

## Cofnodion Panel Ansawdd 25/5/2011 – 10:30yb – Ystafell Madog, Coleg Llandrillo Cymru

### Presennol:

Gwenan Owain (Cadeirydd, Coleg Glannau Dyfrdwy); Llinos Roberts (Coleg Iâl); Elwyn Hughes (Prifysgol Bangor); Rachel Granger (Popeth Cymraeg) Llinos Griffin (Nant Gwrtheyrn) Meinir Tomos Jones (Coleg Harlech); Alma Williams (Coleg Menai); Ifor Gruffydd, Haydn Hughes, Siân Davies, Meira Evans, Pam Evans-Hughes, Nesta Roberts, Ellen Roberts (CCIO Gogledd Cymru); Cefin Campbell (Sbectrwm)

### Ymddiheuriadau:

James Nelson (Coleg Llandrillo) Pegi Talfryn (Nant Gwrtheyrn) Kevern Kerswell (Coleg Iâl), Frances Jones (Popeth Cymraeg)

Cafodd Papurau 'A' i 'B' eu dosbarthu cyn y cyfarfod.

#### 1. Croeso

Cymerodd Gwenan Owain y gadair ac estyn croeso i'r rhai oedd yn bresennol gan gynnwys aelodau newydd.

#### 2. Cofnodion cyfarfod 02/02/2011

Derbyniwyd y cofnodion fel rhai cywir.

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

Dyweddodd GO bod angen Llais y Dysgwr yn eitem **sefydlog** ar agenda'r Panel Ansawdd a bod angen diwygio'r agenda i'w gynnwys fel eitem 9 ar yr agenda yn y cyfarfod hwn.

#### 4. Cynlluniau Dysgu Unigol – Adroddiad Cefin Campbell

Gwahoddwyd Cefin Campbell, Rheolwr Gyfarwyddwr Cwmni Sbectrwm i grynhoi canfyddiadau ei waith ymchwil i nodau'r Cynlluniau Dysgu Unigol. Bu'n casglu ymateb darparwyr, dysgwyr a thiworiaid ynglŷn â phriodoldeb y cynlluniau. Adroddodd bod ESOL yn mynd drwy broses o greu rhywbeth mwy ymarferol a llai beichus i'w weinyddu ac roedd edrych ar eu hystyriaethau nhw wedi bod yn werthfawr. Nid oes modd osgoi defnyddio'r CDUau. Cred Estyn bod y CDUau yn bwysig yng nghyd-destun datblygu medrau dysgwyr. Mae'r canllawiau'n nodi y dylai arfarnwyr ofalu bod myfyrwyr yn adolygu eu dysgu eu hunain. Adroddwyd bod dyheadau a chynnydd yn ffactorau pwysig i'w hystyried. Bu i Estyn ganmol eu defnydd mewn ambell i arolygiad. Adroddwyd ar ddefnydd da o'r cynlluniau ac astudiwyd arolygon diweddar. Bu CC yn holi 53 dysgwr a 22 tiwtor ac edrychwyd ar ddsbarthiadau fel grwpiau ffocws. Cyflwynwyd yr ystadegau canlynol yn ateb i'r cwestiwn a oedd y CDUau'n cwrdd â dyheadau dysgwyr:-

##### Dysgwyr

87% yn credu eu bod yn ddi-werth ar gyfer dysgu Cymraeg.

13% yn credu bod gwerth iddynt

##### Tiworiaid

27% yn gweld eu gwerth

14% am eu diwygio

59% yn eu herbyn

Cwyn gyffredinol oedd bod gormod o amser yn cael ei wastraffu. Mae'n bosibl bod agwedd negyddol y tiwtor yn gallu llywio barn y dysgwyr.

### Argymhellion - dylid

- defnyddio Cynlluniau Dysgu Unigol ar gyfer cofnodi sut mae'r dysgwyr am ddefnyddio'r Gymraeg y tu allan i'r dosbarth.
- neilltuo gofod i gynnwys pa ddefnydd cymdeithasol a wneir o'r Gymraeg.
- cynnwys nodau achredu yn y CDUau
- adolygu'r targedau'n gyson
- hepgor rhestru penawdau cyrsiau
- cadw bocs 'Pam dach chi'n dysgu Cymraeg'?

Holwyd am gael trafodaeth â CBAC a bod y Cynlluniau'n cael eu plethu i gofnod datblygiad personol y dysgwr. Awgrymwyd diwygio dyluniad y ffurflenni - o bosibl defnyddio lliwiau amrywiol i ddynodi lefelau Mynediad, Sylfaen a Chanolradd. Pwysleisiwyd bod angen neilltuo amser i wrando ar farn y dysgwyr - mae eu hanghenion yn newid. Adroddwyd mai'r bwriad yw adrodd i'r Gweithgor Cenedlaethol ar hyn.

### Penderfynwyd

- i. Cynnal cyfarfod ym Mehefin ynglŷn â diwygio'r CDUau a chynnwys ymatebion ac argymhellion CC. Mae'r Panel yn awyddus i fabwysiadu CDUau newydd ym Medi a dylid cynnwys 4 aelod ar y gweithgor, Cadeirydd y Panel Ansawdd, un cynrychiolydd o Brifysgol Bangor, Canolfan Cymraeg i Oedolion a Choleg Menai.
- ii. Cylchredeg papur draft i bob darparwr er mwyn derbyn eu sylwadau.
- iii. Cysylltu ag Estyn ac APADGOS i'w hysbysu am y newid cyfeiriad.

### 5. Estyn

- i. Cyflwynodd HH adroddiad llafar ar ganlyniadau arolwg Estyn ar ansawdd addysgu a hyfforddiant Canolfan y De-orllewin. Dyfarnwyd barn 'ddigonol'. Arsylwyd 21 o ddsbarthiadau.
- ii. **ADCDF**  
**Penderfynwyd**  
Dywedodd Estyn yn eu canllaw nad yw'n berthnasol i Gymraeg i Oedolion. Ymddengys fodd bynnag nad dyma'r neges a roddwyd yn ystod arolygiad y De-orllewin.  
Bydd y Ganolfan yn ysgrifennu at Estyn i ofyn am eglurhad o'r sefyllfa.
- iii. **Paratoi at Arolygiad**

Cylchredwyd papur 'Dogfennaeth a Gwybodaeth – Estyn' (yn seiliedig ar restr wirio a luniwyd gan Goleg Menai) fel canllaw/cynllun paratoi cyn ymweliad gan y corff arolygu.

**Penderfynwyd** gofyn i ddarparwyr ymateb i'r ddogfen a nodi beth arall ddylid ei gynnwys ar y rhestr. NR i gylchredeg fersiwn electronig o'r papur 'Dogfennau a Gwybodaeth - Estyn' i bob darparwr.

## 6. Cynllun Datblygu Ansawdd

Cyflwynodd HH y Cynllun Datblygu Ansawdd. Dywedodd nad oedd data dilyniant ar gael ar hyn o bryd ond bod y Ganolfan yn gweithio ar ddata dychwelwyr. Nodwyd y bu cynnydd yn y barnau 'da / rhagorol' yn ystod yr arsylwadau. Roedd colli cyllid Bwrdd yr Iaith ar gyfer swydd y Swyddog Dysgu Anffurfiol yn ei gwneud yn anoddach i'r Ganolfan gyrraedd y targed o godi arian o ffynonellau allanol.

## 7. Crynodeb ar Ansawdd Darpariaeth Cymraeg i Oedolion Gogledd Cymru

Cyflwynodd SD adroddiad yn crynhoi ansawdd darpariaeth Cymraeg i Oedolion yn y gogledd. Soniwyd am y newidiadau i'r drefn eleni. Ceisiwyd barn dysgwyr ynghylch eu profiadau, y cyrsiau a gweithgareddau dysgu anffurfiol. Bu'r adborth yn ddefnyddiol. Cofnodwyd y defnydd o'r CDUau. Ymhlith canfyddiadau'r arsylwadau mae'r canlynol:

- Cyrsiau dwys yn perfformio'n well na chyrsiau darnynol
- Cynnydd rhagorol ym mherfformiad dosbarthiadau ar lefel canolradd
- Tiwtoriaid amser llawn neu ar gytundebau .5+ yn perfformio'n well na thiwtoriaid fesul awr. Cytunwyd bod hyn yn tanlinellu'r angen i gyflogi rhagor o diwtoriaid amser llawn
- Tiwtoriaid newydd a hyfforddwyd gan y Ganolfan yn perfformio'n llawer gwell na'r rhai na fynychodd yr hyfforddiant.

Dywedwyd mai'r bwriad yw paratoi adroddiadau unigol ar gyfer pob darparwr. Bydd tiwtoriaid yn derbyn ffurflen adborth a'u Cynllun Datblygu Cytunedig.

## 8. Hunan Asesu – holiadur 2010-2011

Cyflwynodd SD Holiadur yr Adroddiad Hunan Asesu. Dywedodd bod hunanwerthusiad y darparwyr yn bwydo i AHA y Ganolfan. Y golofn dystiolaeth yw'r golofn bwysicaf. Gadawyd hi'n wag er mwyn i ddarparwyr gyflwyno eu tystiolaeth. Mae angen defnyddio termau meintiol Estyn wrth werthuso'r ddarpariaeth. Hefyd, gofynnwyd i ddarparwyr ymhelaethu ar eu gweithgareddau dysgu anffurfiol.

### Amserlen

Nodwyd mai **3 Hydref 2011** yw dyddiad dychwelyd y ddogfen.

**Penderfynwyd** – rhoi gwybod i'r darparwyr oedd yn absennol am y dyddiad cau uchod.

## 9 Llais y Dysgwr

Cyflwynodd IG fersiwn derfynol strategaeth Llais y Dysgwr a oedd yn cynnwys gwybodaeth am werthuso barn a rhoi adborth i ddysgwyr. Roedd eisoes wedi casglu barn gyffredinol rhai darparwyr i drafod yr agweddau hyn. Dywedwyd bod yr ychwanegiadau wedi'u nodi mewn teip gwyrdd ac roedd hyn yn cynnwys nodi beth oedd yn ofynnol neu'n ddewisol. Nodwyd mai'r bwriad o hyn ymlaen fydd derbyn

adroddiadau tymhorol yn y Panel hwn ar sail y strategaeth, gan bob darparwr. Bydd y Ganolfan yn cynghori ar natur yr adroddiad.

Dywedd GO bod angen plethu Llais y Dysgwyr gyda gwaith y darparwyr. Nododd IG y bydd yn cylchredeg gwybodaeth ynghylch yr arolygon ymadael cyn gynted â phosibl.

### **Gweithredu**

- pob darparwr i weithredu'r strategaeth o 1 Awst 2011
- Llais y Dysgwr yn eitem sefydlog ar raglen y Panel Ansawdd
- y Ganolfan i lunio 'pro-forma' i alluogi darparwyr i gyflwyno adroddiadau cynnydd tymhorol i'r Panel.

### **Statws Dilysu Agored Cymru**

Dywedd HH bod angen i ddarparwyr sy'n dymuno statws dilysu gyflwyno'u ffurflenni dilysu erbyn diwedd y mis.

### **10. Dyddiadau cyfarfodydd nesaf**

Cynhelir y cyfarfodydd nesaf ar :-

19 Hydref 2011

1 Chwefror 2012

23 Mai 2012

(Nodwyd y dylid osgoi cynnal cyfarfodydd y grŵp strategol yr un pryd ag arholiadau).

## Minutes of the meeting of the Quality Panel held on 25/5/2011 at 10:30am in the Madog Room, Coleg Llandrillo Cymru

### Present:

Gwenan Owain (Chair, Deeside College); Llinos Roberts (Yale College); Elwyn Hughes (Bangor University); Rachel Granger (Popeth Cymraeg), Llinos Griffin (Nant Gwrtheyrn), Meinir Tomos Jones (Coleg Harlech); Alma Williams (Coleg Menai); Ifor Gruffydd, Haydn Hughes, Siân Davies, Meira Evans, Pam Evans-Hughes, Nesta Roberts, Ellen Roberts (WfAC North Wales); Cefin Campbell (Sbectrwm)

### Apologies:

James Nelson (Coleg Llandrillo), Pegi Talfryn (Nant Gwrtheyrn), Kevern Kerswell (Yale College), Frances Jones (Popeth Cymraeg)

Papers 'A' and 'B' had been distributed before the meeting.

### 1. Welcome

Gwenan Owain took the chair and extended a welcome to those present, including new members.

### 2. Minutes of the meeting of 02/02/2011

The minutes were accepted as a correct record.

### 3. Matters Arising from the minutes

GO said that 'Learner Voice' needed to be a **standing** item on the Quality Panel's agenda, and that the agenda of this meeting needed to be amended to include it as item 9.

### 4. Individual Learning Plans — Report by Cefin Campbell

Cefin Campbell, Managing Director of the Sbectrwm Company, was invited to summarise the findings of his research into the aims of Individual Learning Plans. He had been gathering the responses of providers, learners and tutors regarding the suitability of the plans. He reported that ESOL was going through a process of creating something more practical and less cumbersome, and examining their deliberations had been valuable. It was not possible to avoid using the ILPs. Estyn believed that ILPs were important in the context of developing learners' skills. The guidelines indicated that evaluators should make sure that students reviewed their own learning. It was reported that aspirations and progress were important factors to consider. Estyn had praised the use of ILPs in a few inspections. Good use of the plans had been reported upon, and recent inspections had been studied. CC had questioned 53 learners and 22 tutors, and had looked at classes as focus groups. The following statistics were presented in response to the question of whether ILPs met learners' aspirations:—

#### Learners

87% believe that they are valueless for learning Welsh.

13% believe they have value

#### Tutors

27% see their value

14% want them amended

59% are opposed to them

One general complaint was that too much time was wasted. It was possible that a tutor's negative attitude could influence the learners' opinion.

### Recommendations —

- Individual Learning Plans should be used to record how the learners want to use Welsh outside the class.
- Space should be reserved to include what social use is made of Welsh.
- Accreditation aims should be included in the ILPs
- The targets should be regularly reviewed
- Listing of course headings should be dispensed with
- The box 'Why are you learning Welsh?' should be retained

An enquiry was made as to the possibility of holding discussions with WJEC, and weaving the Plans into the learner's personal development record. It was suggested that the design of the forms be revised — possibly using various colours to denote Entry, Foundation and Intermediate levels. It was emphasised that time needed to be set aside to listen to learners' views — their needs changed. It was reported that the intention was to report to the National Working-party on this.

### Resolved

- iv. To hold a meeting in June concerning the revision of the ILPs, and to include CC's responses and recommendations. The Panel is eager to adopt new ILPs in September, and 4 members should be included on the working party: the Chair of the Quality Panel, one representative of Bangor University, the Welsh for Adults Centre, and Coleg Menai.
- v. To circulate a draft paper to all providers in order to receive their comments.
- vi. To contact Estyn and DCELLS to advise them of the change of direction.

### 5. Estyn

- i. HH presented an oral report on the results of the Estyn inspection of the quality of teaching and training in the South-west Wales Centre. It had been adjudged 'adequate'. 21 classes had been observed.
- ii. **ESDGC**  
**Resolved**  
Estyn had stated in their guideline that this was not relevant to Welsh for Adults. It appeared, however, that this had not been the message conveyed during the inspection in the South-west.  
The Centre would be writing to Estyn to ask for an explanation of the position.
- iii. **Preparing for an Inspection**

A paper, 'Documentation and Information — Estyn' (based on a checklist drawn up by Coleg Menai) was circulated as a guideline/scheme for preparation prior to a visit by the inspection body.

**Resolved:** to ask providers to respond to the document and indicate what else should be included on the list. NR to circulate an electronic version of the paper 'Documentation and Information — Estyn' to all providers.

## 6. Quality Development Plan

HH presented the Quality Development Plan. He said that follow-up data was not available at present, but that the Centre was working on the data concerning returners. It was noted that there had been an increase in the 'good / excellent' judgements during the observations. Losing the Welsh Language Board's funding for the post of Informal Learning Officer made it more difficult for the Centre to hit the target of attracting money from external sources.

## 7. Summary of the Quality of Welsh for Adults Provision in North Wales

SD presented a report that summarised the quality of Welsh for Adults provision in North Wales. The changes to the system this year were mentioned. Learners' opinions about their experiences, the courses and informal learning activities had been sought. The feedback had been useful. The use of ILPs was recorded. Among the findings of the observations were the following:

- Intensive courses were performing better than non-intensive courses
- There was excellent progress in the performance of Intermediate level classes
- Tutors who were full-time or on 0.5+ contracts performed better than hourly-paid tutors. It was agreed that this underlined the need to employ more full-time tutors
- New tutors trained by the Centre performed much better than those who had not attended the training.

It was stated that the intention was to prepare individual reports for every provider. Tutors would receive a feedback form and their Agreed Development Plan.

## 8. Self-assessment — Questionnaire, 2010–2011

SD presented the Questionnaire for the Self-Assessment Report. She stated that the providers' self-evaluation fed into the Centre's SAR. The evidence column was the most important one. It was left blank so that providers could present their evidence. Estyn's quantitative terms needed to be used in evaluating the provision. Providers were also requested to go into detail about their informal learning activities.

### Timetable

It was noted that **3 October 2011** was the date for return of the document.

**Resolved** — to inform absent providers of the closing date.

## 9 'Learner Voice'

IG presented the final version of the 'Learner Voice' strategy, which included information about evaluating opinions and giving feedback to learners. He had already gathered the general views of some

providers in order to discuss these elements. He said that the additions had been indicated in green type, and this included noting what was requisite and what was optional. It was noted that henceforth the intention would be to receive termly reports from all providers, in this Panel, based on the strategy. The Centre would advise on the nature of the report.

GO said that 'Learner Voice' needed to be woven in to the work of the providers. IG said he would circulate information about the exit surveys as soon as possible.

### Implementation

- all providers to implement the strategy from 1 August 2011
- 'Learner Voice' to be a standing item on the agenda of the Quality Panel
- the Centre to draw up a 'pro forma' to enable providers to present termly progress reports to the Panel.

### OCN Wales Validation Status

HH stated that providers who wanted validation status needed to present their validation forms by the end of the month.

### 10. Dates of forthcoming meetings

The next meetings would be held on:–

19 October 2011

1 February 2012

23 May 2012

(It was noted that meetings of the Strategic Group should not be held at the same time as examinations).