwnnw lle nad yw'n debygol y caniateir cynyddu uchafswm ffioedd dysgu yn fuan, bydd prifysgolion yn wynebu cryn bwysau parhaus yn sgil cynnydd mewn costau penodol, ac yn enwedig costau cynyddu cyflogau a chyfraniadau pensiwn. O ran costau pensiwn, dangosai prisiad 2020 o Gynllun Pensiwn y Prifysgolion (CPP)¹⁰ gynnydd yn niffyg y cynllun. Er mwyn rheoli'r diffyg hwn, rhagwelir y bydd yn rhaid codi cyfradd cyfrannu'r CPP o gyfanswm cyfredol o 30.7% o gyflog pensiynadwy (gan gynnwys cyfraniad gan y brifysgol sy'n cyflogi o 21.1%) i gyfanswm rhwng 42% a 56%, gyda'r lefel yn dibynnu'n rhannol ar y gwarantau ariannol a roddir gan y sector. Bydd hyn yn golygu bod angen cynyddu cyfraniadau'n sylweddol, gan effeithio ar sylfaen gostau'r holl brifysgolion sy'n aelodau o'r cynllun, a chreu goblygiadau posibl o ran y berthynas â'r gweithwyr.

16. Mae'r prifysgolion yn cydnabod ei bod hi'n annhebygol y bydd modd dychwelyd i'r hen 'normal', a bod yn rhaid iddynt baratoi i addasu eu sylfaen gostau heb dybio y bydd lefelau recriwtio rhyngwladol yn dychwelyd yn llawn i'r lefelau a welwyd cyn y pandemig. Bydd rhaglen Cymru Fyd-eang III yn bwysig er mwyn helpu i ailadeiladu'r ymgyrch recriwtio rhyngwladol yn dilyn y pandemig a Brexit, ac mae cefnogaeth barhaus Llywodraeth Cymru i'r rhaglen hon yn galonogol. Mae prifysgolion hefyd yn cydnabod yr angen i weithio mewn ffyrdd newydd, gan gynnwys cydweithio o dan nawdd Grŵp Edrych Ymlaen y sector, wedi'i gynnull gan CCAUC, i ddatblygu rhwydwaith o bartneriaethau, sy'n canolbwyntio ar gyflawni a chanlyniadau yn hytrach na strwythurau, a fydd yn adeiladu ar gryfderau amrywiol ein prifysgolion ac a fydd yn sicrhau bod nifer fwy o bobl a lleoedd yn gallu elwa ar eu gwaith. Mae'r Grŵp Edrych Ymlaen yn cyflawni yn erbyn map ffordd i gefnogi adferiad ac adnewyddiad Cymru yn dilyn pandemig COVID-19, a chyflawni blaenoriaethau a pholisïau Llywodraeth Cymru. Bydd gwaith yn gysylltiedig ag agweddau tymor canolig a thymor hwy y map ffordd yn parhau dros y blynyddoedd nesaf, ac yn effeithio ar ddarpariaeth addysg uwch yng Nghymru yn y dyfodol.

¹⁰ [Prisiad 2020 \(uss.co.uk\)](https://uss.co.uk)



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Ed Humpherson, Director General for Regulation

Lynne Neagle MS
Chair, Children, Young People and Education Committee
Welsh Parliament
Cardiff Bay
CF99 1SN

02 March 2021

Dear Ms Neagle,

Today the Office for Statistics Regulation (OSR) published a review into the approach for developing statistical models for awarding grades in 2020¹. As your Committee will be aware, the grade awarding context in 2020 was challenging and had a profound impact on the lives of young people.

As the regulator of official statistics in the UK, it is our responsibility to uphold public confidence in statistics. In this context, we were concerned that public confidence in the use of statistical models by public bodies has been damaged and this may reduce the use of such models in future. However, statistical models and algorithms used by government and other public bodies are an increasingly prevalent part of contemporary life. As technology and the availability of data increase, there are significant benefits from using these types of models in the public sector.

To address these concerns, we have been exploring the approaches taken to awarding grades in 2020. Our focus in doing so has been to identify the important lessons for other public bodies working with statistical models and algorithms. Our review found that achieving public confidence in statistical models is not just about the technical design but is supported by the end to end process of developing them. We have identified 3 key principles that we believe can support public confidence. They are:

- Be open and trustworthy
- Be rigorous and ensure quality throughout
- Meet the need and provide public value

To help ensure statistical models command public confidence, we are calling on the centre of government, in collaboration with the administrations in Scotland, Wales and Northern Ireland to improve the support, guidance and professional oversight for those working with statistical models and algorithms.

In the exams case, we found that the public bodies responsible for designing the models all acted with integrity. We identified that there were inherent challenges in the task which made it difficult to deliver exam grades in a way that commanded public confidence. We

¹[Learning lessons from the approach to developing models for awarding grades in the UK in 2020](#)

conclude that many of the decisions made supported public confidence, while in some areas different choices could have been made. In particular, we consider that they could have done more to convey publicly the limitations to the use of models to award grades.

I hope this review is of interest to the Committee, and please let me know if any further questions.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Ed Humpherson', written in a cursive style.

Ed Humpherson
Director General for Regulation

Eitem 4.2

CYPE(5)-08-21 - Papur i'w nodi 2

Julie James AS/MS
Y Gweinidog Tai a Llywodraeth Leol
Minister for Housing and Local Government

Ein cyf: DC/JJ/00529/21



Llywodraeth Cymru
Welsh Government

Lynne Neagle AS - Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg,
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03 Mawrth 2021

Annwyl Lynne,

Rwy'n ysgrifennu yn unol â'r cytundeb cysylltiadau rhyng-sefydliadol i roi gwybod i chi y bydd Cyfarfod Gweinidogol y Cyngor Prydeinig-Gwyddelig (BIC) ar y Sector Gwaith Cynhwysiant Digidol yn cael ei gynnal yr wythnos hon, sef dydd Gwener 5 Mawrth. Mae'r Aelod-weinyddiaethau wedi cytuno i gynnal cyfarfod rhithiol, dan arweiniad Ynys Manaw. Fel y Gweinidog sy'n gyfrifol am gynhwysiant digidol, fi fydd yn cynrychioli Llywodraeth Cymru.

Mae'r cyfarfod yn gyfle i Aelod-weinyddiaethau'r BIC drafod cynhwysiant digidol, sy'n gwestiwn allweddol o ran cyfiawnder cymdeithasol a chydarddoldeb, a'r gweithgarwch sy'n mynd rhagddo ar draws y gweinyddiaethau i sicrhau bod pobl yn gallu ymgysylltu â'r newidiadau technolegol sy'n digwydd mor gyflym yn ein cymdeithas, a manteisio arnynt. Yn ogystal, bydd yn gyfle i drafod effaith y pandemig ar agenda cynhwysiant digidol a'r rôl hollbwysig y mae'n rhaid inni i gyd ei chwarae er mwyn helpu dinasyddion i feithrin hyder digidol drwy gyfuniad o gymhelliant, sgiliau digidol sylfaenol a mynediad.

Bydd y cyfarfod yn rhoi cyfle i Weinidogion ystyried gwaith ehangach sy'n digwydd ar draws y sectorau mewn perthynas â diogelwch ar-lein, gan ddod i gytundeb ar yr un pryd ar y Cynllun Gwaith i'r dyfodol.

Bydd y cyngor yn cytuno ar hysbysiad yn y cyfarfod, a byddaf yn rhoi'r manylion cyhoeddi a chanlyniad y cyfarfod i'r Pwyllgor maes o law.

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

Tudalen y pecyn 46
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Rwyf wedi ysgrifennu mewn termau tebyg at gadeiryddion y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad, Mick Antoniw AS; y Pwyllgor Cydraddoldeb, Llywodraeth Leol a Chymunedau, John Griffiths AS; Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu, Bethan Sayed AS; a Phwyllgor yr Economi, Seilwaith a Sgiliau, Russell George AS.

Yn gywir,



Julie James AS/MS

Y Gweinidog Tai a Llywodraeth Leol
Minister for Housing and Local Government

Eitem 4.3

CYPE(5)-08-21 - Papur i'w nodi 3

Cyfarfod bord gron gyda'r Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol, 14 Ionawr 2021 – crynodeb o'r trafodaethau

Cefndir

Cynhaliodd y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol gyfarfod bord gron gydag uwch ffigurau yn y sector plant. Diben y cyfarfod oedd rhoi'r wybodaeth ddiweddaraf i'r rhai a oedd yn bresennol am y cynnydd ar Hawliau Plant yng Nghymru a gwranddo ar syniadau, pryderon a sylwadau rhanddeiliaid allweddol. Mae rhestr lawn o'r rhai a oedd yn bresennol ar gael yn Atodiad A.

Pwysleisiodd y Dirprwy Weinidog bwysigrwydd cydweithio â rhanddeiliaid a phartneriaid. Gofynnodd y Dirprwy Weinidog y cwestiynau canlynol ac mae'r ymatebion i'r cwestiynau wedi'u cynnwys isod:

1. Beth sydd wedi mynd yn dda o ran ymateb Llywodraeth Cymru i'r pandemig Covid-19?

- Ffocws y Dirprwy Weinidog a Llywodraeth Cymru ar hawliau plant yn ystod y pandemig – cyfrifoldeb y llywodraeth gyfan ydyw.
- Camau cadarnhaol a gymerwyd gan y Grŵp Cyngori'r Gweinidog ar gyfer gwella canlyniadau i blant.
- Mwy o ffocws polisi ar fynd i'r afael â materion cydraddoldeb ac anfantais – cefnogaeth i benderfyniad Llywodraeth Cymru i ddarparu prydau ysgol am ddim drwy gydol y flwyddyn.
- Y ffocws ar wrando ar blant yn ystod y pandemig a gwaith Llywodraeth Cymru o ran cyfranogiad, gan gynnwys sgysiau sydd wedi digwydd rhwng y Prif Weinidog a phlant a phobl ifanc. Dylai'r sgysiau hyn barhau. Ystyriwyd bod y prosiect 1,000 o Leisiau Cymru yn enghraifft o gyfranogiad effeithiol.
- Mwy o amser i rieni maeth allu ei dreulio gyda'u plant sydd wedi arwain at well perthynas.
- Mae UNICEF yn aml yn troi at Gymru am arfer da o ran hawliau plant.
- Gwelliannau yn ansawdd a manylder yr Asesiadau o'r Effaith ar Hawliau Plant mewn cysylltiad â'r pandemig Covid-19.
- Nifer y cyfleoedd ystyrion i randdeiliaid yn y sector plant rannu eu barn yn uniongyrchol â Gweinidogion a swyddogion Llywodraeth Cymru. O ganlyniad, mae nifer o gamau cadarnhaol wedi dod i'r amlwg o'r gwahanol weithgorau.
- Cydnabyddiaeth o wydnwch pobl ifanc a pha mor dda y maent wedi ymateb i'r argyfwng.

2. Sut y gallem wella ein hymateb i'r pandemig Covid-19?

- Angen deall sut y gellir cefnogi pob plentyn i ddysgu pan fo amharu'n sylweddol ar ddysgu confensiynol.
- Canolbwyntio ar gyrhaeddiad addysgol plant mewn gofal a phwysigrwydd parhad cysylltiadau er mwyn sicrhau bod dilyniant effeithiol mewn dysgu yn cael ei bwysleisio.
- Nid yw rhai gwasanaethau cyhoeddus wedi deall hawliau plant ac maent wedi defnyddio 'dull sy'n seiliedig ar oedolion' i rannau o'u darpariaeth. Er enghraifft, nid oedd rhai plant yn y ddalfa yn gallu gadael eu cell ac eithrio am gyfnod cyfyngedig iawn pan oedd y pandemig yn ei anterth. Mae rhai cartrefi plant yn defnyddio cyfnodau ynysu y tu hwnt i 10 diwrnod gan ddibynnu ar ddehongliad lleol o ganllawiau iechyd y cyhoedd.
- Diffyg ffocws ar rianta corfforaethol (y cadarnhaodd y Dirprwy Weinidog y byddai wedi symud ymlaen mewn amgylchiadau arferol).
- Pwysigrwydd ystyried effaith hirdymor y pandemig ar blant a phobl ifanc. Er bod effeithiau tymor byr yn cael eu hystyried, bydd effaith hirdymor ar y canlynol:-
 - plant yn cael eu gwthio i dlodi
 - iechyd meddwl sy'n gwaethygu
 - anghydraddoldebau addysg
 - mwy o risg o gam-drin.
- Nodwyd y pwysau eithriadol ar blant yn ystod y pandemig, a'r pwysau ar rieni i ddod yn 'athrawon'.
- Pwysigrwydd adnewyddu ac ailedrych ar Asesiadau o'r Effaith ar Hawliau Plant ac Asesiadau o'r Effaith ar Gydraddoldeb er mwyn adlewyrchu newidiadau polisi.
- Diffyg cysylltedd mewn ardaloedd gwledig a'r morâl isel a blinder sy'n deillio o barhau i ddysgu ar-lein, ar gyfer plant a rhieni.

3. Ystyriaethau yn y dyfodol

- Dylai Llywodraeth Cymru sefydlu trefn genedlaethol i ystyried a gweithredu Cytundebau/confensiynau'r Cenhedloedd Unedig fel yr argymhellwyd yn adroddiad y Comisiwn Cydraddoldeb a Hawliau Dynol *Children's Rights in Great Britain*.
- Mae adroddiad grŵp Monitro CCUHP, a gyhoeddwyd ym mis Rhagfyr, yn argymhell ail-edrych ar y ddeddfwriaeth a'r disgwyliadau a osodir ar gyfrif cyhoeddus sy'n ymwneud â hawliau plant. Mae nifer o wasanaethau'n cael eu darparu gan gyfrif cyhoeddus ond heb ofyniad cyfreithiol i roi sylw dyledus i hawliau plant.
- Cyn bo hir, bydd Plant yng Nghymru yn cysylltu â'u haelodau i ofyn am eu barn/pryderon/cyfleoedd ar gyfer y dyfodol. Disgwylir y bydd allgáu digidol yn dod i'r amlwg fel mater allweddol.
- Ystyried yr adroddiad Cyfiawnder Ieuencid diweddar a'r ymateb i Covid-19 a wnaeth nifer o awgrymiadau.

4. Barn ar y trefniadau arfaethedig fel y'u nodir yng Nghynllun Hawliau Plant 2021

- Croesawyd y Cynllun Hawliau Plant 'rhagorol' a'r fersiwn i bobl ifanc.
- Pwysleisiwyd pwysigrwydd dogfennau polisi yn iaith pobl ifanc. Roedd fersiwn y person ifanc o'r Cynllun Hawliau Plant yn esiampl ar gyfer meysydd polisi eraill.
- Y mis nesaf bydd Pwyllgor y Cenedloedd Unedig yn rhoi sylwadau cychwynnol i Lywodraeth Cymru fel rhan o'i hadolygiad cyfnodol nesaf. Dylai Llywodraeth Cymru ddefnyddio'r adroddiad hwn i fwydo i mewn i ymgynghoriad y Cynllun Hawliau Plant.
- Mae cyfle i ddefnyddio'r Cynllun Hawliau Plant i ymgorffori hawliau plant mewn darnau eraill o ddeddfwriaeth – er enghraifft y cwricwlwm newydd. Gallai hyn fod yn gyfle da i gael 'buddugoliaeth gyflym'.
- Pwysigrwydd hyfforddiant i gefnogi hawliau'r plant. Cyfeiriwyd at ganfyddiadau allweddol y gwerthusiad i'r contract hyfforddi allanol gyda Phrifysgol Cymru y Drindod Dewi Sant a bwysleisiodd werth hyfforddiant sy'n benodol i'r sector a phwysigrwydd cyd-destunoli hawliau i rolau'r rhai sy'n mynychu.
- Cynnwys cyfeiriad at y Safonau Cyfranogiad Cenedlaethol o fewn y Cynllun drafft a datblygu fframwaith cenedlaethol i wireddu erthygl 12 o CCUHP.
- Pwysigrwydd Asesiadau o'r Effaith ar Hawliau Plant o safon wrth helpu rhanddeiliaid i ddeall sut y caiff hawliau plant eu hystyried yn y broses o lunio polisiâu. Dywedwyd bod Cymru'n arwain y byd yn y maes hwn.
- Croesawu'r pwyslais yn y cwricwlwm newydd ar greu dinasyddion moesegol a gwybodus. Fodd bynnag, yr her fydd sut y caiff hyn ei gyflawni'n effeithiol yn ymarferol. Mae angen ymgysylltu â'r proffesiwn addysgu a phlant a phobl ifanc i bwysleisio pwysigrwydd cyfranogiad ystyrion nad yw bob amser yn gyson.

5. Ystyriaethau ar gyfer y Cynllun Hawliau Plant yn y dyfodol

- Archwilio hyfforddiant cyfredol CCUHP i sicrhau ei fod yn cael ei dargedu'n effeithiol.
- Llywodraeth Cymru i ystyried cyflwyno'r Asesiad o'r Effaith ar Hawliau Plant fel offeryn statudol. Gallai hyn fod yn un o argymhellion adroddiad Pwyllgor y Cenedloedd Unedig.
- Croesawyd ymateb Llywodraeth Cymru i ymchwiliad y Pwyllgor Plant, Pobl Ifanc ac Addysg i Hawliau Plant. Bydd y rhai sy'n bresennol yn monitro sut y caiff yr argymhellion eu gweithredu a sut y bydd y rhain yn cysylltu â'r Cynllun diwygiedig.

6. Enwebiadau ar gyfer y grŵp cyfeirio allanol ar godi ymwybyddiaeth

Gofynnwyd i'r rhai a oedd yn bresennol nodi a oeddent yn hapus i fod yn rhan o'r grŵp cyfeirio allanol ar godi ymwybyddiaeth.

Atodiad A - Yn bresennol:

- Dr Caroline Lohmann-Hancock, Uwch Ddarlithydd, Prifysgol Cymru y Drindod Dewi Sant
- Catherine Davies, Swyddog Polisi Dysgu Gydol Oes (Plant), Cymdeithas Llywodraeth Leol Cymru
- David Melding, Aelod o'r Senedd
- Dragan Nastic, Uwch Gyngorydd Polisi ac Eiriolaeth, UNICEF
- Helen Mary Jones, Aelod o'r Senedd
- Yr Athro Jane Williams, Athro'r Gyfraith, Prifysgol Abertawe
- Dr. Nichola Welton, Uwch Ddarlithydd, Prifysgol Cymru y Drindod Dewi Sant
- Owen Evans, Prif Swyddog Gweithredol, Plant yng Nghymru
- Rachel Thomas, Pennaeth Polisi a Materion Cyhoeddus, Swyddfa Comisiynydd Plant Cymru
- Ruth Coombes, Pennaeth Cymru, y Comisiwn Cydraddoldeb a Hawliau Dynol
- Yr Athro Sally Holland, Comisiynydd Plant Cymru
- Sean O'Neill, Cyfarwyddwr Polisi, Plant yng Nghymru
- Siân Thomas, Gwasanaeth Ymchwil y Senedd – sylwedydd (ar ran y Pwyllgor Plant, Pobl Ifanc ac Addysg)
- Yr Athro Simon Hoffman, Athro'r Gyfraith, Prifysgol Abertawe

Swyddogion Llywodraeth Cymru

- Amy Hope, Is-adran Plant a Theuluoedd
- Jonathan Scourfield, Cyngorydd Arbennig
- Karen Cornish, Is-adran Plant a Theuluoedd
- Karyn Pittick, Is-adran Plant a Theuluoedd
- Rhys Davies, Is-adran Plant a Theuluoedd
- Sarah Melkevik, Is-adran Plant a Theuluoedd