

## **Cofnodion Is-Grŵp Ansawdd 25/03/09 – 11.30yb Ystafell Madog, Coleg Llandrillo**

Presennol: Gwenan Owain, Coleg Llysfasi (Cadeirydd)

Liz Williams, Coleg Glannau Dyfrdwy; Meira Evans, Popeth Cymraeg; Ann Rhian Hughes, Coleg Menai; Jane Watkins, Coleg Llysfasi; Pam Evans-Hughes, CCIo; Elwyn Hughes, Prifysgol Bangor; Siwan Hywel, CCIo; Ifor Gruffydd, CCIo; James Nelson, Coleg Llandrillo; David Hedley Williams, Nant Gwrtheyrn; Sian Eirian, CCIo; Haydn Hughes, CCIo; Ellen Roberts, CCIo.

### **1. Ymddiheuriadau**

Rhian McCarthy, Coleg Llandrillo; Luned Ainslie, Coleg Iâl; Julie Brake, Prifysgol Glyndŵr; Rhainwen Edwards, Coleg Meirion Dwyfor; Kevin Kerswell, Coleg Ial; Dafydd Rhys, Coleg Harlech CAG; Ioan Talfryn, Popeth Cymraeg; Diane Martin, Coleg Glannau Dyfrdwy; Jina Gwryfai, Canolfan Cymraeg i Oedolion;

### **2. Cofnodion**

Cadarnhawyd bod cofnodion y cyfarfod diwethaf a gynhaliwyd ar 14 Ionawr yn gywir oni bai am sillafiad enw David Hedley Williams.

### **3. Materion yn codi:** - pob pwynt angen ei godi ar yr agenda

### **4. Arsylwi Gwynedd a Môn – aeth Sian Eirian drwy'r adroddiad oedd wedi ei gylchredeg cyn y cyfarfod gan dynnu sylw at y canlynol:**

- CA2 – mae'r 2% Gradd 5 yn peri pryder a siomedig yw'r ffaith na ddaeth rhai tiwtoriaid gafodd radd 4 i'r hyfforddiant a gynigwyd. Awgrymwyd fod y llythyr anfonwyd yn eu gwahodd yn rhy gynnil ac y dylid dweud 'noder o'ch arsylwad y byddai'r math yma o hyfforddiant o gymorth i chi' tro nesaf. Nodwyd ei bod yn bwysig cael anogaeth cyflogwyr hefyd. Ni fydd y Ganolfan yn ail arsylwi, mater i'r cyflogwyr yw hynny ond mae'r Ganolfan yn gofyn yn ei thrafodaethau am sicrwydd fod gan ddarparwyr brosesau i ail arsylwi.
- Cynhaliwyd dau sesiwn hyfforddi - un yn Llanbedrog a'r llall ym Mangor mynychodd 21 o diwtoriaid. Cytunwyd i roi gwybod i bob darparwr pa rai o'u tiwtoriaid a fynychodd y sesiynau.
- Eglurwyd bod y Ganolfan wedi paratoi adroddiadau'n trafod canfyddiadau'r arsylwadau yn ôl sir a darparwr yn ogystal.
- Teimlwyd bod trefniadau'r arsylwadau, ar y cyfan, wedi bod yn dda. Fodd bynnag, penderfynwyd yn dilyn trafodaeth y byddai'r Ganolfan yn anfon y ffurflenni arsylwi at y tiwtoriaid a'r darparwyr ar yr un pryd o hyn ymlaen er mwyn hwyluso trafodaethau rhyngddynt.

### **5. Arsylwi Conwy a Dinbych – 44 o arsylwadau wedi eu cwblhau, un yn digwydd ymhen wythnos (oherwydd fod y tiwtor wedi bod yn absennol). 15 adroddiad wedi dod i law hyd yma sydd yn creu darlun cadarnhaol. Un nodwedd sy'n dod i'r amlwg yw adroddiadau am ddiffyg cefnogaeth a hyfforddiant i'r tiwtor gan eu cyflogwyr – ambell i diwtor wedi cael cwrslyfr ond dim arweiniad ar sut i'w ddefnyddio na gwybodaeth am ddeunyddiau dysgu atodol, hyn yn peri iddynt deimlo'n ynysig, diymadferth a rhwystredig.**

'Roedd problemau wedi codi oherwydd diffyg cywirdeb manylion cyswllt tiwtoriaid a lleoliadau/amseroedd dosbarthiadau – pwysleisiwyd pwysigrwydd darparu gwybodaeth cyfredol a chywir i'r Ganolfan.

### **6. Arsylwi Wrecsam a Fflint - bydd hyn yn digwydd ganol Mai a bydd y Ganolfan yn cysylltu a'r darparwyr i ofyn am eu hamserlenni cyn diwedd yr wythnos. Os yw tiwtor**

yn gweithio i fwy nag un sefydliad, unwaith yn unig y bydd y Ganolfan yn ei arsylwi, gan yrru adroddiad pwynt 1 a 2 i'r darparwr lle cafodd ei arsylwi ac adroddiad ar bwynt 2 i bob darparwr y mae'n gweithio iddynt.

Bydd yr arsylwadau i gyd yn bwydo i mewn i AHA y rhanbarth.

7. **Fframwaith Ansawdd ac Effeithiolrwydd APADGOS** – mae'r ddogfen yma i'w chael ar wefan y Cynulliad. [www.cymru.gov.uk/ansawdd](http://www.cymru.gov.uk/ansawdd)  
'Roedd swyddogion CCIo wedi paratoi crynodeb o bwyntiau perthnasol a dosbarthwyd y rhain – (gweler atodiad 1). Yn codi:
  - **Mesur perfformiad** – mae yna anghysonderau wedi amlygu yn y data cwblhau ac mae hyn yn rhywbeth sydd i'w ddatrys yn genedlaethol. Dywedodd James Nelson fod yna ganllawiau cadarn yn bodoli a dylai pob darparwr fod yn ei dilyn, efallai fod y broblem yn codi oherwydd fod darparwyr CIO yn dod o sectorau gwahanol. Nid yw'r ganolfan yn awyddus i ddweud wrth unrhyw ddarparwr y dylai newid, ond mae angen cysondeb a rhaid i'r arweiniad ddod o APADGOS. Penderfynwyd y dylid cynnal gweithgor bach o bobl perthnasol i benderfynu sut i symud ymlaen ac i sicrhau fod ymgynghoriad gyda swyddogion data.
  - **Hawliau dysgwyr** – holwyd barn y Panel am y syniad o gynnull grwpiau ffocws er mwyn cael barn dysgwyr. Teimlad staff y ganolfan oedd fod hyn yn anodd iawn ym maes CIO gan fod ein dysgwyr yn wasgaredig iawn a'i bod yn amhosib dewis un neu ddau berson i roi llais effeithiol dysgwyr CIO. Efallai y gellid cynnal grwpiau ffocws mewn ardaloedd gan roi cwestiynau penodol i'w trafod ac yna adrodd yn ôl i'r panel ac i'r AHA. Dywedwyd fod grŵp ffocws wedi deillio yn naturiol o Glwb Llanllawen, a'i fod yn cyfarfod yn rheolaidd. Awgrymwyd hefyd y gellid creu fforwm drwy dechnoleg ee Moodle. Y farn gyffredinol oedd fod hyn yn beth positif ac awgrymwyd creu ffurflenni gwerthuso. Penderfynwyd y dylid manteisio ar y grwpiau sydd eisoes yn bodoli yng nghyd-destun dysgu anffurfiol, fel modd o gasglu barn sampl o ddysgwyr.
  - **Adolygiad Cymheiriaid** – mae'r Ganolfan i gymryd rhan mewn cynllun peilot a cytunodd y cadeirydd Gwenan Owain i fod yn 'gyfaill beirniadol' i'r Ganolfan ar gyfer AHA eleni.
8. **Fframwaith newydd ESTYN** - adroddiad ar ymgynghoriad cyhoeddus ar gynigion ar gyfer y cylch nesaf o arolygiadau Estyn 2010-2016 wedi ei pharatoi a'i rhannu i'r aelodau (gweler atodiad 2)  
Anogwyd y rhai yn bresennol i ymateb i'r ddogfen drwy glicio'r ddolen [www.survey.bris.ac.uk/cr.estyn2010](http://www.survey.bris.ac.uk/cr.estyn2010) a byddai o help pe bai copi o'r ymatebion yn cael eu gyrru at HH neu SERD. Nodwyd y byddai croeso i'r awgrym o dair wythnos o rybudd.
9. **Meincnodi** – wedi cymryd rhan ym mhrosiect Fforwm fel canolfan ac fel maes. Bydd y Ganolfan yn parhau i weithio efo APADGOS gyda'r nod o sicrhau cyfres o gymaryddion safonol.
10. **Gweithgor Ansawdd Cenedlaethol CIO** – bydd yn cyfarfod 30/03/09 a bydd HH yn adrodd barn y panel ar bwyntiau 7 ac 8
11. **CDU** – wedi dod yn amlwg wrth arsylwi nad yw defnydd effeithiol yn cael ei wneud o CDU yn aml iawn. Mae tiwtoriaid a dysgwyr yn ansicr o'i bwrpas ac nid yw yn cael ei adolygu'n gyson. Yn sgil hynny mae hyfforddiant wedi ei gynnig ac mae 17 wedi ymrestru. Mae Prifysgol Bangor wedi gwerthuso'r broses ac wedi cael adborth negyddol, y dysgwyr na'r tiwtor yn gweld gwerth. HH am alw grŵp at ei gilydd er mwyn ystyried yr anawsterau a byddai o fudd pe bai darparwyr eraill yn gwneud yr un ymchwil

a phrifysgol Bangor. Gofynnwyd hefyd am ddadansoddiad o'r ymchwil gan Elwyn Hughes fel y gall y Grŵp ei ystyried.

## 12. **Ffurflenni Gwerthuso Myfyrwyr**

- ymwybodol fod pob darparwr yn gwerthuso ac os am ddefnyddio'r wybodaeth i fesur perfformiad fel rhanbarth mae angen fod pob darparwr yn defnyddio'r un cwestiynau. Bydd HH yn anfon hanner dwsin o cwestiynau craidd i'w gofyn a bydd y Ganolfan yn gofyn am adborth ar y cwestiynau yma.
- Ymadawyr cynnar – yn yr un modd nododd IG fod angen cysondeb wrth gofnodi data am ymadawyr. Dosbarthwyd arolwg y mae'r Ganolfan wedi ddrafftio (gweler atodiad 3) a gwahoddwyd sylwadau arno. Cytunwyd fod angen:-
  - ychwanegu salwch
  - arall eirio pwyntiau 27 a 29
  - cyfraddau ymateb yn isel iawn, efallai y byddai arolwg ar-lein yn fwy effeithiol
  - darparwyr i roi enwau rhai sy'n gadael i'r ganolfan a hwythau yn gweithredu'r arolwg- gellid cysylltu hyn i'r data misol gan gychwyn ym mis Medi.

Gofynnwyd i unrhyw sylwadau pellach gael ei gyrru i lfor Gruffydd.

Cytunwyd y bydd y Ganolfan yn gweinyddu'r Arolwg Ymadael o fis Awst 2009 ymlaen ac yn paratoi dadansoddiadau rhanbarthol ac unigol ar gyfer pob darparwr.

## 14. **Cyfarfod nesaf Dydd Mercher 17eg Mehefin 2009 am 11.00**

## Fframwaith Ansawdd ac Effeithiolrwydd APADGOS

### Cefndir

1. Creu system sicrhau ansawdd sydd yn seiliedig ar hunanreoleiddio
2. Gwobrwyo rhagoriaeth a chanolbwyntio ar roi cymorth i'r darparwyr sydd â phroblemau
3. Cyd-weddu a fframwaith newydd Estyn
4. Pwyslais ar gydweithio mewn partneriaeth

### Agweddau penodol

#### Mesur perfformiad

- llai o ddangosyddion perfformiad craidd
- rôl y timau ardal wrth gyd-weithio
- cychwyn gyda'r canlyniadau

#### **Oblygiadau i CiO**

anghysonderau data cwblhau  
pwyslais ar ddilyniant

#### Hawliau dysgwyr

- hawliau CU i roi o dan 25 oed – cynnwys hawl i gyfranogi i benderfyniadau
- cysoni cwestiynau craidd yn genedlaethol

#### **Oblygiadau i CiO**

Cyfranogi – aelodaeth o baneli? Grwpiau ffocws?  
Cychwyn cysoni ffurflenni gwerthuso dysgwyr y gogledd  
Ymadawyr cynnar

#### Adolygiad Cymheiriaid

- Peilot – aelod o sefydliad arall i fod yn ffrind beirniadol

#### **Oblygiadau i CiO**

Y ganolfan i gymryd rhan yn y peilot  
Hyfforddiant

#### Safonau Galwedigaethol LLUK

- Integreiddir y safonau i'r fframwaith newydd

#### **Oblygiadau i CiO**

Ymwybyddiaeth o'r safonau a'r cymhwysiad CiO

## Atodiad 2

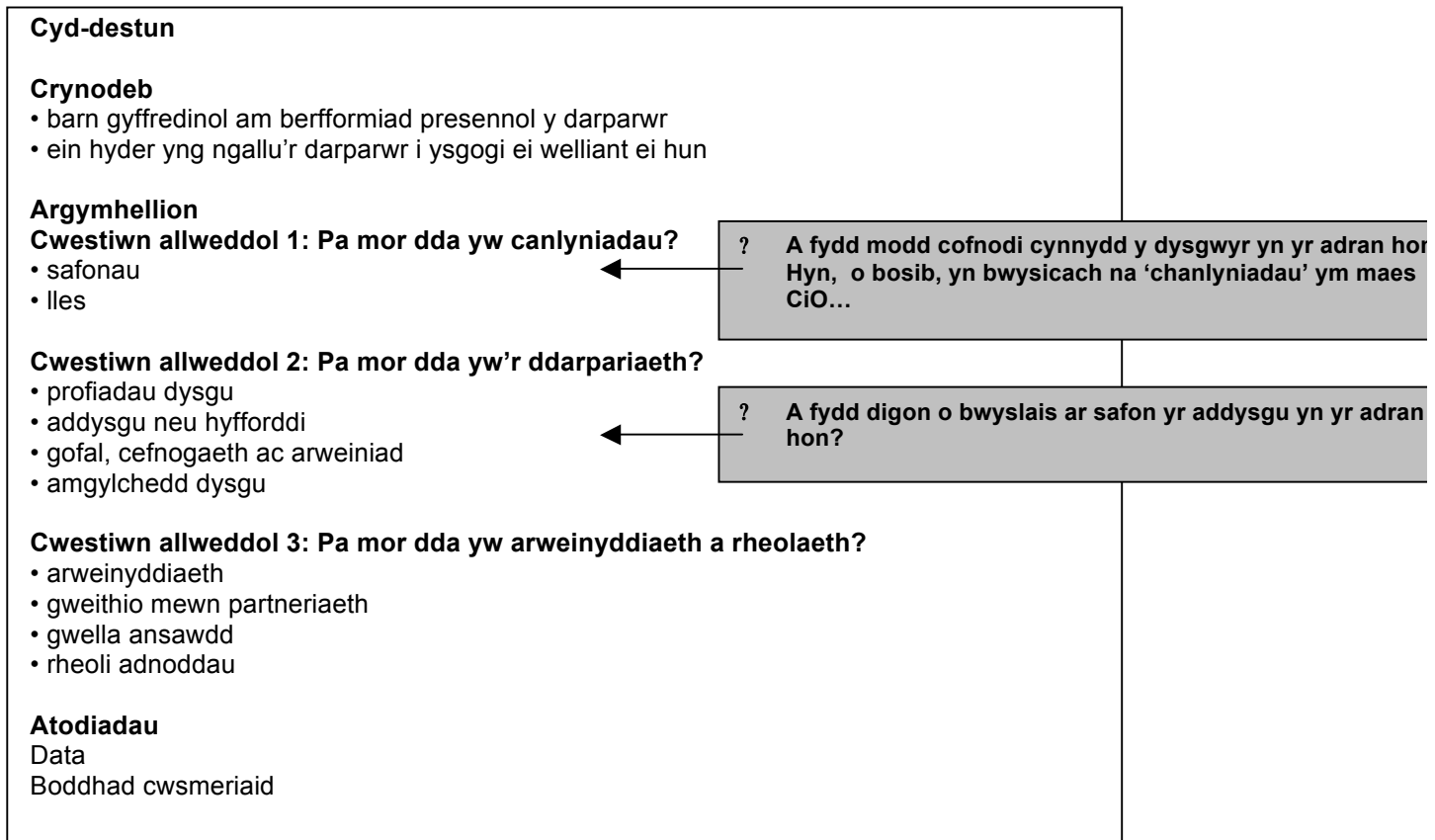
### Adroddiad ar ymgynghoriad cyhoeddus ar gynigion ar gyfer y cylch nesaf o arolygiadau Estyn 2010-2016 CEFNDIR

- Dechreuodd y cylch arolygu yn 2004 a bydd yn dod i ben yn 2010
- Bydd y cylch chwe blynedd nesaf o arolygiadau yn cychwyn yn hydref 2010, ond bydd y fframwaith newydd yn cael ei dreialu o hydref 2009 ymlaen
- I gael darllen y ddogfen ymgynghorol, ewch i [www.estyn.gov.uk](http://www.estyn.gov.uk) a chlicio ar y ddolen 'Estyn 2010 Ymgynghoriad'
- Mae modd cofnodi eich ymateb i'r ddogfen ymgynghorol trwy glicio ar [www.survey.bris.ac.uk/crg/estyn2010](http://www.survey.bris.ac.uk/crg/estyn2010)

### GOROLWG AR EFFAITH Y FFRAMWAITH NEWYDD AR FAES CYMRAEG I OEDOLION

#### i) FFRAMWAITH NEWYDD

Cynigia Estyn y bydd y fframwaith arolygu newydd yn cynnwys:



Maent hefyd yn cynnig symud at raddfa pedwar pwynt yn hytrach na'r raddfa pum pwynt yn ogystal ag addasu'r disgrifwyr gradd gysylltiedig i'r canlynol:

| Fframwaith Presennol                                      | Fframwaith Arfaethedig |
|---|------------------------|
| 1 – Da gyda nodweddion rhagorol                           | 1 – Rhagorol           |
| 2 - Nodweddion da a dim diffygion pwysig                  | 2 – Da                 |
| 3 - Nodweddion da'n gorbwyso diffygion                    | 3 – Digonol            |
| 4 – rhai nodweddion da, ond diffygion mewn meysydd pwysig | 4 – Gwael              |
| 5 - llawer o ddiffygion pwysig                            |                        |

- ? Ydyw'r disgrifwyr hyn yn gwahaniaethu'r graddau'n ddigonol? Mae'r disgrifwyr presennol wedi bod yn gymorth mawr yn ystod y broses o safoni ffurflenni arsylwi'r Ganolfan.

## ii) CYNNWYS Y DYSGWYR YN Y BROSES AROLYGU A HUNAN-ARFANU

*"Hoffem weld darparwyr yn cynnwys dysgwyr yn fwy yn y broses hunan-arfarnu. Bydd arolygiadau yn ymgorffori ffyrdd newydd o gasglu a myfyrio ar safbwyntiau rhanddeiliaid a boddhad cwsmeriaid a byddwn yn neilltuo adran fer yn ein hadroddiadau i hyn. ... Yn y trefniadau newydd rydym yn cynnig cynnwys dysgwyr llawer yn fwy yn y broses arolygu, er enghraifft, trwy ddefnyddio holiaduron i gasglu safbwyntiau dysgwyr a thrwy siarad â grwpiau ffocws o ddysgwyr yn ystod yr arolygiad..."*

Ymddengys y bydd mwy o bwyslais ar y 'dysgu' yn hytrach na'r 'addysgu' yn y fframwaith arolygu newydd gyda'r dysgwr yn chwarae rhan amlycach yn y broses. Gall hyn olygu newidiadau cadarnhaol, megis:

- ✓ Cysoni'r ffurf/iau y mae'r darparwyr yn ogystal â'r Ganolfan yn mynd ati i fesur a chasglu adborth y dysgwyr.
- ✗ Fodd bynnag, gan fod mwy o bwyslais ar adborth y dysgwyr, mae cwestiwn yn codi ynglŷn â beth fydd iaith y ffurflenni adborth a'r grwpiau ffocws h.y. a fydd dysgwyr yn medru mynegi eu sylwadau yn llawn yn y Gymraeg ynteu a fydd y grwpiau ffocws yn trafod drwy gyfrwng y Saesneg? A fuasai hyn yn tansellio amcanion y Ganolfan?

*"Byddwn yn cynnal arolygiadau peilot a fydd yn cynnwys dysgwyr fel arolygwyr..."*

- ✗ A yw hyn yn ormod i ofyn o'n dysgwyr?

## iii) AROLYGWYR CYMHEIRIAID

*"Ein bwriad yw defnyddio mwy o aseswyr cymheiriaid ac i roi mwy o gyfrifoldeb iddynt...Bydd hyn yn helpu i gyfrannu at gynyddu gallu darparwyr i wneud hunan-arfarnu yn fwy effeithiol...Dylsai cynyddu cysylltiad arolygwyr cymheiriaid helpu i ledaenu arbenigedd a medrau wrth arfarnu safonau ac ansawdd, a hyrwyddo lledaenu arfer da."*

- ✓ Mae'r Ganolfan eisoes yn defnyddio aseswyr cymheiriaid yn ystod y broses arsylwi yn ystyr ein bod yn ymdrechu i sicrhau nad yw'r arsylwr yn gweithio i'r un darparwr â'r tiwtor sy'n cael ei arsylwi. Fodd bynnag, oherwydd ymrwymadau gwaith yr arsylwyr a'r her o baru amserlenni'r arsylwyr â'r tiwtoriaid, nid yw hyn yn bosib bob amser.
- ✓ Bwriad Estyn yn y pen draw yw cael timau arolygwyr wedi'u harwain gan AEM a bod aelodau eraill o'r tîm yn arolygwyr cymheiriaid. Rhagwelir y bydd hyn yn fodd o sicrhau safon ac ansawdd yn y maes yn ogystal â lledaenu arfer da ymysg y darparwyr.

## iv) MWY O BWYSLAIS AR HUNAN-ARFARNU

*"Rydym eisiau annog darparwyr i ddefnyddio hunan-arfarnu fel proses barhaus yn hytrach na'i ddefnyddio i gynhyrchu adroddiad hunan-arfarnu unigol ychydig cyn dyddiad cynnal arolygiad."*

- ? Ai diweddarau'r Cynllun Datblygu Ansawdd yn hytrach na'r Adroddiad Hunan-Arfarnu a ddylai fod yn "broses parhaus" mewn difrif, o gofio mai dyma'r ddogfen 'fyw', weithredol a ddefnyddir gan ddarparwyr i lunio targedau a'u cyflawni?

## v) CYFNOD BYRRACH O RYBUDD

*"O 2010 ymlaen rydym yn bwriadu rhoi gwybod i ddarparwyr am ddyddiadau pendant yr arolygiad tua thair wythnos cyn y caiff ei gynnal."*

- ? Er bod y syniad yn apelio o safbwynt sicrhau dilysrwydd pob arsylwad, a yw'r cyfnod arfaethedig yn un realistig o gofio ei bod yn fwriad gan Estyn cynnwys aseswyr cymheiriaid yn rhan o'r tîm arsylwi?

## Minutes of the Quality Sub-group 25/03/09 – 11.30a.m. Madog Room, Coleg Llandrillo

Present: Gwenan Owain, Coleg Llysfasi (Chair)

Liz Williams, Coleg Glannau Dyfrdwy; Meira Evans, Popeth Cymraeg; Ann Rhian Hughes, Coleg Menai; Jane Watkins, Coleg Llysfasi; Pam Evans-Hughes, WfAC; Elwyn Hughes, Bangor University; Siwan Hywel, WfAC; Ifor Gruffydd, WfAC; James Nelson, Coleg Llandrillo; David Hedley Williams, Nant Gwrtheyrn; Sian Eirian, WfAC; Haydn Hughes, WfAC; Ellen Roberts, WfAC.

1. **Apologies:**

Rhian McCarthy, Coleg Llandrillo; Luned Ainslie, Coleg Iâl; Julie Brake, Glyndŵr University; Rhianwen Edwards, Coleg Meirion Dwyfor; Kevin Kerswell, Coleg Iâl; Dafydd Rhys, Coleg Harlech WEA; Ioan Talfryn, Popeth Cymraeg; Diane Martin, Coleg Glannau Dyfrdwy; Jina Gwyrfai, Welsh for Adults Centre;

2. **Minutes**

The minutes of the meeting held on 14 January were confirmed as correct except for the spelling of David Hedley Williams' name.

3. **Matters Arising:** - every point that needed to be raised was on the agenda

4. **Gwynedd and Anglesey Observations** – Sian Eirian went through the report that had been circulated prior to the meeting, highlighting the following:

- KQ2 – The 2% Grade 5 causes concern and the fact that some tutors, who were awarded a grade 4, did not attend the training offered was disappointing. It was suggested that the letter of invitation was too subtle and that next time it should read 'it is noted from your observation that this type of training would be appropriate for you'. It was noted also that it was important to gain employers' encouragement. The Centre will not repeat the observations; that is a matter for the employers, but in its discussions the Centre asks for assurance that the providers have processes for repeating the observation.
- Two training sessions were held – one at Llanbedrog and the other in Bangor; 21 tutors attended. It was agreed to inform every provider which of their tutors attended the sessions.
- It was explained that the Centre had prepared reports discussing the findings of the observations by county and also by provider.
- It was felt that the observation arrangements had been good on the whole. However, it was decided, following discussion, that the Centre would send the observation forms to the tutors and the providers at the same time from now on in order to facilitate discussions between them.

5. **Conwy and Denbigh observations** – 44 observations have been carried out, one will take place in a week's time, (because the tutor has been absent). Up to now 15 reports have been received that paint a positive picture. One feature that emerges is the lack of support and training that is reported for the tutor from their employer – some tutors had received a course book but no guidance how to use it or information about supplementary learning materials, and this made them feel isolated, helpless and frustrated.

Problems had arisen due to incorrect tutor contact details and class locations/times – the importance of providing the Centre with current and correct information was emphasised.

6. **Wrexham and Flint** observations – these will take place in mid May and the centre will contact the providers to ask for their timetables before the end of the week. If a tutor works for more than one institution, the Centre will only observe him/her once, sending point 1 and 2 reports to the provider where he/she was observed and a report on point 2 to every provider for whom he/she works.

All the observations will feed into the region's DfTE.

7. **DCELLS Quality and Effectiveness Framework** – this document may be found on the Assembly's website. [www.cymru.gov.uk/ansawdd](http://www.cymru.gov.uk/ansawdd) WfAC officers had prepared a summary of relevant points and these were distributed – (see appendix 1). Arising:

- **Measuring performance** – inconsistencies have appeared in the completion data and this is something to be solved at national level. James Nelson stated that there were firm guidelines in place and every provider should be following them. Perhaps the problem arises because WfA providers come from different sectors. The Centre does not wish to tell any provider that they should change, but consistency is required and the lead must come from DCELLS. It was decided that a small working group should be formed of relevant people to determine how to proceed and to ensure that data officers are consulted.
- **Learners' rights** – the Panel was asked for its opinion on the idea of convening focus groups in order to obtain the views of learners. The feeling among the Centre's staff was that this was difficult in the field of WfA because our learners are widely dispersed and that it was impossible to select one or two people to give WfA an effective voice. It may be possible to hold focus groups in districts giving them specific questions to discuss and then report back to the panel and to the DfTE. It was stated that a focus group had arisen naturally from the Llanllawen Club, and that it met regularly. It was also suggested that a forum could be created technologically e.g. Moodle. The general view was that this was something positive and it was suggested that evaluation forms be produced. It was decided that advantage should be taken of the groups that already exist in the context of informal learning, so that the views of a sample of learners may be collected.
- **Peer Review** – the Centre is to participate in a pilot scheme and the chair, Gwenan Owain, agreed to be a 'critical friend' to the Centre for the DfTE this year.

8. **ESTYN's New Framework** – A report had been prepared on the public consultation on proposals for Estyn's next round of inspections 2010-2016 and this was distributed to the members (see appendix 2). Those present were encouraged to respond to the document by clicking on the link [www.survey.bris.ac.uk/cr.estyn2010](http://www.survey.bris.ac.uk/cr.estyn2010) and it would help if a copy of the responses were sent to HH or SERD. It was noted that the suggestion of three weeks' notice would be welcome.

9. **Benchmarking** – We have taken part in the Forum project as a centre and as a subject area. The Centre will continue to work with DCELLS with the aim of ensuring a series of standard comparators.

10. **WfA National Quality Working Group** – this will meet on 30/03/09 and HH will convey the panel's views on points 7 and 8

11. **ILP** – it has become apparent during observation that the ILP is very often not being used effectively. Both tutors and learners are uncertain of its purpose and it is not reviewed regularly. In the wake of this, training has been offered and 17 have enrolled. Bangor University has evaluated the process and received negative feedback, neither

the learners nor the tutor find it useful. HH intends to draw a group together in order to consider the difficulties and it would be helpful if other providers were to conduct the same research as Bangor University. Elwyn Hughes was also asked for an analysis of the research so that the Group could consider it.

13. **Student Evaluation Forms**

- Aware that every provider carries out evaluation and if we are to use the information to measure performance as a region it is necessary for every provider to use the same questions. HH will send out half a dozen core questions to be asked and the Centre will request feedback on these questions.
- Early leavers – in the same way IG noted that consistency was required when recording data about leavers. A survey which the Centre has drafted was distributed (see appendix 3) and remarks were invited on it. It was agreed that there was need:-
  - to add sickness
  - to re-word points 27 and 29
  - response rates are very low; an on-line survey might be more effective.
  - providers to give the Centre the names of those who leave and the Centre then to run the survey – this could be linked to the monthly data, starting from September.

Members were asked to forward any further observations to Ifor Gruffydd. It was agreed that the Centre will administer the Leaving Survey from August 2009 onwards and will prepare regional and individual analyses for every provider.

14. **Next Meeting Wednesday, 17<sup>th</sup> June 2009, at 11.00a.m.**

## DCELLS Quality and Effectiveness Framework

### Background

5. Create a quality assurance system that is based on self-regulation
6. Reward excellence and focus on giving assistance to the providers that are experiencing problems
7. Corresponds to the new Estyn framework
8. The emphasis is on working together in partnership

### Specific aspects

#### Measuring performance

- Fewer core performance indicators
- The role of the area teams in working together
- Begin with the results

#### **Implications for WfA**

Inconsistencies in completion data  
Emphasis on progression

#### Learners' rights

- CU rights for those under 25 years of age – include the right to participate in decision making
- Reconcile core questions at national level

#### **Implications for WfA**

Participation – membership of panels? Focus groups?  
Begin to reconcile North Wales learners evaluation forms  
Early leavers

#### Peer review

- Pilot – a member of another institution to be a critical friend

#### **Implications for WfA**

The centre to participate in the pilot  
Training

#### UK Government Vocational Standards

- The standards will be integrated into the new framework

#### **Implications for WfA**

Awareness of the standards and the WfA application

**Appendix 2**

**Report on the public consultation on proposals for the next cycle of Estyn inspections 2010-2016**

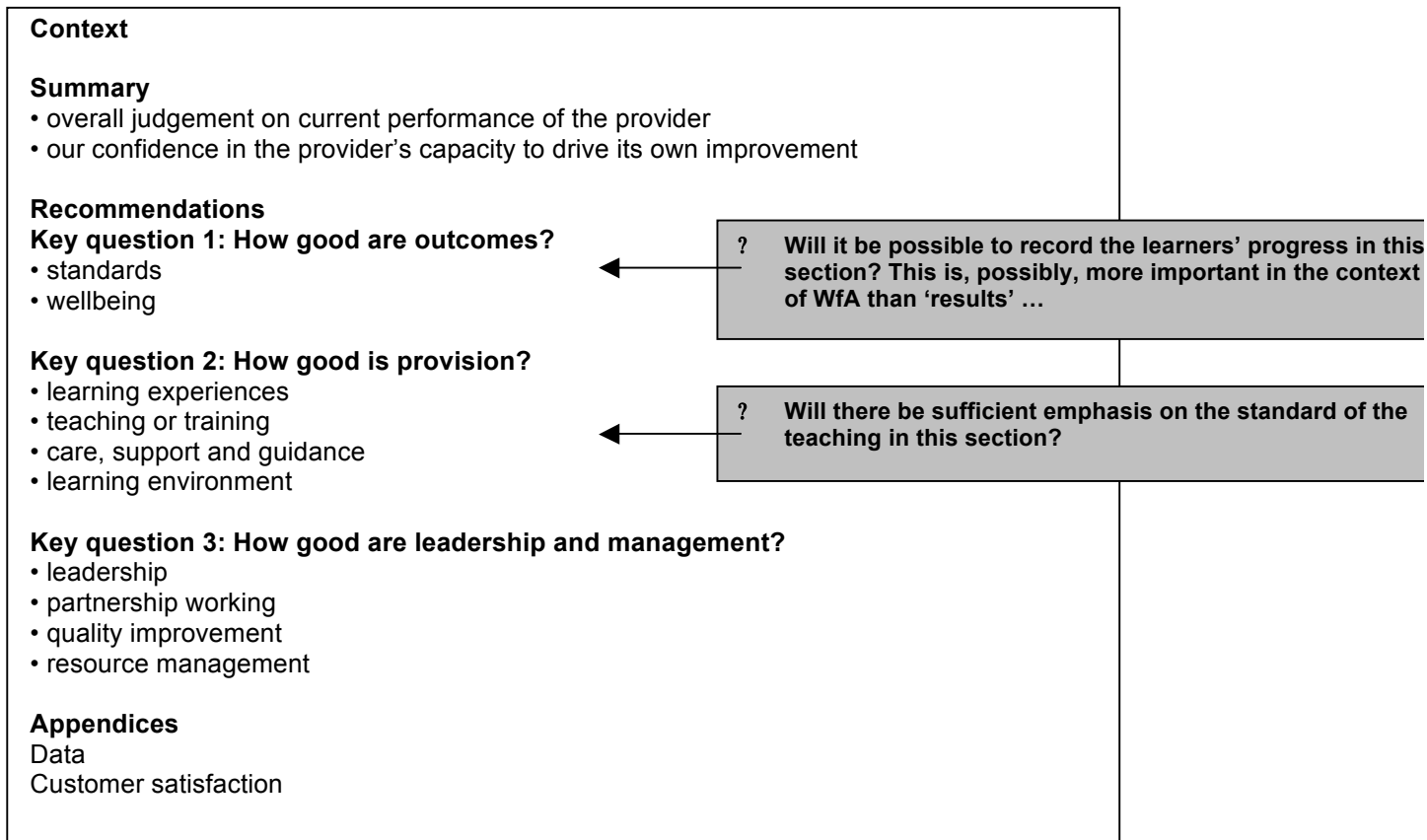
**BACKGROUND**

- The inspection cycle commenced in 2004 and it will come to an end in 2010
- The next six year cycle of inspections will commence in the autumn of 2010, but there will be a trial of the new framework from autumn 2009 onwards.
- To read the consultation document, go to [www.estyn.gov.uk](http://www.estyn.gov.uk) and click on 'Estyn 2010 Consultation'
- It is possible to record your response to the consultation document by clicking on [www.survey.bris.ac.uk/crg/estyn2010](http://www.survey.bris.ac.uk/crg/estyn2010)

**AN OVERVIEW OF THE IMPACT OF THE NEW FRAMEWORK ON THE WELSH FOR ADULTS FIELD**

**i) A NEW FRAMEWORK**

Estyn proposes that the new inspection framework will include:



They also suggest moving to a four point scale rather than the five point scale as well as adapting the related grade descriptions to the following:

| Present Framework   | Proposed Framework |
|---|--------------------|
| 1 – Good with outstanding features                          | 1 – Outstanding    |
| 2 – Good features without major shortcomings                | 2 – Good           |
| 3 – Good features outweigh shortcomings                     | 3 – Adequate       |
| 4 – Some good features, but shortcomings in important areas | 4 – Poor           |
| 5 – Many important shortcomings                             |                    |

- ? Do these descriptions differentiate sufficiently between grades? The current descriptions have been very helpful during the process of standardising the Centre's observation forms.

## ii) THE INCLUSION OF LEARNERS IN THE INSPECTION AND SELF-EVALUATION PROCESS

*"We would like to see providers involve learners more in the self-evaluation process. Inspections will incorporate new ways of gathering and reflecting on stakeholders' views and customer satisfaction and we will devote a brief section in our reports to this ..... In the new arrangements we propose to include learners much more in the inspection process, for example by using questionnaires to gather learners' views and by talking to focus groups of learners during the course of inspection ....."*

It appears there will be greater emphasis on the 'learning' rather than on the 'teaching' in the new inspection framework with the learner playing a more prominent part in the process. This can involve positive changes, such as:

- ✓ Reconciling the way/s in which the providers as well as the Centre set about measuring and collecting feedback from the learners.
- ✗ However, as there is a greater emphasis on the learners' feedback, the question arises in which language the feedback forms and the focus groups will be i.e. will learners be able to express their remarks fully in Welsh or will the focus groups be discussing through the medium of English? Would this undermine the Centre's objectives?

*"We will pilot inspections that will involve learners as inspectors ....."*

- ✗ Is this too much to ask of our learners?

## iii) PEER REVIEWERS

*"We intend to use more peer assessors and to give them more responsibility ..... This will help to contribute to increasing providers' capacity to make self-evaluation more effective ..... Increasing the involvement of peer inspectors should help to spread expertise and skills in evaluating standards and quality, and promote the spread of good practice."*

- ✓ The Centre already uses peer reviewers during the observation process in the sense that we endeavour to ensure that the observer is not working for the same provider as the tutor who is being observed. However, due to the observer's work commitments and the challenge of matching the timetables of the observers and the tutors, this is not always possible.
- ✓ Estyn's ultimate intention is to have teams of inspectors led by an HMI and the other members of the team being peer reviewers. It is envisaged that this will be a means of ensuring standard and quality in the field as well as a way of spreading good practice amongst providers.

## iv) MORE EMPHASIS ON SELF ASSESSMENT

*"We want to encourage providers to use self-evaluation as an ongoing process rather than using it for the production of a one-off self-evaluation report just before an inspection is due"*

- ? Is it not the updating of the Quality Development Scheme that should really be the 'continuous process' rather than the Self-evaluation Report, bearing in mind that this is the 'live', executive document that is used by providers to determine targets and achieve them?

## v) A SHORTER WARNING PERIOD

*"From 2010 onwards we plan to let providers know the actual dates of the inspection about three weeks (15 working days) before it takes place."*

- ? Although the idea appeals from the standpoint of ensuring the validity of every observation, is the proposed period realistic, bearing in mind that Estyn intends to include peer reviewers as part of the observation team?