

# UCU

University and College Union  
Undeb Prifysgol a Choleg Cymru

## MAKING EDUCATION WORK FOR ALL



**UCU WALES MANIFESTO FOR  
WELSH ASSEMBLY ELECTIONS  
2016**

**The University and College Union (UCU) is the largest post 16 education trade union in the UK. As part of this wider organisation, UCU Wales represents over 7,000 lecturers in further and higher education in Wales.**

We campaign for greater public investment in the post 16 education sector, as well as fair pay and decent working conditions for our members, so that the colleges and universities in Wales can provide a high quality education service to the people of Wales.

Further and higher education is vital for individual development, social mobility and a successful economy. Learning benefits people of all ages in terms of employability, wellbeing, personal development and self-confidence.

Colleges and universities are key economic contributors, both as local employers and as providers of training and education for the workforce on which local and Welsh economies depend.

To realise its full potential to society, education and training must be adequately funded and fully accessible. Policies should be based on the premise that schools, further education providers and universities collectively provide the route to life enhancing opportunities and to stronger economies.

In recent years, changes to the way that further and higher education have been funded has influenced the perceived purpose of the different sectors. FE in particular is now, primarily seen as the vocational arm of 6<sup>th</sup> form provision and both sectors are coming under

increasing under pressure to conform to the needs of employers. As summarised by Professor Alison Wolf (2015)<sup>1</sup>

“The current situation is financially unsustainable. It is deeply inegalitarian in its allocation of resources. It is also inefficient and bad for the ‘human capital development’, which increasingly drives and justifies education policy. In post-19 education, we are producing vanishingly small numbers of higher technician level qualifications, while massively increasing the output of generalist bachelors degrees and low-level vocational qualifications. We are doing so because of the financial incentives and administrative structures that governments themselves have created, not because of labour market demand, and the imbalance looks set to worsen yet further. We therefore need, as a matter of urgency, to start thinking about post-19 funding and provision in a far more integrated way.”

We need to seriously address this issue and return the balance of education, to one where all sectors are viewed as a coherent part of the same process, and that the process is for the benefit and wellbeing of society as a whole and not just as a means to satisfy an employer led skills agenda.

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1 [www.kcl.ac.uk/sspp/policy-institute/publications/Issuesandideas-alison-wolf-digital.pdf](http://www.kcl.ac.uk/sspp/policy-institute/publications/Issuesandideas-alison-wolf-digital.pdf)



## FURTHER EDUCATION

**Whilst we recognise the commitment and desire to fund other areas of the education sector to improve quality, tackle poverty and meet employer demands, the current the lack of policy for the further education sector is creating a black hole in which poverty thrives.**

Further education plays a vital role in helping to break the intergenerational cycle of poverty by providing both opportunities for young people from disadvantaged backgrounds and a 'second chance' for older people to help them exit low pay. However this service is being swiftly eroded though lack of funding and political commitment.

**UCU Wales call for the development a robust policy for further education** that will protect against the loss of a highly valuable, but little recognised part of the education family in Wales. It is vital that we ensure the continuation of further education for all, for the following reasons:

### THE PROVISION OF SECOND AND SUBSEQUENT LEARNING CHANCES

Traditionally, further education has provided second chance opportunities to adults who for whatever reason, did not achieve their potential at school. There are many bright, but late developers, who without further education, would not be making the positive contribution to Wales that they are now. The ability and need to gain qualifications for life does not stop at 19 years old. Opportunities to access a wide range of qualifications, at differing levels will become increasingly important as the working population ages, resulting in perhaps several career changes throughout working life. Supporting

older people to maintain and enhance their potential value to society will be of increasing significance to policy development of the future.

## **TO HELP TACKLE POVERTY**

Much emphasis has been placed on early years intervention and improving attainment of pupils eligible for free school meals. However evidence of the success of such intervention is patchy and points toward the effects of early intervention programmes being short lived and not sufficient to close the long-term attainment gap for disadvantaged children. Low educational attainment of parents, affects their children's development and progress at school. Further education supports an approach to family learning that enables all family members to enhance their learning and can support whole families who are vulnerable to poverty.

## **TO HELP REDUCE RELIANCE ON WELFARE**

Poverty is caused by low paid work as well as unemployment. Enabling more working people to gain access to qualifications, which will assist them out of in-work poverty, should take equal priority. We recognise the desire for employers to provide funding for the 'up-skilling' of their employees and agree that they should take responsibility for financing the acquisition of skills and qualifications that will directly benefit their business. However, this is likely to

leave many employees 'trapped', where the qualifications they need to change jobs to gain better pay and therefore reduce the need for 'in-work' benefits, are not funded by the employer and are too costly to fund themselves.

## **TO PROMOTE EQUALITY, SOCIAL MOBILITY AND COMMUNITY COHESION**

Poverty reduces opportunities and makes social mobility more difficult. Poverty is also associated with poor health and worklessness, which can separate people from mainstream society.

Current proposal to reduce the budget for part time courses by 50%, is likely to have disproportionate effect on women. In 2012-13 58% of all unique part time enrolments in FE were women and 59% of part time learners over 19, were women domiciled in deprived areas.

Education is an important tool in the promotion of equality and social cohesion, it can help to inform the ideas and thinking of our local and wider communities, it can help to break down the barriers of prejudice and intolerance. With the rise of the threat of radicalisation, it is increasingly important to provide alternative opportunities and viewpoints. Further education can help to prevent the alienation of those that might be vulnerable, through lack of available choice. Further education has a vital role to play in the education and integration of individuals, but it cannot do so without the adequate funding of adult education.

## TO ASSIST IN DELIVERING HIGH QUALITY APPRENTICESHIPS

We support moves to improve the quality and status of apprenticeship programmes in Wales and welcome the desire to create parity between the value of vocational and academic qualifications. Further education, with its teams of highly skilled and qualified vocational staff, is uniquely placed to provide the off-site training and education required to help realise this ambition.

If apprenticeships are to truly be seen as a high quality vocational pathway, there needs to be greater input from not just employers, but also those delivering the programmes. Lecturers in further education have a wealth of knowledge and experience that could be drawn upon to help develop a world class apprenticeship model. They are dual professionals, not just having industrial expertise but also that of teaching; giving them a unique role in the development of a skilled workforce.

## TO ASSIST THE DELIVERY OF HE IN FE

In line with the widening access agenda, we recognise the need for the growth of the provision of accessible, higher level qualifications. Investment in further education will be key to this vision, in order to enable staff in FE colleges access to appropriate CPD and manageable workloads, that allow

them to deliver the quality of provision expected at higher levels.

## TO ENSURE APPROPRIATE CONTINUOUS PROFESSIONAL DEVELOPMENT

In order for further education to recruit and retain highly motivated and qualified ‘dual professionals’, to deliver quality teaching and learning, policy development needs to focus on a framework that sets out the quality and level of CPD required. This should be a practitioner led approach, based on pedagogic principles and professional need, similar to the New Deal being developed for teachers in schools. However, for FE it must contain access to appropriate industrial updates and development.

As part of the New Deal, the Welsh Government has asked the newly formed Education Workforce Council (EWC) to develop an online portfolio to help record CPD. This is a clear signal as to the intent to increase the remit of the EWC to include the continuous professional development of lecturers and teachers.

The role of the EWC is to;

“...enhance the status of the workforce by promoting high standards of professional conduct and competence...”<sup>2</sup>

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2 [www.ewc.wales/site/index.php/en/](http://www.ewc.wales/site/index.php/en/)

Continuous professional development is an intrinsic component of 'competence' and is undoubtedly important in the mission to drive up educational standards and promote public confidence in the sector. It is fundamentally important that judgements of professional conduct and competence in the FE sector are based on expert understanding of the role of FE lecturers, to ensure that they are fair and appropriate. However, there is currently no representation for FE lecturers on the Education Workforce Council; a glaring omission of the skills, knowledge and expertise required of the Council to support this section of the Education Workforce.

This situation has occurred as a direct result of the changes in legislation made to set up the EWC. The democratic election of peers, which was part of the membership selection process for the former GCTW, has been completely removed and replaced by a system under which all members of the EWC are selected by Ministers. The consequences of this are clearly demonstrated by the total lack of FE lecturer representation within the Council.

In order to drive up standards in FE through the EWC, it will be vital that the Council has members with a clear understanding of the unique nature of FE and the subtle but important differences between compulsory and post compulsory classroom practice.

**UCU Wales call for this to be addressed through changes to the process to appointing members to the EWC, to include the 'election' of members** from nominations provided by the organisations listed in part one of schedule 2 of the Education Workforce Council (Membership and Appointment) (Wales) Regulation 2014, with further regulation to ensure that each category of registration is given equal representation on the Council.

## **TO ASSIST THE IMPLEMENTATION OF THE PROGRAMME FOR GOVERNMENT**

In addition to the strands of the Programme for Government already touched upon, a clear policy for the further education sector would assist in the efficiency and co-ordination of a wide range of initiatives. There is an implied reliance on the FE sector to support programmes such as Jobs Growth Wales, Basic Skills development, Welsh Language, changes to the provision for Addition Learning Needs and no doubt, to implement some of the recommendations from the Donaldson review of the curriculum. It is clear that the sector is seen as having an important part to play in many areas of Welsh life and as such is worthy of robust policy to define and protect its role in the collective provision of lifelong learning for everyone.

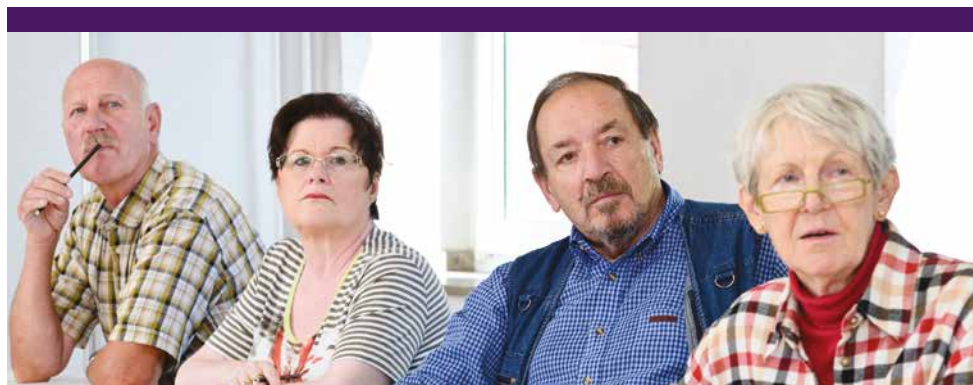
The role of further education is far more than a vocational extension of 6<sup>th</sup>

Form provision. It is a lifeline for many adults to improved health and wellbeing, as well as enhanced employment opportunities. It can be a tool for addressing economic and political needs, but it also empowers individuals to shape their own destiny.

If we are to develop a vibrant economy in Wales, that will be ready to tackle the unknown challenges ahead, we need

a system that can prepare and support all citizens through the challenges that each life stage brings, so that we can nurture creative and cohesive communities and a flexible workforce.

**UCU Wales therefore call for a commitment to publicly funded investment in a high quality, lifelong education at all levels.**



## HIGHER EDUCATION

**The effects of higher education in Wales are wide ranging; individual student futures are formed, lives are transformed, thousands of people are employed and economic growth is stimulated.**

Higher education promotes social cohesion, civic engagement and health and wellbeing. It provides much more than higher qualifications for individuals; it underpins much of what it is that makes Wales a vibrant, thriving and globally competitive nation.

### FUNDING AND STUDENT FEES

In recent years the funding of universities in Wales has changed significantly. UCU Wales policy is to oppose all fees for tuition, although, under the current system we support the assistance of Welsh domiciled

students through the provision of the fee grant. However we recognise that this is not sustainable in the long term and does not contribute to the building of a strong HE sector in Wales. **UCU Wales support the adoption of the ‘Scottish’ model as an alternative, with the intention of fostering a unique Welsh HE system and identity.**

Whatever the recommendations of the Diamond review may be, we would like to see Welsh Government endorse those elements that:

- Will ensure funding which allows for the long term planning needed to create stability.
- Will support not just the needs of employers, but also innovation and creativity in both staff and students.
- Will not burden future generations with debt.
- Will encourage the participation of all those who would benefit from higher education, whatever their circumstances.

Consideration should also be given to supporting universities that recruit at lower than usual entry tariffs and for recruiting students from “low participation” areas. It is noted that English universities receive subsidies to support such recruitment. Welsh universities currently have no funding to offset the additional costs of supporting able students whose circumstances have affected their prior attainment.

English universities receive a subsidy for each student studying an “expensive” degree subject (including most STEM subjects). Welsh universities receive nothing.

Taught postgraduate students at English universities can access student loans, whilst those at Welsh universities cannot and although we recognise that we need to avoid being divisive, we must acknowledge that Welsh universities now compete with English universities for students. By placing Welsh universities at a financial disadvantage, their ability to attract students by, for example providing more staff and better facilities is reduced.

From funding council figures it can be established that between the years 2011/12 and 2014/15 HEFCE funding allocated to institutions reduced by 40% and over the same period funding allocated to Welsh institutions reduced by 59%. The universities in Wales cannot be expected to deliver a competitive, world class higher education unless this inequitable situation is addressed and rectified.

**Therefore we ask that future policies address such anomalies, to ensure that HE in Wales is not disadvantaged.**

## **CONTRIBUTION TO THE ECONOMY AND WELL-BEING OF WALES**

The universities in Wales have a far wider influence than simply providing higher education for individuals.



Undoubtedly the qualifications and the experiences gained by students will change their lives, but the consequences will be felt by the communities in which they then live and work. Further, the benefits of research carried out in Welsh universities will be felt worldwide, such as research into dementia and heart disease. They also attract international students and businesses in to Wales, thus promoting global partnership. The universities are also major employers and by being so they also provide significant numbers of high skilled, well paid jobs which are needed if the Welsh economy is to successfully adapt and adjust. Crucially the universities provide the environment to promote the type of innovative and unique research that can only be financed through public expenditure, as the private sector is less likely to commit to investments that may not provide quick returns.

In terms of research, the Research Excellence Framework (2014) demonstrated that almost half (47%) of all research submitted was 'internationally excellent' and that almost a third (30%) was considered to be 'world leading'. For a comparatively small nation, this is a significant achievement; one that should be celebrated and promoted through funding mechanisms that will help to make Wales the place of choice to both study and work.

Higher education has an important role to play in terms of widening access

to educational opportunity. It plays a vital part in helping to tackle poverty, by offering opportunities and raising aspirations of those who would not otherwise participate in HE, through part time and foundation courses and through partnership with further education colleges. Such opportunities should be available to all people, not just the young.

**UCU Wales call for a commitment to continued investment in the sector to promote and sustain a sound research base in Wales and support widening access, part time and post-graduate study.**

## **ACADEMIC FREEDOM**

Individual academic freedom allows new ideas to be researched, advocated and published against existing orthodoxies, however inconvenient for the academic hierarchy, government or funders. One of the purposes of post-compulsory education is to serve the public interest through extending knowledge and understanding and fostering critical thinking and expression in staff and students, and then in society more widely. Academic freedom is essential to achieving these ends and therefore to the development of a civilised democracy. **UCU Wales would like to see the statutory protection of academic freedom extended to all staff working in teaching and research, including academic-related staff.** Freedom for academic staff to conduct research and publish

their findings without interference from institutions or commercial bodies is vital in extending knowledge and understanding of emerging issues in Wales. Academic freedom should therefore be a statutory right for staff involved in teaching and research at all Welsh further and higher education institutions. UCU is concerned that the freedoms to conduct research, teach, speak and publish without interference or penalty, are increasingly under threat in Welsh universities and colleges. Some of these threats stem from the changing nature of funding for Welsh research, in particular the dominance of research assessment, the economic approach of research and growing pressures on academics to seek commercial sponsorship. Increasingly selective research funding puts pressure on academics to research in particular UK priority areas, while commercialisation of research can restrict the timely dissemination of research findings into the public domain. UCU Wales is also concerned that the academic judgements of education professionals should not be overturned for non-educational reasons. Education professionals must have the ability to make decisions without fear of reprisal or penalty.

## **GOVERNANCE AND ACCOUNTABILITY**

UCU welcomes the decision of the Welsh Government to commit to the monitoring of pay for senior managers in both HE and FE. The past year has

seen some uncomfortable decisions for our members regarding their pay award, in the light of significant pay increases for some senior managers, which has been made more difficult by the current lack of transparency surrounding the decisions of remunerations panels. Now, more than ever, it is particularly important to ensure that every penny in the HE sector is spent wisely, for the benefit of all. It is currently unclear how the salaries of many leadership positions in further and higher education are decided; as a result, there is a democratic deficit in our education institutions. Introducing a requirement for detailed minutes of remuneration committees to be published, and vice-chancellor and executive salary packages to be fully disclosed would allow leaders to be held fully accountable for their actions.

**UCU Wales call upon any future Government in Wales to continue to monitor and to review the mechanisms for determining the pay of senior managers in both HE and FE and to increase transparency and accountability at education institutions.**

UCU Wales believes new measures are necessary to ensure that the governance of higher education institutions is democratic, representative and transparent, not only to promote public confidence but also that of the staff and students who learn, teach and carry out research. A number of recent examples of ill-advised financial

decisions at institutions in Wales highlight the need for the inclusion of staff, students and trade unions in the membership of governing bodies. **UCU Wales would welcome a commitment to the creation of a framework of governance that will support the democracy, transparency and accountability of our universities.**

## **FUNDING COUNCILS**

**UCU would like to see the re-establishment of a Joint Funding Council for Wales, in which a council for FE and HE is re-established under the leadership of a joint chief executive.** We believe that this would

be the best mechanism to support the development of healthy and vibrant FE and HE sectors in Wales. Both sectors receive significant amounts of public money and should be held accountable for that expenditure by an independent Funding Council for Wales.

UCU contend that both the FE and HE sector in Wales has suffered as a consequence of the regulatory changes which have taken place in Wales and we should like to see new regulations which will provide a regulatory framework to protect the future of both sectors and remove it from the vagaries of political party politics.

This manifesto sets out our vision for the post 16 education sector in Wales, one where the value of education is recognised in its own right, for the importance of providing opportunities to develop personal skills and not just a tool for delivering an employer skills agenda measured only by its economic value.

By addressing the issues outlined in this manifesto, the post 16 education sector in Wales will be able to play a crucial role in redressing the balance between economic and social needs. Through the development and enhancement of individuals, the communities of Wales will prosper, not just in economic terms, but as a fairer and more socially cohesive society.



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# UCU

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## GWNEUD I ADDYSG WEITHIO DROS BAWB



MANIFFESTO **UCU CYMRU** AR  
GYFER ETHOLIADAU'R CYNULLIAD  
CENEDLAETHOL 2016

## **Yr Undeb Prifysgolion a Cholegau (UCU) yw'r undeb llafur addysg ôl-16 mwyaf yn y DU. Fel rhan o'r sefydliad ehangach hwn, cynrychiola UCU Cymru dros 7,000 o ddarlithwyr addysg bellach ac addysg uwch yng Nghymru.**

Rydym yn ymgyrchu dros fwy o fuddsoddiad cyhoeddus yn y sector ôl-16, yn ogystal â chyflog teg ac amodau gwaihaith da i'n haelodau, fel y gall colegau a phrifysgolion Cymru ddarparu gwasanaeth addysg o safon uchel i bobl Cymru.

Mae addysg bellach ac addysg uwch yn hollbwysig ar gyfer datblygiad unigolyn, symudedd cymdeithasol ac economi lwyddiannus. Mae pobl o bob oedran yn elwa o ddsygu o ran cyflogadwyedd, lles, datblygiad personol a hunanhyder.

Mae colegau a phrifysgolion yn gyfranwyr economaidd allweddol, fel cyflogwyr lleol ac fel darparwyr hyfforddiant ac addysg ar gyfer y gweithlu y mae economïau lleol a Chymru gyfan yn dibynnu arno.

Er mwyn gwireddu ei botensial llawn i gymdeithas, rhaid i addysg a hyfforddiant fod wedi'u hariannu'n ddigonol ac ar gael i bawb. Dylai polisiâu fod yn seiliedig ar y dyb bod ysgolion, darparwyr addysg bellach a phrifysgolion, gyda'i gilydd, yn cynnig llwybr at gyfleoedd sy'n newid bywyd ac at economïau cryfach.

Yn ystod y blynyddoedd diwethaf, mae newidiadau i'r ffordd y caiff addysg bellach ac addysg uwch eu cyllido wedi dylanwadu ar ddiben canfyddedig y gwahanol sectorau. Caiff addysg bellach yn benodol ei weld fel braich alwedigaethol darpariaeth 6ed dosbarth ac mae'r ddau sector yn dod o dan

bwysau cynyddol i gydymffurfio ag anghenion cyflogwyr. Fel y crynhoir gan yr Athro Alison Wolf (2015)<sup>1</sup>

“Nid yw'r sefyllfa bresennol yn gynaliadwy yn ariannol. Caiff adnoddau eu dyrannu mewn modd hynod anghyfartal. Mae hefyd yn aneffeithlon ac mae'n beth drwg o ran 'datblygiad cyfalaf dynol', sy'n llywio ac yn cyfiawnhau polisi addysg yn gynyddol. Ym maes addysg ôl-19, rydym yn cynhyrchu llai a llai o gymwysterau technegwyr lefel uwch, tra'n cynyddu'r allbwn o raddau baglor cyffredinol a chymwysterau galwedigaethol lefel isel yn sylweddol. Rydym yn gwneud hyn oherwydd y cymhellion ariannol a'r strwythurau gweinyddol y mae llywodraethau eu hunain wedi'u creu, ac nid oherwydd galw gan y farchnad lafur, ac mae'r anghydbwysedd yn debygol o waethygu ymhellach. Felly mae angen i ni feddwl, ar fyrder, am ffyrdd o ariannu addysg ôl-19 a'i darparu mewn modd llawer mwy integredig.”

We need to seriously address this issue and return the balance of education, to one where all sectors are viewed as a coherent part of the same process, and that the process is for the benefit and wellbeing of society as a whole and not just as a means to satisfy an employer led skills agenda.

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# ADDYSG BELLACH

**Er ein bod yn cydnabod yr ymrwymiad a'r awydd i ariannu meysydd eraill yn y sector addysg er mwyn gwella ansawdd, mynd i'r afael â thlodi a diwallu anghenion cyflogwyr, mae'r diffyg polisi presennol ar gyfer y sector addysg bellach yn creu twll du lle mae tlodi yn ffynnu.**

Mae addysg bellach yn chwarae rhan hollbwysig i helpu i dorri'r cylch tlodi rhyng-genhedlaeth drwy gynnig cyfleoedd i bobl o gefndiroedd diffreintiedig ac 'ail gyfle' i bobl h n i'w helpu i ddianc rhag cyflog isel. Fodd bynnag, mae'r gwasanaeth hwn yn crebachu'n gyflym oherwydd diffyg cyllid ac ymrwymiad gwleidyddol.

**Mae UCU Cymru yn galw am ddatblygu polisi cadarn ar gyfer addysg bellach** a fydd yn diogelu rhan fach ond gwerthfawr iawn o fyd addysg yng Nghymru. Mae'n hollbwysig ein bod yn sicrhau parhad addysg bellach ar gyfer pawb, am y rhesymau canlynol:

## CYNNIG AILGYFLE DYSGU A CHYFLEOEDD DYSGU DILYNOL

Yn draddodiadol, mae addysg bellach wedi cynnig ailgyfle i oedolion nad ydynt, am ba reswm bynnag, wedi cyflawni eu potensial yn yr ysgol. Mae llawer o bobl ddisglair, ond a ddatblygodd yn hwyr, na fyddai wedi gwneud y cyfraniad cadarnhaol y maent yn ei wneud i Gymru nawr, oni bai am addysg bellach. Nid yw'r gallu na'r angen i ennill cymwysterau yn dod i ben yn 19 oed. Daw cyfleoedd i gael mynediad at amrywiaeth eang o gymwysterau, ar lefelau gwahanol, yn gynyddol bwysig wrth i'r boblogaeth sy'n gweithio heneiddio, gan arwain at sawl newid gyrfa o bosib yn ystod bywyd gwaith. Bydd cefnogi pobl h n i gynnal a gwella eu gwerth posibl i gymdeithas o

arwyddocâd cynyddol i ddatblygu polisi yn y dyfodol.

## **HELPU I FYND I'R AFAEL Â THLODI**

Rhoddir cryn bwyslais ar ymyriadau yn y blynyddoedd cynnar a gwella cyrhaeddiad disgyblion sy'n gymwys i gael prydau ysgol am ddim. Fodd bynnag, mae'r dystiolaeth o lwyddiant ymyriadau o'r fath yn anghyson ac yn awgrymu bod effeithiau rhaglenni ymyrryd yn gynnar yn fyrhoedlog ac yn annigonol er mwyn cau'r bwlch cyrhaeddiad hirdymor ar gyfer plant difreintiedig. Mae cyrhaeddiad addysgol isel rhieni yn effeithio ar ddatblygiad a chynnydd eu plant yn yr ysgol. Mae addysg bellach yn cefnogi dull o ddysgu fel teulu sy'n galluogi pob aelod o'r teulu i wella ei ddysgu a gall gefnogi teuluoedd cyfan sy'n agored i dlodi.

## **HELPU I LEIHOU DIBYNTIAETH AR Y GWASANAETH LLES**

Caiff tlodi ei achosi gan gyflogau isel yn ogystal â diweithdra. Dylai rhoi cyfle i ragor o bobl sy'n gweithio ennill cymwysterau, a fydd yn eu helpu i ddianc rhag tlodi tra mewn gwaith, fod yn flaenoriaeth ar y cyd. Rydym yn cydnabod yr awydd sydd gan gyflogwyr i ddarparu cyllid ar gyfer gwella sgiliau eu cyflogeion ac yn cytuno y dylent fod yn gyfrifol am ariannu'r broses o ddysgu sgiliau ac ennill cymwysterau o fydd o fudd uniongyrchol i'w busnes. Fodd bynnag, mae hyn yn debygol o adael cyflogeion 'yn gaeth', lle nad yw'r cymwysterau sydd eu hangen amynt

i newid swyddi i ennill gwell cyflog, ac felly lleihau'r angen am fudd-daliadau 'mewn gwaith', yn cael eu hariannu gan y cyflogwr ac maent yn rhy ddrud i'w hariannu eu hunain.

## **HYRWYDDO CYDRADDOLDEB, SYMUDEDD CYMDEITHASOL A CHYDLYNIAD CYMUNEDOL**

Mae tlodi'n lleihau cyfleoedd ac yn gwneud symudedd cymdeithasol yn anoddach. Mae tlodi hefyd yn gysylltiedig ag iechyd gwael a diweithdra, a all wahanu pobl oddi wrth gymdeithas brif-ffrwd.

Mae'r cynnig presennol i leihau'r gyllideb ar gyfer cyrsiau rhan amser 50% yn debygol o effeithio'n anghymesur ar ferched. Yn 2012-13, roedd 58% o holl gofrestrïadau rhan-amser mewn addysg bellach gan ferched ac roedd 59% o ddysgwyr rhan-amser dros 19 oed yn ferched a oedd yn byw mewn ardaloedd difreintiedig.

Mae addysg yn arf pwysig wrth hyrwyddo cydraddoldeb a chydlyniad cymdeithasol, gall helpu i lywio syniadau a ffyrdd o feddwl yn ein cymunedau lleol ac yn ehangach a gall fynd i'r afael â rhwystrau a achosir gan ragfarn ac anoddefgarwch. Yn sgil bygythiad radicaleiddio, mae'n gynyddol bwysig cynnig cyfleoedd a safbwyntiau amgen. Gall addysg bellach helpu i atal ymddieithrio ymhlith y rhai sy'n agored i radicaliaeth oherwydd y diffyg dewis sydd ar gael. Mae gan addysg bellach rôl hollbwysig i'w chwarae i addysgu ac integreiddio unigolion, ond



ni all wneud hynny heb ariannu digonol ar gyfer addysg oedolion.

## **CYNORTHWYO I DDARPARU PRENTISIAETHAU O ANSAWDD UCHEL**

Rydym yn cefnogi'r camau i wella ansawdd a statws rhaglenni prentisiaeth yng Nghymru ac yn croesawu'r awydd i sicrhau cydraddoldeb rhwng gwerth cymwysterau galwedigaethol ac academiaidd. Mae addysg bellach, gyda'i dimau o staff galwedigaethol hyfedr a chymwysedig, mewn sefyllfa ddefnyddol i gynnig yr hyfforddiant a'r addysg oddi ar y safle sydd ei angen i helpu i wireddu'r uchelgais hwn.

Er mwyn i brentisiaethau yn wir gael eu gweld fel llwybr galwedigaethol o ansawdd uchel, mae angen mwy o fewnbwn nid yn unig gan y cyflogwyr ond hefyd gan y rhai sy'n cyflwyno'r rhaglenni. Mae gan ddarlithwyr addysg bellach gyfoeth o wybodaeth a phrofiad y gellir ei ddefnyddio i helpu i ddatblygu model prentisiaeth o'r radd flaenaf. Maent yn weithwyr proffesiynol deul, sydd â phrofiad o addysgu yn ogystal ag arbenigedd diwydiannol, sy'n rhoi rôl unigryw iddynt o ran datblygu gweithlu medrus.

## **CYNORTHWYO I GYFLWYNO ADDYSG UWCH MEWN ADDYSG BELLACH**

Yn unol â'r agenda ehangu mynediad, rydym yn cydnabod yr angen am dwf yn y cymwysterau hygyrch, lefel uwch a

ddarperir. Bydd buddsoddi mewn addysg bellach yn allweddol i'r weledigaeth hon, er mwyn galluogi staff mewn colegau addysg bellach i gael gafael ar DPP priodol a chael llwythi gwaith hydrin, sy'n eu galluogi i gyflwyno darpariaeth o'r safon a ddisgwyliir ganddynt at lefelau uwch.

## **SICRHAU DATBLYGIAD PROFFESIYNOL PARHAUS PRIODOL**

Er mwyn i addysg bellach allu recriwtio a chadw 'gweithwyr proffesiynol deul' sy'n llawn cymhelliant ac sy'n gymwys i gyflwyno'r addysgu a'r dysgu'r at y safon sy'n ofynnol, yna rhaid datblygu polisi drwy ganolbwyntio ar fframwaith sy'n nodi safon a lefel y DPP sy'n ofynnol. Dylai hyn fod yn ddull o weithredu o dan arweiniad ymarferwyr, yn seiliedig ar egwyddorion addysgeg ac anghenion proffesiynol, sy'n debyg i'r Fargen Newydd sy'n cael ei datblygu ar gyfer athrawon mewn ysgolion. Fodd bynnag, ar gyfer addysg bellach, rhaid iddo gynnwys mynediad priodol at ddiweddariadau a datblygiadau diwydiannol.

Fel rhan o'r Fargen Newydd, mae Llywodraeth Cymru wedi gofyn i'r Cyngor y Gweithlu Addysg newydd ddatblygu portffolio ar-lein i helpu i gofnodi DPP. Mae hyn yn arwydd clir o'r bwriad i gynyddu cylch gwaith y Cyngor i gynnwys datblygiad proffesiynol parhaus darlithwyr ac athrawon.

Rôl y Cyngor yw;

“...gwella statws y gweithlu drwy hybu'r safonau uchaf o ymddygiad a chymhwysedd proffesiynol...”<sup>2</sup>

Mae datblygiad proffesiynol parhaus yn elfen annatod o 'gymhwysedd' ac, yn ddiaw, mae'n bwysig i'r genhadaeth o wella safonau addysgol ac ennyn hyder y cyhoedd yn y sector. Mae'n hollbwysig bod llunio barn ar ymddygiad a chymhwysedd proffesiynol yn y sector addysg bellach yn seiliedig ar ddealltwriaeth arbenigol o rôl darlithwyr addysg bellach, er mwyn sicrhau bod hynny'n deg ac yn briodol. Fodd bynnag, nid oes cynrychiolaeth gan ddarlithwyr addysg bellach ar Gyngor y Gweithlu Addysg ar hyn o bryd; bwlch amlwg yn y sgiliau, y wybodaeth a'r arbenigedd y mae'n ofynnol i'r Cyngor feddu arnynt er mwyn cefnogi'r rhan hon o'r Gweithlu Addysg.

Mae'r sefyllfa hon yn deillio o ganlyniad uniongyrchol i'r newidiadau a wnaed i ddeddfwriaeth er mwyn sefydlu'r Cyngor. Cafodd y broses o ethol cymheiriaid yn ddemocrataidd, a oedd yn rhan o broses dethol aelodaeth yr hen CynACC, ei diddymu ac yn ei lle daeth system lle mae pob aelod o'r Cyngor yn cael ei ddethol gan Weinidogion. Dangosir canlyniadau hyn yn glir gan ddiffyg unrhyw gynrychiolaeth gan ddarlithwyr addysg bellach o fewn y Cyngor.

Er mwyn gwella safonau ym maes addysg bellach drwy'r Cyngor, mae'n hollbwysig bod gan y Cyngor aelodau sydd â dealltwriaeth glir o natur unigryw addysg bellach a'r gwahaniaethau bach ond

pwysig rhwng arferion ystafell ddosbarth mewn addysg orfodol ac ôl-orfodol.

**Mae UCU Cymru yn galw am fynd i'r afael â hyn drwy newid y broses o benodi aelodau'r Cyngor, i gynnwys 'ethol' aelodau** o enwebiadau a ddarperir gan y sefydliadau a restrir yn rhan un o atodlen 2 i Reoliadau Cyngor y Gweithlu Addysg (Aelodaeth a Phenodi) (Cymru) 2014, ynghyd â rheoleiddio pellach i sicrhau bod gan bob categori cofrestru gynrychiolaeth gyfartal ar y Cyngor.

## **CYNORTHWYO GYDA'R GWAITH O WEITHREDU'R RHAGLEN LYWODRAETHU**

Yn ogystal â meysydd y Rhaglen Lywodraethu a gyfeirir atynt eisoes, byddai polisi clir ar gyfer y sector addysg bellach yn cynorthwyo gydag effeithlonrwydd a chydlynw amrywiaeth eang o fentrau. Mae dibyniaeth ymhlyg ar y sector addysg bellach i gynorthwyo rhaglenni megis Twf Swyddi Cymru, datblygu Sgiliau Sylfaenol, Yr Iaith Gymraeg, newidiadau i ddarpariaeth Anghenion Dysgu Ychwanegol ac, mae'n si r, i weithredu rhai o'r argymhellion o adolygiad Donaldson o'r cwricwlwm. Mae'n glir bod y sector yn cael ei ystyried yn un sydd â rôl bwysig i'w chwarae mewn sawl maes ym mywyd Cymru, ac felly mae'n deilwng o bolisi cadarn i ddiffinio a gwarchod ei rôl yn narpariaeth gyfun dysgu gydol oes i bawb.

Mae rôl addysg bellach yn llawer mwy nag estyniad galwedigaethol i ddarpariaeth 6<sup>ed</sup> Dosbarth. Mae'n hollbwysig i lawer o oedolion ar gyfer

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2 [www.ewc.wales/site/index.php/cy/](http://www.ewc.wales/site/index.php/cy/)

gwella eu hiechyd a'u lles, yn ogystal â gwella cyfleoedd cyflogaeth. Gall fod yn adnodd ar gyfer mynd i'r afael ag anghenion economaidd a gwleidyddol, ond mae hefyd yn grymuso unigolion i lywio eu dyfodol eu hunain.

Os ydym am ddatblygu economi sy'n ffynnu yng Nghymru, a fydd yn barod i fynd i'r afael â heriau anhysbys y dyfodol, mae angen system arnom a all baratoi

dinasyddion a'u helpu drwy'r heriau a ddaw ymhob cam o fywyd, fel y gallwn feithrin cymunedau creadigol a chydlynol a gweithlu hyblyg.

**Mae UCU Cymru felly'n galw am ymrwymiad i fuddsoddiad a ariennir yn gyhoeddus mewn addysg gydol oes o ansawdd uchel ar bob lefel.**



## ADDYSG UWCH

**Mae effeithiau addysg uwch yng Nghymru yn eang eu cwmpas; ffurfir dyfodol myfyrwyr unigol, trawsnewidir bywydau, cyflogir miloedd o bobl ac ysgogir twf economaidd.**

Mae addysg uwch yn hyrwyddo cydlyniad cymdeithasol, ymgysylltu dinesig ac iechyd a lles. Mae'n cynnig llawer mwy na chymwysterau uwch i unigolion; mae'n sail i lawer o'r hyn sy'n gwneud Cymru'n wlad fywiog, ffyniannus sy'n gystadleuol ledled y byd.

### ARIANNU A FFIODD MYFYRWYR

Yn ystod y blynyddoedd diwethaf, mae'r dull o ariannu prifysgolion yng Nghymru wedi newid yn sylweddol. Polisi UCU Cymru yw gwrthwynebu holl ffioedd dysgu, er, o dan y drefn bresennol, rydym yn cefnogi'r polisi o gynorthwyo myfyrwyr

sy'n byw yng Nghymru drwy ddarparu'r grant ffioedd. Fodd bynnag, rydym yn cydnabod nad yw hyn yn gynaliadwy yn yr hirdymor ac nad yw'n cyfrannu at adeiladu sector addysg uwch cryf yng Nghymru. Mae UCU Cymru yn cefnogi mabwysiadu model 'Albanaid' fel dull amgen, gyda'r bwriad o feithrin system addysg uwch a hunaniaeth Gymreig unigryw.

Beth bynnag fo argymhellion adolygiad Diamond, hoffem weld Llywodraeth Cymru yn cadarnhau'r elfennau hynny a fydd yn gwneud y canlynol:

- Sicrhau cyllid a fydd yn galluogi cynllunio ar gyfer yr hirdymor sy'n angenrheidiol i greu sefydlogrwydd.
- Cefnogi nid yn unig anghenion cyflogwyr, ond hefyd arloesed a chreadigrwydd staff a myfyrwyr.
- Peidio â rhoi baich dyled ar genedlaethau'r dyfodol.
- Annog y rhai a fyddai'n elwa o addysg uwch i gymryd rhan, beth bynnag fo'u sefyllfa.

Dylid hefyd ystyried cefnogi prifysgolion sy'n recriwtio ar dariffau is na'r cyffredin ac i recriwtio myfyrwyr o ardaloedd "cyfranogiad isel". Nodir bod prifysgolion Lloegr yn cael cymhorthdal ar gyfer recriwtio o'r fath. Nid yw prifysgolion Cymru yn derbyn cyllid i wrthbwysu'r costau ychwanegol sy'n gysylltiedig â chefnogi myfyrwyr galluog y mae eu hamgylchiadau wedi effeithio ar eu cyrhaeddiad blaenorol.

Mae prifysgolion Lloegr yn cael cymhorthdal ar gyfer pob myfyriwr sy'n astudio gradd "drud" (gan gynnwys

y mwyafrif o bynciau STEM). Nid yw prifysgolion Cymru yn cael dim byd.

Mae gan fyfyrwyr ôl-raddedig a addysgir ym mhrifysgolion Lloegr fynediad at fenthyciadau myfyrwyr, ond nid oes gan fyfyrwyr ym mhrifysgolion Cymru fynediad atynt, ac er ein bod yn cydnabod na ddylid bod yn gynhennus, rhaid i ni gydnabod bod prifysgolion Cymru bellach yn cystadlu â phrifysgolion Lloegr am fyfyrwyr. Drwy roi prifysgolion Cymru o dan anfantais ariannol, cyfyngir ar eu gallu i ddenu myfyrwyr drwy, er enghraifft, ddarparu mwy o staff a chyfleusterau gwell.

Gellir gweld o ffigurau'r cyngor cyllido bod y cyllid a ddyrennir gan Gyngor Cyllido Addysg Uwch Lloegr wedi gostwng 40% rhwng 2011/12 a 2014/15, ac yn ystod yr un cyfnod roedd y cyllid a ddyrennir i sefydliadau yng Nghymru wedi gostwng 59%. Ni ellir disgwyl i brifysgolion Cymru ddarparu addysg gystadleuol o'r radd flaenaf onid eid i'r afael â'r sefyllfa annheg hon. Gofynnwn felly fod polisiau yn y dyfodol yn mynd i'r afael ag anghysondebau o'r fath, i sicrhau nad yw addysg uwch yng Nghymru o dan anfantais.

## **CYFRANNU AT ECONOMI A LLES CYMRU**

Mae gan brifysgolion Cymru ddylanwad llawer ehangach na chynnig addysg uwch i unigolion yn unig. Heb os, bydd y cymwysterau a enillir a'r profiadau a geir gan y myfyrwyr yn newid eu bywydau, ond caiff yr effeithiau gweld yn y cymunedau y byddant yn byw ac yn gweithio ynddynt. Ymhellach, caiff y budd o waith ymchwil

a gynhelir ym mhrifysgolion Cymru ei weld yn fyd-eang, fel gwaith ymchwil i d dementia a chlefyd y galon. Maent hefyd yn denu myfyrwyr a busnesau rhyngwladol i Gymru, gan feithrin partneriaeth fyd-eang. Mae'r prifysgolion hefyd yn gyflogwyr mawr a thrwy hynny maent yn darparu nifer sylweddol o swyddi sgiliau uchel sy'n talu'n dda, sydd eu hangen os yw economi Cymru am addasu'n llwyddiannus. Yn hollbwysig, mae prifysgolion yn cynnig yr amgylchedd i hyrwyddo'r math o waith ymchwil arloesol ac unigryw na ellir ond ei ariannu drwy wariant cyhoeddus, gan fod y sector preifat yn llai tebygol o ymrwymo i fuddsoddiadau na fyddant yn arwain at enillion buan.

O ran gwaith ymchwil, dangosa'r Fframwaith Rhagoriaeth Ymchwil bod bron i hanner (47%) yr holl waith ymchwil a gyflwynwyd yn 'ardderchog yn rhyngwladol' ac ystyrir bod bron i draean (30%) 'yn arwain y blaen yn fyd-eang'. Am wlad mor fach, mae hyn yn gyflawniad arwyddocaol; un y dylid ei ddathlu a'i hyrwyddo drwy fecanweithiau ariannu a fydd yn helpu i wneud Cymru yn ddewis le ar gyfer astudio a gweithio.

Mae gan addysg uwch rôl bwysig i'w chwarae o ran ehangu mynediad at gyfleoedd addysgol. Mae'n chwarae rhan hollbwysig i fynd i'r afael â thlodi, drwy gynnig cyfleoedd a chodi dyheadau'r rhai na fyddent fel arall yn astudio ar lefel addysg uwch, drwy gyrsiau rhan-amser a chyrsiau sylfaen a thrwy bartneriaeth â cholegau addysg bellach. Dylai cyfleoedd o'r fath fod ar gael i bawb, ac nid dim ond i'r ifanc.

**Mae UCU Cymru yn galw am ymrwymiad i barhau i fuddsoddi yn y sector er mwyn hyrwyddo a chynnal sylfaen gwaith ymchwil cadarn yng Nghymru a chefnogi ehangu mynediad, astudio rhan-amser ac astudio ôl-raddedig.**

## **RHYDDID ACADEMAIDD**

Mae rhyddid academiaidd unigol yn galluogi ymchwilio i syniadau newydd sy'n mynd yn groes i'r hyn a gredir yn gyffredinol, dadlau o'u plaid a'u cyhoeddi, waeth pa mor anghyfleus yw hynny i'r hierarchaeth academiaidd, y llywodraeth neu gyllidwyr. Un o ddiibenion addysg ôl-orfodol yw gweithredu er lles y cyhoedd drwy ehangu gwybodaeth a dealltwriaeth a meithrin dull o feddwl a mynegi yn feimiadol ymysg staff a myfyrwyr, ac yna mewn cymdeithas yn ehangach. Mae rhyddid academiaidd yn hanfodol er mwyn cyflawni'r nodau hyn ac felly ddatblygu cymdeithas waraidd. **Hoffai UCU Cymru weld diogelwch statudol i ryddid academiaidd yn cael ei estyn i bob aelod o staff sy'n gweithio ym maes addysgu ac ymchwil, gan gynnwys staff sy'n ymwneud â gwaith academiaidd.**

Mae'r rhyddid i staff academiaidd gynnal gwaith ymchwil a chyhoeddi eu canfyddiadau heb ymyrraeth gan sefydliadau na chyrrff masnachol yn hollbwysig er mwyn ehangu ein gwybodaeth a'n dealltwriaeth o faterion a ddaw i'r amlwg yng Nghymru. Dylai rhyddid academiaidd felly fod yn hawl statudol i staff sy'n ymwneud ag addysgu ac ymchwil ym mhob sefydliad addysg bellach ac addysg uwch yng Nghymru.

Mae UCU yn pryderu bod y rhyddid i gynnal gwaith ymchwil, addysgu, siarad neu gyhoeddi heb ymyrraeth na chosb, o dan fygythiad cynyddol ym mhrifysgolion a cholegau Cymru. Mae rhai o'r bygythiadau hyn yn deillio o natur newidiol y modd y caiff gwaith ymchwil ei ariannu yng Nghymru, yn benodol goruchafiaeth asesiad ymchwil, ymagwedd economegaid tuag at ymchwil a phwysau cynyddol ar academyddion i ddod o hyd i nawdd masnachol. Mae cyllid ymchwil sy'n gynyddol ddeddholus yn rhoi pwysau ar academyddion i gynnal gwaith ymchwil mewn meysydd â blaenoriaeth benodol i'r DU, tra gall masnacholi gwaith ymchwil gyfyngu ar y gallu i ledaenu canfyddiadau'r gwaith ymchwil yn gyhoeddus mewn modd amserol. Mae UCU Cymru hefyd yn pryderu na ddylai barn academaidd gweithwyr addysg proffesiynol gael ei gwrthdroi am resymau anaddysgol. Rhaid bod gweithwyr addysg proffesiynol yn gallu gwneud penderfyniadau heb ofn dialedd na chosb.

## LLYWODRAETHU AC ATEBOLRWYDD

Mae UCU yn croesawu penderfyniad Llywodraeth Cymru i ymrwmo i fonitro cyflogau uwch reolwyr mewn addysg uwch ac addysg bellach. Gwelwyd rhai penderfyniadau anghyffyrddus i'n haelodau o ran eu dyfarniad cyflog, yn sgil codiadau sylweddol yng nghyflogau rhai uwch reolwyr, a gwnaed hyn yn anoddach oherwydd y diffyg tryloywder ar hyn o bryd yngl n â phenderfyniadau'r paneli cydnabyddiaeth. Mae'n arbennig

o bwysig nawr, yn fwy nag erioed, i sicrhau bod pob ceiniog yn y sector addysg uwch yn cael ei gwario'n ddoeth, er budd pawb. Mae'n aneglur ar hyn o bryd sut y penderfynir ar gyflogau nifer o rolau arwain mewn addysg bellach ac addysg uwch; ac o ganlyniad, mae diffyg democrataidd yn ein sefydliadau addysg. Byddai cyflwyno gofyniad i gyhoeddi cofnodion manwl pwyllgorau cydnabyddiaeth, a datgelu pecynnau cyflog is-gangellorion a swyddogion gweithredol, yn sicrhau bod arweinwyr yn gwbl atebol am eu gweithredoedd. **Mae UCU Cymru yn galw ar unrhyw Llywodraeth Cymru yn y dyfodol i barhau i fonitro'r mecanweithiau ar gyfer pennu cyflogau uwch reolwyr mewn addysg uwch ac addysg bellach ac i wella tryloywder ac atebolrwydd mewn sefydliadau addysg.**

Cred UCU Cymru fod angen mesurau newydd i sicrhau bod trefniadau llywodraethu sefydliadau addysg yn ddemocrataidd, yn gynrychioliadol ac yn dryloyw, nid dim ond i ennyn hyder y cyhoedd ond hefyd hyder y staff a'r myfyrwyr sy'n dysgu, addysgu ac yn cynnal gwaith ymchwil. Mae nifer o enghreifftiau diweddar o benderfyniadau ariannol annoeth mewn sefydliadau yng Nghymru wedi nodi'r angen i gynnwys staff, myfyrwyr ac undebau llafur fel aelodau o gyrff llywodraethu. **Byddai UCU Cymru yn croesawu ymrwymiad i greu fframwaith llywodraethu a fydd yn cefnogi democratiaeth, tryloywder ac atebolrwydd ein prifysgolion.**

## CYNGHORAU CYLLIDO

**Hoffai UCU weld Cydgyngor Cyllido Cymru yn cael ei ailsefydlu, lle byddai cyngor ar gyfer addysg bellach ac addysg uwch yn cael ei ailsefydlu o dan arweinyddiaeth prif weithredwr ar y cyd.** Credwn mai hon fyddai'r system orau i gynorthwyo datblygiad sectorau addysg bellach ac addysg uwch iach a bywiog yng Nghymru. Mae'r ddau sector yn cael symiau sylweddol o

arian cyhoeddus a dylent fod yn atebol am y gwariant hwnnw i Gyngor Cyllido annibynnol i Gymru.

Mae UCU yn dadlau bod y sector addysg bellach a'r sector addysg uwch yng Nghymru wedi dioddef o ganlyniad i newidiadau rheoliadol sydd wedi digwydd yng Nghymru a hoffem weld rheoliadau newydd a fyddai'n cynnig fframwaith rheoliadol i warchod dyfodol y ddau sector a'u gwarchod rhag mympwy gwleidyddiaeth plaid.

Mae'r manifesto hwn yn nodi ein gweledigaeth ar gyfer y sector addysg ôl-16 yng Nghymru, un lle caiff gwerth addysg ei gydnabod yn ei rhinwedd ei hun, am bwysigrwydd cynnig cyfleoedd i ddatblygu sgiliau personol ac nid dim ond fel adnodd i gyflawni agenda sgiliau cyflogwyr a fesurir yn ôl eu gwerth economaidd yn unig.

Drwy fynd i'r afael â'r materion a godir yn y manifesto hwn, bydd y sector addysg ôl-16 yng Nghymru yn gallu chwarae rôl allweddol i unioni'r cydbwysedd rhwng anghenion economaidd a chymdeithasol. Drwy ddatblygu a gwella unigolion, bydd cymunedau Cymru yn ffynnu, nid unig yn economaidd, ond hefyd fel cymdeithas decach a mwy cydlynol.



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