Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad:	I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 1 – Y Senedd	**Llinos Madeley**
Dyddiad: Dydd Mercher, 14 Tachwedd 2018	Clerc y Pwyllgor
	0300 200 6565
Amser: 09.15	SeneddPPIA@cynulliad.cymru

Rhag-gyfarfod preifat

(09.15 – 09.30)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.30)

2 Ymchwiliad i Statws Cymhwyster Bagloriaeth Cymru – Panel tystiolaeth 1

(09.30 – 10.15) (Tudalennau 1 – 37)

Hannah O'Neill, Ysgrifennydd Cangen Bleanau Gwent ar gyfer adran ATL o NEU

Neil Butler, Swyddog Cenedlaethol Cymru NASUWT

Rebecca Williams, Dirprwy Ysgrifennydd Cyffredinol a Swyddog Polisi UCAC

Roger Vaughan, Llywydd Cenedlaethol UCAC

Dogfennau atodol:

Briff Ymchwil

CYPE(5)-31-18 – Papur 1

CYPE(5)-31-18 – Papur 2

CYPE(5)-31-18 – Papur 3 (Cyfieithiad i'r Saesneg gan Gomisiwn y Cynulliad)

CYPE(5)-31-18 – Papur 3

3 Ymchwiliad i Statws Cymhwyster Bagloriaeth Cymru – Panel tystiolaeth 2

(10.15 – 11.00) (Tudalennau 38 – 41)

Tim Pratt, Cyfarwyddwr, ASCL Cymru

Gavin Jones, Dirprwy Bennaeth yn Ysgol Gyfun Caerllion

Jane Harries, Pennaeth Ysgol Uwchradd Hwlffordd

Dogfennau atodol:

CYPE(5)-31-18 – Papur 4

4 Papurau i'w nodi

(11.00)

4.1 Llythyr gan Ysgrifennydd y Cabinet dros Addysg – gwybodaeth bellach yn ymwneud â chamau sy'n codi o gyfarfod y Pwyllgor ar 20 Medi

(Tudalennau 42 – 43)

Dogfennau atodol:

CYPE(5)-31-18 – Papur i'w nodi 1

4.2 Llythyr oddi wrth Ymgyrch Hanes Cymru – Hanes Cymru mewn ysgolion

(Tudalen 44)

Dogfennau atodol:

CYPE(5)-31-18 – Papur i'w nodi 2

4.3 Llythyr gan y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol – Trafodion Cyfnod 2

(Tudalennau 45 – 46)

Dogfennau atodol:

CYPE(5)-31-18 – Papur i'w nodi 3

4.4 Llythyr gan y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol – Bil Cyllido Gofal Plant (Cymru) – Fframwaith drafft y cynllun gweinyddu

(Tudalennau 47 – 60)

Dogfennau atodol:

CYPE(5)-31-18 – Papur i'w nodi 4

4.5 Llythyr gan Gadeirydd y Pwyllgor Deisebau - P-05-840 Cyllid Teg ar gyfer Sir Castell-nedd Port Talbot

(Tudalennau 61 - 62)

Dogfennau atodol:

CYPE(5)-31-18 - Papur i'w nodi 5

4.6 Llythyr gan Wasanaeth Mabwysiadu Cenedlaethol Cymru - Adolygiad o drefniadau 2018

(Tudalennau 63 - 64)

Dogfennau atodol:

CYPE(5)-31-18 - Papur i'w nodi 6 (Saesneg yn unig)

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

(11.00)

6 Ymchwiliad i Statws y Cymhwyster Bagloriaeth Cymru - Trafod y dystiolaeth

(11.15 - 11.30)

7 Ymchwiliad i Effaith Brexit ar Addysg Uwch ac Addysg Bellach - Trafod yr adroddiad drafft

(11.30 - 12.00) (Tudalennau 65 - 110)

Dogfennau atodol:

CYPE(5)-31-18 - Papur Preifat 5

Mae cyfyngiadau ar y ddogfen hon

CYPE(5)-31-18 – Papur 1

Statws y Cymhwyster Bagloriaeth Cymru | The status of the Welsh Baccalaureate Qualification

WB 11

Ymateb gan: NASUWT CYMRU
Response from: NASUWT CYMRU

1. The NASUWT welcomes the opportunity to submit written evidence to the Children, Young People and Education Committee (CYPEC) Inquiry into the status of the Welsh Baccalaureate Qualification (the Inquiry).

2. The NASUWT is the largest teachers' union in Wales, representing exclusively teachers and school leaders, and has drawn on comments and observations made by members to inform this submission.

GENERAL COMMENTS

3. The NASUWT has identified that the CYPEC wishes to receive views on the following questions:

- The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers;

- The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification;

- The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government's target for universal adoption and the potential impact of this approach;

- The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision;

- The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers.

Understood and valued

4. The NASUWT has had long-held concerns regarding the Welsh Baccalaureate Qualification (WBQ). The union believes that the recent changes to the WBQ have improved the value in which it is regarded by learners, parents and education professionals in schools and colleges.

5. Nevertheless, the Union maintains that many teachers, members of school senior leadership teams (SLT) and school governors still do not have a full understanding of the qualification.

6. The NASUWT notes that the initial introduction of the changes to the WBQ were not without difficulties. The report of Qualifications Wales noted that:

> *'For the reasons set out in this report, the introduction of the new Welsh Baccalaureate has been more challenging than it might otherwise have been. The late availability of detailed operational requirements and training have been the sources of frustration and confusion, and more guidance is needed to support the assessment of the new Skills Challenge Certificate qualifications. Concerns also remain about the proportion of assessment required in the new Skills Challenge Certificates and about the structure of the Welsh Baccalaureate as a whole."*[1]

7. The NASUWT considers that there are still some major issues that need to be resolved before there is universal acceptance of the quality of the qualification.

Equivalent, rigorous qualification;

8. The decision to grade the qualification at A-level has improved the standing of the WBQ in the eyes of students and, the Union believes, universities and employers. The qualification is now considered to be more robust and rigorous.

9. The decision to reformat the qualification so that the core component has been replaced by the Skills Challenge Certificate has also been generally welcomed by the profession.

10. The view of the *Welsh Government's Review of Qualifications for 14 to 19-year-olds in Wales* 'attainment of the Welsh Baccalaureate should become the basis for measuring the performance of providers' should have caused a significant reassessment in schools.[2]

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[1] Qualifications Wales, *Review implementation new Welsh Baccalaureate from September 2015,* March 2016. Available at https://www.qualificationswales.org/english/qualifications/welsh-baccalaureate/ accessed on 11/09/2018

[2] Welsh Government, Review of Qualifications for 14 to 19-year-olds in Wales, November 2012

11. The Union believes that this recommendation, together with the universal adoption of the Welsh Baccalaureate as the basis for programmes of learning, by schools and colleges, should have been a trigger to ensure that all schools and colleges supported the WBQ with the best resources. It should also have meant that the best qualified and most appropriate staff were deployed to teach the core elements.

12. The NASUWT believes, however, that this is far from being the case in all schools and colleges. Many institutions continue to follow the path that caused much concern and criticism in the early days of the WBQ in that staff with surplus contact time on their timetables, were drafted in to deliver the qualification without regard to their qualifications, their suitability or their enthusiasm, or lack of it, for the course. This continues to work to the detriment of the WBQ.

Status of the WBQ

13. The NASUWT also remains concerned about the workload and pressure on some students in undertaking the WBQ, especially those attempting to sit more than three GCE A-levels. In that regard some perceive that taking the WBQ is 'a waste of time'.

14. The impact on the, in many cases, obligatory nature of WBQ courses, has been unpopular with some students. For those near the border with England, this has, in some instance, led to pupils seeking school places across the border where they are not forced to take the WBQ. The students believe that this allows them to access a wider, and potentially broader, curriculum than would have otherwise been the case in Wales.

15. The Union notes that this was also a finding from the Wavehill and UCL review of the Skills Challenge Certificate:

> *'Both FE colleges and schools close to the border remarked that they were losing potential candidates who opted to study at centres where the SCC is not offered, or where it is advertised as optional.'* [3]

Wider impact

16. The NASUWT notes that the WJEC describes the WBQ in the following terms:

[3] Wavehill and UCL, *A review of the design and assessment model of the Skills Challenge Certificate, and its place within the Welsh Baccalaureate*, April 2018. Available at https://www.qualificationswales.org/english/news/welsh-bacc-report-2018/ accessed on 11/09/2018

"The Welsh Baccalaureate should reflect and support a curriculum that provides a broad and balanced general education at 14 to 16, and coherent programmes of learning at 16 to 19.'[4]

17. The Union believes that the WBQ falls short of this in many schools across Wales, due in part to the methodology and ethos of its delivery. Whilst in some cases the inclusion of the WBQ in schools' curriculum has in part safeguarded teacher's jobs in a challenged climate of austerity and falling real-term school budgets there is no doubt that it has had a significant impact on the workload of those tasked with its delivery.

18. It is clear that in many schools the WBQ has displaced option choices at Key Stage 4 resulting in an unacceptable narrowing of the curriculum. This is at odds with the direction of travel envisage by Professor Donaldson, and accepted by the Welsh Government, in *Successful Futures*:

    'The structure of the curriculum should … embody the entitlement of all children and young people, including those with severe, profound or multiple learning difficulties, to a high-quality, broad and appropriately balanced education throughout the period of statutory education.'[5]

19. The NASUWT remains extremely concerned that many schools in Wales appear to be following curriculum ideas that stem from England, which are at odds with current thinking in Wales and is causing significant teacher redundancies in non-core subjects, particularly the arts and design technology. The loss of teacher expertise may be difficult to reverse.

Benefits and disadvantages

20. The NASUWT understands that Qualification Wales has undertaken considerable work on improving the delivery of the WBQ. This included the involvement of practitioners in a working group that considered how to improve awareness and understanding, how to best support and provide training for delivery, and how to simplify the design.

21. Unfortunately, the Union still believes that the failure by too many schools to recognise the fundamental importance of good teaching and learning for the success of qualification, as well as providing adequate timetabled time and resources, continues to hinder the perception of the qualification's wider value.

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[4] http://www.wjec.co.uk/qualifications/levels/welsh-baccalaureate.html

[5] Professor Graham Donaldson CB, *Successful Futures, Independent Review of Curriculum and Assessment Arrangements in Wales,* February 2015

22. The NASUWT also notes that the review by Qualifications Wales stated that:

> *'Welsh Baccalaureate Co-ordinators are very positive and extremely supportive of the revised Welsh Baccalaureate and are keen for it to succeed.'*[6]

23. It is clear that this is the view of Co-ordinators who are positively engaged with the WBQ and enthusiastic advocates for it. However, the Union is of the opinion that, based on the views expressed by members, this is far from the case for the generality of teachers, including some of those who have been timetabled to deliver it.

SPECIFIC COMMENTS

24. The NASUWT offers the following comments and observations from NASUWT members, which provide some insight into the situation being experienced in schools by teachers, pupils and their parents.

25. The NASUWT trusts this information will assist the CYPEC in undertaking their Inquiry.

Understood and valued

> *'In most respects the qualification is understood and valued by learners, parents, education professionals in schools and colleges, but this depends very much on how it is led, structured and delivered.'*
>
> *'Most learners see the worth in the qualification, and if delivered correctly can give experience no other subject delivers.'*
>
> *'The Welsh Bacc is very poorly understood by most stakeholders. Out of all the stakeholders I believe the pupils have the best handle along with some informed parents. There are many colleagues in schools and colleges who have not made a distinction between the previous Welsh Bacc and this brand new qualification. It would have been better to rebrand it in my opinion. Governors have a hard time understanding the whole structure of the qualification in my experience. Most SLT have a good understanding of the qualification and most see the worth of the course but do not give it the time or resources it should. This has not been the case for me but has been for many colleagues. In my experience if employers have heard of the Welsh Bacc they associate it with the older qualification.'*
>
> *'The pupils are generally disinterested in all the written project work. They need to be nagged, cajoled and forced to complete projects. This*

[6] Op. Cit.

often involves removing them from other lessons to finish Welsh Bacc work.'

'Some pupils don't care if they get the qualification or not and so don't put effort into their work. Top set pupils usually work well.'

'Pupils have quite a negative view of the Welsh Bac qualification because the choice to do it wasn't theirs and many pupils don't really understand the point of it, even after working on the qualification for a year.'

'Pupils are not interested in it and see it as something to get through to tick that box if they are cooperative pupils, and something to push against if they are not.'

'I do not teach Welsh Bac, but as a form teacher I can comment on pupil feedback – pupils do not understand how it adds to their educational / academic development; they do not value the skills taught or the subject areas proposed and see the whole course as a forced chore.'

'I have been asked many times over the last few years about its relevance – pupils do not understand.'

'Most Russell Group universities ignore it. Cambridge University state: "Applicants taking the WB are expected to have studied three A-levels as part of their qualification. Offers are conditional on achievement in the A-levels within their qualification, rather than the overall WB award" – i.e., we ignore it!'

'I have no doubt also that established Welsh universities such as Cardiff are being pressurized politically to accept it and give it some credibility.'

'As with most things in education, how well received it is is based on how seriously the school takes it. We are fortunate that we never offered the old qualification and do not have the negative baggage that was attached to that.'

'Where a school uses teachers that have spare capacity on their timetables - usually for the wrong reasons- and then changes these teachers from year to year, the experience will be a negative one. Where a specified coordinator is put in charge and is paid a decent TLR and that person is given a remit to get the teachers they want to teach it and that team, largely, sticks together, the experience is a positive one.'

'There is a lot of confusion over what the Welsh Bac is. Most think the Welsh Bac is what is taught in the classroom. This confusion extends

to students, parents, teachers and governors. With the Skills Challenge Certificate being uncoupled from Maths and English as a stand-alone measure of school performance this, hopefully, will change.'

'The vast majority of our pupils and parents have bought into the Skills Challenge Certificate because we have rolled it out correctly. Where that isn't the case it is treated like all those other subjects that students and teachers alike hate doing, as they are compulsory, such as RE and Welsh.'

'Evidence suggests that the vast majority of universities accept the Welsh Bac at full and face value but it will not replace the requirement to have 3 A Levels in most colleges. Rather it usually reduces the grade requirement for the 2nd/3rd A Level. Some universities do favour it and have dispensed with interviews prior to offers being made.'

'Levels of understanding vary hugely and this hasn't been helped by confusion between/with the Welsh Bacc, the Skills Challenge Certificate and the changes to the WG measure, etc. Teachers that actually deliver the Skills qualification have a good understanding but many others do not. Most parents are confused or ill-informed and HE institutions have widely differing views and understanding. Those admissions tutors that understand it, value it, but others don't. I would say that employers have a very poor understanding, even though it was partly designed to improve employability!'

Equivalent, rigorous qualification;

'Where and when it works well, there is a dedicated and qualified leader and a manageable team of staff; there is appropriate funding and timetabling.'

'Coordination by non-teacher "managers" unnecessarily complicates the delivery.'

'There is too much variation in the enthusiasm and expertise among teachers delivering the course.'

'An excellent Welsh Baccalaureate leader faces the prospect of delivering the qualification through 40 members of staff!'

'I have to deliver two elements of WB this year and yet have received the total of 1 hours training. I still have no idea what I will be doing.'

'Matters are not helped when schools and colleges use the Welsh Bacc to infill timetables resulting in staff relying on materials provided and a philosophy of delivering rather than teaching.'

'Concerns have also been expressed about the academic value of the WBQ as some universities do not recognise its full value.'

'Group projects are often delivered to half a year group at a time in the hall, with pupils sitting in large groups of around eight. What happens is that three or four pupils complete the work, another two contribute a little, and two others do nothing. Everyone is credited with having completed the work, regardless of their contribution, or lack of it.'

'Project / assignment work seems to be being "spoon fed" to pupils by staff, as staff are afraid pupils will not achieve.'

'Teachers of Welsh Bacc have had very little, if any, training. Personally I have had garbled instructions from an SMT member for literally 30 seconds as the Welsh Bacc class are entering the room.'

'Teaching of Welsh Bacc is not specialist. Teachers are generally assigned Welsh Bacc lessons if they have any spare time on their timetable, regardless of their suitability/enthusiasm to teach the subject.'

'The qualification could be great for pupils as it gives them more real life experience through the Community and Enterprise modules. Pupils love the practical side of the qualification (volunteering, creating a product, etc.) Global citizenship helps the pupils understand world issues and gives them opportunities to develop their opinions.'

'Not having specialist knowledge also means I have felt lost at times when teaching the subject.'

'It is not the equivalent of the other baccalaureate qualifications available and has little relevance to pupils and their future choices.'

'It is also a subject much like PSE where you deliver it if you have space on your timetable, rather than if you are a specialist with a particular knowledge base of the relevant topics.'

'I taught A-level across two subjects for 25 years and delivered Level 3 WB for two years. In my view qualification cannot be compared to other A-levels. Is an 'A' grade the same as an 'A' in physics?'

'There is absolutely no rigour in this qualification. My experience is that staff do it all, put it on a section of the school website and the students just copy and paste it into their portfolios. Thus, staff undertake all the work.'

'One element of the qualification, the Individual Investigation, which could be used to accurately assess ability, is routinely passively marked and grades inflated. I never saw an investigation that was better than the bare pass and most were written to a 'GCSE project' level, where information was routinely accessed and just pasted in verbatim with no analysis, interpretation, conclusion or evaluation.'

'There is no doubt significant pressure on WB teachers to be as 'positive' in their marking as possible, thus inflating marks and results. I have seen work given back and colleagues asked to 'review their marks' before samples are sent off.'

'In my view there was little rigour in the sampling and moderation process undertaken by the WJEC.'

'The extent that the WBQ is considered to be an equivalent and rigorous qualification varies. Many HE institutions see the individual project at level 3 as very valuable and helpful when preparing students for undergraduate study. Past pupils have also said how useful this has been and one of the most relevant pieces of learning they have ever done for HE. Most HE institutions do see it as an equivalent qualification but only alongside other level 3 qualifications. Students also use their experiences from the Skills Challenge to help in applications for apprenticeships and employment to demonstrate key skills.'

Status of the WBQ

'The Welsh Bacc is regarded as an afterthought which creates discord and negativity (as at my school).'

'Staff are not trained and yet are expected to deliver.'

'In my school the Welsh Bacc is a timetabled subject and is delivered by dedicated Welsh Bacc teachers. Time has been found by going to a three year KS4 model. Whilst this has its advantages and disadvantages it seems to be helpful in spreading the workload over an acceptable amount of time. Other institutions deliver the content through other specialist such as Geographers delivering the Global Citizenship challenge and the Community Challenge delivered by PE teachers. In my opinion this devalues the subject as some of these content deliverers can see this as an unwanted duty and further change to the job that they knew. I have heard of a school where 20 odd staff are delivering the qualification to a cohort.'

'At post-16 "experts" suggest that the Welsh Bacc qualification can facilitate entry to higher education by providing an additional

qualification and a broader skills-set but it is increasingly viewed by students and parents as an imposition that limits choice.'

'While most students will see the benefits of the qualifications and the Skills Challenge Certificate it is highly likely that given a choice most would not choose to study the Welsh Baccalaureate.'

'The Welsh Bacc is both reviled and viewed by those adults/children for whom suffering it is mandatory as a pointless waste of time.'

'WB has a place for certain students but not all and at no point should be used for benchmarking schools or be seen as compulsory.'

'In truth the majority of pupils have been receptive to the qualification and although they have found some of it to be repetitive they have learnt lots of topics they would never learn from another subject. The rigour sets up pupils well for college. I am starting to feel that maybe this subject should be an option as in its current form it doesn't provide much experience for non-academic pupils, even though it does try. This is mostly down to the massive 50% weighting on the Individual Project which is very much academically weighted.'

'There has been a mixed response from different secondary schools in regard to universal adoption. In conversation with different SLT from different institutions there has been a few headteachers who consider the Welsh Bacc an inconvenience and were quite pleased when there was some uncertainty with whether the qualification would be universally adopted; this was in in mid-2018. Most other institutions see it as a chance to help their Capped 8/9 figures as it is 100% coursework; whilst this is true I believe it does not represent the enormous amount of effort it requires to get pupils to pass this qualification & that challenges are done under exam conditions. It is important to remember that 100% coursework does not equate to 100% pass rate!'

'If it must be made compulsory the options at GCSE must be increased to provide a broad and balanced education.'

'We have heard many a discussion of how students from Wales who live on the borders with England will accept English qualifications to avoid the Baccalaureate.'

'I note also that some schools and colleges in Wales are becoming more competitive by exploiting the opt-out loop hole. Whether this decision not to enforce the Welsh Bacc at post-16 will result in increased student numbers remains to be seen, but the trend is there.'

'Despite it not being compulsory schools do not give students the option; both my children have been forced to study it. When we asked

for them not to be entered we were told that they would still have to attend the lessons as no other alternative would be provided. The schools employed a policy that would remove students from their academic studies until they completed any outstanding WB.'

'The children are very apathetic generally about it. My Year 11 form class last year didn't want to do it and got quite frustrated with being called out of form and lessons to complete tasks.'

'The learners don't really understand the purpose of it and why it's compulsory. As a teacher it took me a while to work out why it is in place. However I have used some of the business tools in my previous job outside of teaching so I know it is relevant in areas.'

'As a form teacher for pupils who have studied Welsh Bacc in the past and also as a current Welsh Bacc teacher I worry about the qualification and the emphasis placed on it. Its introduction and inclusion as a compulsory subject is to the detriment of other option subjects and contributes to a narrowing of option choices for many pupils. This often affects the more able as those who choose a triple science option have very little choice left and this is largely down to the Welsh Bacc (and Welsh full course) becoming compulsory.'

'The now near compulsory nature of the qualification at Level 3 is driving students in border areas to English schools, e.g. Chepstow to Wyedean.'

'We allocate 2 periods a week at GCSE and the normal 5 at A Level but we are one of the few that have not made it compulsory at KS5; in my opinion that should be resisted.'

'In most schools I would say it is still viewed as a 'bolt on' subject. Unfortunately, staff are often allocated last on the timetable and it is about space on the timetable rather than selecting the staff who are best qualified to deliver the course. This has meant that there is little continuity from one year to the next, there doesn't tend to be a 'team' responsible for delivery, there are a large number of teachers, delivering different parts to split groups.'

Wider impact

'Its impact on education has been significant and negative.'

'Welsh Bacc staff were RS staff. As such, the teaching of RS has at best been absorbed into Welsh Bacc and at worst set aside for the teaching of Welsh Bacc.'

'The Welsh Baccalaureate qualification has had a dramatic impact on pupil choice and has reduced the status of non-core subjects as options have been restructured to allow for the Welsh Bacc.'

'The Welsh Bacc is viewed at its worst by non-core teachers who don't teach it as something that has directly caused a 25% cut in our Key Stage 4 contact time.'

'In some instances it has led to a narrowing of the 14-16 curriculum.'

'Optional subjects have been decimated, due to WBQ and, as a result of the increased core subject delivery, children are having a significantly reduced choice at GCSE. The result has been increased redundancy in these areas.'

'Narrowing of the curriculum caused by the WBQ has had a blunt impact.'

'In one school, Humanities subjects have seen a reduction by 2 hours per fortnight. This is bound to have implications for staffing, the depth and breadth of the subject and of course, pupil choice. A recent Estyn report suggests a similar impact on Design Technology, Music and MFL.'

'Our Textiles teacher was made redundant last month, to make way for Welsh Bacc.'

'GCSE lessons usually 5 hours a fortnight, optional subjects have been reduced to 4 hours.'

'Welsh Bacc is the reason I no longer teach Media Studies. It was one of the subjects dropped by the school when the number of option subjects for pupils was reduced from four to three in order to allow more teaching time for Welsh Bacc.'

'The workload for both the students and teaching staff is significant.'

'According to my head teacher Welsh Bacc staff are working with pupils from 7.30 am until 5 pm in order to complete the course. This is a huge workload and huge pressure for staff, not to mention pupils.'

'Students are constantly removed from optional subjects for WBQ lessons and WBQ intervention days. This significantly impacts on subjects, their delivery and their outcomes.'

'Welsh Bacc, towards the end of the school year, seems to take priority over every other subject, apart from Maths and English. Pupils are removed from lessons to complete Welsh Bacc work, to the detriment of other subjects.'

'In Year 10, pupils don't take part in school community activities, like Sports Day and the Eisteddfod. Instead, they are working on Welsh Bacc. This is a great shame, as they miss out on so many experiences.'

'Teachers are still made accountable for their results despite having to deal with numerous intervention days for core subjects and Welsh Bacc.'

'I haven't taught Welsh Bacc for three years until this year. As a Head of Department I feel it is a horrendous amount of work that is going to take my time up from Science and Technology that I already don't have.'

'My class size is 35. I'm in a computer suite that is too small. I will also have 35 6,000 words essays to mark around March / April time which is such a manic time of the year.'

'Studying Welsh Bacc takes away an option for KS4 pupils and so they are more limited in the subjects they study. This, along with Welsh being compulsory has hit my specialist subject in terms of numbers (MFL).'

'Teachers are not fully behind the subject as a second subject. Mainly due to the workload it creates as the whole course is coursework. Chasing pupils who have missed lessons to catch up eats into the specialist subject time.'

'Without exception, KS4 pupils would rather have the opportunity of an extra subject choice when it comes to options. I am in agreement here as we are seeing the gradual erosion of subject choice in secondary schools in Wales with compulsory Welsh Bac, Welsh language GCSE, and, in some schools, compulsory RE GCSE taking the place of other traditional non-core subjects.'

'As a History teacher I have seen option numbers for my subject dwindle over the last few years, with many pupils leaving school without a humanities GCSE or a modern foreign language. This obviously puts pupils at a disadvantage when applying to University, especially outside of Wales, and especially with Russell group Universities. This is worrying. The Welsh Assembly's preoccupation with the Welsh Bac and Welsh Language is unnecessarily nationalistic and therefore divisive. Bring back choice and diversity.'

'How much it is valued, again, is variable. When it was rumoured that the Welsh Bac was going to be removed from being a key performance indicator there was a move by some schools to remove it from being compulsory. As it does bite into the wider curriculum offering there will always be resentment from some circles.'

'Unfortunately, a significant proportion of students still have a negative perception of the qualification and fail to see the value of the skills taught etc. In some areas I believe it has had an impact on skills such as research, report writing, widening understanding of politics, issues and context.'

Benefits and disadvantages

'I have heard from former pupils that tertiary education institutions are telling their most able pupils that they don't need to take the Welsh Bacc Advanced and that they are better off focusing on other A Levels. This is a shame as the KS4 qualification sets up pupils well for College and likewise the KS5 qualification sets pupils up for the rigour of University.'

'My daughter who has studied biomedicine feels strongly that she was disadvantaged against her counterparts in England who had wider choice academically.'

'At my daughter's school, students wishing to pursue Medicine for example struggle to manage the traditional four A Levels when a lot of time is consumed by the Welsh Bacc.'

'WB has had a negative impact on my children. It has detracted from their academic studies and played no part in any of my daughter's university offers. Both children are clear, without WB they would have achieved better grades in their optional subjects. They are also very resentful that they were unable to study for an option of their choice particularly since they also had to learn Welsh as a compulsory subject.'

'Work experience seems to have ended in favour of project work, or so called community service. I feel pupils are missing out hugely on tasters of working life and possible jobs / careers.'

'Community service involves no real service to the community, at least not in my school. Instead, a sports / activity day is set up for Year 7, and also for Year 6, where Year 11 Welsh Bacc pupils are tasked with planning and running the day. In practice, the planning is done by teachers. As for the running of the days, this is often passed to twelve or so keen, reliable group captains. Input from other pupils is variable, but all are credited.'

'It is a simple money-making machine for WJEC and WAG.'

'The qualification has massive potential and is genuinely a chance to upskill our pupils; it is not perfect and WJEC do not help by not knowing what they are looking for, not providing enough help to centres and moving goalposts.'

'The WBQ Community Challenge creates extra work load in preparing resources, marking coursework, entering data, arranging and organising beach cleaning activities, handing out and recording SV2. There has been little training available or support provided by SLT this year.'

'On a positive note I do feel that some of the skills gained will be useful throughout the rest of their time in education.'

'There is an undoubted cosy relationship between the WJEC, who want to see the qualification be a success for financial reasons and the WG who have political and ideological interests. Consequently, they are extremely sensitive to criticism and use spurious and questionable PR to puff out this qualification.'

'I teach History, Politics, Geography and the Welsh Bac. I'll never be as passionate about it as I am about history but I believe it adds value to the curriculum offering. I have seen pupils grow through the two year period to be far more marketable in the real world having gone through the challenges.'

'Benefits have included, encouraging students to work collaboratively, take an interest in and gain some understanding of global issues, allowing them to conduct research and write a report based on an area of interest to them. The frequent changes to the qualification, lack of training for staff and instability have been obstacles.'

Statws y Cymhwyster Bagloriaeth Cymru | The status of the Welsh Baccalaureate Qualification
WB 22
Ymateb gan: National Education Union Cymru
Response from: National Education Union Cymru

About the National Education Union Cymru:
● The National Education Union Cymru stands up for the future of education. It brings together the voices of teachers, lecturers, support staff and leaders working in maintained and independent schools and colleges to form the largest education union in Wales.
● The National Education Union is affiliated to the Trades Union Congress (TUC), European Trade Union Committee for Education (ETUCE) and Education International (EI). It is not affiliated to any political party and seeks to work constructively with all the main political parties.
● Together, we'll shape the future of education.

NEU Cymru response
NEU Cymru welcomes the opportunity to respond to the CYPE Committee Inquiry into the Welsh Baccalaureate (the Welsh Bacc). The Welsh Bacc is something our members feel very strongly about.

Introduction
We are broadly supportive of the Welsh Bacc, but our members have seen some challenges with the Qualification at both KS4 and Post-16, which mean it is less valuable than originally intended. The Welsh Bacc has the opportunity to enable students to undertake better critical thinking, for example, and therefore supports WG aims around engaged citizens.

However, it is currently viewed by education professionals, learners and parents as inhibitive, and has been poorly supported by training and resources – critical to making the qualification match the WG's aspirations.

Despite concerns being voiced ever since the WB was introduced, it seems to us that little real attempt has been made by the WG to fully promote and extol the virtues of the WB to the profession, parents,

learners, employers, schools, colleges or universities, which has had a detrimental effect upon its currency.

The Welsh Bacc has been included as a performance measure, which we believe the current Cabinet Secretary should move away from.

We have outlined some of the issues below and also answered your questions:

Timetabling and incentives
For post-16 and A level students who want to sit a fourth A level or alternative vocational course to support their entrance into further study or employment, members tell us that the extra work, and study time required by the Welsh Bacc means that learners are unable to sit the extra A level. Whilst we accept that the Welsh Bacc can contain elements which helpfully prepare the learner for work or further study, it can be prohibitive in getting there.

Consideration needs to be given to individual learners and their chosen path. If they want and need to undertake 4 A levels, for example, they should not be prohibited from doing that.

In the same way that the Welsh Bacc can cause issues at A level, members in secondary schools in particular highlight how the Welsh Bacc prohibits learners from undertaking as many options at GCSE as they would wish to pursue. Taken together with the introduction of Maths Numeracy, secondary timetables are facing great pressure. And learners may be unable to take as many options at GCSE, which means their options are narrowed at an age when they are still trying out a range of subjects to find out where their strengths are.

Therefore, WG needs to fund and support students who take a different course from the Welsh Bacc in the same way as those who do. This will enable real student choice.

Similarly, learners with ALN may be encouraged to undertake the Welsh Bacc when their route to further study or alternatives would be best met by other routes.

Funding

Funding across the education sector is critical to support any policy implementation. The WG's move to encourage take up of the Welsh Bacc is unfair on schools and FEIs, as it uses performance indicators, therefore 'intended consequences'. Thus, whilst the WG says that it is down to learner choice, this is undermined by the policy.

Content
The content of the Welsh Bacc has made many headlines. Members have been repeatedly concerned about the lack of guidance around the syllabus for the Welsh Bacc. Our Committee believe that the Welsh Bacc should be about critical thinking, and preparing learners to meet future challenges which are not met within other subjects.

Marking
The Welsh Bacc has been introduced without clear parameters in terms of expectations, which has left our members creating their own marking schemes. This has undermined the qualifications comparability. Whilst we understand this has improved there is some way to travel on this.

1. The extent to which the Welsh Baccalaureate Qualification is understood and valued by learners, parents, education professionals in schools and colleges, higher education institutions and employers;

NEU Cymru is supportive of the Welsh Bacc in principle. If it is an opportunity to expand the horizons of learners at KS4 and PCET, engage in critical thinking and be more engaged as citizens then that is something to welcome.

However, the Welsh Bacc is unpopular with parents, and our members, when it limits the choices for learners, who would otherwise, for example, be able to have more in depth knowledge of maths (in further maths) or music.

2. The extent to which the Welsh Baccalaureate is considered by learners, education professionals in schools and colleges, employers and higher education to be an equivalent, rigorous qualification;

Universities which accept the Welsh Bacc as the 'forth A level' is not helpful. Either it is an A level equivalent or it isn't. much was made of Cambridge seeing it as a forth A level – but this is meaningless if they

only require 3 A levels. Indeed, the Welsh Bacc is devalued as our members tell us it is not valued by a number of Russell group admissions tutors, who the Cabinet Secretary says are taking an "increasingly flexible approach"[1].

Vocational qualifications should be considered an equivalent with 'academic' routes, where they are an equivalent.

3. The status of the Welsh Baccalaureate Qualification in schools and colleges, including the Welsh Government's target for universal adoption and the potential impact of this approach;

We have concerns about this, which are outlined in our introduction above.

4. The wider impact of studying the Welsh Baccalaureate on other curriculum subjects and education provision;

Please see our introduction. We would also note that our members tell us that there is a challenge in finding teachers who 'specialise' in the teaching of the Welsh Bacc. We believe that extra money is needed to recruit people to teach the Welsh Bacc.

5. The benefits and disadvantages of the Welsh Baccalaureate Qualification to learners, schools and colleges, higher education institutions and employers.

The Welsh Bacc has the potential to be a great opportunity to engage in critical thinking and be engaged as citizens, undertake independent research and work in a team. Our members cannot support it until the time it takes away from other key activities are fully considered.

Mary van den Heuvel
National Education Union Cymru
Mary.vandenheuvel@neu.org.uk

[1] http://www.senedd.assembly.wales/documents/s73006/23.01.18%20Correspondence%20-%20Cabinet%20Secretary%20for%20Education%20to%20the%20Chair%20of%20the%20Children%20Young%20People.pdf

Mae cyfyngiadau ar y ddogfen hon

Statws Cymhwyster Bagloriaeth Cymru

Croesawa UCAC y cyfle hwn i ymateb i ymgynghoriad Y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 'Statws Cymhwyster Bagloriaeth Cymru'.

Mae UCAC yn undeb sy'n cynrychioli athrawon, arweinwyr ysgol, tiwtoriaid a darlithwyr ym mhob sector addysg ledled Cymru.

I ba raddau y mae dysgwyr, rhieni, gweithwyr addysg mewn ysgolion a cholegau, cyflogwyr a sefydliadau addysg uwch yn deall ac yn gwerthfawrogi'r cymhwyster Bagloriaeth Cymru

Mae aelodau UCAC yn gyffredinol yn gadarnhaol dros ben am fodolaeth ac egwyddorion Fagloriaeth Cymru. Maent yn gweld ei gwerth yn glir iawn i ddisgyblion unigol o ran meithrin sgiliau a hyder, ac o ran agor llwybrau gyrfa a/neu i astudiaethau pellach. Gwelant yn ogystal fudd y Fagloriaeth i'r system addysg a chymdeithas ehangach, gyda'i gweledigaeth - nid annhebyg i 'Bedwar Diben' y cwricwlwm arfaethedig newydd - o greu dinasyddion 'crwn'. Mae'n gwbl wahanol i unrhyw 'gymhwyster' arall am ei fod yn rhyngddisgyblaethol, yn rhoi pwyslais ar sgiliau bywyd/cyflogadwyedd a chyd-destun cymdeithasol (lleol, cenedlaethol a rhyngwladol), ac yn rhoi elfennau pwysig o ddewis a rheolaeth i'r dysgwyr.

Mae rhai themâu, fodd bynnag, wedi amlygu eu hunain, a hynny'n gyson erbyn hyn dros nifer o flynyddoedd fel meysydd ble fyddai athrawon yn dymuno gweld newid. Fel mae'n digwydd, mae canfyddiadau'r adolygiad a gomisiynwyd gan Gymwysterau Cymru[1] yn adleisio'r themâu hyn yn agos iawn ac roedd croeso gan aelodau UCAC i'r adroddiad, ei ganfyddiadau a'i argymhellion.

- **Diffyg hyfforddiant digonol i athrawon**
  Mae hyn wedi bod yn bryder ers y cychwyn cyntaf, gydag ail don o bryder pan ddaeth newidiadau i'r Fagloriaeth yn 2015, gan gynnwys i'r dulliau asesu. Adroddir yn ogystal bod yr hyfforddiant sydd ar gael ar gyfer rhai o'r 'heriau' yn annigonol. Yn gyffredinol ar draws y system, mae'n gynyddol anodd i athrawon gael eu rhyddhau ar gyfer hyfforddiant, hyd yn oed pan mae hyfforddiant gwbl berthnasol ar gael, oherwydd ystyriaethau cyllidebol.

  Heb hyfforddiant, mae'n anodd sicrhau cysondeb (dysgwyd y wers honno'n amlwg iawn wrth gyflwyno'r Cyfnod Sylfaen), ac mae camddealltwriaethau'n debygol o godi. Un enghraifft yw nad yw athrawon, yn gyffredinol, yn gwahaniaethu rhwng y Dystysgrif Her Sgiliau a'r Fagloriaeth, er bod y naill ond yn un elfen o'r llall.

  Mae'n bwysig cofio nad pwnc yw'r Fagloriaeth, na'r Dystysgrif Her Sgiliau, ac nid oes athrawon wedi'u hyfforddi'n benodol ar gyfer ei dysgu. Mae pob un ohonynt yn athrawon pynciau eraill yn gyntaf, sydd wedi cael cyfrifoldeb ychwanegol dros gydlynu'r Fagloriaeth a/neu'r Dystysgrif Her Sgiliau. Gall fod y cyfrifoldeb yn aros yn nwylo'r un athro/athrawes/athrawon am gyfnod o flynyddoedd, ond - yn fwy tebygol - mae'r cyfrifoldeb yn gallu newid o flwyddyn i flwyddyn yn ddibynnol ar amserlen yr ysgol. Mae gofynion a phatrymau hyfforddiant felly'n dra gwahanol i 'bynciau' arferol. Ni ddylid diystyru pwysigrwydd Addysg Gychwynnol Athrawon yn y cyswllt hwn, yn enwedig gyda'r cyrsiau ar eu newydd wedd yn cychwyn ym mis Medi 2019.

- **Llwyth gwaith i ddisgyblion**
  Teimla aelodau UCAC fod gofynion y Dystysgrif Her Sgiliau yn ormodol, ac yn rhy feichus ar ddisgyblion yn sgil yr holl bwysau a gofynion eraill sydd arnynt yn ystod y cyfnod hwn o'u haddysg. Rhaid cwblhau prosiect a thair her, sef Her y Gymuned, Her Dinasyddiaeth Fyd-eang a Her Menter a Chyflogadwyedd, sy'n llwyth gwaith sylweddol. Yn ogystal, mae canfyddiad o ddyblygu rhwng yr Heriau, sy'n peri rhwystredigaeth i ddysgwyr.

- **Llwyth gwaith i athrawon**
  Mae'r llwyth gwaith ynghlwm, yn bennaf, â'r

[1] Adolygiad o gynllun a model asesu'r Dystysgrif Her Sgiliau, a'i lle o fewn Bagloriaeth Cymru (Wavehill/UCL Institute of Education, Ebrill 2018)

- gwaith cydlynu aruthrol
- dulliau asesu, a'r ffaith na fu hyfforddiant digonol adeg cyflwyno newidiadau sylweddol i'r dulliau asesu
- prinder adnoddau, yn enwedig yn y Gymraeg, i gyd-fynd â'r Dystysgrif Her Sgiliau

- **Strwythur, dulliau asesu ac effaith ar amser cwricwlaidd**
  Prydera athrawon fod y strwythur a'r dulliau asesu'n rhy drwsgl, sy'n golygu ei fod yn gostus ac yn feichus i'w ddarparu.

  Pryderant yn ogystal ynghylch dyblygu wrth i ddysgwyr fynd drwy'r wahanol 'lefelau' – Cyfnod Allweddol 4, Ôl-16 ac Uwch, a rhwng y gwahanol Heriau o fewn yr un 'lefel'.

  Mae canfyddiad yn ogystal, ei fod yn cymryd amser cwricwlaidd sylweddol o'i gymharu â phynciau Safon Uwch, er enghraifft.

Statws y cymhwyster Bagloriaeth Cymru mewn ysgolion a cholegau, gan gynnwys targed Llywodraeth Cymru o ran sicrhau bod y cymhwyster yn cael ei fabwysiadu'n gyffredinol, ac effaith bosibl y dull gweithredu hwn;

Mae UCAC yn eithriadol o bryderus ynghylch dyfodol y Fagloriaeth ôl-16. Am nad yw wedi'i mabwysiadu'n gyffredinol hyd yma, mae'n cael ei defnyddio fel rhan o'r 'gêm' recriwtio dysgwyr ôl-16. Hynny yw, mae sefydliadau ble nad yw'r Fagloriaeth yn orfodol yn defnyddio'r ffaith honno i ddenu dysgwyr oddi wrth sefydliadau ble mae'n orfodol, a hynny yn ei dro yn rhoi pwysau ar sefydliadau sydd wedi bod yn llwyr ymrwymedig i'r Fagloriaeth i'w ddiraddio o statws gorfodol i statws dewisol.

Mae gennym bryderon penodol ynghylch effaith hyn ar y sector cyfrwng Cymraeg, oherwydd bron yn ddiwahân, mae'r sefydliadau ble nad yw'r Fagloriaeth yn orfodol (yn golegau addysg bellach, ac yn ysgolion) yn rhai nad ydynt yn cynnig darpariaeth gyfrwng Cymraeg. Mae colledion niferus, a chynyddol, felly o ddysgwyr o'r sector ôl-16 cyfrwng Cymraeg, ar yr union adeg pan mae Llywodraeth Cymru'n ceisio gwella cyfraddau dilyniant ieithyddol a datblygu sgiliau ieithyddol uwch ar gyfer amrywiaeth o lwybrau gyrfaol, gan gynnwys darpar-athrawon.

Byddai UCAC yn ffafrio polisi ble fyddai'r Fagloriaeth yn orfodol i bob dysgwr ôl-16, oni bai am eithriadau prin a phenodol iawn. Gallai Mesurau Perfformiad ôl-16 fod yn bwysig o ran gyrru ymddygiad yn y cyd-destun hwn.

Yr effaith ehangach y mae astudio Bagloriaeth Cymru yn ei chael ar bynciau cwricwlwm eraill ac ar ddarpariaeth addysg;

Fel y nodwyd uchod, mae pryder ynghylch faint o amser cwricwlaidd mae'r Fagloriaeth yn ei chymryd. Gall hyn achosi anawsterau i ysgolion o ran amserlennu, yn ogystal â bod yn anghymhelliad i ddisgyblion 'disglair' sydd am sefyll pedwar neu pum cymhwyster Safon Uwch.

Gallai symleiddio rhywfaint ar y strwythur, y gofynion ac yn arbennig ar y dulliau asesu wneud gwahaniaeth mawr i leihau'r pryderon.

Ar nodyn cadarnhaol, teimlwn y byddai'n werth meddwl am y Dystysgrif Her Sgiliau fel dull ar gyfer pontio rhwng y cwricwlwm newydd (gyda'i bedwar diben, a'i Meysydd Dysgu a Phrofiad), i Gyfnod Allweddol 4 - y 'cyfnod cymwysterau.' Mae cwestiynau mawr wedi codi ynghylch sut byddai'r cwricwlwm amlddisgyblaethol newydd yn cyd-fynd â chymwysterau - ac a fyddai'r cymwysterau'n parhau'n bynciau unigol neu'n fwy rhyngddisgyblaethol. Efallai bod y Dystysgrif Her Sgiliau'n gallu cynnig rhai atebion i'r cwestiynau dyrys hynny.

Manteision ac anfanteision y cymhwyster Bagloriaeth Cymru i ddysgwyr, ysgolion a cholegau, cyflogwyr a sefydliadau addysg uwch.

Fel y nodwyd uchod, mae aelodau UCAC yn gweld gwerth diamheuol i'r Fagloriaeth i ddisgyblion unigol o ran meithrin sgiliau a hyder, ac o ran agor llwybrau gyrfa a/neu i astudiaethau pellach, gan gynnwys sicrhau lle mewn prifysgol na fyddai, o bosib, wedi digwydd oni bai am y Fagloriaeth.

Yn ogystal, gwelant fudd y Fagloriaeth i'r system addysg a chymdeithas ehangach, gyda'i gweledigaeth – nid annhebyg i 'Bedwar Diben' y cwricwlwm arfaethedig newydd; mae'n edrych ar y dysgwr fel unigolyn cyfan, ac fel rhywun a fydd yn bodoli ac yn gweithredu o fewn cymdeithas ehangach.

Mae'n gwbl wahanol i unrhyw 'gymhwyster' arall am ei fod yn rhyng-ddisgyblaethol, yn rhoi pwyslais ar sgiliau bywyd/cyflogadwyedd a chyd-destun cymdeithasol (lleol, cenedlaethol a rhyngwladol), ac yn rhoi elfennau pwysig o ddewis a rheolaeth i'r dysgwyr.

Mae prifysgolion yn adrodd eu bod yn gallu gweld gwahaniaeth clir mewn ymgeiswyr (a myfyrwyr blwyddyn gyntaf) sydd wedi ennill y Fagloriaeth (a'r Dystysgrif Her Sgiliau'n benodol) o ran eu haeddfedrwydd, eu gallu i gyfathrebu, a'u sgiliau bywyd.

I gloi

Mae UCAC yn pwyso ar yr holl bartneriaid perthnasol i weithredu i sicrhau bod elfen Tystysgrif Her Sgiliau'r Fagloriaeth mor atyniadol ac mor fuddiol â phosib i gynifer â phosib o ddisgyblion ledled Cymru.

Mae hynny'n cynnwys:

- fframwaith sy'n sicrhau cysondeb ei gweithrediad ar draws sefydliadau a sectorau
- cryfhau hyfforddiant a chefnogaeth i athrawon (cydlynwyr, ac aelodau eraill o staff)
- gwell gyfathrebu gyda'r holl randdeiliaid perthnasol
- symleiddio'r strwythurau, gofynion a dulliau asesu

UCAC
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Eitem 3

CYPE(5)-31-18 – Papur 4

Statws y Cymhwyster Bagloriaeth Cymru | The status of the Welsh Baccalaureate Qualification

WB 14

Ymateb gan: Cymdeithas Arweinwyr Ysgolion a Cholegau
Response from: Association of School and College Leaders

1. The Association of School and College Leaders (ASCL) represents 19,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK.
   ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales.

2. ASCL has been a long-standing advocate of the Welsh Baccalaureate Qualification (WBQ) since its inception. We believe that, in particular, the Skills Challenge Certificate (SCC) element provides young people with a series of experiences and training in skills that would otherwise not be available to them through standard qualifications. We have taken and will continue to take an active role in helping to develop the qualification and subsequently in publicising its benefits.

3. It is difficult to be definite about the extent to which the WBQ is both understood and valued as these two things tend to be quite different. We will therefore in this response look at them separately. In addition, there are significantly different responses with regard to the different groups mentioned who will be dealt with individually.

4. Education professionals who are involved with the WBQ in both schools and colleges tend to have a very high level of understanding of the qualification. They know intimately the requirements of it and are committed to its delivery. Those professionals who do not have regular contact with the WBQ tend to have a lower level of understanding and therefore are less likely to understand the benefits. As a result of discussions with school and college leaders we believe that the vast majority value the WBQ highly and can see significant benefits for students undertaking the qualification.

5. Students in schools and colleges who follow the WBQ are inevitably well versed in its detail and have a high level of understanding.

However, many students perceive the qualification as something they are required to do, rather than something they would choose to do, which can lead some to adopt a very negative stance towards it. Discussions with former students who return to visit school after they have left to go to university or into work reveal that, in retrospect, they understand and value greatly the benefits of having done the qualification, but acknowledge that, at the time, they did not. This is not an unusual response with regard to many aspects of education and shows how perspectives can change with time and experience. Interestingly, we have come across a few cases of students who did not do the WBQ and subsequently have stated that they felt they missed out on some important and potentially valuable learning experiences.

6. Parents tend to have a lower level of understanding of the qualification, and their perspective often reflects the views of students who either are in the process of undertaking and have just completed the qualification. Whilst there are some good materials available for parents explaining what the WBQ is, they often appear not to have been understood properly. The fact that, for some parents, they perceive the WBQ as something that is "imposed" can cause problems for schools. In addition, there is often confusion over the difference between the Skills Challenge Certificate (SCC) element and the status of the WBQ as an over-arching qualification.
   The value of the WBQ for parents can all too often only be appreciated after the event, and some parents can find it difficult to understand why their son/daughter should be required to follow an additional course. The level of enthusiasm and support for the WBQ shown by the school leaders and staff at any particular school can have a significant impact on its perceived value to parents.

7. Education professionals is higher education (HE) institutions vary significantly in terms of their understanding of the WBQ. In our experience most Welsh HE institutions tend to have a better understanding and place greater value in the WBQ than some others. We hear many accounts of how university lecturers value the additional skills that students who have achieved the WBQ display. Admissions tutors tend to have a reasonable understanding, but frequently do not make offers to students that include the WBQ. This does not mean that they value the qualification less, but rather that either it allows them to make a slightly more generous offer or, after results, if the grades are just below the offer, the WBQ frequently will "tip the balance" in favour of that student being accepted. This element is difficult for students and parents to understand, but there is a growing level of evidence from schools and colleges that this is what happe
8. Employers who have experience of students who have come to them with the WBQ tell us they value highly the additional skills that these

young people possess. However, we tend to observe that many employers have, at best, a sketchy understanding of the WBQ and frequently do not consider it to be of any particular value. We would suggest this shows the need for a greater level of publicity and awareness-raising amongst employers, particularly those who may consider employing young people who have undertaken the WBQ.

9. With regard to the extent to which the WBQ is regarded to be an equivalent, rigorous qualification, there is a very mixed picture. Schools and colleges who teach the WBQ have a very clear understanding that there is rigour and that students have to achieve high standards to achieve the qualification. Similarly, students undertaking the qualification know all too well the level of effort that is required to achieve the WBQ. Indeed, there is some work to be done to ensure that the requirements are not too onerous, as currently the level of maintaining records of work can be excessive for both students and staff. Once again there still exists confusion between the WBQ as an over-arching qualification and the status of the SCC (see para 6 above). This is something that needs further exemplification, particularly for parents and employers who frequently do not understand the difference.

10. The Government's target for universal adoption displays a worthy intent but has created a few problems. We have numerous reports of schools on the border with England experiencing a significant number of students opting to study in England specifically in order to avoid having to undertake the WBQ. This is a major concern for those schools as the loss of those students can have a major impact on their ability to offer a broad range of sixth form courses.

11. Some other schools, particularly high-performing schools in urban areas, have decided to make the WBQ optional and that has created problems for those schools whose policy is for all students to follow the course. These issues present real challenges to the intent of universal adoption of the WBQ, and mean that there is an urgent need for a review of both the content and assessment rationale, and the ongoing impact of requiring universal adoption

12. We do not believe that studying the WBQ impacts in any negative way on the study of other curriculum subjects. Indeed, we find to the contrary that the skills set developed as part of the SCC can make a very valuable contribution towards more effective study across the board. Whilst there is no doubt that the WBQ is expensive to staff and run, we feel that this cost is out-weighed by the benefits accrued to the students.

Conclusion

13. As leaders of educational professionals, we maintain our enthusiasm and support for the WBQ. We perceive there to be significant advantages to continuing to offer the qualification and would encourage the Welsh Government to maintain and develop it as something unique to Wales that is of significant value to our young people. However, we would also wish to highlight our concerns expressed above which, in our view represent areas that need clarification and possibly adjustments to be made to ensure the qualification achieves wider recognition and support from all stakeholders in education.

14. I hope that this is of value to your inquiry. ASCL Cymru would be happy to contribute to further discussions.

Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MAP-KW-3043-18

Lynne Neagle AC
Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
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Caerdydd
CF99 1NA

5 Tachwedd 2018

Annwyl Lynne,

Ymchwiliad i Effaith Brexit ar Addysg Uwch ac Addysg Bellach

Ysgrifennaf mewn ymateb i'ch llythyr dyddiedig 24 Hydref yn gofyn am ragor o wybodaeth am un o'r camau gweithredu yn deillio o gyfarfod y Pwyllgor ar 20 Medi, Effaith Brexit ar Addysg Uwch ac Addysg Bellach.

Mae'ch llythyr yn gofyn am eglurhad o ddau bwynt: Dadansoddiad o'r goblygiadau cychwynnol a nodwyd, a sut mae'r £6.2 miliwn yn cyfrannu at eu rheoli'n ymarferol.
Fel yr eglurodd fy ymateb cynharach, er ein bod wedi nodi'r risgiau allweddol a'r goblygiadau posibl ar gyfer y sector, yn dilyn tystiolaeth gan CCAUC a thrafodaethau gyda CCAUC a Phrifysgolion Cymru, rydym yn ymwybodol hefyd fod darparwyr unigol yn asesu'r risgiau ar lefel sefydliadol ac yn gorfod ystyried mesurau amrywiol a fydd eu hangen o bosibl i leihau costau. Nid yw'r gwaith asesu risg ar lefel sefydliadol, na'r effeithiau a'r camau gweithredu penodol a nodwyd gan ddarparwyr unigol, wedi'u rhannu â ni, ac fel yr eglurodd CCAUC yn ei dystiolaeth i'r pwyllgor, nid oes modd rhannu'r wybodaeth hon â'r cyhoedd.

Mae CCAUC yn gweithio'n agos gyda sefydliadau er mwyn deall yr heriau a'r risgiau a wynebant a sicrhau eu bod mewn sefyllfa dda i ymateb i'r heriau hynny. Dyrannwyd y cyllid ychwanegol i CCAUC nid yn unig er mwyn helpu i gynorthwyo'r sector i baratoi ar gyfer goblygiadau Brexit, ond hefyd er mwyn ymateb i'r heriau ychwanegol sy'n deillio o newidiadau demograffig. Wrth ddyrannu'r cyllid, ni wnaeth Llywodraeth Cymru bennu sut y dylid rhannu'r cyllid rhwng y ddau faes. Mae CCAUC yn gyfrifol am benderfynu sut i ddosbarthu'r cyllid a ddyrennir iddo gan Lywodraeth Cymru. Yn yr achos hwn, bydd CCAUC wedi defnyddio ei wybodaeth am y sector a'i arbenigedd i benderfynu ar y dull mwyaf priodol o ddyrannu'r adnoddau a ddarparwyd. Ym marn CCAUC, gan fod y cyllid yn arian a ddygwyd ymlaen o gyllid a nodwyd yn wreiddiol ar gyfer blwyddyn ariannol 2018-19, byddai lleihau lefel yr addasiad cyllid a gymhwyswyd i ddyraniadau 2017-18 yn sicrhau bod

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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.

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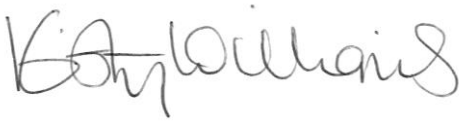
sefydliadau’n gallu manteisio’n syth ar ddyraniadau cyllid cynharach ac yn rhoi hyblygrwydd iddynt allu paratoi cynllun wrth gefn ar gyfer Brexit.

Yn gywir



Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Eitem 4.2

YMGYRCH HANES CYMRU

Tan-y-dderwen, Penmachno, Betws-y-coed LL24 0PS
owaintan@hotmail.com 01690 760335

Lynne Neagle AC
Cadeirydd Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
Caerdydd
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29 Hydref 2018

Annwyl Lynne Neagle

Ysgrifennaf ymhellach i dderbyn eich llythyrau dyddiedig 10 Ionawr a 12 Ionawr eleni, mewn ymateb i gais gan Ymgyrch Hanes Cymru ar i'r Pwyllgor Plant, Pobl Ifanc ac Addysg graffu'n ofalus ar ddatblygiad y cwricwlwm newydd ac yn arbennig ar le hanes Cymru oddi mewn Maes Dysgu a Phrofiad y Dyniaethau.

Gwyddoch fod Ymgyrch Hanes Cymru, ynghyd â llawer iawn o bobl eraill, yn anfodlon efo'r diffyg statws a sylw i roddir i hanes Cymru mewn llawer o ysgolion. Rydym hefyd yn bryderus nad oes digon o arweiniad wedi ei roi i'r Ysgolion Arloesi a'r partneriaid eraill sy'n gweithio ar y cwricwlwm bod angen i hanes Cymru gael lle canolog.

Yn eich ymateb blaenorol, rydych wedi ymrwymo i barhau i fonitro'r broses ac y byddwch yn ystyried cynnwys y cwricwlwm pan yn briodol gwneud hynny. Ni welaf, o ddarllen trawsysgrifiadau'r Pwyllgor P, Pl ac A fod hyn wedi digwydd hyd yma.

Gan fod yr Ysgrifennydd Cabinet dros Addysg wedi datgan y bydd y cwricwlwm newydd ar gael erbyn y Pasg 2019, mae'n amlwg bod (neu y bydd yn fuan) cynnwys y gwahanol Feysydd yn cael ei ystyried erbyn hyn.

Galwn eto ar y Pwyllgor P, Pl ac A i drafod y materion hyn fel mater o frys ac i holi'r Ysgrifennydd Cabinet yn drylwyr ar sut y bydd hanesCymru'nr han o'r cwricwlwm.

Edrychaf ymlaen at dderbyn eich ymateb.

Yn gywir

Eryl Owain
Cydlynydd Ymgyrch Hanes Cymru

Huw Irranca-Davies AC/AM
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
Minister for Children, Older People and Social Care

Llywodraeth Cymru
Welsh Government

Ein cyf: MA - MA - L/HID/0673/18

Lynne Neagle AC
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
Tŷ Hywel
Caerdydd
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Annwyl Lynne,

5 Tachwedd 2018

Bil Cyllido Gofal Plant (Cymru): camau Cyfnod 2

Diolch am eich llythyr dyddiedig 23 Hydref yn gofyn am gadarnhad ynghylch y gofynion cofrestru i'r rhai sy'n dymuno darparu gofal plant wedi'i gyllido o dan ddarpariaethau'r Bil hwn.

Diben y Gorchymyn Eithriadau Gwarchod Plant a Gofal Dydd (2010) yw nodi disgwyliadau ynghylch yr hyn a gaiff ei ystyried (neu na chaiff ei ystyried) yn *"warchod plant"* neu'n *"ofal dydd i blant"* at ddibenion Rhan 2 o Fesur Plant a Theuluoedd (Cymru) 2010.

Nid yw'r Gorchymyn yn nodi p'un a all ysgol gofrestru i ddarparu gofal plant ai peidio. Mae'r Gorchymyn yn nodi, o dan Ran 3 14.–(1), *'nid yw person yn darparu gofal dydd pan ddarperir y gofal i blant mewn ysgol, a'r ddarpariaeth o ofal yn digwydd yn achlysurol mewn cysylltiad â darparu addysg'*. Diben y cymal hwn yw sicrhau nad oes yn rhaid i ysgolion gofrestru fel darparwyr gofal plant ar gyfer y gofal achlysurol a ddarperir ganddynt. Gallaf gadarnhau na fydd ein hadolygiad arfaethedig o Orchymyn Eithriadau Gwarchod Plant a Gofal Dydd (2010) yn ceisio newid y gofynion cofrestru i ysgolion sy'n dewis darparu gwasanaethau gofal plant. Nodir y rhain yn Rheoliadau Gwarchod Plant a Gofal Dydd (Cymru) 2010. Nid oes gennym unrhyw gynlluniau i ddiwygio'r Rheoliadau hyn ar hyn o bryd.

Gofynnoch am gadarnhad ynghylch safbwynt Llywodraeth Cymru ar ofal plant gan nanis a gyllidir o dan y Bil hwn. Mae'r Gorchymyn Eithriadau Gwarchod Plant a Gofal Dydd (2010) yn nodi, o dan Ran 5.–(1):

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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.

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'Pan fo person sy'n cael ei gyflogi —

(a) (i) i ofalu am blentyn neu grŵp o siblingiaid ar gyfer rhieni ("y rhieni cyntaf"), neu

(ii) i ofalu am ail blentyn neu grŵp o siblingiaid ar gyfer rhieni ("yr ail rieni") yn ychwanegol at y plant y gofelir amdanynt ar gyfer y rhieni cyntaf, a

(b) yn gofalu am y plant o dan sylw yn gyfan gwbl neu'n bennaf yng nghartref neu gartrefi'r rhieni cyntaf neu'r ail rieni, nid yw'n gweithredu fel gwarchodwr plant.'

Mae'r cymal hwn yn golygu nad yw nanis yn cael eu trin fel gwarchodwyr plant ac felly nid oes yn rhaid iddynt gofrestru ag Arolygiaeth Gofal Cymru er mwyn darparu gofal. Fodd bynnag, er mwyn darparu'r Cynnig, rhaid i ddarparwyr gofal plant gael eu rheoleiddio a'u harolygu gan AGC er mwyn sicrhau eu bod yn cadw at y Safonau Cenedlaethol Gofynnol ar gyfer Gofal Plant Rheoleiddiedig. Felly, fel y mae eich llythyr yn cadarnhau, ni chaiff nanis ddarparu gofal plant a gyllidir drwy'r Cynnig ac nid ydym yn bwriadu newid hynny.

Yn gywir

Huw Irranca-Davies AC/AM
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
Minister for Children, Older People and Social Care

Huw Irranca-Davies AC/AM
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
Minister for Children, Older People and Social Care

Llywodraeth Cymru
Welsh Government

Ein cyf: HID-0676-18

Lynne Neagle AC
Y Cadeirydd, Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Mick Antoniw AC
Y Cadeirydd, Y Pwyllgor Materion Cyfansoddiadol a Deddfwriaethol Cynulliad Cenedlaethol Cymru
Tŷ Hywel
Caerdydd
CF99 1NA

5 Tachwedd 2018

Annwyl Lynne a Mick,

Bil Cyllido Gofal Plant (Cymru)

Yn f'ymateb i'r Pwyllgor Plant, Pobl Ifanc ac Addysg a'r Pwyllgor Materion Cyfansoddiadol a Deddfwriaethol yn dilyn cyfnod 1 o'r broses graffu ar Fil Cyllido Gofal Plant (Cymru), roeddwn wedi amlinellu fy mwriad i rannu gyda chi fframwaith drafft cychwynnol o'r cynllun gweinyddol cyn cyfnod 3.

Mae'r fframwaith drafft wedi ei atodi i'r Pwyllgor gael ei ystyried; mae'r gwaith arno'n dal i fynd rhagddo. Fel y dywedais o'r blaen, byddem yn croesawu'r cyfle i ddychwelyd gerbron y Pwyllgor yn y gwanwyn i drafod y cynllun yn fanylach.

Yn ystod sesiwn Cyfnod 2 y Pwyllgor ar 18 Hydref 2018, addewais y byddwn yn edrych ar ffyrdd y gallem sicrhau tryloywder llawn o ran y gyfradd a delir fesul awr i ddarparwyr gofal plant sy'n darparu'r Cynnig Gofal Plant. Roedd hyn yn ymateb yn rhannol i welliant 32 a gyflwynwyd gan Janet Finch-Saunders AC.

Ar ôl meddwl mwy am hyn, rwyf wedi dod i'r casgliad mai'r ffordd orau gen i fyddai cynnwys gwybodaeth am y gyfradd fesul awr yn y cynllun gweinyddol, a fydd, wrth gwrs, yn cael ei gyhoeddi a'i adolygu fel y bo'n briodol. Gobeithio bod hyn yn rhoi tawelwch meddwl i'r Pwyllgor o ran bwriad y Llywodraeth i gyhoeddi manylion ynghylch y gyfradd fesul awr

Yn gywir

Huw Irranca-Davies AC/AM
Y Gweinidog Plant, Pobl Hŷn a Gofal Cymdeithasol
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DRAFFT: Cynllun Cyllido Gofal Plant (Cymru) 20**XX**

NODYN ESBONIADOL

(Nid yw'r nodyn hwn yn rhan o'r Cynllun)

Mae Gweinidogion Cymru yn ymrwymedig i ddarparu hyd at 30 o oriau cyfunol o addysg gynnar (y cyfeirir ati o hyn ymlaen fel darpariaeth feithrin y cyfnod sylfaen ("DFCS")) a gofal plant a gyllidir gan y llywodraeth ar gyfer plant cymhwysol rhieni sy'n gweithio am hyd at 48 o wythnosau y flwyddyn ("y Cynnig").

Mae gan bob plentyn yng Nghymru hawlogaeth i gael addysg gynnar drwy DFCS cyn iddynt ddechrau addysg orfodol. Nid yw'n ofynnol i rieni dderbyn unrhyw un neu bob un o'r oriau o DFCS a gynigir i'w plentyn. Mae Gweinidogion Cymru yn ei gwneud yn ofynnol i awdurdodau lleol gynnig o leiaf 10 awr o DFCS; fodd bynnag, mae rhai awdurdodau lleol yn darparu oriau ychwanegol.

Bydd y Cynnig yn darparu hawlogaeth ychwanegol i ddarpariaeth gofal plant a gyllidir ar gyfer plant cymhwysol rhieni sy'n gweithio. Bydd nifer yr oriau o DFCS y mae gan blentyn hawlogaeth iddynt yn rhan o'r 30 o oriau o addysg gynnar a gofal plant y cyfeirir atynt yn y Cynnig. Ystyrir yr hawlogaeth hon pa un a

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yw rhiant yn dewis peidio â manteisio ar unrhyw un neu bob un o'r oriau o DFCS y mae gan ei blentyn hawlogaeth iddynt.

Mae Deddf Cyllido Gofal Plant (Cymru) 201**x** ("y Ddeddf") yn gwneud darpariaeth ynghylch cyllido gofal plant gan Weinidogion Cymru ar gyfer plant cymhwysol rhieni sy'n gweithio.

Mae Rheoliadau a wneir gan Weinidogion Cymru o dan adrannau 1 a 2 o'r Ddeddf ("y Rheoliadau") yn diffinio pwy sy'n blentyn cymhwysol i rieni sy'n gweithio, ac yn nodi'r amodau y mae rhaid i riant (neu bartner i riant) eu bodloni er mwyn bod yn gymwys i gael gofal plant a gyllidir.

Mae'r Rheoliadau o dan adrannau 1 a 2 o'r Ddeddf hefyd yn gwneud darpariaeth ynghylch y broses gwneud cais a sut y caiff person sy'n cyflwyno cais geisio adolygiad o benderfyniad ar ei gymhwystra i gael gofal plant a gyllidir neu geisio apêl mewn cysylltiad â'r penderfyniad hwnnw. Maent hefyd yn gwneud darpariaeth ynghylch cosbau ar gyfer gwybodaeth neu weithredoedd anghywir, anwir neu gamarweiniol a wneir mewn cysylltiad â chais person am ofal plant a gyllidir.

Mae'r Cynllun hwn yn gwneud darpariaeth ar gyfer y trefniadau gweinyddol sy'n ofynnol i gyflenwi'r Cynnig.

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Mae Rhan [*2*] yn pennu faint o ofal plant y mae gan riant cymwys i blentyn cymhwysol hawlogaeth iddo ac yn manylu ar y cyfnod pan fydd gofal plant a gyllidir ar gael.

Mae Rhan [*3*] yn egluro bod rhaid gwneud cais am ofal plant a gyllidir yn unol â'r Rheoliadau.

Mae Rhan [*4*] yn gwneud darpariaeth ynghylch cyfnod para hawlogaeth i ofal plant a gyllidir.

Mae Rhan [*5*] yn gwneud darpariaeth ynghylch pwy a gaiff gyflenwi gofal plant a gyllidir.

Rhan [6] [Proses - taith y rhiant ar ôl cael penderfyniad cadarnhaol ar gymhwystra]

Mae Rhan [7] yn gwneud darpariaeth ynghylch y rhyngwyneb rhwng [yr awdurdod talu] a darparwyr gofal plant a'r broses ar gyfer talu darparwyr.

Mae Rhan [*8*] yn gwneud darpariaeth ynghylch cyfraddau talu i ddarparwyr gofal plant ac yn nodi gofynion mewn cysylltiad â ffioedd ychwanegol.

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DRAFFT: Cynllun Cyllido Gofal Plant (Cymru) 20**XX**

RHAN 1

Cyffredinol

Enwi, cychwyn a chymhwyso

1. Enw'r Cynllun hwn yw Cynllun Cyllido Gofal Plant (Cymru) 20**xx**.

2. Daw'r Cynllun hwn i rym ar XXX ac mae'n gymwys o ran Cymru.

Dehongli

3. Yn y Cynllun hwn—

ystyr "amser tymor" ("*term time*") yw'r amser tymor ysgol sy'n gymwys ar gyfer y plentyn cymhwysol o dan sylw;

ystyr "awdurdod lleol" ("*local authority*") yw awdurdod lleol yng Nghymru;

mae i "DFCS" ("*FPN*") yr ystyr a roddir ym mharagraff [*6*];

ystyr "y Ddeddf" ("*the Act*") yw Deddf Cyllido Gofal Plant (Cymru) 20**xx**;

ystyr "plentyn cymhwysol" ("*qualifying child*") yw plentyn—

(a) sy'n dod o fewn y disgrifiad a bennir yn (rheoliad ( )) o'r Rheoliadau,

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(b) y mae ei riant yn bodloni'r amodau a bennir yn (rheoliad ( )) o'r Rheoliadau,

(c) y mae rhiant y plentyn wedi gwneud datganiad mewn cysylltiad ag ef yn unol â (rheoliad ( )) o'r Rheoliadau;

ystyr "y Rheoliadau" ("*the Regulations*") yw'r [Rheoliadau sydd i'w gwneud o dan adrannau 1 a 2 o'r Ddeddf];

ystyr "rhiant sy'n gweithio" ("*working parent*") yw person sydd wedi cael penderfyniad bod y meini prawf a bennir yn neu yn rhinwedd [adran 1(2)(a), (b) ac (c)] o'r Ddeddf wedi eu bodloni [ar gyfer y cyfnod a bennir yn y penderfyniad] mewn perthynas â'r plentyn y gwnaed y datganiad mewn cysylltiad ag ef.

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Diwygio

4. Caiff Gweinidogion Cymru ddiwygio neu ddirymu'r darpariaethau a nodir yn y Cynllun hwn neu ychwanegu atynt ar unrhyw adeg.

RHAN 2

Y cynnig gofal plant

Y cynnig gofal plant

5. Bydd Gweinidogion Cymru yn darparu hyd at 30 o oriau o DFCS a gofal plant ar gyfer plant cymhwysol rhieni sy'n gweithio.

Addysg gynnar

6. Ystyr "DFCS" yw addysg feithrin (o fewn yr ystyr a roddir i "nursery education" yn adran 117 o Ddeddf Safonau a Fframwaith Ysgolion 1998 ("Deddf 1998")) y mae awdurdod lleol o dan ddyletswydd i sicrhau darpariaeth ddigonol ohoni yn rhinwedd adran 118 o Ddeddf 1998 a rheoliad 4 o Reoliadau Addysg (Addysg Feithrin a Chynlluniau Datblygu Blynyddoedd Cynnar a Gofal Plant) (Cymru) 2003(**1**).

7. Yn unol â'r darpariaethau y cyfeirir atynt ym mharagraff [*6*], mae'n ofynnol i bob awdurdod lleol gynnig o leiaf 10 awr o DFCS ar gyfer pob plentyn o ddechrau'r tymor ysgol ar ôl ei ben-blwydd yn 3 oed hyd nes bod plentyn yn cyrraedd oedran ysgol gorfodol(**2**) neu'n cael cynnig lle llawnamser yn yr ysgol, pa un bynnag yw'r cynharaf.

8. Caiff awdurdod lleol ddarparu mwy na 10 awr o DFCS yn ôl ei ddisgresiwn. Bydd yr awdurdod lleol y mae plentyn yn preswylio ynddo yn hysbysu rhiant am union nifer yr oriau o DFCS y mae gan y plentyn hawlogaeth iddynt.

9. Nid yw'n ofynnol i riant sy'n gweithio fanteisio ar bob un neu unrhyw un o'r oriau o DFCS a gynigir gan awdurdod lleol i'w blentyn er mwyn cael elfen gofal plant y Cynnig.

10. Oni bai bod paragraff [*11*] yn gymwys, wrth gyfrifo nifer yr oriau o ofal plant a gyllidir y mae gan blentyn cymhwysol hawlogaeth iddynt, ystyrir pob un o'r oriau o DFCS y mae gan blentyn hawlogaeth iddynt (pa un a ydynt yn cael eu defnyddio'n llawn neu o gwbl).

11. Mae'r paragraff hwn yn gymwys os yw plentyn yn cael DFCS mewn ardal awdurdod lleol wahanol i'r un y mae'n byw ynddi.

12. Os yw paragraff [*11*] yn gymwys, bydd nifer yr oriau o ofal plant a gyllidir y mae gan y plentyn

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(**1**) Yn unol â'r darpariaethau hyn, rhaid i bob awdurdod lleol yng Nghymru ddarparu DFCS ran-amser yn rhad ac am ddim ar gyfer plant sydd wedi cyrraedd o leiaf eu pen-blwydd yn 3 oed yn unol â'r gofynion a nodir yn y Canllawiau Statudol a ddyroddir gan Weinidogion Cymru o dan adran 118 o Ddeddf Safonau a Fframwaith Ysgolion 1998. *Gweler* Darpariaeth Gyfnod Sylfaen ar gyfer plant tair a phedair oed: Canllawiau ar gyfer awdurdodau lleol yng Nghymru (Dogfen ganllawiau 233/2018) a ddyroddwyd ym mis Medi 2018.

(**2**) Diffinnir "oedran ysgol gorfodol" yn unol ag adran 8 o Ddeddf Addysg 1996 a Gorchymyn Addysg (Dechrau Oedran Ysgol Gorfodol) 1998 (O.S. 1998/1607). Mae plentyn yn dechrau bod o ysgol oedran gorfodol pan fydd y plentyn yn cyrraedd 5 oed pan fydd y plentyn yn cyrraedd yr oedran hwnnw ar "diwrnod rhagnodedig" (naill ai 31 Awst, 31 Rhagfyr neu 31 Mawrth), neu fel arall ar ddechrau'r diwrnod rhagnodedig nesaf ar ôl pen-blwydd y plentyn yn 5 oed.

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cymhwysol hawlogaeth iddynt yn cael ei gyfrifo yn unol â nifer yr oriau o DFCS y mae'r plentyn yn eu cael mewn gwirionedd (ac nid nifer yr oriau y mae gan y plentyn hawlogaeth iddynt).

Gofal plant

13. Ystyr "gofal plant" yw gofal [neu weithgaredd arall a oruchwylir] ar gyfer plentyn y mae'n ofynnol i'r darparwr fod wedi ei gofrestru mewn cysylltiad ag ef o dan Ran 2 o Fesur Plant a Theuluoedd (Cymru) 2010 neu o dan Ran 3 o Ddeddf Gofal Plant 2006, ac ystyr "gofal plant a gyllidir" yw unrhyw ofal plant a gyflenwir o dan y Cynnig.

30 o oriau – darpariaeth amser tymor

14. Yn ystod pob un o'r 39 o wythnosau o amser tymor(**1**), mae nifer yr oriau o DFCS y mae gan blentyn cymhwysol hawlogaeth iddynt yn rhan o'r 30 o oriau y cyfeirir atynt ym mharagraff [ ].

15. Nifer yr oriau o ofal plant a gyllidir y mae gan blentyn cymhwysol hawlogaeth iddynt yn ystod amser tymor yw'r cydbwysedd rhwng nifer yr oriau o DFCS a gynigir i'r plentyn a 30 o oriau.

16. Os yw rhiant sy'n gweithio yn dewis peidio â manteisio ar unrhyw un neu bob un o'r oriau o DFCS a gynigir i blentyn, nid yw hyn yn effeithio ar y cyfrifo o dan baragraff [*15*].

17. Ni chaiff rhiant sy'n gweithio gyfnewid unrhyw un neu bob un o'r oriau o DFCS a gynigir i'w blentyn yn oriau o ofal plant a gyllidir o dan y Cynnig.

18. Nid yw'n ofynnol i riant sy'n gweithio fanteisio ar unrhyw un neu bob un o'r oriau o ofal plant a gyllidir a gynigir i'w blentyn cymhwysol. Caiff rhiant sy'n gweithio fanteisio ar unrhyw nifer o'r oriau a gynigir.

19. Caiff rhiant sy'n gweithio ddewis defnyddio ei hawlogaeth i ofal plant a gyllidir yn hyblyg ond ni chaniateir i nifer cyfunol yr oriau o ofal plant a gyllidir a DFCS fod yn fwy na 30 mewn unrhyw wythnos o ddarpariaeth amser tymor.

20.

21.[Bydd y Rhan hon yn cynnwys darpariaeth sy'n cyfeirio at:

(**1**) At ddiben y Cynnig, amser tymor ysgol yw 39 o wythnosau o'r flwyddyn. Mae hyn yn seiliedig ar y 195 o ddiwrnodau y flwyddyn y mae'n ofynnol i athrawon fod ar gael i weithio neu i gael hyfforddiant. Awdurdodau lleol sy'n pennu union ddyddiadau tymor ysgol a chaniateir iddynt amrywio rhwng awdurdodau.

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22. Hawlogaeth yn ystod diwrnodau HMS]

30 o oriau – darpariaeth adeg gwyliau

23. Uchafswm nifer yr wythnosau pan fydd gofal plant a gyllidir ar gael ar ffurf darpariaeth adeg gwyliau yw 9 wythnos.

24. Cyfrifir hawlogaeth i ddarpariaeth adeg gwyliau yn unol â pharagraff [*31*].

25. Caiff rhiant sy'n gweithio ddewis hyd at 9 o'r 13 o wythnosau nad ydynt yn amser tymor i ddefnyddio hawlogaeth ei blentyn cymhwysol i ddarpariaeth adeg gwyliau.

26. Yn ystod pob un o'r wythnosau o ddarpariaeth adeg gwyliau a nodir gan riant sy'n gweithio, mae gan blentyn cymhwysol hawlogaeth i 30 o oriau o ofal plant(**1**).

27. Caiff rhiant sy'n gweithio ddewis defnyddio'r hawlogaeth i ofal plant a gyllidir yn hyblyg ond ni chaniateir i nifer yr oriau o ofal plant a gyllidir fod yn fwy na 30 mewn unrhyw wythnos o ddarpariaeth adeg gwyliau.

RHAN 3

Cymhwystra ar gyfer y Cynnig

Cymhwystra

28. Rhaid gwneud cais am ofal plant a gyllidir yn unol â [rheoliad ( ) / Rhan ( )] o'r Rheoliadau.

29. Bydd Gweinidogion Cymru yn gwneud penderfyniad o ran a yw plentyn yn "plentyn cymhwysol" yn unol â [rheoliad ( ) / Rhan ( )] o'r Rheoliadau.

30. Bydd Gweinidogion Cymru yn gwneud penderfyniad o ran a yw rhiant yn "rhiant sy'n gweithio" yn unol â [rheoliad ( ) / Rhan ( )] o'r Rheoliadau.

31. Rhaid gwneud cais am adolygiad o benderfyniad gan Weinidogion Cymru o ran cymhwystra am gyllid ar gyfer gofal plant o dan y Cynnig, neu gais am apêl i'r Tribiwnlys Haen Gyntaf mewn perthynas â phenderfyniad o'r fath, yn unol â [rheoliad ( ) / Rhan ( )] o'r Rheoliadau.

(**1**) Dim ond yn ystod amser tymor ysgol y cyflenwir addysg gynnar a ddarperir drwy DFCS.

DRAFT

32.[Bydd y Rhan hon yn cynnwys darpariaeth sy'n cyfeirio at:

33. Gyfnod dilysrwydd y datganiad/penderfyniad

34. Yr hyn sy'n digwydd pan na fydd gan rieni gymhwystra mwyach (Darpariaeth Esemptio Dros Dro)]

RHAN 4

Argaeledd y Cynnig

Cyfnod hawlogaeth

35. Oni bai bod paragraff [*30*] yn gymwys, caniateir i riant sy'n gweithio gael gofal plant a gyllidir o dechrau'r tymor ysgol ar ôl pen-blwydd ei blentyn cymhwysol yn 3 oed tan pa un bynnag yw'r cynharaf o'r canlynol—

(a) yr adeg y cynigir lle llawnamser mewn addysg i'r plentyn(**1**), neu

(b) dechrau'r mis Medi ar ôl pen-blwydd ei blentyn yn 4 oed.

36. Os yw awdurdod lleol yn pennu dyddiad gwahanol erbyn pryd y mae rhaid bod plentyn wedi cyrraedd ei ben-blwydd yn 3 oed er mwyn dechrau cael hawlogaeth i DFCS, caniateir i riant sy'n gweithio gael y gofal plant a gyllidir y mae gan ei blentyn cymhwysol hawlogaeth iddo gan ddechrau ar yr un diwrnod ag y mae hawlogaeth ei blentyn i DFCS yn dechrau.

Hawlogaeth i ddarpariaeth adeg gwyliau

37. Bydd gan blentyn cymhwysol hawlogaeth i 3 wythnos o ddarpariaeth adeg gwyliau ar gyfer pob tymor ysgol y mae'r plentyn yn cael DFCS.

38. Rhaid i riant sy'n gweithio nodi unrhyw wythnos pryd y mae'n bwriadu defnyddio hawlogaeth ei blentyn cymhwysol i ddarpariaeth adeg gwyliau yn unol â pharagraff [*19*].

39. Caiff rhiant sy'n gweithio gario ymlaen wythnosau nas defnyddiwyd o ddarpariaeth adeg gwyliau a'u defnyddio yn ystod unrhyw wythnos nad

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(**1**) Y mis Medi ar ôl pen-blwydd plentyn yn 4 oed yw hyn fel arfer. Pan gynigir lle llawnamser mewn addysg i'r plentyn, ni fydd yn cymhwyso i gael y Cynnig mwyach. Ni chaiff rhieni wrthod y cynnig o le llawnamser mewn addysg o blaid parhau i gael y Cynnig.

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yw'n amser tymor, ar yr amod bod ei blentyn yn parhau i fod yn blentyn cymhwysol at ddibenion y Cynnig.

Cynnig cynnar o le llawnamser mewn addysg – darpariaeth adeg gwyliau

40. Pan fo awdurdod lleol yn cynnig lle i blentyn mewn addysg lawnamser yn gynharach na'r amser a bennir ym mharagraff [*29(b)*], bydd gan blentyn hawlogaeth i 3 wythnos o ddarpariaeth adeg gwyliau ar gyfer pob tymor ysgol tan ddechrau'r mis Medi ar ôl pen-blwydd y plentyn yn 4 oed(**1**).

41. Pan fo paragraff [*32*] yn gymwys, bydd gan riant sy'n gweithio hawlogaeth i ddefnyddio unrhyw ddarpariaeth adeg gwyliau y mae gan ei blentyn hawlogaeth iddi yn ystod unrhyw wythnos nad yw'n amser tymor tan ddechrau'r mis Medi ar ôl pen-blwydd y plentyn yn 4 oed.

RHAN 5

Darpariaeth gofal plant

Darparwyr gofal plant

42. Caniateir i ofal plant a gyllidir gael ei ddarparu gan ddarparwr gofal plant—

(a) sy'n garchodwr plant neu'n ddarparwr gofal dydd sydd wedi ei gofrestru â Gweinidogion Cymru yn unol â Rhan 2 o'r Mesur;

(b) sy'n darparwr blynyddoedd cynnar sydd wedi ei gofrestru â Phrif Arolygydd Ei Mawrhydi dros Addysg, Gwasanaethau Plant a Sgiliau yn unol â Rhan 3 o Ddeddf Gofal Plant 2006.

43. Mae cyfeiriad at warchodwr plant ym mharagraff [*36(a)*] yn cynnwys gwarchodwr plant sy'n darparu gofal plant ar gyfer plentyn sy'n berthynas ar yr amod na ddarperir y gofal plant yng nghartref y plentyn.

44. Mae rhiant sy'n gweithio yn gyfrifol am wneud trefniadau ag un neu ragor o ddarparwyr gofal plant(**2**)

(**1**) Diben hyn yw sicrhau bod cysondeb wrth gyflenwi'r Cynnig ac atal effaith andwyol ar riant sy'n gweithio y cynigir lle llawnamser mewn addysg i'w blentyn yn gynharach na'r hyn sy'n arferol, sef dechrau'r mis Medi ar ôl pen-blwydd y plentyn yn 4 oed.

(**2**) Er mwyn sicrhau bod gan riant sy'n gweithio hyblygrwydd i fodloni ei amgylchiadau unigol, caiff y rhiant wneud

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i sicrhau y darperir gofal plant a gyllidir ar gyfer ei blentyn cymhwysol.

45. Yn y Rhan hon—

mae i "darparwr blynyddoedd cynnar" yr ystyr a roddir i "early years provider" yn adran 96(3) o Ddeddf Gofal Plant 2006;

mae i "gwarchodwr plant" ("*child minder*") a "darparwr gofal dydd" ("*day care provider*") yr ystyr a roddir yn adran 19 o'r Mesur;

ystyr "y Mesur" ("*the Measure*") yw Mesur Plant a Theuluoedd (Cymru) 2010;

ystyr "perthynas" ("*relative*"), mewn perthynas â phlentyn, yw mam-gu/nain, tad-cu/taid, modryb, ewythr, brawd neu chwaer, pa un ai o waed coch cyfan neu o hanner gwaed neu drwy briodas neu bartneriaeth sifil.

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RHAN 6

Proses: Taith y rhiant ar ôl cael penderfyniad cadarnhaol ar gymhwystra

Yn cynnwys darpariaeth sy'n ymwneud â:

Digolledu ar gyfer oedi cyn penderfynu ar gais

Trefniadau â darparwr gofal plant

Trefniadau â darparwyr gofal plant nas cyllidir

trefniadau â mwy nag un darparwr i sicrhau gofal plant a gyllidir ar gyfer yr un plentyn cymhwysol.

RHAN 7

Y rhyngwyneb rhwng [yr awdurdod gweinyddu]

a darparwyr

Cofrestru darparwyr

Cytundeb darparwyr

Proses ar gyfer taliadau

Casglu data

Cod ymarfer ar Gyflogaeth Foesegol mewn Cadwyni Cyflenwi

RHAN 8

Taliadau

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Cyfradd talu

46. Telir darparwyr gofal plant sy'n darparu gofal plant a gyllidir yn ôl y gyfradd genedlaethol o [*£4.50*] yr awr.

47. Dim ond cost darparu gofal plant a gyllidir y mae'r gyfradd genedlaethol yn ei chwmpasu.

48. Ni chaiff darparwyr gofal plant osod unrhyw ffi ychwanegol am ddarparu gofal plant a gyllidir.

Ffioedd ychwanegol

49. Caiff darparwyr gofal plant sy'n darparu gofal plant a gyllidir osod ffi am elfennau ychwanegol sy'n ategol at ddarparu gofal plant a gyllidir megis bwyd, diod, cludiant ac unrhyw weithgaredd oddi ar y safle sy'n peri cost.

50. Rhaid i unrhyw ffioedd ychwanegol a osodir gan ddarparwr gofal plant yn unol â pharagraff [*42*] ystyried canllawiau Gweinidogion Cymru [*angen cyfeirio at enw'r ddogfen, dyddiad cyhoeddi a manylion ynghylch ble y gellir cael copïau yn electronig neu fel arall*].

51. Mae rhiant sy'n gweithio yn gyfrifol am unrhyw ffioedd ychwanegol a osodir gan y darparwr gofal plant yn unol â pharagraff [*43*].

52.

53.

DRAFT

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Deisebau

National Assembly for Wales
Petitions Committee

Cadeiryddion y Pwyllgorau
Cynulliad Cenedlaethol Cymru
Tŷ Hywel
Bae Caerdydd
CF99 1NA

6 Tachwedd 2018

Annwyl Gyfaill

Deiseb P05-840 Cyllid Teg i Gyngor Bwrdeistref Sirol Castell-nedd Port Talbot a phob Awdurdod Lleol arall

Ystyriodd y Pwyllgor y ddeiseb uchod am y tro cyntaf ar 23 Hydref. Mae rhagor o wybodaeth am y ddeiseb, gan gynnwys testun llawn y ddeiseb a'r ohebiaeth a ddaeth i law hyd yma, i'w gweld ar wefan y Cynulliad yn:
http://www.senedd.cynulliad.cymru/ieIssueDetails.aspx?IId=22578&Opt=3

Yn ein cyfarfod, cytunodd yr Aelodau y dylwn ysgrifennu atoch i dynnu'ch sylw at y ddeiseb o ystyried bod eich Pwyllgor yn gyfrifol am graffu ar agweddau ar y broses o gyllido awdurdodau lleol o gyllideb Llywodraeth Cymru ar gyfer 2019/20.

Cytunodd yr Aelodau hefyd i ysgrifennu at:

- bob awdurdod lleol a CLILC i ofyn am eu barn am broses gyllidebu Llywodraeth Cymru a'r anawsterau sy'n wynebu awdurdodau lleol ar hyn o bryd;
- Ysgrifennydd y Cabinet yn gofyn iddo:
  - roi rhagor o fanylion am y dyraniadau cyllideb drafft ar gyfer llywodraeth leol ar ôl cyhoeddi'r cynlluniau gwariant ar 23 Hydref;
  - esbonio sut y bydd y £30 miliwn o gyllid ychwanegol ar gyfer Gofal Cymdeithasol a nodwyd yn y gyllideb ddrafft yn cael ei ddyrannu a'i ddarparu.

Os hoffech ragor o wybodaeth, anfonwch e-bost at y tîm clercio yn
SeneddDeisebau@cynulliad.cymru

Yn gywir

David J Rowlands AC
Cadeirydd

Gwasanaeth Mabwysiadu Cenedlaethol | National Adoption Service

Ms Lynne Neagle AM
Chair - Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

Date: November 5th 2018 – by e-mail

Dear Ms Neagle,

Re: National Adoption Service for Wales (NAS) – Review of arrangements 2018

I wanted to provide the committee with an update about the above review.

As the Committee will be aware the review was commissioned by the Welsh Local Government Association (WLGA). It has been undertaken independently by the Institute of Public Care at Oxford Brookes University, overseen by the NAS Governance Board. Its aim was to undertake a detailed review leading to recommendations to strengthen the coherence of the NAS arrangements in order to enhance the achievement of strategic objectives and improvement priorities for adoption services across Wales.

The review thus far has concluded with a preferred option for the future which the NAS Board has agreed in principle. This is outlined in a detailed report the key points of which are that:

- There is broad recognition of hard work and extensive efforts to establish NAS regionally and nationally and that the arrangements have been made to work;
- NAS has established a nation-wide service which has achieved improvements and shows the potential for securing significant further benefits;
- The needs and challenges faced by children presenting for adoption are changing rapidly which requires a more effective response especially in the recruitment of adopters and in ongoing support services;
- There are major further steps to be taken to evolve to a new stage of development which is a shift in emphasis to NAS 'realising its full potential';
- Although the review focuses on structures and arrangements, it is about making the adoption experience better for children, young people and their parents.

d/o Cyngor Dinas Caerdydd / c/o City of Cardiff Council
Ystafell 409 Neuadd y Sir Caerdydd / Room 409 County Hall,
Glanfa'r Iwerydd, Caerdydd CF10 4UW/ Atlantic Wharf, Cardiff CF10 4UW
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There is a proposed revised model suggested which includes the following:

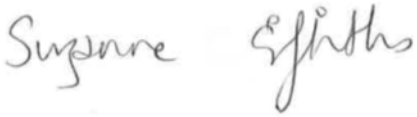
- Revised ways of working for all parts of the NAS, clarifying roles and functions across the 3 tiers, revised governance arrangements nationally and regionally as well as taking a different approach to resourcing and internal commissioning;
- Strengthened relationships with the wider regional children's services agenda and links to arrangements for planning and funding services;
- Detailed memoranda of understanding and schemes of delegation to underpin various elements of the model together with there being a need to consider changes to the legislative basis for NAS;
- The potential for the proposal to lend itself to incorporating appropriate national elements of the National Fostering Framework (NFF) in line with existing plans for that initiative.

We are about to commence the final phase of the review by further testing the proposed changes with key stakeholders alongside undertaking the detailed work to develop the revised model for agreement.

I hope that this update is helpful at this stage. I will be very happy to provide further updates as the work progresses should that be helpful.

I also wanted to take this opportunity to thank the committee again for the information provided in the early summer, to the Institute of Public Care, for consideration in the review.

Yours sincerely,



Suzanne Griffiths
DIRECTOR OF OPERATIONS (NAS)

Mae'r Gwasanaeth Mabwysiadu Cenedlaethol yn croesawu gohebiaeth yn Gymraeg a Saesneg a byddwn yn sicrhau ein bod yn cyfathrebu â chi yn eich dewis iaith boed yn Gymraeg, yn Saesneg neu'n ddwyieithog dim ond i chi roi gwybod i ni pa un sydd well gennych. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi.

The National adoption Service welcomes correspondence in English and Welsh and we will ensure that we communicate with you in the language of your choice, whether that's English, Welsh or bilingual as long as you let us know which you prefer. Corresponding in Welsh will not lead to any delay.

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Mae cyfyngiadau ar y ddogfen hon