

## Cofnodion Panel Ansawdd 14/10/09 - 10.30yb Ystafell Madog, Coleg Llandrillo

**Presennol:** Gwenan Owain, Llysfasi; Helen Pritchard Jones, Coleg Iâl; Pam Evans Hughes, CCiO; David Hedley Williams, Nant Gwrtheyrn; James Nelson, Coleg Llandrillo; Jane Watkins, Coleg Llysfasi; Ifor Gruffydd, CCiO; Elwyn Hughes, Prifysgol Bangor; Diane Martin, Coleg Glannau Dyfrdwy; Liz Williams, Coleg Glannau Dyfrdwy; Ann Rhian Hughes, Coleg Menai; Meira Evans, Popeth Cymraeg; Haydn Hughes, CCiO; Sian Davies, CCiO; Ellen Roberts, CCiO

**Ymddiheuriadau:** Phil Bassett, Prifysgol Glyndwr; Jina Gwyrfai, CCiO

**Ethol Cadeirydd:** Cynigwyd fod Gwenan Owain yn aros fel Cadeirydd am flwyddyn arall, nid oedd unrhyw welliant ac fe gytunodd Gwenan i barhau a'r gwaith. Diolchwyd iddi am ei gwasanaeth diflino. (Cynigydd - Elwyn Hughes; Eilydd - James Nelson).

Cafodd Atodiad 1, Atodiad 2, Atodiad 3, Atodiad 4 ac Atodiad 5 eu dosbarthu gyda'r agenda cyn y cyfarfod.

### 1. Cofnodion cyfarfod 17/06/09 (Atodiad 1) – nodwyd rhai camgymeriadau:

Pwynt 8 o'r cofnodion Cymraeg – **Cynllun Dysgu Unigol**

Trydydd pwynt bwled Pwynt 5 o'r cofnodion Saesneg – **ILP**

Pwynt 8 o'r cofnodion Saesneg – **Individual Learning Plan .... ILP**

Ar ôl cywiro'r uchod derbyniwyd fod y cofnodion yn gywir.

### 2. Materion yn codi o'r cofnodion

3. Mesur Perfformiad - APADGOS wedi comisiynu adroddiad ar y modd y cesglir data yn genedlaethol ond dim gwybodaeth bellach ar hyn o bryd.

6. Meincnodi - parhau i ddisgwyl i APADGOS benderfynu sail y data y maent ei angen, dim datblygiad pellach ar hyn o bryd.

9. Arsylwadau Blynyddol - ar ôl ystyried ymhellach penderfynwyd na fydd dau adroddiad yn cael ei baratoi ar y tiwtor, yn hytrach bydd arsylwyr yn derbyn hyfforddiant er mwyn ysgrifennu adroddiad mewn arddull newydd, sy'n fwy cyfeillgar ond eto'n ateb gofynion ESTYN.

3. **Arholiadau** (Atodiad 2) - cyflwynodd HH yr adroddiad gan nodi fod y ffigurau'n awgrymu gostyngiad ar y flwyddyn, o edrych yn fanylach gwelir fod cynnydd dros ddwy flynedd ac o ddiystyru ymgeiswyr o'r heddlu sydd wedi dilyn llwybr achredu gwahanol yn 2009 ar lefel Mynediad, gwelir fod cynnydd wedi ei wneud.

Bu newid yn fformat yr arholiadau a chodwyd trothwy llwyddo yn 2009 sydd yn golygu fod mwy wedi methu, mae canlyniadau'r Gogledd yn cymharu'n ffafriol gyda'r sefyllfa yn genedlaethol. Nododd HH fod y clod am hyn i'r tiwtoriaid am eu gwaith paratoi ac mai o'r sefydliadau hynny lle nad oes strategaeth baratoi y daeth y mwyafrif o'r ymgeiswyr na fu yn llwyddiannus.

4. **Fframwaith Ansawdd ac Effeithiolrwydd APADGOS** (Atodiad 3) - eglurodd HH ei fod yn aelod o'r Grŵp sy'n ystyried hyn a'i fod wedi bod mewn cyfarfod yn ddiweddar yn trafod y tri phapur y cyfeirir atynt yn yr adroddiad. Arweiniodd yr aelodau trwy gynnwys Atodiad 3.

Cafwyd peth trafodaeth ynglŷn â:

#### Phapur 2 – Llais y Dysgwr

-roedd y Ganolfan wedi ystyried comisiynu QDP i gasglu barn dysgwr fel y trafodwyd mewn pwyllgorau blaenorol, canfu y byddai cost hyn yn £20,000 o gasglu barn pob dysgwr CiO yn y Gogledd. Bydd y gwaith yma yn cael ei wneud gan APADGOS eleni fel rhan o'u cynllun peilot, gan arbed cost i'r Ganolfan. Fodd bynnag rhaid ystyried y dyfodol a gofynnwyd am farn y panel. Cafwyd y sylwadau canlynol

- cwestiynau craidd – eu tynnu allan os yn amherthnasol ac ychwanegu cwestiynau mwy perthnasol i faes CiO
- rhaid i bob sefydliad a phob Canolfan CCiO ofyn yr un cwestiynau
- cymharwyd adolygiad trwy'r post ac adolygiad ar-lein, manteision i'r ddwy system
- Coleg Glannau Dyfrdwy a Choleg Llandrillo yn adolygu sampl o ddysgwyr yn unig
- mae'n anodd rhoi adborth i ddysgwyr cymunedol ynglŷn â'r camau sy'n cael eu cymryd fel ymateb i ganlyniadau'r ymchwil - Coleg Glannau Dyfrdwy a Llandrillo yn gwneud hyn drwy bosteri, grwpiau ffocws, cyfarfodydd tîm ayyb. Mae Prifysgol Bangor yn cynnal arolwg o bob dysgwr ond nid oes trefn ffurfiol ar gyfer cyflwyno adborth i'r dysgwyr ar hyn o bryd.
- mae arolwg ar bapur yn costio dwy neu dair gwaith yn fwy nag arolwg ar lein

#### Phapur 3 – Cyfranogaeth y dysgwr

mae yna ddysgwyr ar baneli ansawdd a bwrdd llywodraethol colegau unigol e.e. dysgwr Cymraeg i Oedolion ydi'r cynrychiolydd yma yng Ngholeg Llysfasi. Mae hyn yn ateb y gofynion mewn

sefydliadau unigol, byddai'n amhosib ei weithredu ar draws y rhanbarth, felly'r Ganolfan i sicrhau fod strategaeth darparwyr yn cynnwys dysgwr ar eu paneli.

Byddai cynnal grwpiau ffocws gan ddefnyddio cynhadledd fideo yn bosibilrwydd.

**5. Fframwaith Newydd Estyn (Atodiad 4)** - eglurodd HH fod adroddiad llawn i'w gweld ar wefan ESTYN ac arweiniodd yr aelodau drwy atodiad 4 sef crynodeb yr oedd wedi paratoi o'r prif bwyntiau perthnasol. Bydd ESTYN yn cynnal arolwg yng Ngwynedd a Môn yn Chwefror 2010 gan ddefnyddio elfennau o'r drefn newydd a'r hen drefn. Byddant yn eithrio Cymraeg i Oedolion ond maent wedi datgan y byddant yn awyddus i weld fod y Ganolfan yn chwarae rhan lawn yn rhwydwaith darpariaeth Gwynedd a Môn. Bydd rhaid sicrhau fod AHA a CDA y Ganolfan yn ei le, yn gywir ac yn gyfredol, h.y. yn cael ei ddiweddarau'n gyson o hyn ymlaen.

**6. Argymhellion ESTYN** - yn dilyn arolwg ym Merthyr Tudful Mawrth 2009 (Atodiad 5) - cyflwynodd SD atodiad 5 oedd yn rhoi cip ar yr argymhellion yn deillio o'r arolwg. Nododd rai meysydd allai fod yn berthnasol i ninnau

- datblygu dealltwriaeth o ADCDF
- gwella'r cymorth ar gyfer dysgwyr ag anghenion dysgu ychwanegol
- cefnogi pob dysgwr i wneud defnydd gwell o CDUau
- monitro presenoldeb dysgwyr yn fwy effeithiol
- cyfraddau cwblhau a chyrhaeddiad ar lefel Mynediad yn broblem gyffredinol drwy Gymru
- angen sylw i lefel presenoldeb ac effaith hyn ar gynnydd dysgwr

**7. Adroddiad Hunan Asesu a Chynllun Datblygu Ansawdd**

Mae canllawiau newydd APADGOS ar gael ar eu gwefan - y meysydd perthnasol i Gymraeg i Oedolion yw - ADCDF; Allbynnau Meddal; Sgiliau Sylfaenol; Llais y Dysgwr.

Mae'r Ganolfan wedi anfon holiadur i ddarparwyr a'i bwrpas yw bwydo mewn i'w AHA, rhaid cael hwn yn ôl erbyn 23ain Hydref a bydd cyfarfod arbennig o'r Panel Ansawdd yn cael ei gynnal ddiwedd Tachwedd i drafod yr AHA. Os bydd pwyntiau gweithredu yn codi o ganlyniad i'r wybodaeth yn yr holiadur bydd y Ganolfan yn cysylltu â'r darparwr unigol. Byddai'r Ganolfan yn gwerthfawrogi adborth darparwyr i'r holiadur.

**8. Arsyllwadau Blynyddol y Ganolfan** - mae trefniadau ar y gweill i arsylwi tiwtoriaid Gwynedd a Môn ym mis Tachwedd. Hyfforddiant wedi ei drefnu i'r tîm arsylwi ac i'r tiwtoriaid fydd yn cael eu harsylwi. Mae rhai newidiadau wedi eu gwneud i'r ffurflen arsylwi, mwy o le wedi ei roi i argymhellion hyfforddi, cyfle i lunio cynllun datblygu ac iaith fwy cyfeillgar. Bydd yr arsylwyr yn derbyn hyfforddiant lawn yn y sesiynau sydd wedi eu trefnu.

Cytunwyd i edrych ar y posibilrwydd o neilltuo cyfnod i drafod efo'r dysgwyr heb i'r tiwtor fod yn bresennol er mwyn ateb gofynion CA1.

Gan fod data perfformiad yn rhan allweddol o CA1 awgrymwyd y dylid ystyried edrych ar gyfraddau cwblhau, cyflawniad, presenoldeb dosbarthiadau'r tiwtor sy'n cael ei arsylwi mewn dosbarthiadau blaenorol, mynegwyd ei bod yn bwysig fod tiwtor rhan amser yn cymryd perchenogaeth ac yn sylweddoli ei rôl wrth sicrhau cyflawni'r nodau yma. Cytunwyd i edrych ar hyn ar gyfer y cylch nesaf o arsyllwadau.

**9. ADCDF** – mae hyn yn elfen sy'n derbyn pwyslais cynyddol. Mae'r Ganolfan yn edrych sut y gellir ateb y gofynion mewn modd perthnasol i Gymraeg i Oedolion.

- Mae trefniadau wedi eu gwneud ar y cyd a Chanolfan CiO y Canolbarth i Alison Jenkins (sy'n arbenigo ar ADCDF ac sydd hefyd a chefnidir Cymraeg i Oedolion) i gyflwyno sesiwn yn Aberystwyth 21/10/09 ac mae pob darparwr wedi cael gwahoddiad i yrru cynrychiolydd. Bydd swyddogion y Ganolfan yn bwydo unrhyw beth gwerthfawr yn ôl i'r Panel Ansawdd.
- Gall y Ganolfan helpu i greu cronfa o adnoddau dysgu sy'n diwallu'r gofynion. Mae nifer o'r hyn ddefnyddir ar y cwrs Uwch, a'r arholiad CBAC Uwch yn ffitio eisoes gan eu bod yn defnyddio erthyglau am ddiwylliannau eraill ac erthyglau am faterion gwyrdd.
- Mae canllawiau i'w cael hefyd ar wefan APADGOS.

**10. UFA** – nid oedd unrhyw fater arall i'w drafod

Cyn cloi'r cyfarfod dymunodd y Cadeirydd yn dda i David Hedley Williams a fydd yn ymddeol diwedd y flwyddyn a diolchwyd iddo am ei gyfraniad.

## Minutes of the Quality Panel 14/10/09 – 10.30am Madog Room, Coleg Llandrillo

**Present:** Gwenan Owain, Llysfasi; Helen Pritchard Jones, Coleg Iâl; Pam Evans Hughes, WfAC; David Hedley Williams, Nant Gwrtheyrn; James Nelson, Coleg Llandrillo; Jane Watkins, Coleg Llysfasi; Ifor Gruffydd, WfAC; Elwyn Hughes, Bangor University; Diane Martin, Coleg Glannau Dyfrdwy; Liz Williams, Coleg Glannau Dyfrdwy; Ann Rhian Hughes, Coleg Menai; Meira Evans, Popeth Cymraeg; Haydn Hughes, WfAC; Sian Davies, WfAC; Ellen Roberts, WfAC

**Apologies:** Phil Bassett, Glyndŵr University; Jina Gwyrfai, WfAC

**Election of Chairman:** It was proposed that Gwenan Owain should remain as Chair for another year, there was no amendment and Gwenan agreed to continue with the work. She was thanked for her tireless service. (Proposer - Elwyn Hughes; Seconder - James Nelson).

Appendix 1, Appendix 2, Appendix 3, Appendix 4, and Appendix 5 were distributed with the agenda prior to the meeting.

**1. Minutes of the meeting held on 17/06/09** (Appendix 1) – some errors were pointed out:

Point 8 of the Welsh minutes – **Cynllun Dysgu Unigol**

Third bullet point Point 5 of the English minutes - **ILP**

Point 8 of the English minutes – **Individual Learning Plan ...ILP**

After the above corrections had been made the minutes were accepted as correct.

**2. Matters arising from the minutes**

3. Measuring Performance – DCELLS has commissioned a report on the way in which data is collected nationally but there is no further information at present.

6. Benchmarking – we still await DCELLS' decision concerning the basis of the data they require, no further development at present.

9. Annual Observations – following further consideration it was decided that two reports will not be prepared on the tutor, instead, observers will receive training in order to write a report in a new style, that is more friendly but yet meets ESTYN requirements.

**3. Examinations** (Appendix 2) – HH presented the report noting that the figures suggest a reduction on the year. By looking more closely it is seen there was an increase over two years and, discounting police candidates who have followed a different accreditation route in 2009 at Access level, it is seen that progress has been made.

There was a change in the format of the examinations and the success threshold was raised in 2009 which means that more have failed; North Wales results compare favourably with the national situation. HH noted that the credit for this was due to the tutors for their preparation work and that it was from those institutions where there is no preparation strategy that the majority of the unsuccessful candidates came.

**4. DCELLS Quality and Effectiveness Framework** (Appendix 3) – HH explained that he was a member of the Group considering this and that he had recently attended a meeting where the three papers to which the report refers were discussed. He led the members through the contents of Appendix 3.

There was some discussion concerning:

**Paper 2 – The Learner's Voice**

- the Centre had considered commissioning a QDP to collect the views of learners as was discussed in previous meetings. It was found that the cost of collecting the views of all WfA learners in North Wales would be £20,000. This work will be done by DCELLS this year as part of their pilot scheme, which will save the expense for the Centre. However, the future must be kept under consideration and the views of the panel were requested. The following comments were made

- Core questions – remove these if they are irrelevant and add questions that are more relevant to the WfA field
- Every institution and every WfA Centre must ask the same questions
- Comparison was drawn between a postal review and an on-line review, both systems have advantages
- Coleg Glannau Dyfrdwy and Choleg Llandrillo review only a sample of learners
- It is difficult to give community learners feedback concerning the action that is being taken in response to the research results - Coleg Glannau Dyfrdwy and Llandrillo do this by means of posters, focus groups, team meetings etc. Bangor University conducts a survey of every learner but there is no formal procedure for presenting feedback to the learners at present.
- A paper based survey costs twice or three times more than an on-line survey

### **Paper 3 – The Learner’s Participation**

There are learners on quality panels and governing bodies of individual colleges, e.g. the representative here at Coleg Llysfasi is a Welsh for Adults learner. This meets the requirements in individual institutions; it would be impossible to implement it across the region, therefore the Centre to ensure that provider strategy includes a learner on their panels.

One possibility would be to hold focus groups using video-conferencing.

**5. Estyn’s New Framework** (Appendix 4) – HH explained that a full report was available on the ESTYN website and he led the members through appendix 4 which was a summary he had prepared of the main relevant points. ESTYN will hold an inspection in Gwynedd and Anglesey in February 2010 using elements of both the new procedure and the old procedure. They will exclude Welsh for Adults but they have said they will be eager to see that the Centre plays a full part in the Gwynedd and Anglesey network of provision. It will be necessary to ensure that the Centre’s SAR and QDS are in place, correct and up to date, i.e. being regularly updated from now on.

**6. ESTYN recommendations** – following an inspection at Merthyr Tydfil in 2009 (Appendix 5) – SD presented appendix 5 that gave a glimpse of the recommendations emanating from the inspection. She noted some areas that may be relevant to us as well.

- Develop an understanding of ESDCG
- Improve the assistance to learners with additional learning needs
- Support every learner to make better use of ILPs
- Monitor learner attendance more effectively
- Completion and achievement rates at Access level are a general problem throughout Wales
- Need to give attention to attendance level and the effect of this on learner progress

### **7. Self-assessment Report and Quality Development Scheme**

The new DCELLS guidelines are available on their website – the areas that are relevant to Welsh for Adults are – ESDCG; Soft Outputs; Basic Skills; the Learner’s Voice.

The centre has sent a questionnaire to providers and its purpose is to feed into its SAR; this must be returned by 23<sup>rd</sup> October and a special meeting of the Quality Panel will be held at the end of November to discuss the SAR. If action points arise as a result of the information in the questionnaire the Centre will contact the individual provider. The Centre would appreciate providers’ feedback to the questionnaire.

**8. The Centre’s Annual Observations** – arrangements are being made to observe Gwynedd and Anglesey tutors in November. Training has been arranged for the observation team and the tutors that will be observed. Some changes have been made to the observation form, more space devoted to training recommendations, an opportunity to draw up a development plan and more friendly language. The observers will receive full training in the sessions that have been organized.

It was agreed to look at the possibility of assigning a period to discuss with the learners without the tutor being present in order to meet the requirements of KQ1

As performance data is a key component of KQ1, it was suggested that consideration be given to looking at the completion, achievement, attendance rates of the previous classes of the tutor who is being observed. It was said that it was important that a part-time tutor should take possession and realise his role in ensuring these aims are achieved. It was agreed this would be looked at in preparation for the next round of observations.

**9. ESDCG** – this is an element that is being increasingly emphasised. The Centre is looking to see how the requirements may be met in a manner that is relevant to Welsh for Adults.

- Arrangements have been made jointly with the Mid-Wales WfA Centre for Alison Jenkins (who is specialising in ESDCG and who also has a Welsh for Adults background) to present a session in Aberystwyth on 21/10/09 and every provider has been invited to send a representative. The Centre’s officers will feed any valuable information back to the Quality Panel.
- The Centre can help to create a collection of learning resources that meet the requirements. A number of those that are used on the Advanced course, and in the Advanced WJEC examination already fit as they use articles about other cultures and articles on green issues.
- Guidelines are also available on the DCELLS website.

**10. AOB** – there was no other matter to be discussed

Before closing the meeting the Chair wished David Hedley Williams well on his retirement at the end of the year and he was thanked for his contribution.