

Awdurdod Cymwysterau, Cwricwlwm ac Aseu Cymru
Qualifications, Curriculum and Assessment Authority
for Wales

CORPORATE PLAN

2002/03 to 2004/2005

*Advancing education and training through
the promotion of quality and coherence*

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CORPORATE PLAN 2002/03 – 2004/05

EXECUTIVE SUMMARY

Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru/the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) is the National Assembly's principal advisory body on matters relating to all qualifications (outside higher education) and school curriculum and assessment. This Corporate Plan sets out ACCAC's plan for the next three years, 2002/03–2004/05.

The **vision** of the future is to provide Wales with a motivated and multi-skilled community, one that has the capability to master a constantly evolving economy. For Wales to attain this vision our education and training system must be dynamic, flexible and robust. It must be of high quality and meet the needs of Wales, and its people on an individual basis.

Therefore, advancing education and training through the promotion of quality and coherence is our **primary aim**. With this in mind, the Corporate Plan, in conjunction with the annual Operational Plans, will detail the Authority's strategies for improving education and training in Wales.

To this end, the Authority will continue to:

- Ensure quality and standards in external general and vocational qualifications;
- Keep under review all aspects of the school curriculum and statutory assessment arrangements for maintained schools;
- Commission classroom materials to support the teaching of Welsh, other subjects through the medium of Welsh and Wales-specific aspects of the Curriculum;
- Advise on appropriate programmes of research and development (and carrying these out as appropriate); and
- Publish and disseminate information relating to qualifications, curriculum and assessment in Wales.

Our major **priorities** are:

- to ensure the National Qualifications Framework meets the needs of learners;
- to ensure an integrated curriculum and assessment framework for schools that:
 - Widens opportunity;
 - Raises standards of achievement; and
 - Provides a broad and balanced education.
- to commission high quality Welsh and bilingual classroom materials;
- to carry out research which contributes to the improvement of standards; and
- to advise the Assembly as appropriate on educational policies.

Embedded in the core of our work are the Assembly's three cross cutting themes of sustainable development, social inclusion and equal opportunities.

INTRODUCTION

The Assembly's Aspirations

ACCAC shares the Assembly's **vision** of the future to provide Wales with a motivated and multi-skilled workforce, one that has the capability to master a constantly developing economy. For Wales to attain this goal, our education and training system must be dynamic, flexible and robust. It must be of high quality and meet the needs of Wales, and its people on an individual basis. Therefore ACCAC's primary aim is to remain focused on the advancement of education and training through the promotion of quality and coherence.

The policy frameworks created to advance this vision and which influence the Authority's activities are *betterwales.com* and *The Learning Country*.

Elements of ACCAC's work centre on *www.betterwales.com*'s three major themes promoting:

- **Sustainable development**
 - By improving awareness of sustainability issues in curriculum developments and in commissioned classroom materials; and
 - By ensuring that the National Qualifications Framework is flexible enough to serve a diversifying economy.
- **Social inclusion**
 - By ensuring good baseline assessment arrangements, supporting the least able pupils and those at risk of social exclusion;
 - Rationalising special arrangements across qualifications;
 - Commissioning Welsh language materials for special needs pupils; and
 - Developing a National Qualifications Framework, which provides appropriate qualifications, improves access for all, and encourages lifelong learning.
- **Equal opportunities**
 - By taking account of the needs of pupils for whom English is an additional language;
 - Ensuring that the curriculum, assessment and externally awarded qualifications reflect the diversity of communities in Wales and avoids sex, race and disability stereotyping;
 - By highlighting opportunities to promote equal opportunities right across the curriculum; and
 - By ensuring equal opportunities for staff and those applying for posts in the Authority.

www.betterwales.com also identifies a detailed programme for government, organised into five action areas. ACCAC contributes to these five action areas through its promotion of:

- **Better opportunities for learning**
 - By ensuring **inclusive curriculum** and assessment arrangements in schools which support teachers and pupils and improves standards;
 - By ensuring a **flexible, yet rigorous qualifications structure** which meets the needs of learners; and
 - By extending the range of **Welsh-medium** classroom materials available.
- **A better, stronger economy**
 - By ensuring the school curriculum and the qualifications structure support the development of those **skills** essential for the development of an advanced, competitive and more diverse economy.
- **Better health and well-being**
 - By ensuring through active guidance, in partnership with others, that pupils are aware of the **benefits** of developing a healthy life-style.
- **Better quality of life**
 - By ensuring that pupils are aware of the importance of **sustainability**; and
 - Greater social inclusion, using education to promote a **wider understanding** of Wales' culture and heritage.
- **Better simpler government**
 - By continuing to ensure that the Authority is **managed efficiently** and effectively.

The Authority's Aspirations

In this context, the Authority's aspirations are:

***First Objective* – Developing a coherent Qualifications Framework which meets the needs of Wales and improves levels of skills and educational achievement**

- To meet individual needs by providing appropriate qualifications, in both English and Welsh, that promote equality of opportunity and recognise achievements in learning and training;
- To ensure qualifications are inclusive and manageable while maintaining high standards;
- To promote lifelong learning and encourage individuals to be responsible members of their local and wider communities; and
- To support sustainable economic development by providing an appropriate 'climbing frame' for individuals to develop the skills that Wales needs to prosper.

Second Objective – Developing a coherent and integrated curriculum and assessment framework for schools which raises standards of achievement and widens educational opportunity

- To ensure that the school curriculum meets the needs of all pupils;
- To assist schools in widening educational opportunity;
- To assist schools in raising standards of achievement; and
- To retain the confidence of the teaching profession, parents, governors and the wider public.

Third Objective – Commissioning high quality Welsh and bilingual classroom materials to support the teaching of Welsh and other subjects and aspects of the curriculum through the medium of Welsh

- To expand the range of agencies that will make provision of Welsh medium materials, whilst at the same time, maintaining high quality; and
- To develop the use of ICT within the commissioning strategy, which will be reviewed in 2004.

Fourth Objective – Improving the Authority’s intelligence base with targeted research and providing timely information regarding developments in education and training in Wales

- To maintain and, where possible, extend the intelligence base, for both qualitative and quantitative information, to ensure informed decision making;
- To maintain and extend partnership arrangements that facilitate the flow of information and co-ordination of effort; and
- To improve the information service provided, particularly through major redevelopment of the website.

Fifth Objective – Ensuring an effective and efficient organisation

- To develop an appropriate profile for the Authority, increasing recognition by a wider audience and creating a greater understanding of our work and our aims; and
- To maintain and improve the effectiveness and efficiency of the Authority.

The Authority’s detailed plans are set out on pages 7 to 25.

OBJECTIVE 1

DEVELOPING A COHERENT QUALIFICATIONS FRAMEWORK WHICH MEETS THE NEEDS OF WALES AND IMPROVES LEVELS OF SKILL AND EDUCATIONAL ACHIEVEMENT

Overview

The policy context for this Objective is the National Assembly's priorities as set out in *BetterWales.com* (May 2000) and *The Learning Country* (August 2001).

We aim to ensure that for the next three years, Wales has a coherent qualifications framework that:

- Meets individual needs by providing appropriate qualifications, in both English and Welsh, that promote equality of opportunity and recognise achievements in learning and training;
- Is inclusive and manageable while maintaining high standards;
- Promotes lifelong learning and encourages individuals to be responsible members of their local and wider communities; and
- Is designed to support sustainable economic development by providing an appropriate 'climbing frame' for individuals to develop the skills that Wales needs to prosper.

The **general outcome** of the activity planned under this Objective should be:

- A higher percentage of learners in Wales achieving external qualifications, with more learners from ethnic minorities and socially disadvantaged groups gaining qualifications than at present.
- A more coherent, transparent and manageable high quality qualifications system;
- A better match between the skills needs of Wales and the qualifications that are available for and taken up by learners; and
- A suitable range of Welsh medium qualifications is available.

Developing the National Qualifications Framework

The Authority, in conjunction with the regulatory authorities in England, Northern Ireland and, where appropriate, Scotland, have been working since 1997 to establish a National Qualifications Framework for all qualifications (outside higher education). During the period of this Plan, work will continue to bring existing qualifications into the Framework. Simultaneously, work will continue to rationalise the existing provision.

ACCAC is also working with the Quality Assurance Agency for Higher Education (QAA) and QCA, to clarify the relationship between Higher Education qualifications and those qualifications within ACCAC's remit.

The development of the Framework is taking into account the broader context of 14-19 curriculum developments in Wales, the UK and Europe, including work on the proposed Welsh Baccalaureate Qualification post-16. The Authority will continue to work with the National Council of ELWa on the development of a Qualifications and Credit Framework for Wales and with the Basic Skills Agency on the implementation of the Basic Skills Strategy for Wales.

In order to ensure that learners in Wales develop appropriate skills in line with the changing economy, ACCAC will continue to work with ELWa, and other partners, to identify those areas where new qualifications are needed. We will promote their development and admission to the Framework. We will also work with the other regulatory authorities to ensure a sound framework of National Occupational Standards and to ensure that new developments take due account of existing provision.

October 2002 will mark the fifth anniversary of the implementation of the Education Act, 1997 which provides the statutory basis for the Authority's qualifications functions. We will carry out a review of the current arrangements to ascertain to what extent they remain appropriate for meeting the Authority's and the Assembly's objectives.

Ensuring Standards

The National Qualifications Framework is underpinned by a rigorous and cost-effective system of regulation, in which the Authority ensures the standards of qualifications by:

- Developing and publishing criteria for the accreditation of qualifications;
- Accrediting and developing qualifications against those criteria;
- Keeping awarding procedures under review through rigorous post-accreditation monitoring arrangements;
- Improving the transparency of the system.

In partnership with the QCA and CCEA, the Authority will further develop and keep under review the joint system of regulation, working closely with ELWa, awarding bodies and others.

There are two categories of **criteria used for accrediting qualifications**: those governing qualification design, referred to as 'qualifications criteria', and those governing the processes and procedures leading to the award of qualifications, referred to as 'codes of practice'.

During the period of this Corporate Plan, the **programme for accrediting** all existing qualifications and new qualifications that are currently under development (e.g. Vocationally Related Qualifications, Vocational GCSEs, Technical Certificates) will be completed. In conjunction with QAA and QCA, accreditation of those higher-level qualifications that fall within the regulatory authorities' remit (e.g. HND, HNC) has begun and will continue.

The Authority will continue to keep these criteria under review with the aim of ensuring clarity and coherence across all such criteria and codes, while ensuring fitness for purpose.

The **post-accreditation monitoring arrangements** are currently under review. Post-accreditation activities are worthwhile when they lead to improvements in quality, and represent value for money. The Authority is building on existing practices that are working well, and rationalising arrangements where necessary, to ensure the best possible co-ordination of effort. This includes introducing a programme of post-accreditation monitoring for vocationally related qualifications that have not previously been subject to regulation. ACCAC will publish and disseminate the outcomes of its post-accreditation monitoring programmes more widely.

The Authority undertakes **research and development** to address known difficulties and improve quality in qualification design and implementation. Specific foci are identified in the light of post-accreditation monitoring findings, and take due regard of concerns raised by others with a legitimate interest in the qualifications system, notably the Assembly, Estyn and ELWa, as well as the learners themselves, their teachers, trainers and employers. Specific attention is currently being given to the review of the Key Skills qualification and to the special arrangements that ensure access to external qualifications for learners with particular requirements.

ACCAC will continue work with a range of projects aimed at bringing **greater transparency** to the awarding system. The public has heightened expectations regarding transparency. It must be evident at all times that the system, including levels of examination fees, are kept under review.

Examination centres may initially appeal against the award of a qualification grade to the relevant awarding body. Where the appellants are unsatisfied, they may lodge a formal appeal with the **Examinations Appeals Board**. The Authority will continue to note all formal appeals and monitor the action of the awarding body where the appeal is granted. ACCAC will also work with QCA on improving access to the appeals system for parents and candidates.

Support for Welsh Medium Qualifications

The Authority provides financial support for the production of Welsh medium A Level, GCSE and CoEA examinations and Welsh medium GNVQ assessments. The Authority will continue to monitor the percentage of pupils taking examinations through the medium of Welsh.

Arrangements are also in place for GNVQ/VCEs and for Key Skills. Discussions are currently taking place with Awarding Bodies regarding the provision of GCSEs in vocational subjects through the medium of Welsh.

Advice on the delivery of NVQs through the medium of Welsh has been circulated to National Training Organisations (NTOs), Standard Setting Bodies (SSBs) and awarding bodies and advice on the delivery and assessment of VRQs through the medium of Welsh has been published on the ACCAC website. In addition, the Project and Standards Approval Group (PSAG - the UK-wide committee responsible for the approval of National Occupational Standards) agreed in August 1999 to accept bids from NTOs and SSBs to cover the direct costs of translating National Occupational Standards into Welsh.

These developments highlight the challenges to be faced in developing a strategic approach to support for all Welsh medium qualifications. Historically, funding for the translation of

specifications and/or assessment instruments has been provided variously through the Welsh Office, NCVQ (Wales) and ACCAC. It is likely that demand for such qualifications will increase. It is important that candidates who wish to undertake qualifications through the medium of Welsh are not disadvantaged in any way. It is also important that a consistent rationale can be demonstrated for the investment of resources in Welsh medium qualifications. The Authority will continue to review the situation and submit, as appropriate, advice during the Plan period.

Advising on the statutory approval of qualifications

The Authority will provide the Assembly with advice each year on the statutory approval of qualifications.

Resources

Planned expenditure is summarised in Table 1 below.

Table 1

	Activity	2000/ 2001 Actual £'000	2001/ 2002 Budget £'000	2002/ 2003 Plan £'000	2003/ 2004 Plan £'000	2004/ 2005 Plan £'000
1	Developing a coherent qualifications framework	18	5	75	75	60
2	Ensuring standards	383	343	432	432	435
3	Support for Welsh medium qualifications	400	700	1,031	981	500
4	Advising on the statutory approval of qualifications	-	-	10	10	10
5	QCA agency costs	200	200	208	216	225
TOTAL PROGRAMME EXPENDITURE		1,001	1,248	1,756	1,714	1,230

OBJECTIVE 2

DEVELOPING A COHERENT AND INTEGRATED CURRICULUM AND ASSESSMENT FRAMEWORK FOR SCHOOLS WHICH RAISES STANDARDS OF ACHIEVEMENT AND WIDENS EDUCATIONAL OPPORTUNITY

Overview

This Objective focuses on:

- Early years provision;
- The school curriculum 5-19;
- Religious education provision; and
- Assessment arrangements for 5-14 year olds.

Much of this work results from the revised School Curriculum, which was implemented in September 2000. The context for this work is *betterwales.com* and *The Learning Country*.

Our vision remains the development of a coherent and integrated curriculum and assessment framework that:

- Meets the needs of all pupils;
- Widens educational opportunity;
- Raises standards of achievement; and
- Has the confidence of the teaching profession, parents, governors and the wider public.

The general outcome of the activity planned under this Objective should be:

- Raised standards of achievement in the core subjects of English, Welsh, Mathematics and Science, school provision generally and Religious Education (RE);
- Proposals as necessary for a revised curriculum that better meets the needs of individual learners, their local communities and Wales;
- Improved teacher assessment in national curriculum subjects and religious education;
- A better understanding and use of the information obtained from the statutory assessment process; and
- A more cost effective and focused statutory assessment system.

The School Curriculum

The revised School Curriculum in Wales

Following a statutory consultation in the summer of 1999, the National Assembly approved revised subject Orders, and these were issued with the non-statutory Frameworks for Personal and Social Education (PSE) and Work Related Education (WRE) in March 2000. The Authority has been asked to advise on the future status of the PSE and WRE Frameworks beyond 2002. ACCAC has also developed a National Framework for Careers Education and Guidance (2001), with associated guidance materials, which schools and colleges will implement during this period (subject to Ministerial approval). ACCAC, in partnership with Careers Wales, will monitor the effectiveness of this Framework.

The implementation of the revised school curriculum is being supported with phased, targeted guidance for teachers. During the Plan period, teacher support material will continue to be developed and published. Likely areas for support are materials associated with the Assembly's three major themes of sustainable development, social inclusion and equality of opportunity, under 5s provision and improving standards at Key Stage 3. The Authority is represented on the Assembly's Panel for Education for Sustainable Development and on the Assembly's Working Group for Global Citizenship. The target areas are likely to be guidance to support the Curriculum Cymreig; guidance for teachers with gifted and talented pupils; guidance on good practice in the teaching and assessment of pupils with SLD/PMLD and support materials to implement the National Strategy for Languages. The Authority will work closely with partners to ensure close links between guidance, in-service training and qualifications for new and serving teachers.

The Authority will submit advice to the Assembly in December 2001 on monitoring the revised school curriculum and the purpose and effectiveness of the statutory assessment system. This advice will take due cognisance of the Assembly's consultation proposals on a coherent curriculum for 14-19 year olds. ACCAC will subsequently undertake a programme of work to gather evidence for any changes needed and develop proposals as necessary.

The Authority will work with other organisations to explore and develop the potential of interactive websites to support teaching & learning and to monitor & consult on the curriculum and assessment arrangements.

Religious Education Provision 5-19

The Authority works with Standing Advisory Councils for Religious Education (SACREs) and LEAs to promote improved standards in RE in Wales. ACCAC will continue to publish reviews of SACRE reports every other year. Reports are timetabled for 2003 and 2005.

ACCAC will also work with LEAs and SACREs on focused projects targeted at raising standards in Religious Education. The Authority's updated *Guidance on the Review of Locally Agreed Syllabuses* including national exemplar level descriptions for RE in Wales, is being published in October 2001. ACCAC will also publish guidance for teachers in 2002 to exemplify the national exemplar level descriptions. Working with LEAs and SACREs, in Wales, ACCAC will monitor the effectiveness of the exemplar level descriptions and identify other focused projects to promote improved standards in RE in Wales.

Early Years Provision

The Authority aims to provide more guidance to supplement 'Desirable Learning Outcomes' with regard to developing the progress of children of 3 and 4 years of age, together with exemplar material to assist in curriculum planning across all settings.

The Authority will continue to contribute to the Early Years Advisory Panel set up by the Assembly.

Statutory Assessment Arrangements

Baseline Assessment

Baseline assessment gauges a child's abilities on entry to the Reception Year (or Year 1, if this is when they first start school) against a set of developmental steps. During 1998/99, the Authority accredited 12 baseline assessment schemes for use in Wales from September 1999 until 2001-2 when all schools were statutorily required to assess pupils on entry to school.

The Authority will continue to monitor the baseline assessment arrangements throughout the period of the Corporate Plan, considering for accreditation any further schemes submitted. The Authority will publish lists of accredited schemes submitted by LEAs and other baseline assessment scheme providers. Accredited schemes will need to be re-submitted to the Authority for re-accreditation by 31 January 2002.

During the period of the Corporate Plan, the Authority will consider whether exemplification materials for assessment scales across Wales are required to aid clarification and ensure consistency of interpretation. ACCAC will also pay due regard to the findings of the Assembly's Education and Lifelong Learning Committee on Early Years provision.

Statutory Assessment for 7, 11 and 14 year olds

The Authority will ensure that the principles underpinning the structure of statutory assessment in Wales (set out in *Getting the Best from the National Curriculum Assessment Arrangements in Wales*, 1997) continue to be implemented, namely, that:

- statutory teacher assessment and the statutory tasks and tests should have equal status;
- the statutory tasks and tests will target the expected range of levels at key stages 2 and 3; and
- teacher assessment alone will be the means by which pupils' achievements above and below the expected range, are recognised.

The Authority will continue to convene the Statutory Assessment Forum, which provides opportunities for LEA representatives to gain first-hand information on the assessment arrangements from Authority officers and for officers to receive feedback from LEA representatives.

Following advice submitted to the Assembly in December 2001 on the purpose and effectiveness of the statutory assessment process, ACCAC will undertake a work programme identifying need for any change and develop proposals accordingly. This also will take on board the decision to abolish the tests and tasks at key stage 1. As mentioned earlier, in order to maintain a coherent curriculum and assessment framework, this will also incorporate advice on the revised School Curriculum which will set out any recommended action and a timetable for implementation.

Improving teacher assessment and using assessment information

The Authority will continue to implement its longer-term strategy to improve the quality of teacher assessment.

During 1998-2001, the Authority developed a series of optional assessment materials (OAMs) at Key Stages 1, 2 and 3 to support teacher assessment, (including the assessment of pupils working outside the expected range of attainment at each key stage).

A series of regional conferences were held during 2001/02 to disseminate key messages from these materials and support their use in INSET. During the Corporate Plan period, the Authority will consider how to build on these materials in promoting and supporting assessment for learning.

The Authority will discuss and consider the interface between its work and the Family Literacy Schemes of the Basic Skills Agency.

The Authority will continue to promote a better understanding of the importance of statutory assessment in helping to raise standards, by emphasising how assessment outcomes may be used by teachers and schools to improve teaching and learning.

In spring 1999, the Authority published a key booklet for Key Stages 1, 2 and 3 on *Making Effective Use of Assessment Information (MEUOAI)*, a document which provided guidance for governors, head teachers and teachers on recording, reporting and the use of assessment information. Two supporting publications dealing with good practice in reporting pupils' progress to parents and effective methods of recording were published in 2000. A primary school video to accompany the booklets, exemplifying good practice in the use of assessment information, was published in 2001. Again the conferences held in 2001/02 to disseminate key messages will provide support for teachers in INSET.

The Authority will also keep abreast of local developments by monitoring the initiatives of LEAs on the use of information for formative and diagnostic purposes and target setting so that good practice might be shared more widely.

Statutory Tasks and Tests

During the Corporate Plan period, the Authority will continue to develop a coherent and integrated curriculum and assessment framework for Wales where assessment underpins delivery of the National Curriculum and yields reliable data on pupil achievement.

Currently, end of key stage tasks and tests are developed by test development agencies under contract to the Authority. These cover the assessment years up to 2004-5. The Authority will keep arrangements under review to ensure that they continue to achieve value for money and efficiency savings.

These tests need to provide continuity with previous years in order that progress towards the BEST targets can be measured. The most appropriate time, therefore, to implement significant changes (if any) to the assessment framework would be in 2006. The Authority will be going out to tender on test development contracts for 2006 and beyond by the end of 2003 in order to enable any changes to the assessment framework to be implemented, following the review mentioned above.

The Authority will continue to ensure comparability in statutory tasks and tests across subjects, and across key stages. In addition, the Authority will keep close and regular contact with QCA, CCEA and the appropriate agencies in Scotland to ensure that test standards and results across countries of the UK are compared systematically.

Consideration will be given to making past test papers available to parents. This would include papers from 2000 onwards (the date when ACCAC took direct responsibility for these functions). The intention would be to produce a CD-ROM containing the year's tests and mark schemes, which could then be distributed in November to schools with the annual *Implications for Teaching and Learning* reports.

During the period 2000-2002 the WJEC are conducting the external marking of the statutory tests for 11 and 14 year olds under contract to ACCAC as the external marking agency. An invitation to tender exercise will need to be conducted again during the course of the Plan. The Authority will continue to manage the work to ensure high quality marking and to ensure prompt collection and validation of data. This will include consideration and possible piloting for methods of increasing data transfer by electronic means.

Starting with the 2003 cycle of task/development, a centralised service for arranging schools' involvement in pre-testing will operate. It is intended that this model will provide a more streamlined and effective system, with a corresponding reduction in the workload for participating schools.

The Authority will work in close association with the National Advisory Group established to investigate the possible introduction of an Unique Pupil Numbering system (UPNs) as part of wider strategic planning on the development of pupil level systems in Wales.

Inclusion and ensuring access for all pupils

In developing the curriculum and assessment framework, the Authority supports the inclusion of all pupils by way of revised 'Access for all pupils' statements in the National Curriculum Orders. References are made to social responsibility, community awareness and the acceptance of diversity, in the PSE Framework, ensuring that guidance assists teachers to set targets for all pupils. Special arrangements are also made for pupils with English as an additional language so that they continue to have proper access to the statutory tasks and tests.

In 2000, ACCAC published guidance on planning the curriculum for pupils with emotional and behavioural difficulties (EBD), *Challenging Pupils: Enabling Access*, and a second document, *A Structure for Success: Guidance on the National Curriculum and Autistic Spectrum Disorders*.

Practical Suggestions for Assessing Pupils Working Towards Level 1 was published in 1999. To supplement this, additional guidance on target setting for SEN pupils was published in 2001.

A set of optional assessment materials for pupils with SEN at Key Stage 3 was also produced in history, geography and Design & Technology and published in 2001.

The Authority plans a further range of initiatives to support teachers of pupils with special educational needs and gifted/talented pupils:

- To hold a conference once a year in conjunction with Estyn and NATED which provides an update on policy and practice;
- To undertake further work on assessment of pupils working below the expected range for each Key Stage and particularly working below Level 1;
- To disseminate effective practice in curriculum planning/access for pupils with SEN;
- To develop guidance on gifted and talented pupils;
- To undertake research in effective practice of assessment at Entry Level, at Entry 1 & 2 in particular; and
- To continue to work with QCA, CCEA and awarding bodies to rationalise special arrangements across 'A' level, GCSE, GNVQ, Entry Level qualifications and the tests at Key Stage 3.

Planned expenditure is summarised in Table 2 below.

Table 2

	Activity	2000/ 2001 Actual	2001/ 2002 Budget	2002/ 2003 Plan	2003/ 2004 Plan	2004/ 2005 Plan
		£'000	£'000	£'000	£'000	£'000
1	The School Curriculum	302	195	412	343	340
2	Early Years	-	-	35	30	15
3	Statutory assessment arrangements:					
	• Baseline Assessment	6	-	2	2	2
	• Improving teacher assessment (OAMs and MEUOAI)	327	336	340	-	-
	• Statutory Tasks and Tests	2,119	2,636	2,549	2,342	2,665
	• External marking	1,424	1,450	1,586	1,649	1,715
	• Invest to Save	-	25	26	27	-
TOTAL PROGRAMME EXPENDITURE		4,178	4,642	4,950	4,393	4,737

OBJECTIVE 3

COMMISSIONING HIGH QUALITY WELSH AND BILINGUAL CLASSROOM MATERIALS TO SUPPORT THE TEACHING OF WELSH AND OTHER SUBJECTS AND ASPECTS OF THE CURRICULUM THROUGH THE MEDIUM OF WELSH

Overview

The Authority will continue to commission the publication of high quality classroom materials across the whole school curriculum and where the commercial market fails to provide such materials. These materials will be aimed at:

- Supporting an improvement in standards of achievement in Welsh, both as a first and second language;
- Improving and extending the range of educational opportunity that is available through the medium of Welsh; and
- Increasing the opportunities for pupils in Wales to enhance their knowledge and understanding of the Wales-specific elements of the curriculum.

The general outcome of the activity planned under this Objective should be:

- The availability of a suitable range of high quality Welsh language and bilingual classroom materials across all subjects, which will contribute to raising standards of achievement; and
- An increased awareness in schools of the availability of these materials.

Commissioning Strategy

Work under this Objective is set in the context of the priorities mentioned under Objectives 1 and 2 and the strategy document – *Commissioning Classroom Materials: Strategy and Implementation 2000/01 – 2002/03*. The strategy will be reviewed and revised during the Corporate Plan period.

The Authority will:

- Maintain and improve the general level of provision, the distinctive features of the Wales curriculum and addressing areas where significant under provision has been identified;
- Address priorities arising from the other objectives in the Authority's Corporate Plan;
- Ensure a balance between print and non-print materials and seek other opportunities by means of developing technology;

- Implement a range of marketing initiatives to ensure that interested parties are aware of the availability of materials with a view to increasing sales; and
- Ensure that best use is made of public money.

Commissioning Priorities

During the Plan period, the Authority will:

- Continue to maintain an effective process for identifying and prioritising educational needs that can be met through printed and other materials, including software and audio-visual resources, particularly in response to the needs arising from ICT developments in schools;
- Ensure that the materials being produced are of the required quality and are meeting the identified needs. To indicate the degree to which these needs are being met, sales figures for all commissioned materials are monitored;
- Building on the experience from evaluation exercises already undertaken, maintain a rolling programme of evaluation, looking in turn at different areas of the curriculum. Independent agencies will be commissioned to evaluate:
 - The initial selection and ‘fitness for purpose’ of the commissioned materials;
 - The marketing and sales of the materials; and
 - The use being made of the materials in the classroom, and their influence in relation to improved achievement;
- Seek to improve the value for money in commissioned projects. Efforts will be made to secure greater competition for contracts and the Authority’s investment will be critically reviewed, notably in relation to the take-up made by schools and others in purchasing the published materials;
- Keep its tendering procedures under review. There are a number of technological developments in printing with the potential for improving value for money. In addition, there may be a trend towards the production of more IT-based materials, where the market is more competitive and which can be a more cost-effective method of commissioning. Print-based materials will, however, remain important;
- Seek annual improvements in meeting target publication dates;
- Co-operate with other commissioners where opportunities arise (e.g. the Welsh Books Council, the WJEC, the BBC, National Council of ELWa) to ensure the most effective use of public monies; and
- Work in co-operation with the Welsh Books Council to ensure that the materials are effectively marketed and widely available.

Planned expenditure is summarised in Table 3 below.

Table 3

	Activity	2000/ 2001 Actual £'000	2001/ 2002 Budget £'000	2002/ 2003 Plan £'000	2003/ 2004 Plan £'000	2004/ 2005 Plan £'000
1	Commissioning of materials to meet needs	1,141	1,098	1,324	1,155	1,047
2	Quality control mechanisms	71	69	72	89	58
3	Marketing of materials	12	12	54	56	56
TOTAL PROGRAMME EXPENDITURE		1,224	1,179	1,450	1,300	1,161

OBJECTIVE 4

IMPROVING THE AUTHORITY'S INTELLIGENCE BASE WITH TARGETED RESEARCH AND PROVIDING TIMELY INFORMATION REGARDING DEVELOPMENTS IN EDUCATION AND TRAINING IN WALES

Overview

The policy context for this objective is the Authority's remit, from the Assembly, to ensure that ACCAC's advice is well researched and informed by collaborative working with all relevant partners, and that the Authority is well-placed to provide accurate and timely information to a wider public.

Our vision for the next three years is that the Authority will:

- Maintain and, where possible, extend its intelligence base, for both qualitative and quantitative information, to ensure informed decision making;
- Maintain and extend partnership arrangements that facilitate the flow of information and co-ordination of effort; and
- Improve the information service that it provides, particularly through major redevelopment of its website.

ACCAC's intelligence base is drawn from a wide range of sources including members, staff, the teaching profession, employers and key interest groups, as well as through formal consultations, evaluation exercises, needs identification and statistical analyses. Sharing of information with our partners is vital to the Authority's programme of work. The Authority also commissions independent research.

ACCAC has an obligation to provide accurate information about developments to those with an interest in education and training in Wales.

The general outcome of the activity planned under this Objective should be:

- Improved statistical information including data that links performance at 11,14,16 and 18 and includes a wider range of vocational qualifications than at present;
- To maintain existing partnerships through Memoranda of Understanding; and
- The establishment of an enhanced website that will provide improved information to a wider audience and is user friendly to all.

Intelligence and Research

The majority of ACCAC's intelligence gathering and research is directly related to specific work programmes within the three previous Objectives. Some research spans more than one of the Corporate Plan's main objectives, for example, analysing statistical information. Much progress has been made in this area, in collaboration with the National Assembly's Statistical Directorate.

At Key Stages 2 and 3, the Authority has access, via the external marking contract, to pupil level data on the performance of 11 and 14 year olds in the end of key stage statutory assessments. The Authority also has access to pupil level data collected by the National Assembly on the performance of pupils in the Key Stage 1 statutory assessment. During the period of the Corporate Plan, the Authority will use this information to compare performance of cohorts of pupils over time and across key stages in order to track progress towards the Assembly's National Targets. ACCAC will continue to work closely with the National Assembly Statistical Directorate in the proposed pilot of individual pupil level data systems at school level in Wales.

A contract with the WJEC supplies ACCAC with data on GCE A/AS, AVCEs, GCSEs, GNVQs and Entry level qualifications. This led to the published series *Examining Success in Wales*. During the period of this Corporate Plan, ACCAC intends to develop the scope and usefulness of this publication through including measures that link students' performance at 11, 14, 16 and 18; and through including a wider range of vocational and vocationally related qualifications.

The Authority also has access to a number of databases for GNVQs and NVQs that hold information about qualifications in England, Wales and Northern Ireland. However, currently, the Authority cannot readily access data relating solely to centres and candidates in Wales. ACCAC is building up its own centres' database as the National Qualifications Framework is developed and qualifications are accredited. The Authority will work closely with the Assembly, DfES, QCA and others to seek a rationalisation of qualifications data collection and storage. Such information will be disseminated, where it would be helpful, to schools, colleges, training providers and others.

Projects of targeted research for the Plan period will, as in the past, be determined on an annual basis where specific needs were identified.

Working in partnership

ACCAC works in partnership with a number of organisations in various capacities, broadly speaking these can be divided into four strands.

For work within ACCAC's remit to be carried out effectively, it is essential for the Authority to work closely and co-ordinate with organisations directly involved in education in Wales. The National Assembly Training and Education Department (NATED), Estyn and ELWa are key to this.

To obtain an overview of curriculum development throughout the British Isles, the Authority operates with the Curriculum and Qualifications Authorities in England, Scotland, Northern Ireland and the Republic of Ireland. In relation to qualification matters, the Authority works very closely with the regulatory authorities in the other countries of the United Kingdom.

It is also necessary, in providing a rounded curriculum and working towards nationally agreed goals, to network with a wide spectrum of other organisations in Wales. This allows for an exchange of information and a greater understanding of individuals' and Wales' needs. These organisations include local education authorities, teachers unions, the General Teaching Council for Wales (GTCW), awarding bodies such as the WJEC, training providers, National Training Organisations, Ufi, UCAS, Careers Wales, the Equal Opportunities Commission, the Commission for Racial Equality, the Disability Rights Commission, the churches and Wales Council for Voluntary Action

Beyond the UK, the Authority will continue its membership of the Consortium of Institutions for Development and Research in Education in Europe (CIDREE).

Information and Publicity

The Authority will continue to provide clear and timely information regarding qualifications, curriculum, assessment and commissioning matters. This is aimed at a wide audience including teachers, governors, local education authorities, employers, teacher trainers, training providers, candidates, students, parents and others with an interest in education and training in Wales.

The Authority has its own **website** – **www.accac.org.uk**. The expansion of this site has enabled the Authority to disseminate its information and guidance materials via electronic means. The website is updated regularly and is linked to the National Assembly and the Virtual Teachers Centre Cymru (see Objective 5). Plans for a new, enhanced website are being developed in the current year, and will be implemented in 2002/03. The impact on the way in which the Authority undertakes its work including staffing and resource implications, will be fully taken into account.

During the Plan period, ACCAC will develop a strategy for the dissemination of information on developments, which will affect education and training in relation to vocational qualifications. The Authority is represented on the National Assembly's ICT Advisory Panel.

In 2000, the **School Improvement Index Scheme** (sponsored by HSBC Bank) continued for a sixth year with a record number of schools taking part. The scheme will be reviewed annually.

To underpin the free flow of information, the Authority will:

- Publish a Newsletter every term together with information updates as need be;
- Publish information about qualifications results at GCSE, A/AS level and GNVQ;
- Publish updates on 14 – 19 issues;
- Organise events to promote understanding of vocational developments to key players;
- Hold regular meetings with the teachers associations and other key players;
- Publish the Annual Report, Corporate Plan and information leaflets; and
- Exhibit at various Eisteddfods.

Planned expenditure is summarised in Table 4 below.

Table 4

Activity		2000/ 2001 Budget	2001/ 2002 Plan	2002/ 2003 Plan	2003/ 2004 Plan	2004/ 2005 Plan
		£'000	£'000	£'000	£'000	£'000
1	Research and Intelligence	25	65	31	12	12
2	Information and Publicity	152	161	179	159	164
TOTAL PROGRAMME EXPENDITURE		177	226	210	171	176

OBJECTIVE 5

ENSURING AN EFFECTIVE AND EFFICIENT ORGANISATION

Overview

The Authority is committed to maintaining effectiveness and efficiency in its administration, to obtain best value for money from the resources allocated. In addition to reporting regularly to the National Assembly throughout each year, the Authority will produce timely Operational and Corporate Plans, with achievements recorded each year in the Annual Report.

The **general outcome** of the activity planned under this Objective should be:

- the establishment and implementation of a comprehensive risk management strategy; and
- the formulation and implementation of the Information Systems Strategy; and
- the establishment of a pay structure that meets best practice in terms of promoting equality of opportunity.

Corporate Planning, Monitoring and Governance

The current planning framework, using five objectives, has evolved as the Authority's remit has been extended. Each year, a **Corporate Plan** is developed, which covers three years. From this, and taking into account the Assembly's policy initiatives set out in the annual remit letter, an **Operational Plan** is produced annually. The Authority reports quarterly to the National Assembly and publishes an **Annual Report & Accounts**.

The Authority has identified the need for more formal **risk assessment** arrangements. Procedures are currently being developed, in accordance with the recommendations of the *Turnbull Committee*.

The Assembly plan a **review** of ACCAC in 2003.

Financial Control

The Authority will continue to attach a high priority to the development and maintenance of effective and efficient management and administration. Sound financial management and effective control of all resources are essential to the Authority's responsibilities to fulfil its remit, to ensure the proper use of public funds, and to provide value for money. The Authority will conform to the requirements of the **Financial Memorandum**, the **Management Statement** and the **Prompt Payment Code**.

Staffing and Personnel Management

As of November 2001, the number of permanent posts in the Authority was 85.3 full time equivalents. The Authority will continue to keep its staffing requirements under review.

The Authority is currently reviewing its pay and grading system to ensure that suitable staff with the appropriate skills can be recruited and retained.

The Authority has achieved accreditation as an **Investor in People (IiP)**. The Authority will work to maintain this standard with a view to periodic reaccreditations. In the light of IiP and the Assembly's Strategic Plan, the Authority will undertake Authority-wide training in such areas as racial awareness and equal opportunities building upon the further development of the Authority's **Equal Opportunities Policy** in 2001/2002. The Authority will revise its pay structures to match best practice in relation to equality of opportunity.

Central Services

Work on publishing (including translation, typesetting, editing, printing and distribution), information systems, advertising and exhibitions will continue to be co-ordinated centrally. These services will be kept under review and developed in line with the Authority's changing needs. Finance, procurement, personnel and administration support services will also continue to be provided centrally.

The Authority has developed a **Welsh language scheme** under the provisions of the Welsh Language Act 1993, which is awaiting formal approval by the Welsh Language Board.

Communications

The Authority will develop its communications strategy, which will encompass information technology, the planned **publications programme** and methods of raising the Authority's **corporate profile**.

The Authority's **Information Systems Strategy** is currently being reviewed. The IT network will be further developed to ensure that it continues to meet the needs of the Authority. In working towards the goals (for 2008) set out in the Treasury Central Information Technology Unit Strategy Paper, the Authority will:

- Develop use of the ACCAC website as a means of reducing printing costs; and
- Strive to extend the links from/to the ACCAC site.

Working with QCA

In addition to the Authority's direct running costs, an agency fee is paid to QCA for work undertaken on behalf of the Authority in relation to qualifications. This is shown under Objective 1. The Authority will continue to maintain clear, stable and soundly based cost sharing arrangements with QCA.

Table 5

	Activity	2000/ 2001 Actual £'000	2001/ 2002 Budget £'000	2002/ 2003 Plan £'000	2003/ 2004 Plan £'000	2004/ 2005 Plan £'000
1	Proficient administration and sound financial management	2,816	3,136	3,777	4,060	4,334
	Capital Expenditure		110	65	65	65
	<u>Objective 5 Expenditure</u>	2,816	3,246	3,842	4,125	4,399
	QCA Agency Costs	200	200	208	216	225
	TOTAL ADMINISTRATION EXPENDITURE	3,016	3,446	4,050	4,341	4,624

Depreciation of Fixed Assets	126	115	113	108	108
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The figure for Objective 5 expenditure has increased from £3,246,000 in 2001/02 to £3,842,000 in 2002/03.

The reasons for the increase are: -

- (i) The figure for 2002/03 includes a full year's allocation of £150,000 for the employment of additional staff to undertake work on the development of key skills tests. An amount of £100,000 is included in 2001/02 for this activity, which commenced part way through the year;
- (ii) The figure for 2002/03 includes: -
 - a) Budget provision for the increase to the paybill as a result of introducing a new pay system to tackle issues of pay progression and equal pay;
 - b) An amount for expansion to the Authority's accommodation as a consequence of taking on additional functions, including key skills work; together with the provision of suitable meeting facilities, which will remove the need to use city centre hotels for some meetings; and
 - c) An amount of £150,000 for additional staffing – particularly to strengthen the IT Team and the staffing of the Vocational Qualifications and Lifelong Learning Division in order to deal with particular initiatives which are being taken forward in England e.g. technical certificates.

The precise amount of funding required for running costs will be kept under review.

3. APPENDICES

Appendix 3.1 MEMBERSHIP, STAFFING AND FUNCTIONS

The Authority's Membership

The 1997 Education Act provides that the Authority will consist of not less than 10 and not more than 15 members who are appointed by the Assembly. The Assembly is required to appoint one of the members as Chairman and may appoint another as Deputy Chairman. The membership as at 1 October 2001 is as follows:

Mr Brian Connolly OBE (Chairman) (appointed to 30.09.04)
Mr Owen Rees CB (Deputy Chairman) (to 31.03.03)

Mr Alan Boxford OBE (to 31.03.02)	Mrs Eileen Davies (to 30.09.04)
Mrs Sandra Davies OBE (to 31.03.03)	Mrs Katija Dew (to 30.09.04)
Mrs Jennifer Evans (to 30.09.04)	Mr Roger Evans (to 31.03.03)
Mr Robert Fowler (to 30.09.04)	Mr Emlyn R Jones OBE (to 31.03.03)
Mr Chris Kipling (to 31.03.03)	Mr Stuart Mathias (to 31.03.03)
Mrs Susan Parsons OBE (to 31.03.03)	Dr Pauline Peregrine (to 31.03.03)
Dr Bryn Roberts (to 30.09.04)	

Staffing

As of November 2001, the Authority employed 85.3 full-time equivalent staff.

The Chief Executive, John Valentine Williams is supported by four Assistant Chief Executives responsible for:

- | | |
|---|--------------------|
| ▪ Qualifications and Curriculum 14–19 | Linda Badham |
| ▪ Vocational Qualifications & Lifelong Learning | Ann Evans |
| ▪ Curriculum and Assessment 5–14 | David Watcyn Jones |
| ▪ Central Services and Commissioning | Huw Davies |

The remainder of the staff complement is made up of subject officers and advisers with responsibilities for the curriculum, qualifications, assessment and commissioning, together with administration and support staff.

The Authority's Functions

ACCAC, an Assembly-Sponsored Public Body (ASPB), was originally established by Section 14 of the Education Reform Act 1988 as the Curriculum Council for Wales (CCW). Section 253 of the Education Act 1993 provided for the expansion of the functions of the Council and for it to be renamed Awdurdod Cwricwlwm ac Asesu Cymru/the Curriculum and Assessment Authority for Wales (ACAC). These changes came into effect on 1 April 1994. Responsibility in respect of the examination and assessment of pupils aged 14-19 in subjects other than Welsh was transferred to the Authority from the School Curriculum and Assessment Authority under the provisions of the Education (School Curriculum and Assessment Authority) Transfer of Functions Order 1995, effective from 21 April 1995. Similar responsibilities in relation to Welsh were already invested in the Authority.

The Education Act 1997 provided for the reconstitution of the Authority through the amalgamation of ACAC and the National Council for Vocational Qualifications (NCVQ) (Wales Office), its retitling and a significant widening of its remit. With effect from 1 October 1997, the Authority assumed additional responsibilities for the accreditation and quality assurance of the full range of vocational qualifications in Wales (with the exception of NVQs, in respect of which the Authority exercises concurrent functions with the Qualifications and Curriculum Authority (QCA), apart from formal accreditation of NVQs for which QCA will have sole responsibility.) The establishment of ACCAC meant that for the first time there was a single organisation in Wales that was responsible for overseeing and advising on both academic and vocational qualifications and the school curriculum.

The functions conferred on the Authority are to be exercised for the purpose of advancing education and training in Wales and with a view to promoting quality and coherence in education and training.

In carrying out their functions, the Authority is to:

- (i) comply with any directions given by the National Assembly for Wales;
- (ii) act in accordance with any plans approved by the Assembly; and
- (iii) so far as relevant, have regard to:
 - (a) the requirement that the curriculum of schools must be balanced and broadly based i.e. promote the spiritual, moral, cultural, mental and physical development of pupils at school and of society and prepare pupils at school for the opportunities, responsibilities and experiences of adult life;
 - (b) the requirements of industry, commerce, finance and the professions regarding education and training (including required standards of practical competence);
 - (c) the requirements of persons with special learning needs; and
 - (d) information supplied to them by Her Majesty's Inspectorate for Education and Training in Wales or by any other body designated by the National Assembly for Wales.

Section 29 of the Education Act 1997 confers the following functions on the Authority -

- (i) In respect of pupils of compulsory school age at maintained schools in Wales:
 - (a) To keep under review all aspects of the curriculum for such schools and all aspects of school examinations and assessment;
 - (b) To advise the National Assembly for Wales on such matters concerned with the curriculum for such schools or with school examinations and assessment as it may refer to them or as they may see fit;
 - (c) To advise the National Assembly for Wales on, and if so requested by it assist it to carry out, programmes of research and development for purposes connected with the curriculum for such schools or with school examinations and assessment;
 - (d) To publish and disseminate, and assist in the publication and dissemination of, information relating to the curriculum for such schools or to school examinations and assessment;
 - (e) To make arrangements with appropriate bodies for auditing the quality of assessments made in pursuance of assessment arrangements; and
 - (f) So far as relevant to such schools, to advise the National Assembly for Wales on the exercise of its powers to approve external qualifications and to exercise such other functions as may be designated by the National Assembly for Wales.
- (ii) In respect of children receiving nursery education, to develop learning goals and related materials;
- (iii) In respect of baseline assessment and if designated by the National Assembly for Wales for the purpose, to accredit baseline assessment schemes in accordance with criteria determined with the approval of the National Assembly for Wales and published by the Authority and to exercise such other function as may be conferred on the Authority by the National Assembly for Wales; and
- (iv) In respect of academic and vocational qualifications, to advise the National Assembly for Wales on the exercise of its powers to approve such qualifications and to exercise such other functions as may be designated by the National Assembly for Wales.

The Education (Qualifications, Curriculum and Assessment Authority for Wales) (Conferment of Functions) Order 1997 confers the following functions on the Authority-

- (i) In respect of academic and vocational qualifications (other than National Vocational Qualifications (NVQs) and any academic qualifications at first degree level or any comparable or higher level) -
 - (a) To keep under review all aspects of such qualifications;
 - (b) To advise the National Assembly for Wales on such matters concerned with such qualifications as it may refer to them or as they may see fit;
 - (c) To advise the National Assembly for Wales on, and if so requested by it assist it to carry out, programmes of research and development for the purposes connected with such qualifications;
 - (d) To provide support and advice to persons providing courses leading to such qualifications with a view to establishing and maintaining high standards in the provision of such courses;
 - (e) To publish and disseminate, and assist in the publication and dissemination of, information relating to such qualifications;
 - (f) To develop and publish criteria for the accreditation of such qualifications; and
 - (g) To accredit, where they meet such criteria, any such qualifications submitted for accreditation.
- (ii) In respect of National Vocational Qualifications and concurrently with the Qualifications and Curriculum Authority (QCA), all those functions listed in (i) above, except for the function of accrediting, where they meet approved criteria, any such qualifications submitted for accreditation.

Further functions will be added by virtue of the Learning and Skills Act 2000.

**Appendix 3.2 SUMMARY OF PLANNED EXPENDITURE BY
OBJECTIVE**

Table 6

Table 6 identifies the Authority's planned expenditure by objective

	Objective	2000/ 2001 Actual £'000	2001/ 2002 Budget £'000	2002/ 2003 Plan £'000	2003/ 2004 Plan £'000	2004/ 2005 Plan £'000
EXPENDITURE BY PROGRAMME						
1	Qualifications Framework	1,001	1,248	1,756	1,714	1,230
2	Curriculum and assessment	4,178	4,642	4,950	4,393	4,737
3	Commissioning of classroom materials	1,224	1,179	1,450	1,300	1,161
4	Research and information	177	226	210	171	176
TOTAL PROGRAMME EXPENDITURE		6,580	7,295	8,366	7,578	7,304
5	Administration expenditure	2,816	3,136	3,777	4,060	4,334
	Capital expenditure		110	65	65	65
TOTAL EXPENDITURE		9,396	10,541	12,208	11,703	11,703
INCOME		(49)	(72)	(70)	(70)	(70)
TOTAL NET EXPENDITURE		9,347	10,469	12,138	11,633	11,633
FUNDED BY:						
	Grant in Aid	9,294	10,356	12,138	11,633	11,633
	Carryover from previous year	30	113	-	-	-
	Amount owing from QCA	23	-	-	-	-
TOTAL INCOME		9,347	10,469	12,138	11,633	11,633
Depreciation of Fixed Assets		126	115	113	108	108

OBJECTIVE 1

PERFORMANCE INDICATOR: Ensure the Qualifications Framework meets the needs of learners in Wales and improves levels of skill and educational achievement.	OUTPUT MEASURES		
	2002/03	2003/2004	2004/2005
1. Assess qualification submissions from Awarding Bodies for admission into the National Qualifications Framework, and accredit or refer such submission within published timetables.	Published timetables to be agreed with QCA and CCEA		
2. Agree with QCA and CCEA a schedule for the following year's post-accreditation monitoring programme by the previous September	By Sept 2002 for 2003/04 programme	By Sept 2003 for 2004/05 programme	By Sept 2004 for 2005/06 programme
3. Produce reports on post-accreditation work outcomes annually.	Produce reports on a minimum of 10 activities.	Produce reports on a minimum of 10 activities.	Produce reports on a minimum of 10 activities.

OBJECTIVE 2

PERFORMANCE INDICATOR: To ensure that the school curriculum and assessment framework for schools meets the needs of all pupils and operates efficiently and effectively	OUTPUT MEASURES		
	2002/03	2003/2004	2004/2005
1. Contribute to raising standards of achievement in the core subjects in line with betterwales.com (Keys Stages 2/3/4)	2002 target for Wales	2004 target for Wales	
2. Following the statutory tasks/tests at Key Stages 2 and 3, produce annual reports on the implications for Teaching and Learning	Nov	Nov	Nov
3. Develop and distribute statutory assessment (task and test) materials and Assessment Arrangements Booklets for the four core subjects (as appropriate) at Key Stages 1, 2 and 3 for use with approximately 100,000 pupils.	Tasks and Assessment Arrangements Booklets: November Tests: May	Tasks and Assessment Arrangements Booklets: November Tests: May	Tasks and Assessment Arrangements Booklet: November Tests: May
4. Continue to seek improvements in the distribution arrangements for the above materials, to be monitored by reference to: <ul style="list-style-type: none"> • Ensuring that a specified percentage of schools receive the materials by a target date, to be set one week before the latest date for receipt; • To restrict the number of complaints received from schools regarding the content and delivery of packages to a specified percentage of the total number of schools involved in the distribution. 	98% 2%	99% 1%	99% 1%

OBJECTIVE 3

PERFORMANCE INDICATOR: To ensure that commissioned materials respond to identified needs, are of a high quality and represent value for money	OUTPUT MEASURES		
	2002/03	2003/2004	2004/2005
1. To publish an average of:	130 titles	130 titles	130 titles
2. Maintain gross sales figures of commissioned materials at a level of over:	£500,000	£500,000	£500,000

OBJECTIVE 4

PERFORMANCE INDICATOR: To improve the Authority's intelligence base with targeted research in support of the achievement of its core aims and to provide timely information regarding developments in education and training in Wales	OUTPUT MEASURES		
	2002/03	2003/2004	2004/2005
1. Provide clear, timely information on curriculum, assessment, examination and commissioning matters by: <ul style="list-style-type: none"> • distributing 20,000 copies of each issue of the Newsletter; • exhibiting at Eisteddfodau appropriate events. • convening regular meetings with Teacher Associations • updating the website on a regular basis 	Issue termly 2 exhibitions termly at least quarterly	Issue termly 2 exhibitions termly at least quarterly	Issue termly 2 exhibitions termly at least quarterly
2. Provide statistical information on qualifications by: <ul style="list-style-type: none"> • Publishing 2,000 copies of Examining Success in Wales (to cover GNVQ, GCSE, GCE A level and CoEA); 	Annually	Annually	Annually

OBJECTIVE 5

PERFORMANCE INDICATOR: Ensure efficient and effective administration through sound corporate and financial management	OUTPUT MEASURES		
	2002/03	2003/2004	2004/2005
1. To report to the National Assembly as follows: <ul style="list-style-type: none"> i) submit Quarterly Performance reports; ii) submit Corporate Plans (and publish thereafter); iii) submit Operational Plans; and iii) submit Annual Reports (and publish thereafter). 	Oct, Jan, Apr, July June March September	Oct, Jan, Apr, July June March September	Oct, Jan, Apr, July June March September
2. Conform with the Prompt Payment Code	97.5% of undisputed invoices paid within 30 days	97.5% of undisputed invoices paid within 30 days	97.5% of undisputed invoices paid within 30 days

Awdurdod Cymwysterau, Cwricwlwm ac Aseu Cymru
Qualifications, Curriculum and Assessment Authority
for Wales

CYNLLUN CORFFORAETHOL

2002/03 i 2004/2005

*Gwella addysg a hyfforddiant drwy
hybu amsawdd a chydlyniad*

DIWEDDARIAD 21 TACHWEDD 2001

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Gellir copïo rhannau o'r ddogfen hon ar yr amod bod y ffynhonnell yn cael ei chydabod ac mai dim ond yn y sefydliad addysgol lle defnyddir hwy y gwneir y copïau hynny. Ni cheir gwerthu, hurio na benthyca'r copïau hynny i unrhyw unigolyn, corff na sefydliad arall. Erys pob hawl arall gyda'r cyhoeddwr.

Awdurdod Cymwysterau, Cwricwlwm ac Aseu Cymru, Adeiladau'r Castell, Stryd Womanby, Caerdydd CF10 1SX

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CYNLLUN CORFFORAETHOL 2002/03 – 2004/05

CRYNODEB GWEITHREDOL

Mae Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru/the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), yn brif gorff ymgynghorol y Gynulliad Cenedlaethol Cymru ar faterion yn ymwneud â phob cymhwyster (ar wahan i addysg uwch) a chwricwlwm ysgol ac asesu. Mae'r Cynllun Corfforaethol hwn yn gosod allan cynllun ACCAC am y tair blynedd nesaf, 2002/03–2004/05.

Y **weledigaeth** ar gyfer y dyfodol yw darparu i Gymru cymuned frwdfrydig â medrau amrywiol, sydd â'r gallu i feistrolï economi sy'n datblygu'n barhaol. Er mwyn i Gymru gyflawni'r weledigaeth hon rhaid i'n system addysg a hyfforddiant fod yn ddynamig, hyblyg a chadarn. Rhaid iddi fod o ansawdd uchel a bodloni anghenion Cymru a'i phobl fesul un ac un.

Felly, datblygu addysg a hyfforddiant drwy hybu ansawdd a chydlynïad yw ein **prif nod**. Gyda hyn mewn golwg, bydd y Cynllun Corfforaethol, ar y cyd â Chynlluniau Gweithredu blynyddol, yn manylu strategaethau'r Awdurdod ar gyfer gwella addysg a hyfforddiant yng Nghymru.

I'r perwyl hwn, bydd yr Awdurdod yn parhau i:

- Sicrhau ansawdd a safonau mewn cymwysterau cyffredinol a galwedigaethol allanol;
- Arolygu pob agwedd ar y cwricwlwm ysgol a'r trefniadau asesu statudol ar gyfer ysgolion a gynhelir;
- Comisiynu deunyddiau ystafell ddosbarth i gefnogi addysgu'r Gymraeg, pynciau eraill drwy gyfrwng y Gymraeg ac agweddau ar y Cwricwlwm sy'n benodol i Gymru;
- Cynghori ar raglenni ymchwil a datblygu priodol (a'u cyflawni fel sy'n briodol); a
- Chyhoeddi a rhannu gwybodaeth yn ymwneud â chymwysterau, cwricwlwm ac asesu yng Nghymru.

Y **blaenoriaethau** pwysicaf i ni yw:

- sicrhau bod y Fframwaith Cymwysterau Cenedlaethol yn bodloni anghenion dysgwyr;
- sicrhau fframwaith cwricwlwm ac asesu integredig i ysgolion sydd yn:
 - Ymestyn cyfleoedd;
 - Codi safonau cyrhaeddiad; a
 - Darparu addysg eang a chytbwys.
- comisiynu deunyddiau ystafell ddosbarth Cymraeg a dwyieithog o ansawdd uchel;
- cyflawni ymchwil sydd yn cyfrannu at wella safonau; a
- chynghori'r Cynulliad ar bolisïau addysgol fel sy'n briodol.

Mae tair thema drawstoriadol y Cynulliad, sef datblygiad cynaliadwy, cynhwysiad cymdeithasol a chyfleoedd cyfartal, yn elfen graidd o'n gwaith.

RHAGARWEINIAD

Uchelgeisiau'r Cynulliad

Mae ACCAC yn rhannu **gweledigaeth** y Cynulliad i ddarparu i Gymru weithlu brwdfrydig â medrau amrywiol, sydd â'r gallu i feistrolï economi sy'n datblygu'n barhaol. Er mwyn i Gymru gyflawni'r weledigaeth hon rhaid i'n system addysg a hyfforddiant fod yn ddynamig, hyblyg a chadarn. Rhaid iddi fod o ansawdd uchel a bodloni anghenion Cymru a'i phobl fesul un ac un. Felly, canolbwyntio ar ddatblygu addysg a hyfforddiant drwy hybu ansawdd a chydlynïad yw prif nod ACCAC.

Y fframweithiau polisi a grewyd i ddatblygu'r weledigaeth hon ac sydd yn dylanwadu ar weithgareddau'r Awdurdod yw *gwellcymru.com* a *Y Wlad Sy'n Dysgu*.

Mae elfennau o waith ACCAC yn troi o gwmpas tair thema bwysig *www.gwellcymru.com* sydd yn hybu:

- **Datblygiad cynaliadwy**

- Trwy wella ymwybyddiaeth o faterion cynaliadwyedd mewn datblygiadau cwricwlwm ac mewn deunyddiau ystafell ddosbarth comisiynedig; a
- Thrwy sicrhau bod y Fframwaith Cymwysterau Cenedlaethol yn ddigon hyblyg i wasanaethu economi sydd yn fwyfwy amrywiol.

- **Cymhwysiad cymdeithasol**

- Trwy sicrhau trefniadau asesu sylfaen da, cefnogi'r disgyblion lleiaf galluog a'r rhai y mae perygl iddynt gael eu heithrio'n gymdeithasol;
- Rhesymoli trefniadau arbennig ar draws cymwysterau;
- Comisiynu deunyddiau Cymraeg ar gyfer disgyblion ag anghenion arbennig; a
- Datblygu Fframwaith Cymwysterau Cenedlaethol, sydd yn darparu cymwysterau priodol, yn gwella mynediad i bawb ac yn cefnogi dysgu drwy gydol oes.

- **Cyfleoedd cyfartal**

- Trwy ystyried anghenion disgyblion y mae'r Saesneg yn iaith ychwanegol iddynt;
- Sicrhau bod y cwricwlwm, asesiad a chymwysterau a ddyfernir yn allanol yn adlewyrchu amrywiaeth cymunedau yng Nghymru ac yn osgoi stereoteipio yn ôl rhyw, hil ac anabledd;
- Trwy amlygu cyfleoedd i hybu cyfleoedd cyfartal ar draws y cwricwlwm cyfan; a
- Thrwy sicrhau cyfleoedd cyfartal i staff a'r rhai sydd yn ceisio am swyddi yn yr Awdurdod.

Mae *www.gwellcymru.com* hefyd yn enwi rhaglen fanwl ar gyfer llywodraethu, sydd wedi'i threfnu'n pum maes gweithredu. Mae ACCAC yn cyfrannu at y pum maes gweithredu hyn drwy hybu:

- **Gwell cyfleoedd i ddysgu**

- Trwy sicrhau **cwricwlwm cynhwysol** a threfniadau asesu mewn ysgolion sydd yn cefnogi athrawon a disgyblion ac yn gwella safonau;
- Trwy sicrhau **strwythur cymwysterau hyblyg, ond chadarn** ond hyblyg **sydd yn bodloni** anghenion dysgwyr; a
- Thrwy ymestyn ystod y deunyddiau ystafell ddosbarth **cyfrwng-Cymraeg** sydd ar gael.

- **Economi well a chryfach**

- Trwy sicrhau bod cwricwlwm yr ysgol a'r strwythur cymwysterau yn cefnogi datblygu'r **sgiliau** hynny sy'n hanfodol ar gyfer datblygu economi ddatblygedig, gystadleuol a mwy amrywiol.

- **Gwell iechyd a ffyniant**

- Trwy sicrhau - trwy roi arweiniad ymarferol mewn partneriaeth ag eraill - fod y disgyblion yn gwybod am **fanteision** datblygu ffordd iach o fyw.

- **Gwell ansawdd bywyd**

- Trwy sicrhau bod y disgyblion yn gwybod am bwysigrwydd **cynaliadwyedd**; a
- Gwell cynhwysiad cymdeithasol, gan ddefnyddio addysg i hybu **gwell dealltwriaeth** o ddiwylliant a threftadaeth Cymru.

- **Llywodraethu gwell a symlach**

- Trwy barhau i sicrhau bod yr Awdurdod yn cael ei **reoli'n effeithlon** ac yn effeithiol.

Uchelgeisiau'r Awdurdod

Yn y cyd-destun hwn, uchelgeisiau'r Awdurdod yw:

***Amcan Cyntaf* – Datblygu Fframwaith Cymwysterau cydlynol sydd yn bodloni anghenion Cymru ac yn gwella lefel sgiliau a chyrraeddad addysgol.**

- Bodloni anghenion unigol drwy ddarparu cymwysterau priodol, yn Gymraeg a Saesneg, sydd yn hybu cydraddoldeb cyfle ac yn adnabod cyrraeddadau mewn dysgu a hyfforddi;
- Sicrhau bod cymwysterau'n gynhwysol a hydrin tra'n cynnal safonau uchel;
- Hybu dysgu drwy gydol oes ac annog unigolion i fod yn aelodau cyfrifol o'r gymuned leol a'r gymuned ehangach; a
- Chefnogi datblygiad economaidd cynaliadwy drwy ddarparu 'ffrâm ddringo' briodol i unigolion i ddatblygu'r sgiliau y mae ar Gymru eu hangen i ffynnu.

Ail Amcan – Datblygu cwricwlwm cydlynol ac integredig a fframwaith asesu i ysgolion sy'n codi safonau cyrhaeddiad a sy'n ehangu cyfleoedd addysg

- Sicrhau bod cwricwlwm yr ysgol yn bodloni anghenion yr holl ddisgyblion;
- Cynorthwyo ysgolion i ehangu cyfleoedd addysgol;
- Cynorthwyo ysgolion i godi safonau cyrhaeddiad; a
- Chadw ymddiriedaeth y proffesiwn addysgu, rhieni, llywodraethwyr a'r cyhoedd.

Trydydd Amcan – Comisiynu deunyddiau ystafell ddosbarth Cymraeg a dwy-ieithog i gefnogi addysgu'r Gymraeg, pynciau eraill ac agweddau ar y Cwricwlwm drwy gyfrwng y Gymraeg

- Ehangu'r nifer o asiantaethau i ddarparu deunyddiau cyfrwng Cymraeg tra'n cynnal ansawdd uchel ar yr un pryd; a
- Datblygu'r defnydd o TGCh o fewn y strategaeth gomisiynu, a adolygir yn 2004.

Pedwerydd Amcan – Gwella Ffynonellau Gwybodaeth yr Awdurdod gydag ynychwil dargededig a darparu gwybodaeth amserol am ddatblygiadau mewn addysg a hyfforddiant yng Nghymru

- Cynnal a, lle bo'n bosibl, ehangu'r nifer o ffynonellau gwybodaeth, ar gyfer gwybodaeth ansoddol a meintiol, er mwyn sicrhau bod sail ddeallus i benderfyniadau;
- Cynnal ac ymestyn y trefniadau partneriaeth sydd yn hyrwyddo llif gwybodaeth a chydlynu ymdrechion; a
- Gwella'r gwasanaeth gwybodaeth sydd ar gael, yn enwedig drwy waith ailddatblygu mawr ar y wefan.

Pumed Amcan – Sicrhau Trefniadaeth effeithiol ac effeithlon

- Datblygu proffil priodol ar gyfer yr Awdurdod, i gynyddu adnabyddiaeth ohonom ymhlith cynulleidfa ehangach a chreu gwell dealltwriaeth o'n gwaith a'n hamcanion; a
- Chynnal a gwella effeithiolrwydd ac effeithlonrwydd yr Awdurdod.

Dangosir cynlluniau manwl yr Awdurdod ar dudalennau 7 i 25.

AMCAN 1

DATBLYGU FFRAMWAITH CYMWYSTERAU CYDLYNOL SYDD YN BODLONI ANGHENION CYMRU AC YN GWELLA LEFEL SGILIAU A CHYRHAEDDIAD ADDYSGOL

Arolwg

Y cyd-destun polisi ar gyfer yr Amcan hwn yw blaenoriaethau'r Cynulliad Cenedlaethol a osodir allan yn www.gwellcymru.com (Mai 2000) a *Y Wlad Sy'n Dysgu* (Awst 2001).

Rydym yn anelu at sicrhau y bydd gan Gymru, am y tair blynedd nesaf, fframwaith cymwysterau cydlynol sydd:

- yn bodloni anghenion unigol drwy ddarparu cymwysterau priodol, yn Gymraeg a Saesneg, sydd yn hybu cydraddoldeb cyfle ac yn cydnabod cyrhaeddiad mewn dysgu a hyfforddiant;
- yn gynhwysol a hydrin tra'n cynnal safonau uchel;
- yn hybu dysgu drwy gydol oes ac yn annog unigolion i fod yn aelodau cyfrifol o'r gymuned leol a'r gymuned ehangach; ac
- sydd wedi ei lunio i gefnogi datblygiad economaidd cynaliadwy drwy ddarparu 'ffrâm ddringo' briodol i unigolion i ddatblygu'r sgiliau y mae ar Gymru eu hangen i ffynnu.

Dyma'r **canlyniad cyffredinol** y dylid ei gyflawni gan y gweithgarwch a gynllunnir dan yr Amcan hwn:

- Canran uwch o ddysgwyr yng Nghymru yn cael cymwysterau allanol, gyda mwy o ddysgwyr o leiafrifoedd ethnig a grwpiau dan anfantais gymdeithasol yn ennill cymwysterau nag ar hyn o bryd.
- System gymwysterau o ansawdd uchel sydd yn fwy cydlynol, tryloyw a hydrin;
- Anghenion sgiliau Cymru yn cymharu'n well â'r cymwysterau sydd ar gael i ddysgwyr ac a ddilynir ganddynt; a
- Amrediad addas o gymwysterau cyfrwng Cymraeg ar gael.

Datblygu'r Fframwaith Cymwysterau Cenedlaethol

Bu'r Awdurdod, ar y cyd ag awdurdodau rheoleiddio yn Lloegr, Gogledd Iwerddon a, lle bo'n briodol, yr Alban yn gweithio ers 1997 i sefydlu Fframwaith Cymwysterau Cenedlaethol ar gyfer pob cymhwyster (y tu allan i addysg uwch). Yn ystod cyfnod y Cynllun hwn, bydd gwaith yn parhau i ddod â chymwysterau presennol i mewn i'r Fframwaith. Ar yr un pryd, bydd gwaith yn parhau i resymoli'r ddarpariaeth bresennol.

Mae ACCAC hefyd yn gweithio gyda'r Asiantaeth Sicrhau Ansawdd ar gyfer Addysg Uwch (QAA) a QCA, i esbonio'r berthynas rhwng cymwysterau Addysg Uwch a'r cymwysterau hynny sydd yn rhan o orchwylion ACCAC.

Mae'r gwaith o ddatblygu'r Fframwaith yn ystyried cyd-destun ehangach datblygiadau cwricwlwm 14-19 yng Nghymru, yn y DU ac yn Ewrop, gan gynnwys gwaith ar y Cymwyster Baccalaureate Cymreig ôl-16 arfaethedig. Bydd yr Awdurdod yn parhau i weithio gyda Chyngor Cenedlaethol ELWa ar ddatblygu Fframwaith Cymwysterau a Chredyd i Gymru a gyda'r Asiantaeth Sgiliau Sylfaenol ar weithredu'r Strategaeth Sgiliau Sylfaenol i Gymru.

Er mwyn sicrhau bod dysgwyr yng Nghymru yn datblygu sgiliau priodol yn unol â'r economi newidiol, bydd ACCAC yn parhau i weithio gydag ELWa, a phartneriaid eraill i adnabod y meysydd hynny lle mae angen cymwysterau newydd. Byddwn yn hybu eu datblygiad gyda'r nod o'u cynnwys yn y Fframwaith. Byddwn hefyd yn gweithio gyda'r awdurdodau rheoleiddio eraill i sicrhau fframwaith cadarn o Safonau Galwadiagethol Cenedlaethol ac i sicrhau bod datblygiadau newydd yn rhoi ystyriaeth ddyledus i'r ddarpariaeth bresennol.

Hydref 2002 fydd pumed pen-blwydd gweithredu Deddf Addysg 1997 sydd yn darparu'r sail statudol ar gyfer swyddogaethau cymwysterau yr Awdurdod. Byddwn yn cynnal arolwg o'r trefniadau presennol i weld i ba raddau y maent yn dal yn briodol o ran cyflawni amcanion yr Awdurdod a'r Cynulliad.

Sicrhau Safonau

Yn sail i'r Fframwaith Cymwysterau Cenedlaethol ceir system reoleiddio gadarn a chost-effeithiol, lle mae'r Awdurdod yn sicrhau safonau'r cymwysterau drwy:

- Ddatblygu a chyhoeddi meini prawf ar gyfer achredu cymwysterau;
- Achredu a datblygu cymwysterau yn erbyn y meini prawf hynny;
- Arolygu gweithdrefnau dyfarnu drwy drefniadau monitro ôl-achredu manwl;
- Gwella tryloywder y system.

Mewn partneriaeth â'r QCA a CCEA, bydd yr Awdurdod yn datblygu ymhellach ac yn arolygu'r gyd-system reoleiddio, gan weithio'n agos ag ELWa, cyrff dyfarnu ac eraill.

Defnyddir dau gategori o **feini prawf ar gyfer achredu cymwysterau**: y rhai sy'n rheoli dyluniad cymwysterau, y cyfeirir atynt fel 'meini prawf cymwysterau', a'r rhai sy'n rheoli'r prosesau a'r gweithdrefnau yn arwain at ddyfarnu cymwysterau, y cyfeirir atynt fel 'codau ymarfer'.

Yn ystod cyfnod y Cynllun Corfforaethol hwn, cwblheir y **rhaglen ar gyfer achredu** yr holl gymwysterau presennol sydd yn cael eu datblygu ar hyn o bryd (e.e. Cymwysterau Cysylltiedig â Galwedigaeth, TGAU Galwedigaethol, Tystysgrifau Technegol). Mewn cydweithrediad â'r QAA a QCA, mae'r gwaith o achredu'r cymwysterau lefel uwch hynny sydd yn rhan o orchwylion yr awdurdodau rheoleiddio (e.e. HND, HNC) wedi dechrau, a bydd yn parhau.

Bydd yr Awdurdod yn parhau i arolygu'r meini prawf hyn gyda'r nod o sicrhau eglurder a chydlynid ar draws meini prawf a chodau o'r fath, tra'n sicrhau addasrwydd i bwrpas.

Mae'r **trefniadau monitro ôl-achredu** yn cael eu harolygu ar hyn o bryd. Mae gweithgareddau ôl-achredu yn werth-chweil pan arweiniant at welliannau mewn ansawdd, ac maent yn dangos gwerth am arian. Mae'r Awdurdod yn adeiladu ar arferion presennol sydd yn gweithio'n dda, ac yn rhesymoli trefniadau lle bo angen, er mwyn sicrhau bod ymdrechion pawb yn cael eu cydlynu yn y ffordd orau bosibl. Mae hyn yn cynnwys sefydlu rhaglen o fonitro ôl-achredu ar gyfer cymwysterau cysylltiedig â galwedigaeth na fu rheoleiddio arnynt yn y gorffennol. Bydd ACCAC yn cyhoeddi a dosbarthu canlyniadau ei raglenni o fonitro ôl-achredu yn ehangach.

Mae'r Awdurdod yn ymgymryd ag **ymchwil a datblygu** i drin anawsterau hysbys ac i wella ansawdd mewn dylunio a gweithredu cymwysterau. Enwir canolbwyntiau penodol yng ngoleuni canfyddiadau'r monitro ôl-achredu, a rhoddir ystyriaeth ddyledus i bryderon a godir gan eraill sydd â diddordeb dilys yn y system gymwysterau, yn enwedig y Cynulliad, Estyn ac ELWa, yn ogystal â'r dysgwyr eu hunain, eu hathrawon, hyfforddwy'r a chyflogwyr. Rhoddir sylw penodol ar hyn o bryd i arolygu'r cymhwyster Sgiliau Allweddol ac i'r trefniadau arbennig sydd yn sicrhau mynediad i gymwysterau allanol i ddysgwyr ag anghenion penodol.

Bydd ACCAC yn parhau i weithio gydag ystod o brosiectau sydd â'r nod o ddod â **gwell tryloywder** i'r system ddyfarnu. Mae gan y cyhoedd ddisgwyliadau uwch ynghylch tryloywder. Mae'n rhaid iddi fod yn amlwg bob amser fod y system, gan gynnwys lefelau ffioedd arholiad, yn cael ei harolygu.

Yn y lle cyntaf, gall canolfannau arholi apelio yn erbyn dyfarnu gradd cymhwyster i'r corff dyfarnu perthnasol. Os nad yw'r apelwyr yn fodlon, gallant gyflwyno apêl ffurfiol i'r **Bwrdd Apeliadau Arholiadau**. Bydd yr Awdurdod yn parhau i nodi pob apêl ffurfiol ac i fonitro'r camau a gymerir gan y corff dyfarnu pan fo'r apêl yn llwyddiannus. Bydd ACCAC hefyd yn gweithio gyda'r QCA ar wella mynediad i'r system apelio i rieni ac ymgeiswyr.

Cefnogi Cymwysterau Cyfrwng Cymraeg

Mae'r Awdurdod yn darparu cefnogaeth ariannol i gynhyrchu arholiadau Lefel A, TGAU a TCA cyfrwng Cymraeg ac asesiadau GNVQ cyfrwng Cymraeg. Bydd yr Awdurdod yn parhau i fonitro'r ganran o ddisgyblion sydd yn sefyll arholiadau drwy gyfrwng y Gymraeg.

Mae trefniadau yn eu lle ar gyfer GNVQ/VCEs, a Sgiliau Allweddol. Ar hyn o bryd mae trafodaethau yn cael eu cynnal gyda'r Cyrff Dyfarnu ynglyn â darparu TGAU ym mhynciau galwadigaethol trwy gyfrwng y Gymraeg.

Cylchredwyd cyngor ar gyflwyno NVQau drwy gyfrwng y Gymraeg i'r Cyrff Hyfforddi Cenedlaethol (NTO), y Cyrff Gosod Safonau (SSBs) ac i'r cyrff dyfarnu a chyhoeddwyd cyngor ar gyflwyno ac asesu VRQau drwy gyfrwng y Gymraeg ar wefan ACCAC. Hefyd, cytunodd y Project and Standards Approval Group (PSAG - y pwyllgor sydd yn gyfrifol am Safonau Galwedigaethol Cenedlaethol ledled Prydain) ym mis Awst 1999 i dderbyn cynigion gan NTOau ac SSBau i dalu am gostau uniongyrchol cyfieithu Safonau Galwedigaethol Cenedlaethol i'r Gymraeg.

Mae'r datblygiadau hyn yn amlygu'r heriau i'w hwynebu wrth ddatblygu agwedd strategol at gefnogi pob cymhwyster cyfrwng Cymraeg. Yn hanesyddol, darparwyd arian ar gyfer cyfieithu manylebau a/neu offerynnau asesu ar wahanol adegau gan y Swyddfa Gymreig, NCVQ (Cymru) ac ACCAC. Mae'n debygol y bydd y gofyn am gymwysterau o'r fath yn cynyddu. Mae'n bwysig nad yw ymgeiswyr sydd yn dymuno ymgymryd â chymwysterau drwy gyfrwng y Gymraeg dan anfantais mewn unrhyw ffordd. Mae hefyd yn bwysig bod modd dangos rhesymeg gyson ar gyfer buddsoddi adnoddau mewn cymwysterau cyfrwng Cymraeg. Bydd yr Awdurdod yn parhau i arolygu'r sefyllfa ac yn anfon, fel y bo'n briodol, gyngor yn ystod cyfnod y Cynllun.

Cynghori ar gymeradwyo cymwysterau'n statudol

Bydd yr Awdurdod yn darparu i'r Cynulliad gyngor bob blwyddyn ar gymeradwyo cymwysterau'n statudol.

Adnoddau

Crynoir y gwariant cynlluniedig yn Nhabl 1 isod.

Tabl 1

	Gweithgaredd	Go iawn 2000/ 2001	Cyllideb 2001/ 2002	Cynllun 2002/ 2003	Cynllun 2003/ 2004	Cynllun 2004/ 2005
		£'000	£'000	£'000	£'000	£'000
1	Datblygu cymwysterau cydlynol	18	5	75	75	60
2	Sicrhau safonau	383	343	432	432	435
3	Cefnogi cymwysterau cyfrwng Cymraeg	400	700	1,031	981	500
4	Cynghori ar gymeradwyo cymwysterau yn statudol	-	-	10	10	10
5	Costau asiantaeth QCA	200	200	208	216	225
CYFANSWM GWARIANT Y RHAGLEN		1,001	1,248	1,756	1,714	1,230

AMCAN 2

DATBLYGU FFRAMWAITH CWRICWLWM AC ASESU CYDLYNOL AC INTEGREDIG AR GYFER YSGOLION SYDD YN CODI SAFONAU CYRHAEDDIAD AC YN EHANGU CYFLEOEDD ADDYSGOL

Arolwg

Mae'r Amcan hwn yn canolbwyntio ar y canlynol:

- Darpariaeth blynyddoedd cynnar;
- Cwricwlwm 5-19 yr ysgol;
- Darparu addysg grefyddol; a
- Threfniadau asesu i ddisgyblion 5-14 oed.

Mae llawer o'r gwaith hwn yn deillio o'r Cwricwlwm Ysgol diwygiedig, a weithredwyd ym mis Medi 2000. Y cyd-destun ar gyfer y gwaith hwn yw *www.gwellcymru.com* a *Y Wlad Sy'n Dysgu*.

Ein gweledigaeth o hyd yw datblygu fframwaith cwricwlwm ac asesu sydd yn gydlynol ac integredig ac sydd:

- Yn bodloni anghenion yr holl ddisgyblion;
- Yn ehangu cyfleoedd addysgol;
- Yn codi safonau cyrhaeddiad; ac sydd
- Yn derbyn ymddiriedaeth y proffesiwn addysgu, rhieni, llywodraethwyr a'r cyhoedd.

Dyma'r **canlyniad cyffredinol** y dylid ei gyflawni gan y gweithgarwch a gynlluniir dan yr Amcan hwn:

- Codi safonau cyrhaeddiad yn y pynciau craidd sef Saesneg, Cymraeg, Mathemateg a Gwyddoniaeth, darpariaeth ysgol yn gyffredinol ac Addysg Grefyddol (AGr);
- Cynigion, fel y bo angen, ar gyfer cwricwlwm diwygiedig sydd yn well o ran bodloni anghenion dysgwyr unigol, eu cymunedau a Chymru;
- Gwell asesiad athraown ym mhynciau'r cwricwlwm cenedlaethol ac addysg grefyddol;
- Gwell dealltwriaeth a defnydd o'r wybodaeth a geir o'r broses asesu statudol; a
- System asesu statudol sy'n fwy cost-effeithiol ac sydd â gwell ffocws.

Y Cwricwlwm Ysgol

Y Cwricwlwm Ysgol diwygiedig yng Nghymru

Yn dilyn ymgynghoriad statudol yn ystod haf 1999, cymeradwyodd y Cynulliad Cenedlaethol y Gorchmynion pwnc diwygiedig, dosbarthwyd y rhain gyda Fframweithiau anstatudol ar gyfer Addysg Bersonol a Chymdeithasol (ABCh) ac Addysg Gysylltiedig â Gwaith (AGG) ym mis Mawrth 2000. Gofynnwyd i'r Awdurdod roi cyngor ar statws y Fframweithiau ABCh ac AGG yn y dyfodol y tu hwnt i 2002. Mae ACCAC hefyd wedi datblygu Fframwaith Cenedlaethol ar gyfer Addysg Gyrfaon a Chyfarwyddyd ar Yrfa (2001), gyda deunyddiau arweiniad cysylltiedig, y bydd ysgolion a cholegau'n ei gweithredu yn ystod y cyfnod hwn (yn amodol ar gymeradwyaeth y Gweinidog). Bydd ACCAC, mewn partneriaeth â Gyrfaon Cymru, yn monitro effeithiolrwydd y Fframwaith hwn.

Cefnogir gweithredu'r cwricwlwm ysgol diwygiedig gydag arweiniad targededig i athrawon a gyflwynir fesul cam. Yn ystod cyfnod y Cynllun, parheir i ddatblygu a chyhoeddi deunydd cefnogaeth i athrawon. Ymhlith y meysydd y mae'n debygol y rhoddir cefnogaeth iddynt ceir deunydd cysylltiedig â thair thema bwysig y Cynulliad, sef datblygu cynaliadwy, cynhwysiad cymdeithasol a chydaddoldeb cyfle, darpariaeth i rai dan 5 a chodi safonau yng Nghyfnod Allweddol 3. Mae'r Awdurdod yn cael ei gynrychioli ar Banel Addysg dros Ddatblygiad Cynaliadwy ac ar Gyd-weithgor ar ddinasyddiaeth Fyd Eang y Cynulliad. Y meysydd a dargedir mae'n debyg fydd arweiniad i gefnogi'r Cwricwlwm Cymreig; arweiniad i athrawon â disgyblion dawnus a thalentog; arweiniad ar arferion da mewn adysgu ac asesu gwaith disgyblion gyda SLD/AAD a deunyddiau cefnogol i weithredu'r Strategaeth Genedlaethol ar gyfer Ieithoedd. Bydd yr Awdurdod yn gweithio'n agos gyda phartneriaid i sicrhau bod cysylltiadau agos rhwng arweiniad, hyffordiant mewn swydd a chymwysterau i athrawon newydd ac athrawon mewn gwasanaeth.

Bydd yr Awdurdod yn anfon cyngor at y Cynulliad ym mis Rhagfyr 2001 ar fonitro'r cwricwlwm ysgol diwygiedig, a pwrpas ac effeithiolrwydd y system asesu statudol. Bydd y cyngor yma yn cymryd i ystyriaeth cynigion ymgynghori'r Gynulliad, ar chwricwlwm cydlynol i rai rhwng 14-19 oed. Yna, bydd ACCAC yn ymgymryd â rhaglen waith i gasglu tystiolaeth am unrhyw newidiadau y mae eu hangen ac yn datblygu cynigion yn ôl y gofyn.

Bydd yr Awdurdod yn gweithio gyda chyrff eraill i archwilio a datblygu potensial gwefannau rhyngweithiol o ran cefnogi addysgu & dysgu ac i fonitro & ymgynghori ar y cwricwlwm a'r trefniadau asesu.

Y Ddarpariaeth Addysg Grefyddol 5-19

Mae'r Awdurdod yn gweithio gyda Chynghorau Ymgynghorol Sefydlog Addysg Grefyddol (CYSAGau) ac AALI i hybu gwell safonau mewn AGr yng Nghymru. Bydd ACCAC yn parhau i gyhoeddi adolygiadau o adroddiadau CYSAG bob yn ail flwyddyn. Amserlennir adroddiadau ar gyfer 2003 a 2005.

Bydd ACCAC hefyd yn gweithio gydag AALI a CYSAGau ar brosiectau ffocysedig sydd â'r nod o godi safonau mewn Addysg Grefyddol. Cyhoeddir fersiwn diweddaedig yr Awdurdod o'r *Arweiniad ar Adolygu Meysydd Llafur Cytûn Lleol*, gan gynnwys disgrifiadau lefel enghreifftiol cenedlaethol ar gyfer AGr yng Nghymru, ym mis Hydref 2001. Bydd ACCAC hefyd yn cyhoeddi arweiniad i athrawon yn 2002 i enghreifftio'r disgrifiadau lefel enghreifftiol cenedlaethol. Gan weithio gydag AALI a CYSAGau, yng Nghymru, bydd

ACCAC yn monitro effeithiolrwydd y disgrifiadau lefel enghreifftiol ac yn adnabod prosiectau ffocysedig eraill i hybu gwell safonau mewn AGr yng Nghymru.

Darpariaeth Blynyddoedd Cynnar

Mae'r Awdurdod yn bwriadu darparu mwy o arweiniad i ychwanegu at 'Canlyniadau Dysgu Dymunol' gyda golwg ar ddatblygu cynnydd plant 3 a 4 oed, ar y cyd â deunyddiau enghreifftiol i gynorthwyo cynllunio cwricwlwm ar draws pob sefyllfa.

Bydd yr Awdurdod yn parhau i gyfrannu i'r Panel Ymgynghorol Blynyddoedd Cynnar a sefydlwyd gan y Cynulliad.

Trefniadau Asesu Statudol

Asesu Sylfaen

Mae asesu sylfaen yn mesur gallu plentyn pan ddaw i'r Flwyddyn Dderbyn (neu Flwyddyn 1, os dyna pryd mae'n cychwyn yn yr ysgol) yn erbyn set o gamau datblygol. Yn ystod 1998/99, achredyd 12 cynllun asesu sylfaen gan yr Awdurdod i'w defnyddio yng Nghymru o fis Medi 1999 tan 2001-2 pan oedd hi'n statudol ofynnol ar bob ysgol i asesu disgyblion pan ddeuent i'r ysgol am y tro cyntaf.

Bydd yr Awdurdod yn parhau i fonitro'r trefniadau asesu sylfaen drwy gydol cyfnod y Cynllun Corfforaethol ac yn ystyried achredu unrhyw gynlluniau eraill a anfonir. Bydd yr Awdurdod yn cyhoeddi rhestrau o gynlluniau achrededig a anfonwyd gan yr AALI a chan ddarparwyr cynlluniau asesu sylfaen eraill. Bydd angen ailanfon cynlluniau achrededig i'r Awdurdod i'w hailachredu erbyn 31 Ionawr 2002.

Yn ystod cyfnod y Cynllun Corfforaethol, bydd yr Awdurdod yn ystyried a fydd angen deunyddiau enghreifftiol ar gyfer graddfeydd asesu ar draws Cymru er mwyn cynorthwyo eglurder ac i sicrhau cysondeb dehongli. Bydd ACCAC hefyd yn rhoi ystyriaeth ddyledus i ddarganfyddiadau Pwyllgor Addysg a Dysgu Drwy Gydol Oes y Cynulliad ar y ddarpariaeth Blynyddoedd Cynnar.

Asesu Statudol i blant 7, 11 a 14 oed

Bydd yr Awdurdod yn sicrhau bod yr egwyddorion sydd wrth wraidd strwythur asesu statudol yng Nghymru (a geir yn *Cael y Gorau allan o'r Trefniadau Asesu Cwricwlwm Cenedlaethol yng Nghymru, 1997*) yn dal i gael eu gweithredu, sef:

- y dylai asesiad statudol athrawon a'r tasgau a'r profion statudol gael yr un statws;
- bydd y tasgau a'r profion statudol yn targedu'r ystod ddisgwyliedig o lefelau ar gyfer cyfnod allweddol; ac
- mai asesiad athrawon yn unig a ddefnyddir i adnabod cyrhaeddiad y disgyblion uwchben ac o dan yr ystod ddisgwyliedig.

Bydd yr Awdurdod yn parhau i gynnull y Fforwm Asesu Statudol, sydd yn darparu cyfleoedd i gynrychiolwyr yr AALI gael gwybodaeth uniongyrchol am y trefniadau asesu gan swyddogion yr Awdurdod ac i'r swyddogion dderbyn adborth gan gynrychiolwyr yr AALI.

Yn dilyn cyngor a anfonir i'r Cynulliad ym mis Rhagfyr 2001 am bwrpas ac effeithiolrwydd y broses asesu statudol, bydd ACCAC yn ymgymryd â rhaglen waith i adnabod yr angen am unrhyw newid ac i ddatblygu cynigion yn unol â hynny. Bydd hyn hefyd yn cymryd i ystyriaeth y benderfyniad i ddiddymu profion a tasgau cyfnod allweddol 1. Fel a nodwyd eisoes, er mwyn cynnal fframwaith cwricwlwm ac asesu cydlynol, bydd hyn hefyd yn cynnwys cyngor ar y Cwricwlwm Ysgol diwygiedig, a fydd yn gosod allan unrhyw gamau gweithredu a argymhellir ac amserlen ar gyfer gweithredu.

Gwella asesiad athrawon a defnyddio gwybodaeth asesu

Bydd yr Awdurdod yn parhau i weithredu ei strategaeth dymor hir i wella ansawdd asesiad athrawon.

Yn ystod 1998-2001, datblygodd yr Awdurdod gyfres o ddeunyddiau asesu opsiynol (DAO) yng Nghyfnodau Allweddol 1, 2 a 3 i gefnogi asesiad athrawon, (gan gynnwys asesu disgyblion yn gweithio y tu lalan i'r ystod ddisgwyliedig o gyrhaeddiad ym mhob cyfnod allweddol).

Cynhaliwyd cyfres o gynadleddau rhanbarthol yn ystod 2001/02 i ledaenu negeseuon allweddol a gafwyd o'r deunyddiau hyn ac i gefnogi'r defnydd ohonynt mewn HMS. Yn ystod cyfnod y Cynllun Corfforaethol, bydd yr Awdurdod yn ystyried sut i adeiladu ar y deunyddiau hyn wrth hybu a chefnogi asesu ar gyfer dysgu.

Bydd yr Awdurdod yn trafod ac yn ystyried y cysylltiad rhwng ei waith a Chynlluniau Llythrennedd y Teulu yr Asiantaeth Sgiliau Sylfaenol.

Bydd yr Awdurdod yn parhau i hybu gwell dealltwriaeth o bwysigrwydd asesu statudol o ran helpu i godi safonau, drwy bwysleisio sut y gall athrawon ac ysgolion ddefnyddio canlyniadau asesu i wella addysgu a dysgu.

Yn ystod gwanwyn 1999, cyhoeddodd yr Awdurdod lyfryn allweddol ar gyfer Cyfnodau Allweddol 1, 2 a 3 ar *Gwneud Defnydd Effeithiol o Wybodaeth Asesu (GDEWA)*, dogfen a oedd yn darparu arweiniad i lywodraethwyr, penaethiaid ac athrawon ar gofnodi, adrodd a defnyddio gwybodaeth asesu. Yn 2000, cyhoeddwyd dau gyhoeddiad cefnogol a oedd yn delio ag arferion da mewn adrodd am gynnydd disgyblion i'r rhieni a dulliau effeithiol o gofnodi. Yn 2001, cyhoeddwyd fideo ysgol gynradd i gyd-fynd â'r llyfrynau, a oedd yn enghreifftio arferion da yn y defnydd o wybodaeth asesu. Unwaith eto, bydd y cynadleddau a gynhelir yn 2001/02 i ledi negeseuon allweddol yn darparu cefnogaeth i athrawon mewn HMS.

Bydd yr Awdurdod hefyd yn cadw llygad ar ddatblygiadau lleol drwy fonitro blaengareddau'r AALl ar y defnydd o wybodaeth i bwrpasau ffurfiannol a diagnostig a gosod targedau er mwyn medru rhannu arferion da yn fwy eang.

Tasgau a Phroffion Statudol

Yn ystod cyfnod y Cynllun Corfforaethol, bydd yr Awdurdod yn parhau i ddatblygu fframwaith cwricwlwm ac asesu cydlynol ac integredig i Gymru lle mae asesu wrth wraidd cyflawni'r Cwricwlwm Cenedlaethol ac yn cynnig data dibynadwy ar gyrhaeddiad y disgyblion.

Ar hyn o bryd, datblygir tasgau a phroffion diwedd cyfnod allweddol gan asiantaethau datblygu profion dan gytundeb i'r Awdurdod. Maent yn cynnwys y blynyddoedd asesu hyd at 2004-5. Bydd yr Awdurdod yn arolygu'r trefniadau er mwyn sicrhau eu bod yn parhau i gynnig gwerth am arian a'u bod yn cynilo'n effeithlon.

Mae angen i'r profion hyn gynnig dilyniant gyda blynyddoedd blaenorol er mwyn medru mesur cynnydd tuag at y targedau BEST. Yr amser mwyaf priodol, felly, i weithredu newidiadau arwyddocaol (os bydd rhai) i'r fframwaith asesu fyddai yn ystod 2006. Bydd yr Awdurdod yn mynd i dendr ar gytudebau datblygu profion ar gyfer 2006 a'r tu hwnt erbyn diwedd 2003 er mwyn ei gwneud hi'n bosibl gweithredu unrhyw newidiadau i'r fframwaith asesu, ar ôl yr adolygiad a grybwyllwyd uchod.

Bydd yr Awdurdod yn parhau i sicrhau cymharedd mewn tasgau a phroffion statudol ar draws pynciau, ac ar draws cyfnodau allweddol. Hefyd, bydd yr Awdurdod yn cadw mewn cysylltiad agos a rheolaidd â'r QCA, CCEA a'r asiantaethau priodol yn yr Alban er mwyn sicrhau bod safonau a chanlyniadau profion ar draws gwledydd y Deyrnas Unedig yn cael eu cymharu mewn ffordd systematig.

Rhoddir ystyriaeth i drefnu bod hen bapurau prawf ar gael i rieni. Byddai hyn yn cynnwys papurau o'r flwyddyn 2000 ymlaen (y dyddiad y daeth ACCAC yn uniongyrchol gyfrifol am y swyddogaethau hyn). Y bwriad fyddai cynhyrchu CD-ROM yn cynnwys profion a chynlluniau marcio'r flwyddyn, y gellid eu dosbarthu i'r ysgolion ym mis Tachwedd gyda'r adroddiad blynyddol, *Goblygiadau i Addysgu a Dysgu*.

Yn ystod y cyfnod 2000-2002 bydd CBAC yn gwneud y gwaith marcio allanol ar gyfer profion statudol i ddisgyblion 11 a 14 oed dan gytundeb i ACCAC fel asiantaeth farcio allanol. Bydd angen cynnal ymarferiad gwahoddiad i dendro unwaith eto yn ystod cyfnod y Cynllun. Bydd yr Awdurdod yn parhau i reoli'r gwaith er mwyn sicrhau bod y marcio o ansawdd uchel ac er mwyn sicrhau bod y data'n cael ei gasglu a'i ddilysu'n brydlon. Bydd hyn yn cynnwys ystyried y posibilrwydd o gynnal peilot ar ddulliau o gynyddu trosglwyddo data dwy gyfrwng electronig.

Gan ddechrau gyda chylch tasgau/datblygu 2003, bydd gwasanaeth canolog i drefnu cyfraniad ysgolion i'r cynbrofi yn weithredol. Bwriedir i'r model hwn ddarparu system symlach a mwy effeithiol, gyda lleihad cyfatebol yn llwyth gwaith yr ysgolion cyfrannog.

Bydd yr Awdurdod yn gweithio'n agos gyda'r Grŵp Ymgynghorol Cenedlaethol a sefydlwyd i ymchwilio i'r posibilrwydd o sefydlu system Rhifo Disgyblion Unigryw (RhDU) fel rhan o'r cynllunio strategol ehangach ar ddatblygu systemau lefelau disgyblion yng Nghymru.

Cynhwysiad a sicrhau mynediad i'r holl ddisgyblion

Wrth ddatblygu'r fframwaith cwricwlwm ac asesu, mae'r Awdurdod yn cefnogi cynnwys yr holl ddisgyblion trwy gyfrwng datganiadau 'Mynediad i bob disgybl' diwygiedig yng Ngorchmynion y Cwricwlwm Cenedlaethol. Cyfeirir at gyfrifoldeb cymdeithasol, ymwybyddiaeth gymunedol a derbyn amrywiaeth, yn y Fframwaith ABCh, gan sicrhau bod yr arweiniad yn cynorthwyo athrawon i osod targedau ar gyfer pob disgybl. Gwneir trefniadau arbennig hefyd i ddisgyblion sydd â'r Seasneg fel iaith ychwanegol fel eu bod yn parhau i gael mynediad priodol i'r tasgau a'r profion statudol.

Yn 2000, cyhoeddodd ACCAC arweiniad ar gynllunio'r cwricwlwm i ddisgyblion gydag anawsterau emosiynol ac ymddygiadol (AEY), *Disgyblion Heriol: Galluogi Mynediad*, ac ail ddogfen, *Strwythur ar gyfer Llwyddo: Arweiniad ar y Cwricwlwm Cenedlaethol ac Anhwylderau Sbectrwem Awtistig*.

Cyhoeddwyd *Awgrymiadau ar gyfer Asesu Disgyblion sy'n Gweithio Tuag At Lefel 1* ym 1999. Cyhoeddwyd arweiniad ychwanegol ar osod targedau i ddisgyblion ag AAA yn 2001.

Cynhyrchwyd hefyd set o ddeunyddiau asesu opsiynol i ddisgyblion ag AAA yng Nghyfnod Allweddol 3 ar gyfer hanes, daearyddiaeth a Dylunio & Technoleg ac fe'i cyhoeddwyd yn 2001.

Mae'r Awdurdod yn cynllunio cyfres arall o flaegareddau i gefnogi athrawon disgyblion ag anghenion addysgol arbennig a disgyblion dawnus/talentog:

- Cynnal cynhadledd unwaith y flwyddyn mewn cydweithrediad ag Estyn a NATED sydd yn darparu diweddariad ar bolisi ac arferion;
- Ymgymryd â gwaith pellach ar asesu disgyblion sy'n gweithio o dan yr ystod ddisgwyliedig ar gyfer pob Cyfnod Allweddol ac yn enwedig y rhai sy'n gweithio dan Lefel 1;
- Dosbarthu arferion effeithiol mewn cynllunio cwricwlwm /mynediad i ddisgyblion ag AAA;
- Datblygu arweiniad ar ddisgyblion dawnus a thalentog;
- Ymgymryd â gwaith ymchwil ar arferion effeithiol mewn asesu ar Lefel Mynediad, ac yn enwedig Mynediad 1 & 2; a
- Parhau i weithio gyda'r QCA, CCEA a chyrf dyfarnu i resymoli'r trefniadau ar draws Lefel 'A', TGAU, GNVQ, cymwysterau Lefel Mynediad a phrofion Cyfnod Allweddol 3.

Crynoir y gwariant cynlluniedig yn Nhabl 2 isod.

Tabl 2

	Gweithgaredd	Go iawn 2000/ 2001	Cyllideb 2001/ 2002	Cynllun 2002/ 2003	Cynllun 2003/ 2004	Cynllun 2004/ 2005
		£'000	£'000	£'000	£'000	£'000
1	Y Cwricwlwm Ysgol	302	195	412	343	340
2	Blynyddoedd Cynnar	-	-	35	30	15
3	Trefniadau asesu statudol:					
	• Asesu Sylfaen	6	-	2	2	2
	• Gwella asesiad athrawon (OAMs a MEUOAI)	327	336	340	-	-
	• Tasgau a Phrofion Statudol	2,119	2,636	2,549	2,342	2,665
	• Marcio allanol	1,424	1,450	1,586	1,649	1,715
	• Buddsoddi i gynilo	-	25	26	27	-
CYFANSWM GWARIANT Y RHAGLEN		4,178	4,642	4,950	4,393	4,737

AMCAN 3

COMISIYNU DEUNYDDIAU YSTAFELL DDOSBARTH CYMRAEG A DWYIEITHOG O ANSAWDD UCHEL I GEFNOGI ADDYSGU'R GYMRAEG, PYNCIAU ERAILL TRWY GYFRWNG Y GYMRAEG A'R CWRICWLWM CYMREIG

Arolwg

Bydd yr Awdurdod yn parhau i gomisiynu cyhoeddi deunyddiau ystafell ddosbarth o ansawdd uchel ar draws y cwricwlwm ysgol cyfan a lle mae'r farchnad fasnachol yn methu darparu deunyddiau o'r fath. Nod y deunyddiau fydd:

- Cefnogi gwelliant mewn safonau cyrhaeddiad mewn Cymraeg, fel iaith gyntaf ac ail iaith;
- Gwella ac ymestyn yr ystod o gyfleoedd addysgol sydd ar gael drwy gyfrwng y Gymraeg; a
- Chynyddu'r cyfleoedd i ddisgyblion yng Nghymru wella eu gwybodaeth a'u dealltwriaeth o elfennau'r cwricwlwm sydd yn benodol i Gymru.

Dyma'r **canlyniad cyffredinol** y dylid ei gyflawni gan y gweithgarwch a gynllunnir dan yr Amcan hwn:

- Argaeledd ystod addas o ddeunyddiau ystafell ddosbarth Cymraeg a dwyieithog o ansawdd uchel ar draws pob pwnc, a fydd yn cyfrannu at godi safonau cyrhaeddiad; a
- Gwell ymwybyddiaeth mewn ysgolion o argaeledd y deunyddiau hyn.

Strategaeth Gomisiynu

Gosodir y gwaith dan yr Amcan hwn yng nghyd-destun y blaenoriaethau a grybwyllwyd dan Amcanion 1 a 2-a'r ddogfen strategaeth – *Comisiynu Deunyddiau Ystafell Ddosbarth: Strategaeth a Gweithredu 2000/01 – 2002/03*. Adolygir a diwygir y strategaeth yn ystod y cyfnod y Cyllun Corfforaethol.

Bydd yr Awdurdod:

- Yn cynnal a gwella lefel gyffredinol y ddarpariaeth, nodweddion gwahaniaethol cwricwlwm Cymru ac yn trin meysydd lle canfuwyd tanddarparu arwyddocaol;
- Trin blaenoriaethau sy'n codi o amcanion eraill yng Nghynllun Corfforaethol yr Awdurdod;
- Sicrhau bod cydbwysedd rhwng deunyddiau print a di-brint a cheisio cyfleoedd eraill drwy ddefnyddio technoleg ddatblygol;

- Gweithredu ystod o flaengareddau marchnata er mwyn sicrhau bod pawb sydd â diddordeb yn gwybod am argaeledd y deunyddiau gyda golwg ar gynyddu gwerthiant; a
- Sicrhau bod y defnydd gorau'n cael ei wneud o arian cyhoeddus.

Blaenoriaethau Comisiynu

Yn ystod cyfnod y Cynllun bydd yr Awdurdod:

- Yn parhau i gynnal proses effeithiol ar gyfer adnabod a blaenoriaethu anghenion addysgol y gellir eu bodloni drwy ddeunyddiau argraffedig a deunyddiau eraill, gan gynnwys meddalwedd ac adnoddau clyweledol, yn enwedig mewn ymateb i'r anghenion sy'n deillio o ddatblygiadau TGCh yn yr ysgolion;
- Yn sicrhau bod y deunyddiau sy'n cael eu cynhyrchu o'r ansawdd sy'n ofynnol a'u bod yn bodloni'r anghenion a enwyd. Er mwyn dangos i ba raddau mae'r anghenion hyn yn cael eu bodloni, mae ffigyrau gwerthiant ar gyfer yr holl ddeunyddiau comisiynedig yn cael eu monitor;
- Gan adeiladu ar y profiad a gafwyd o'r ymarferiadau gwerthuso a wnaed eisoes, yn cynnal rhaglen barhaol o werthuso, gan edrych ar wahanol feysydd y cwricwlwm yn eu tro. Comisiynir asiantaethau annibynnol i werthuso:
 - Y dewis cychwynnol a 'ffitrwydd i bwrpas' y deunyddiau comisiynedig;
 - Y modd y marchnatir ac y gwerthir y deunyddiau; a'r
 - Defnydd a wneir o'r deunyddiau yn yr ystafell ddosbarth, a'u dylanwad mewn perthynas â gwella cyrhaeddiad;
- Ceisio gwella gwerth am arian mewn prosiectau comisiynedig. Gwneir ymdrech i sicrhau mwy o gystadlu am gytundebau a bydd buddsoddiad yr Awdurdod yn cael ei adolygu'n feirniadol, yn enwedig mewn perthynas â'r nifer o'r deunyddiau cyhoeddedig a brynir gan ysgolion ac eraill;
- Arolygu ei weithdrefnau tendro. Bu nifer o ddatblygiadau technolegol mewn argraffu sydd â'r potensial i wella gwerth am arian. Hefyd, mae'n bosibl bod tuedd tuag at gynhyrchu mwy o ddeunyddiau a seiliwyd ar TG, lle mae'r farchnad yn fwy cystadleuol ac a all fod yn ddull mwy cost-effeithiol o gomisiynu. Serch hynny, bydd deunyddiau argraffedig yn dal i fod yn bwysig;
- Ceisio gwelliannau blynyddol o ran cyhoeddi erbyn y dyddiadau targed;
- Cydweithio gyda chomisiynwyr eraill lle mae'r cyfle i wneud hynny yn codi, (e.e. Cyngor Llyfrau Cymru, CBAC, y BBC, y Cynghorau Ariannu) i sicrhau bod y defnydd gorau'n cael ei wneud o arian cyhoeddus; a
- Chydweithio â Chyngor Llyfrau Cymru i sicrhau bod y deunyddiau yn cael eu marchnata'n effeithiol a'u bod ar gael yn eang.

Crynoir y gwariant cynlluniedig yn Nhabl 3 isod.

Tabl 3

	Gweithgaredd	Go iawn 2000/ 2001	Cyllideb 2001/ 2002	Cynllun 2002/ 2003	Cynllun 2003/ 2004	Cynllun 2004/ 2005
		£'000	£'000	£'000	£'000	£'000
1	Comisiynu deunyddiau i fodloni anghenion	1,141	1,098	1,324	1,155	1,047
2	Mecanweithiau rheoli ansawdd	71	69	72	89	58
3	Marchnata'r deunyddiau	12	12	54	56	56
CYFANSWM GWARIANT Y RHAGLEN		1,224	1,179	1,450	1,300	1,161

AMCAN 4

GWELLA FFYNONELLAU GWYBODAETH YR AWDURDOD GYDAG YMCHWIL DARGEDEDIG A DARPARU GWYBODAETH AMSEROL AM DDATBLYGIADAU MEWN ADDYSG A HYFFORDDIANT YNG NGHYMRU

Arolwg

Y cyd-destun polisi ar gyfer yr amcan hwn yw gorchwyl yr Awdurdod, gan y Cynulliad, i sicrhau bod cyngor ACCAC wedi ei seilio ar ymchwil dda a gwaith a wnaed mewn cydweithrediad â phob partner perthnasol, a bod yr Awdurdod mewn sefyllfa dda i ddarparu gwybodaeth gywir ac amserol i'r cyhoedd.

Ein gwledigaeth ar gyfer y tair blynedd nesaf yw y bydd yr Awdurdod yn:

- Cynnal a, lle bo'n bosibl, ehangu'r nifer o ffynonellau gwybodaeth, ar gyfer gwybodaeth ansoddol a meintiol, er mwyn sicrhau bod sail ddeallus i benderfyniadau;
- Cynnal ac ymestyn y trefniadau partneriaeth sydd yn hyrwyddo llif gwybodaeth a chydlynu ymdrechion; a
- Gwella'r gwasanaeth gwybodaeth sydd ar gael, yn enwedig drwy waith ailddatblygu mawr ar y wefan.

Mae ACCAC yn tynnu gwybodaeth o amrywiaeth eang o ffynonellau gan gynnwys yr aelodau, staff, athrawon, cyflogwyr a grwpiau diddordeb allweddol, yn ogystal â thrwy ymgynghori ffurfiol, ymarferion gwerthuso, adnabod anghenion a dadansoddiadau ystadegol. Mae rhannu gwybodaeth gyda'n partneriaid yn rhan hanfodol o raglen waith yr Awdurdod. Mae'r Awdurdod hefyd yn comisiynu gwaith ymchwil annibynnol.

Mae gan ACCAC ddyletswydd i ddarparu gwybodaeth fanwl-gywir am ddatblygiadau i'r rhai hynny sydd â diddordeb mewn addysg a hyfforddiant yng Nghymru.

Dyma'r **canlyniad cyffredinol** y dylid ei gyflawni gan y gweithgarwch a gynllunnir dan yr Amcan hwn:

- Gwell gwybodaeth ystadegol gan gynnwys data sydd yn cysylltu perfformiad yn 11,14,16 a 18 oed ac sy'n cynnwys ystod ehangach o gymwysterau galwedigaethol nag ar hyn o bryd;
- Cynnal y partneriaethau presennol drwy Femorandau o Ddealltwriaeth; a
- Sefydlu gwell gwefan a fydd yn darparu gwell gwybodaeth i gynulleidfa ehangach a hynny ar ffurf hawdd ei deall.

Gwybodaeth ac Ymchwil

Mae'r rhan fwyaf o'r gwaith casglu gwybodaeth a'r gwaith ymchwil a wneir gan ACCAC yn uniongyrchol gysylltiedig â rhaglenni gwaith penodol o fewn y tri Amcan blaenorol. Mae peth o'r ymchwil yn rychwantu mwy nag un o brif amcanion y Cynllun Corfforaethol, er enghraifft, dadansoddi gwybodaeth ystadegol. Gwnaed llawer o gynnydd yn y maes hwn, mewn cydweithrediad â Chyfarwyddiaeth Ystadegol y Cynulliad Cenedlaethol.

Yng Nghyfnodau Allweddol 2 a 3, mae gan yr Awdurdod fynediad, drwy'r cytundeb marcio allanol, i ddata lefelau'r disgyblion am berfformiad rhai 11 a 14 oed yn yr asesiadau statudol ar ddiwedd y cyfnod allweddol. Mae gan yr Awdurdod fynediad hefyd i ddata lefelau'r disgyblion a gasglwyd gan y Cynulliad Cenedlaethol ar berfformiad disgyblion yn asesiad statudol Cyfnod Allweddol 1. Yn ystod cyfnod y Cynllun Corfforaethol, bydd yr Awdurdod yn defnyddio'r wybodaeth hon i gymharu perfformiad carfannau o ddisgyblion dros amser ac ar draws cyfnodau allweddol er mwyn olrhain cynnydd tuag at Dargedau Cenedlaethol y Cynulliad. Bydd ACCAC yn parhau i weithio'n agos gyda Chyfarwyddiaeth Ystadegol y Cynulliad Cenedlaethol yn y peilot arfaethedig o systemau data lefelau'r disgyblion unigol ar lefel ysgol yng Nghymru.

Mae cytundeb gyda CBAC yn golygu bod ACCAC yn cael data ar TAG A/UA, AVCE, TGAU, GNVQ a chymwysterau Lefel Mynediad. Arweiniodd hyn at gyhoeddi'r gyfres *Llwyddiant mewn Arholiadau yng Nghymru*. Yn ystod cyfnod y Cynllun Corfforaethol hwn, mae ACCAC yn bwriadu datblygu sgôp a defnyddioldeb y cyhoeddiad hwn drwy gynnwys mesurau sydd yn cysylltu perfformiad myfyrwyr yn 11, 14, 16 a 18 oed; a thrwy gynnwys ystod ehangach o gymwysterau galwedigaethol a chymwysterau cysylltiedig â galwedigaeth.

Mae gan yr Awdurdod hefyd fynediad i nifer o ddata-basau ar gyfer GNVQ a NVQ sydd yn cynnwys gwybodaeth am gymwysterau yng Nghymru, Lloegr a Gogledd Iwerddon. Fodd bynnag, ar hyn o bryd, ni all yr Awdurdod gael mynediad hawdd i ddata sydd yn ymwneud yn unig â chanolfannau ac ymgeiswyr yng Nghymru. Mae ACCAC yn adeiladu ei ddata-bas ei hun ar ganolfannau wrth i'r Fframwaith Cymwysterau Cenedlaethol ddatblygu ac wrth i gymwysterau gael eu hachredu. Bydd yr Awdurdod yn gweithio'n agos gyda'r Cynulliad, yr AdAG, QCA ac eraill i geisio rhesymoli casglu a chadw data cymwysterau. Bydd gwybodaeth o'r fath yn cael ei dosbarthu, os bydd hynny'n ddefnyddiol, i ysgolion, colegau, darparwyr hyfforddiant ac eraill.

Pennir prosiectau ag ymchwil dargeddedig ar gyfer cyfnod y Cynllun Corfforaethol, fel yn y gorffennol, o flwyddyn i flwyddyn lle mae anghenion penodol yn cael eu hadnabod.

Gweithio mewn partneriaeth

Mae ACCAC yn gweithio mewn partneriaeth gyda nifer o gyrff mewn gwahanol gymwysterau, ac yn fras gellir eu rhannu'n bedwar categori.

Er mwyn i orchwylion ACCAC gael eu cyflawni'n effeithiol, mae'n hanfodol bod yr Awdurdod yn gweithio'n agos a chydlynu gyda chyrff sydd yn cyfrannu'n uniongyrchol i addysg yng Nghymru. Mae Adran Addysg a Hyfforddiant y Cynulliad Cenedlaethol (NATED), Estyn ac ELWa yn allweddol yn hyn o beth.

Er mwyn cael arolwg o ddatblygu cwricwlwm ledled Ynysoedd Prydain, mae'r Awdurdod yn gweithio gyda'r Awdurdodau Cwricwlwm a Chymwysterau yn Lloegr, Gogledd Iwerddon a Gweriniaeth Iwerddon. Mewn perthynas â materion cymwysterau, mae'r Awdurdod yn gweithio'n agos iawn gyda'r awdurdodau rheoleiddio yng ngwledydd eraill y Deyrnas Unedig.

Wrth ddarparu cwricwlwm gorffenedig a gweithio tuag at amcanion a gytunwyd yn genedlaethol, mae hefyd yn angenrheidiol rhwydweithio gydag amrywiaeth eang o gyrff eraill yng Nghymru. Mae hyn yn golygu bod modd cyfnewid gwybodaeth a gwell dealltwriaeth o anghenion unigolion ac anghenion Cymru. Ymhlith y gyrff hyn mae awdurdodau addysg lleol, undebau athrawon, Cyngor Addysgu Cyffredinol Cymru (CACC), gyrff dyfarnu fel CBAC, darparwyr hyfforddiant, Cyrff Hyfforddi Cenedlaethol, Ufl, UCAS, Gyrfaon Cymru, y Comisiwn Cyfleoedd Cyfartal, y Comisiwn ar gyfer Cydraddoldeb Hiliol, y Comisiwn Hawliau Anabledd, yr eglwysi a Chyngor Cymru er Gweithredu Gwirfoddol.

Y tu hwnt i'r DU, bydd yr Awdurdod yn parhau i fod y aelod o'r Consortiwm o Sefydliadau ar gyfer Datblygiad ac Ymchwil mewn Addysg yn Ewrop (CIDREE).

Gwybodaeth a Chyhoeddusrwydd

Bydd yr Awdurdod yn parhau i ddarparu gwybodaeth glir ac amserol am faterion cymwysterau, y cwricwlwm, asesu a chomisiynu. Anelir hyn at gynulleidfa eang gan gynnwys athrawon, llywodraethwyr, awdurdodau addysg lleol, cyflogwyr, hyfforddwyr athrawon, darparwyr hyfforddiant, ymgeiswyr, myfyrwyr, rhieni ac eraill sydd â diddordeb mewn addysg a hyfforddiant yng Nghymru.

Mae gan yr Awdurdod ei **gwefan ei hun** – www.accac.org.uk. Mae ehangu'r wefan hon wedi galluogi'r Awdurdod i ddsbarthu ei wybodaeth a'i ddeunyddiau arweiniad drwy fodd electronig. Mae'r wefan yn cael ei diweddarau'n rheolaidd ac mae wedi ei chysylltu â'r Cynulliad Cenedlaethol a Rhith Ganolfan Athrawon Cymru (gweler Amcan 5). Yn ystod y flwyddyn hon datblygir cynlluniau ar gyfer gwefan newydd a gwell, a gweithredir hwy yn 2002/03. Rhoddir ystyriaeth lawn i sut y bydd yn effeithio ar y ffordd y mae'r Awdurdod yn ymgymryd â'i waith gan gynnwys y goblygiadau o ran staffio ac adnoddau.

Yn ystod cyfnod y Cynllun, bydd ACCAC yn datblygu strategaeth ar gyfer dosbarthu gwybodaeth am ddatblygiadau, a fydd yn effeithio ar addysg a hyfforddiant mewn perthynas â chymwysterau galwedigaethol. Cynrychiolir yr Awdurdod ar Banel TGCh y Cynulliad Cenedlaethol.

Yn 2000, parhaodd y **Cynllun Indecs Gwella Ysgolion** (a noddir gan Fanc HSBC) am ei chweched flwyddyn a bu'r nifer fwyaf o ysgolion erioed yn cymryd rhan. Bydd y cynllun yn cael ei arolygu'n flynyddol.

Yn sail i gyfnewid gwybodaeth yn rhwydd, bydd yr Awdurdod yn:

- Cyhoeddi Cylchlythyr bob tymor yn ogystal â thafenni diweddarau gwybodaeth yn ôl yr angen;
- Cyhoeddi gwybodaeth am ganlyniadau cymwysterau TGAU, Lefel A /UA a GNVQ;
- Cyhoeddi diweddariadau am faterion 14 – 19;
- Trefnu digwyddiadau i hybu dealltwriaeth o ddatblygiadau galwedigaethol i chwaraewyr allweddol;
- Cynnal cyfarfodydd rheolaidd gyda'r cymdeithasau athrawon a chwaraewyr allweddol eraill;
- Cyhoeddi'r Adroddiad Blynyddol, Cynllun Corfforaethol a thafenni gwybodaeth; a
- Chynnal arddangosfa mewn gwahanol Eisteddfodau.

Crynoir y gwariant cynlluniedig yn Nhabl 4 isod.

Tabl 4

Gweithgaredd		Go iawn 2000/ 2001	Cyllideb 2001/ 2002	Cynllun 2002/ 2003	Cynllun 2003/ 2004	Cynllun 2004/ 2005
		£'000	£'000	£'000	£'000	£'000
1	Ymchwil a Gwybodaeth	25	65	31	12	12
2	Gwybodaeth a Chyhoeddusrwydd	152	161	179	159	164
CYFANSWM GWARIANT Y RHAGLEN		177	226	210	171	176

AMCAN 5

SICRHAU TREFNIADATH EFFEITHIOL AC EFFEITHLON

Arolwg

Mae'r Awdurdod yn ymroddedig i gynnal effeithiolrwydd ac effeithlonrwydd yn ei weinyddiad, i gael y gwerth gorau am arian o'r adnoddau a ddyrannwyd. Yn ychwanegol at adrodd yn rheolaidd i'r Cynulliad Cenedlaethol drwy gydol bob blwyddyn, bydd yr Awdurdod yn cynhyrchu Cynlluniau Corfforaethol a Gweithredol amserol, a chofnodir cyflawniadau pob blwyddyn yn yr Adroddiad Blynyddol.

Dyma'r **canlyniad cyffredinol** y dylid ei gyflawni gan y gweithgarwch a gynllunnir dan yr Amcan hwn:

- sefydlu a gweithredu strategaeth asesu risg gynhwysfawr;
- llunio a gweithredu Strategaeth Systemau Gwybodaeth; a
- sefydlu strwythur cyflog sy'n hybu ymarferion da mewn cyfleoedd cyfartal.

Cynllunio Corfforaethol, Monitro a Llywodraethu

Mae'r fframwaith cynllunio presennol, sydd yn defnyddio pum amcan, wedi datblygu wrth i gylch gorchwylion yr Awdurdod gael ei ymestyn. Bob blwyddyn, datblygir **Cynllun Corfforaethol** ar gyfer cyfnod o dair blynedd. O'r cynllun hwn, ac o gofio blaengareddau polisi y Cynulliad a osodir allan yn y llythyr gorchwylion blynyddol, cynhyrchir **Cynllun Gweithredu** bob blwyddyn. Mae'r Awdurdod yn adrodd yn chwarterol i'r Cynulliad Cenedlaethol ac yn cyhoeddi **Adroddiad Blynyddol a Chyfrifon**.

Mae'r Awdurdod wedi adnabod yr angen am drefniadau **asesu risg** mwy ffurfiol. Mae gweithdrefnau'n cael eu datblygu ar hyn o bryd, yn unol ag argymhellion *Pwyllgor Turnbull*.

Mae'r Cynulliad yn bwriadu **arolygu ACCAC** yn 2003.

Rheolaeth Ariannol

Bydd yr Awdurdod yn parhau i roi blaenoriaeth i ddatblygu a chynnal rheolaeth a gweinyddiad effeithiol ac effeithlon. Mae rheolaeth ariannol gadarn a rheoli'r holl adnoddau'n effeithiol yn rhannau hanfodol o gyfrifoldeb yr Awdurdod o ran cwblhau ei orchwylion, i sicrhau bod y defnydd cywir yn cael ei wneud o arian cyhoeddus, a darparu gwerth am arian. Bydd yr Awdurdod yn cydymffurfio â gofynion y **Memorandwm Cyllideb**, y **Datganiad Rheolaeth** a'r **Cod Talu'n Brydlon**.

Staffio a Rheoli Personél

Ym mis Mehefin 2001, roedd y nifer o swyddi parhaol yn yr Awdurdod yn cyfateb i 80.5 staff amser llawn. Bydd yr Awdurdod yn parhau i arolygu ei anghenion staff.

Ar hyn o bryd mae'r Awdurdod yn arolygu ei system gyflogau a graddio er mwyn sicrhau bod modd recriwtio a chadw staff addas gyda'r sgiliau priodol.

Mae'r Awdurdod wedi ei achredu fel **Buddsoddwr mewn Pobl (BmP)**. Bydd yr Awdurdod yn gweithio i gynnal y safon hon gyda golwg ar ailachrediadau cyfnodol. Yng ngoleuni BmP a Chynllun Strategol y Cynulliad, bydd yr Awdurdod yn cynnal hyfforddiant ar draws yr Awdurdod mewn meysydd fel ymwybyddiaeth hiliol a chyfleoedd cyfartal, gan adeiladu ar y datblygiadau pellach a wnaed ar **Bolisi Cyfleoedd Cyfartal** yr Awdurdod yn 2001/2002. Bydd yr Awdurdod yn adolygu ei strwythur cyflog i fod cystal a'r ymarfer da mewn cyfleoedd cyfartal.

Gwasanaethau Canolog

Bydd y gwaith ar gyhoeddi (gan gynnwys cyfieithu, teiposod, golygu, argraffu a dosbarthu), systemau gwybodaeth, hysbysebu ac arddangosfeydd yn parhau i gael ei gydlynu'n ganolog. Arolygir y gwasanaethau hyn ac fe'u datblygir yn unol ag anghenion newidiol yr Awdurdod. Parheir hefyd i ddarparu cyllid, caffaeliadau, personél a gwasanaethau cefnogaeth weinyddol yn ganolog.

Mae'r Awdurdod wedi datblygu **cynllun iaith Gymraeg** dan ddarpariaethau Deddf yr Iaith Gymraeg 1993, sydd yn disgwyl cymeradwyaeth ffurfiol Bwrdd yr Iaith Gymraeg.

Cyfathrebion

Bydd yr Awdurdod yn datblygu ei strategaeth gyfathrebu a fydd yn cwmpasu technoleg gwybodaeth, y **rhaglen gyhoeddi** arfaethedig a dulliau o godi **proffil corfforaethol** yr Awdurdod.

Mae **Strategaeth Systemau Gwybodaeth** yr Awdurdod yn cael ei hadolygu ar hyn o bryd. Bydd y rhwydwaith TG yn cael ei ddatblygu ymhellach er mwyn sicrhau ei fod yn parhau i fodloni anghenion yr Awdurdod. Wrth weithio tuag at yr amcanion (ar gyfer 2008) a osodwyd allan ym Mhapur Strategaeth Uned Technoleg Gwybodaeth Ganolog y Trysorlys bydd yr Awdurdod yn:

- Datblygu'r defnydd o wefan ACCAC fel ffordd o leihau costau argraffu; a
- Cheisio ehangu'r cysylltiadau i/o wefan ACCAC.

Gweithio gyda'r QCA

Yn ychwanegol at gostau rhedeg uniongyrchol yr Awdurdod, telir ffi asiantaeth i'r QCA am waith a wneir ar ran yr Awdurdod mewn perthynas â chymwysterau. Dangosir hyn dan Amcan 1. Bydd yr Awdurdod yn parhau i gynnal trefniadau rhannu costau gyda'r QCA sydd yn eglur a sefydlog, ac sydd â sail gadarn.

Tabl 5

	Gweithgaredd	Go iawn 2000/ 2001 £'000	Cyllideb 2001/ 2002 £'000	Cynllun 2002/ 2003 £'000	Cynllun 2003/ 2004 £'000	Cynllun 2004/ 2005 £'000
1	Gweinyddu medrus a rheolaeth ariannol gadarn Gwariant Cyfalaf	2,816	3,136	3,909	4,158	4,256
	<u>Gwariant Amcan 5</u>		110	65	65	65
		2,816	3,246	3,974	4,223	4,321
	Costau Asiantaeth y QCA	200	200	208	216	225
CYFANSWM GWARIANT Y RHAGLEN		3,016	3,446	4,182	4,439	4,546
Dibrisiant Asedau Sefydlog		126	115	113	108	108

Mae'r ffigur gwariant Amcan 5 wedi tyfu o £3,246,000 yn 2001/02 i £3,842,000 yn 2002/03.

Y rhesymau dros y tyfaint hyn yw: -

- i) Mae ffigur 2002/03 yn cynnwys dyraniad flwyddyn gyfan o £150,000 er mwyn cyflogi staff ychwanegol i ymgymryd â gwaith datblygu profion sgiliau allweddol. Mae cyfanswm o £100,000 wedi'i cynnwys yn 2001/02 i'r gweithgaredd hwn, a ddechreuodd yn ystod y flwyddyn;
- ii) Mae ffigur 2002/03 yn cynnwys –
 - a) darpariaeth cyllid i cynnydd yn y cyfanswm costau cyflog fel canlyniad i gyflwyno system cyflog newydd i ddelio gyda materion cynyddiadau cyflog a chyflog cyfartal;
 - b) swm o arian ar gyfer ehangiad llety yr Awdurdod o ganlyniad o ymgymryd â swyddogaethau ychwanegol, gan gynnwys gwaith sgiliau allweddol; ynghyd â ddarpariaeth ar gyfer venue cynhadledd addas, a fydd yn terfynu'r angen i ddefnyddio gwestai canol ddinas i rai gyfarfodydd; a
 - c) swm o £150,000 i staff ychwanegol – yn enwedig i gryfau y Tim Technoleg Gwybodaeth a Adran Cymwysterau Galwadigaethol a Addysg Gydol Oes i ddelio gyda mentrau penodol sy'n cael eu symyd ymlaen yn Lloegr e.e. tystysgrifau technegol.

Bydd y swm union o gyllid i gostau rhedeg yn aros o dan sylw.

3. ATODIADAU

Atodiad 3.1 AELODAETH, STAFFIO A SWYDDOGAETHAU

Aelodaeth yr Awdurdod

Yn ôl darpariaethau Deddf Addysg 1997 bydd yr Awdurdod yn cynnwys dim llai na 10 a dim mwy na 15 aelod a fydd, yn y dyfodol, yn cael eu penodi gan y Cynulliad. Mae gofyn i'r Cynulliad benodi un o'r aelodau fel Cadeirydd a gall benodi un arall i fod yn Ddirprwy Gadeirydd. Dyma'r aelodau ar 1 Hydref 2001:

Mr Brian Connolly OBE (Cadeirydd) (penodwyd tan 30.09.04)
Mr Owen Rees CB (Dirprwy Gadeirydd) (tan 31.03.03)

Mr Alan Boxford OBE (tan 31.03.02)	Mrs Eileen Davies (tan 30.09.04)
Mrs Sandra Davies OBE (tan 31.03.03)	Mrs Katija Dew (tan 30.09.04)
Mrs Jennifer Evans (tan 30.09.04)	Mr Roger Evans (tan 31.03.03)
Mr Robert Fowler (tan 30.09.04)	Mr Emlyn R Jones OBE (tan 31.03.03)
Mr Chris Kipling (tan 31.03.03)	Mr Stuart Mathias (tan 31.03.03)
Mrs Susan Parsons OBE (tan 31.03.03)	Dr Pauline Peregrine (tan 31.03.03)
Dr Bryn Roberts (tan 30.09.04)	

Staffio

Ym mis Tachwedd 2001, roedd yr Awdurdod yn cyflogi'r hyn sy'n cyfateb i 85.3 staff amser llawn.

Cefnogir y Prif Weithredwr, John Valentine Williams, gan bedwar Prif Weithredwr Cynorthwyol sydd yn gyfrifol am y canlynol:

- | | |
|---|--------------------|
| ▪ Cymwysterau a Chwricwlwm 14–19 | Linda Badham |
| ▪ Cymwysterau Galwedigaethol & Dysgu Drwy Gydol Oes | Ann Evans |
| ▪ Cwricwlwm ac Asesu 5–14 | David Watcyn Jones |
| ▪ Gwasanaethau Canolog a Chomisiynu | Huw Davies |

Mae gweddill y staff yn cynnwys cynghorwyr a swyddogion pwnc gyda chyfrifoldebau am y cwricwlwm, cymwysterau, asesu a comisiynu, ynghyd a gweinyddu a staff cefnogi.

Swyddogaethau'r Awdurdod

Sefydlwyd ACCAC, Corff Cyhoeddus a Noddir gan y Cynulliad (CCNC), yn wreiddiol dan Adran 14 Deddf Diwygio Addysg 1988 fel Cyngor Cwricwlwm Cymru (CCC). Dan ddarpariaeth Adran 253 Deddf Addysg 1993 ehangwyd swyddogaethau'r cyngor a newidiwyd yr enw i Awdurdod Cwricwlwm ac Asesu Cymru/the Curriculum and Assessment Authority for Wales (ACAC). Roedd y newidiadau hyn yn weithredol o 1 Ebrill 1994. Trosglwyddwyd cyfrifoldebau am arholi ac asesu disgyblion 14-19 oed mewn pynciau ar wahân i'r Gymraeg i'r Awdurdod gan yr Awdurdod Cwricwlwm Ysgol ac Asesu dan ddarpariaethau'r Gorchymyn Trosglwyddo Swyddogaethau Addysg (Awdurdod Cwricwlwm Ysgol ac Asesu) 1995, a oedd yn weithredol o 21 Ebrill 1995. Roedd cyfrifoldebau tebyg mewn perthynas â'r Gymraeg eisoes wedi eu rhoi i'r Awdurdod.

Darparodd Deddf Addysg 1997 ar gyfer ailgyfansoddi'r Awdurdod drwy gyfuno ACAC a Chyngor Cenedlaethol Cymwysterau Galwedigaethol (NCVQ) (Swyddfa Cymru), rhoi enw newydd iddo ac ehangu ei gylch gorchwylion yn sylweddol. Gan ddechrau ar 1 Hydref 1997, derbyniodd yr Awdurdod gyfrifoldebau ychwanegol am achredu a sicrhau ansawdd yr ystod lawn o gymwysterau galwedigaethol yng Nghymru (ac eithrio NVQ, lle mae'r Awdurdod yn cyflawni swyddogaethau cyfamserol gyda'r Awdurdod Cymwysterau a Chwricwlwm (QCA), ar wahân i achredu NVQau yn ffurfiol, sydd yn gyfrifoldeb i'r QCA yn unig.) Golygodd sefydlu ACCAC, am y tro cyntaf erioed, mai un corff yn unig yng Nghymru oedd yn gyfrifol am arolygu a chynghori ar gymwysterau academaidd a galwedigaethol a chwricwlwm yr ysgol.

Mae'r swyddogaethau a roddwyd i'r Awdurdod i gael eu defnyddio i ddatblygu addysg a hyfforddiant yng Nghymru a gyda golwg ar hybu ansawdd a chydlynid mewn addysg a hyfforddiant.

Wrth gyflawni ei swyddogaethau, rhaid i'r Awdurdod:

- (i) ufuddhau i unrhyw gyfrwyddiadau a roddir gan Gynulliad Cenedlaethol Cymru;
- (ii) ymddwyn yn unol ag unrhyw gynlluniau a gymeradwyir gan y Cynulliad; ac
- (iii) ystyried, i'r graddau maent yn berthnasol:
 - (a) y gofyniad bod rhai i gwricwlwm ysgolion fod yn gytbwys ac eang, h.y. hybu datblygiad ysbrydol, moesol, diwylliannol, meddyliol a chorfforol disgyblion yn yr ysgol a'r gymdeithas, a pharatoi disgyblion yn yr ysgol am gyfleoedd, cyfrifoldebau a phrofiadau oedolaeth;
 - (b) gofynion diwydiant, masnach, cyllideb a'r proffesiynau mewn perthynas ag addysg a hyfforddiant (gan gynnwys y safonau gofynnol o ran medrusrwydd ymarferol);
 - (c) gofynion pobl ag anghenion dysgu arbennig; a'r
 - (e) wybodaeth a roddir iddynt gan Arolygwyr Ei Mawrhydi ar gyfer Addysg a Hyfforddiant yng Nghymru neu gan unrhyw gorff arall a enwir gan Gynulliad Cenedlaethol Cymru.

Mae **Adran 29 Deddf Addysg 1997** yn rhoi'r swyddogaethau canlynol i'r Awdurdod -

- (i) Mewn perthynas â disgyblion o oed ysgol gorfodol mewn ysgolion a gynhelir yng Nghymru:
 - (a) Arolygu pob agwedd ar y cwricwlwm i'r ysgolion hyn a phob agwedd ar arholiadau ysgol ac asesu;
 - (b) Rhoi cyngor i Gynulliad Cenedlaethol Cymru ar y materion hynny, sydd yn ymwneud â'r cwricwlwm ar gyfer ysgolion o'r fath neu ar arholiadau ysgol ac asesu, y mae'r Cynulliad yn eu trosglwyddo iddynt neu fel a welont yn dda;
 - (c) Rhoi cyngor i Gynulliad Cenedlaethol Cymru ar raglenni ymchwil a datblygu am resymau cysylltiedig â'r cwricwlwm ar gyfer ysgolion o'r fath neu ag arholiadau ysgol ac asesu, a chynorthwyo'r Cynulliad i wneud y gwaith ymchwil hwnnw os gofynnir am hynny;
 - (d) Cyhoeddi a dosbarthu, a chynorthwyo i gyhoeddi a dosbarthu, wybodaeth yn ymwneud â'r cwricwlwm ar gyfer ysgolion o'r fath neu ag arholiadau ysgol ac asesu;
 - (e) Gwneud trefniadau gyda'r cyrff priodol i archwilio ansawdd asesiadau a wneir yn unol â threfniadau asesu; ac
 - (f) I'r graddau y mae'n berthnasol i ysgolion o'r fath, gynghori Cynulliad Cenedlaethol Cymru ar ddefnyddio ei rym i gymeradwyo cymwysterau allanol ac i gyflawni swyddogaethau eraill a roddir iddynt gan Gynulliad Cenedlaethol Cymru.
- (ii) Mewn perthynas â phlant sydd yn derbyn addysg feithrin, ddatblygu amcanion dysgu a deunyddiau cysylltiedig;
- (iii) Mewn perthynas ag asesu sylfaen, ac os dyrannir hynny gan Gynulliad Cenedlaethol Cymru i'r pwrpas hwnnw, achredu cynlluniau asesu sylfaen yn unol â'r meini prawf a bennir gyda chymeradwyaeth Cynulliad Cenedlaethol Cymru ac a gyhoeddir gan yr Awdurdod, a chyflawni swyddogaethau eraill a roddir i'r Awdurdod gan Gynulliad Cenedlaethol Cymru; ac
- (iv) Mewn perthynas â chymwysterau galwedigaethol, gynghori Cynulliad Cenedlaethol Cymru ar ddefnyddio ei grym i gymeradwyo cymwysterau o'r fath ac i arfer swyddogaethau eraill a roddir iddynt gan Gynulliad Cenedlaethol Cymru.

Mae Gorchymyn Addysg (Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru) (Cyflwyno Swyddogaethau) 1997 yn cyflwyno'r swyddogaethau canlynol i'r Awdurdod-

- (i) Mewn perthynas â chymwysterau academiaidd a galwedigaethol (ar wahân i Gymwysterau Galwedigaethol Cenedlaethol (NVQ) ac unrhyw gymwysterau academiaidd ar lefel gradd gyntaf neu unrhyw lefel debyg neu uwch) -
 - (a) Arolygu pob agwedd ar gymwysterau o'r fath;
 - (b) Cyngori Cynulliad Cenedlaethol Cymru ar y materion hynny, sydd yn ymwneud â chymwysterau o'r fath, a drosglwyddir iddynt ganddo neu fel a welont yn dda;
 - (c) Cyngori Cynulliad Cenedlaethol Cymru ar raglenni ymchwil a datblygu am resymau cysylltiedig â chymwysterau o'r fath, a chynorthwyo'r Cynulliad i wneud y gwaith ymchwil hwnnw os gofynnir am hynny;
 - (d) Darparu cefnogaeth a chyngor i bobl sydd yn darparu cyrsiau sy'n arwain at gymwysterau o'r fath gyda golwg ar sefydlu a chynnal safonau uchel wrth ddarparu cyrsiau o'r fath;
 - (e) Cyhoeddi a dosbarthu, a chynorthwyo i gyhoeddi a dosbarthu, wybodaeth yn ymwneud â chymwysterau o'r fath;
 - (f) Datblygu a chyhoeddi meini prawf ar gyfer achredu cymwysterau o'r fath; ac
 - (g) Achredu cymwysterau o'r fath a anfonir i gael eu hachredu, os ydynt yn bodloni'r meini prawf hynny.
- (ii) Mewn perthynas â Chymwysterau Cenedlaethol Galwedigaethol, ac ar yr un pryd â'r Awdurdod Cymwysterau a Chwricwlwm (QCA), yr holl swyddogaeth hynny a restrir yn (i) uchod, ac eithrio'r swyddogaeth o achredu unrhyw gymwysterau o'r fath a anfonir i gael eu hachredu, os ydynt yn bodloni'r meini prawf hynny.

Ychwanegir swyddogaethau eraill yn sgîl Deddf Dysgu a Sgiliau 2000.

**Atodiad 3.2 CRYNODEB O'R GWARIANT CYNLLUNIEDIG FESUL
AMCAN**

Tabl 6

Mae Tabl 6 yn enwi gwariant cynlluniedig yr Awdurdod fesul amcan

	Amcan	Go iawn 2000/ 2001 £'000	Cyllideb 2001/ 2002 £'000	Cynllun 2002/ 2003 £'000	Cynllun 2003/ 2004 £'000	Cynllun 2004/ 2005 £'000
GWARIANT FESUL RHAGLEN						
1	Fframwaith Cymwysterau	1,001	1,248	1,664	1,687	1,230
2	Cwricwlwm ac asesu	4,178	4,642	54,950	4,383	4,737
3	Comisiynu deunyddiau ystafell ddosbarth	1,224	1,179	1,400	1,229	1,229
4	Ymchwil a gwybodaeth	177	226	210	171	176
CYFANSWM GWARIANT Y RHAGLEN		6,580	7,295	8,224	7,470	7,372
5	Gwariant ar weinyddu Cyfalaf	2,816	3,136 110	3,909 65	4,158 65	4,256 65
CYFANSWM GWARIANT		9,396	10,541	12,198	11,693	11,693
INCWM		(49)	(72)	(60)	(60)	(60)
CYFANSWM GWARIANT NET		9,347	10,469	12,138	11,633	11,633
ARIANNWYD GAN:						
Grant mewn Cymorth		9,294	10,356	12,138	11,633	11,633
Dycpwyd ymlaen o'r flwyddyn flaenorol		30	113	-	-	-
Swm dyledus gan QCA		23	-	-	-	-
CYFANSWM INCWM		9,347	10,469	12,138	11,633	11,633

AMCAN 1

DANGOSYDD PERFFORMIAD: Sicrhau bod y Fframwaith Cymwysterau yn bodloni anghenion dysgwyr yng Nghymru ac yn gwella lefelau sgiliau a chyrhaeddiad addysgol.	MESURAU ALLBWN		
	2002/03	2003/2004	2004/2005
2. Asesu cymwysterau a anfonir gan Gyrff Dyfarnu i'w cynnwys yn y Fframwaith Cymwysterau Cenedlaethol, ac achredu neu gyfeirio'r ceisiadau hyn o fewn amserlenni cyhoeddedig.	Cytuno amserlenni cyhoeddedig gyda QCA a CCEA		
2. Cytuno â QCA a CCEA ar amserlen rhaglen fonitro ôl-achredu'r flwyddyn ganlynol erbyn y mis Medi blaenorol.	Erbyn Medi 2002 ar gyfer rhaglen 2003/04	Erbyn Medi 2003 ar gyfer rhaglen 2004/05	Erbyn Medi 2004 ar gyfer rhaglen 2005/06
3. Cynhyrchu adroddiadau ar ganlyniadau gwaith ôl-achredu yn flynyddol.	Cynhyrchu adroddiadau ar o leiaf 10 gweithgaredd.	Cynhyrchu adroddiadau ar o leiaf 10 gweithgaredd	Cynhyrchu adroddiadau ar o leiaf 10 gweithgaredd.

AMCAN 2

DANGOSYDD PERFFORMIAD: Sicrhau bod y cwricwlwm ysgol a'r fframwaith asesu i ysgolion yn bodloni anghenion yr holl ddisgyblion ac yn gweithredu'n effithiol ac effeithlon	MESURAU ALLBWN		
	2002/03	2003/2004	2004/2005
1. Cyfrannu at godi safonau cyrhaeddiad yn y pynciau craidd yn unol â <i>gwellcymru.com</i> (Cyfnodau Allweddol 2/3/4)	2002 targed i Gymru	2004 targed i Gymru	
2. Yn dilyn y tasgau/profion statudol yng Nghyfnodau Allweddol 2 a 3, cynhyrchu adroddiad blynyddol ar y goblygiadau i Addysgu a Dysgu	Tach	Tach	Tach
1. Datblygu a dosbarthu deunyddiau asesu (tasg a phrawf) statudol a Llyfrynnau Trefniadau Asesu ar gyfer y pedwar pwnc craidd (fel a fo'n briodol) yng Nghyfnodau Allweddol 1, 2 a 3 i'w defnyddio gyda thua 100,000 o ddisgyblion.	Tasgau a Llyfryn Trefniadau Asesu: Tachwedd Profion: Mai	Tasgau a Llyfryn Trefniadau Asesu: Tachwedd Profion: Mai	Tasgau a Llyfryn Trefniadau Asesu: Tachwedd Profion: Mai
2. Parhau i geisio gwelliannau yn y trefniadau dosbarthu ar gyfer y deunyddiau uchod, i'w monitro gyda golwg ar: <ul style="list-style-type: none"> • Sicrhau bod canran benodol o'r ysgolion yn derbyn y deunyddiau erbyn y dyddiad targed, i'w osod wythnos cyn y dyddiad derbyn olaf; • Cyfyngu'r nifer o gwynion a dderbynnir gan ysgolion am gynnwys a dosbarthu pacedi i ganran benodol o'r cyfanswm o ysgolion cysylltiedig â'r dosbarthu. 	98%	99%	99%
	2%	1%	1%

AMCAN 3

DANGOSYDD PERFFORMIAD: Sicrhau bod y deunyddiau comisiynedig yn cyfateb i'r anghenion a adnabuwyd, eu bod o ansawdd uchel a'u bod yn cynnig gwerth am arian	MESURAU ALLBWN		
	2002/03	2003/2004	2004/2005
3. Cyhoeddi ar gyfartaledd:	130 teitl	130 teitl	130 teitl
4. Cadw ffigyrau gwerthiant gros o'r deunyddiau comisiynedig ar lefel o dros:	£500,000	£500,000	£500,000

AMCAN 4

DANGOSYDD PERFFORMIAD: Ehangu ffynonellau gwybodaeth yr Awdurdod gydag ymchwil dargededig i gefnogi cyflawni ei amcanion craidd i ddarparu gwybodaeth amserol am ddatblygiadau mewn addysg a hyfforddiant yng Nghymru	MESURAU ALLBWN		
	2002/03	2003/2004	2004/2005
<p>3. Darparu gwybodaeth glir ac amserol ar faterion y cwricwlwm, asesu, arholiadau a chomisiynu drwy:</p> <ul style="list-style-type: none"> • ddsbarthu 20,000 copi o bob rhifyn o'r Newyddlen • arddangos mewn Eisteddfodau a digwyddiadau priodol • galw cyfarfodydd rheolaidd gyda Chymdeithasau Athrawon • diweddarau'r wefan yn rheolaidd 	<p>Anfon pob tymor</p> <p>2 arddangosfa</p> <p>pob tymor</p> <p>chwarterol o leiaf</p>	<p>Anfon pob tymor</p> <p>2 arddangosfa</p> <p>pob tymor</p> <p>chwarterol o leiaf</p>	<p>Anfon pob tymor</p> <p>2 arddangosfa</p> <p>pob tymor</p> <p>chwarterol o leiaf</p>
<p>4. Darparu gwybodaeth ystadegol ar gymwysterau drwy:</p> <ul style="list-style-type: none"> • Gyhoeddi 2,000 copi o Llwyddiant mewn Arholiadau yng Nghymru (i gynnwys GNVQ, TGAU, TAG Lefel A a TCA); 	<p>Blynyddol</p>	<p>Blynyddol</p>	<p>Blynyddol</p>

AMCAN 5

DANGOSYDD PERFFORMIAD: Sicrhau gweinyddiad effeithiol ac effeithlon drwy reolaeth gorfforaethol ac ariannol gadarn	MESURAU ALLBWN		
	2002/03	2003/2004	2004/2005
1. Adrodd i'r Cynulliad Cenedlaethol fel a ganlyn:			
i) anfon adroddiadau Perfformiad Chwarterol;	Hyd, Ion, Ebr, Gorff	Hyd, Ion, Ebr, Gorff	Hyd, Ion, Ebr, Gorff
ii) anfon Cynlluniau Corfforaethol (a'u cyhoeddi wedyn);	Mehe	Mehe	Mehe
iii) anfon Cynlluniau Gweithredu; ac	Mawrth	Mawrth	Mawrth
iv) anfon Adroddiadau Blynnyddol (a'u cyhoeddi wedyn).	Medi	Medi	Medi
2. Cydymffurfio â'r Cod Talu'n Brydlon	97.5% o anfonebau ddiamheuol yn cael eu talu o fewn 30 diwrnod	97.5% o anfonebau ddiamheuol yn cael eu talu o fewn 30 diwrnod	97.5% o anfonebau ddiamheuol yn cael eu talu o fewn 30 diwrnod