

Cadeirydd Bwrdd Cymwysterau Cymru

Adroddiad gwrandawriad cyn penodi

Gorffennaf 2025

1. Cyflwyniad

1. Cytunodd Llywodraeth Cymru a Senedd Cymru i gyflwyno gwaith craffu cyn penodi gan bwyllgorau'r Senedd ar gyfer rhai penodiadau cyhoeddus penodol sydd o ddiddordeb sylweddol i'r cyhoedd, neu benodiadau a fydd yn cael effaith sylweddol ar y cyhoedd. Y nod yw gwella ar y gwaith craffu ar y broses o wneud penodiadau cyhoeddus yn ogystal â thryloywder y broses honno. Yn gyffredinol, mae gwaith craffu cyn penodi yn digwydd ar ffurf gwrandawriad cyhoeddus cyn penodi, gyda'r ymgeisydd a ffefrir. Ar gyfer penodiadau i'r rolau hyn y cytunwyd arnynt, y pwyllgor perthnasol sy'n penderfynu a yw'n dymuno cynnal gwrandawriad cyn penodi, ai peidio.

2. Fe wnaethom ystyried ein dull o gynnal gwaith craffu cyn penodi Cadeirydd ("y Cadeirydd") Bwrdd Cymwysterau Cymru ("y Bwrdd") ar 26 Mawrth. Cytunwyd i ofyn i'r ymgeisydd a ffefrir gan Lywodraeth Cymru roi ymateb ysgrifenedig byr i saith cwestiwn, ac i'w wahodd i'r gwrandawriad cyn penodi ar 3 Gorffennaf. Mae ymateb yr ymgeisydd a ffefrir wedi'i nodi yn atodiad C.

3. Darparodd Llywodraeth Cymru ddogfennaeth i gefnogi ein gwaith craffu cyn penodi. Roedd hyn yn cynnwys manyleb y rôl (atodiad A) a manyleb y person (atodiad B), gwybodaeth am y broses recriwtio, a gwybodaeth ddienw am faes yr ymgeiswyr.



2. Y rôl

4. Mae'r Bwrdd yn cyfarfod bum gwaith y flwyddyn ac mae'n cynnwys y Cadeirydd, y Prif Weithredwr a hyd at 10 aelod arall. Mae'r Bwrdd yn gyfrifol am y canlynol:

- Diffinio a datblygu cyfeiriad strategol a gosod amcanion;
- dwyn y Prif Weithredwr i gyfrif a monitro gweithgareddau Cymwysterau Cymru i sicrhau eu bod yn cael eu cynnal yn effeithlon ac yn effeithiol; a hefyd
- hyrwyddo safonau uchel o gyllid cyhoeddus – cynnal egwyddorion rheoleidd-dra, priodoldeb a gwerth am arian.¹

5. Yn ôl y ddogfennaeth a anfonwyd atom gan Lywodraeth Cymru, mae rôl Cadeirydd y Bwrdd yn cynnwys y canlynol:

- Darparu gweledigaeth ac arweiniad strategol i'r Bwrdd;
- sicrhau bod y Bwrdd, wrth ddod i benderfyniadau, yn rhoi ystyriaeth briodol i ofynion rheoli statudol ac ariannol, prif nodau a swyddogaethau statudol Cymwysterau Cymru ac yn rhoi sylw i'r holl ganllawiau a'r cyfeiriad polisi perthnasol a ddarperir gan Weinidogion Cymru.

6. Mae telerau swydd y Cadeirydd wedi'u nodi ym mharagraffau 2 i 9 o atodlen 1 i Ddeddf Cymwysterau Cymru 2015.² Penodir y Cadeirydd gan Weinidogion Cymru am dymor o hyd at dair blynedd, a dim ond unwaith y caniateir ei ailbenodi.

7. Y Cadeirydd presennol yw David B. Jones OBE. Fe'i penodwyd ym mis Hydref 2019 a chafodd ei ailbenodi am ail dymor o dair blynedd ym mis Hydref 2022. Daw ei benodiad i ben ar 30 Medi 2025. Mae Ysgrifennydd y Cabinet dros Addysg wedi cynnig estyniad i dymor y Cadeirydd presennol tan fis Rhagfyr 2025.³ Bydd tymor swydd y Cadeirydd newydd yn dechrau ym mis Ionawr 2026.

¹ Cymwysterau Cymru, '**Strwythur & Llywodraethu**'

² Legislation.gov.uk, '**Deddf Cymwysterau Cymru 2015**'

³ Byddwn yn ystyried y mater hwn ymhellach yn ystod ein cyfarfod ar 16 Gorffennaf 2025. [Wedi'i gywiro ers y cyhoeddiad gwreiddiol. Roedd y testun gwreiddiol yn nodi'n anghywir "... 17 Gorffennaf 2025".]

8. Mae'r ddogfennaeth recriwtio a ddarparwyd inni gan Lywodraeth Cymru yn nodi bod gan y swydd ymrwymiad amser o gyfartaledd o 5 diwrnod y mis ar gyflog o £337 y diwrnod.

3. Y broses recriwtio

Sut y cafodd y swydd ei hysbysebu

9. Cafodd y swydd ei hysbysebu am gyfnod o bedair wythnos rhwng mis Mawrth a mis Ebrill 2025, a chafodd ei hyrwyddo drwy'r gwefannau a'r llwyfannau cyfryngau cymdeithasol canlynol:

- Gwefan Llywodraeth Cymru (gan gynnwys gwefan penodiadau cyhoeddus / rhannau o wefan y Llywodraeth);
- Cymwysterau Cymru; a hefyd
- mewn mannau eraill ar y cyfryngau – a weithredwyd drwy Golley Slater (asiantaeth hysbysebu).

10. Gosodwyd hysbysebion y talwyd amdanynt ar y gwefannau canlynol:

- Western Mail (gan gynnwys Swyddi Cymru);
- Daily Post;
- Golwg;
- Diversity Jobs Network (i ddenu cronfa amrywiol o ymgeiswyr posibl); a hefyd
- Fish4.

11. Hyrwyddwyd y rôl drwy'r rhwydweithiau canlynol:

- Cymwysterau Cymru, a rhwydwaith anffurfiol o randdeiliaid Llywodraeth Cymru;
- fel rhan o ymrwymiad Llywodraeth Cymru i gynyddu amrywiaeth mewn penodiadau cyhoeddus, anfonwyd yr hysbyseb at sefydliadau cydraddoldeb, a sefydliadau eraill sydd wedi mynegi diddordeb yn y swydd hon, neu swydd debyg; a hefyd
- unigolion sydd â diddordeb mewn penodiadau cyhoeddus, sydd wedi cofrestru ar gyfer cael gwybod am swyddi.

Dewis ymgeisydd a ffefrir

12. Roedd y canlynol ar y panel penodi:

- Ruth Meadows, Cadeirydd y Panel, Llywodraeth Cymru, Cyfarwyddwr Addysg Drydyddol;
- Craig Stephenson, Uwch-aelod Annibynnol o'r Panel; a hefyd
- Georgina Haarhoff: Cyfarwyddwr Addysg Llywodraeth Cymru.

13. Daeth 8 o geisiadau i law. Cytunodd y panel fod 4 cais wedi darparu tystiolaeth gref yn erbyn y cymwyseddau a gwahoddwyd yr ymgeiswyr hyn i gyfweiliad. Tynnodd 1 ymgeisydd yn ôl cyn y cam cyfweiliad, sy'n golygu bod 3 ymgeisydd wedi cael cyfweiliad.

14. Cynhaliwyd y cyfweiliadau ar 4 Mehefin 2025. Yn dilyn y cyfweiliadau, enwyd Dr Paul Bevan fel yr ymgeisydd a ffefrir gan Lywodraeth Cymru.

15. Mae Dr Paul Bevan wedi gweithio yn y sectorau addysg uwch ("AU"), addysg bellach ("AB"), ac ymchwil. Ar hyn o bryd, mae'n arwain rhaglenni trawsnewid digidol a sefydliadol ar gyfer amrywiaeth o gleientiaid gan gynnwys Jisc, sy'n elusen technoleg addysg Brydeinig.

4. Y gwrandawriad cyn penodi

16. Daeth yr ymgeisydd a ffeifrir, Dr Paul Bevan, i'r gwrandawriad cyn penodi ar 3 Gorffennaf 2025.

17. Yn ystod y gwrandawriad, fe wnaethom archwilio amrywiaeth o faterion sy'n berthnasol i brofiad proffesiynol Dr Bevan, ei weledigaeth ar gyfer y rôl a'r dirwedd cymwysterau yn fwy eang yng Nghymru. Fe wnaethom geisio sicrhau ein hunain fod gan Dr Bevan y sgiliau a'r profiad angenrheidiol i gyflawni'r rôl yn effeithiol.

18. Dywedodd wrthym ei fod wedi gweithio yn y sector addysg a'r cyffiniau ers dros 20 mlynedd, mewn amrywiaeth o rolau gwahanol, yn gysylltiedig â chymwysterau ar lefel 1 i lefel 8.⁴ Fodd bynnag, fe wnaeth gydnabod nad oes ganddo unrhyw brofiad o weithio mewn ysgolion. Esboniodd mai ei ddull cyffredinol o uwchsgilio yw gofyn cwestiynau, gwrando, a chroeswrio gwybodaeth i adeiladu ei wybodaeth. Ychwanegodd, pe bai'n cael ei benodi, y byddai cyfnod trosglwyddo sylweddol gyda deiliad presennol y swydd a thrwy weithio ochr yn ochr â phrif weithrediaeth Cymwysterau Cymru o gymorth iddo wneud hynny.⁵

19. Gofynnwyd i Dr Bevan, hefyd, a oedd o'r farn bod ganddo, neu y gallai fod ganddo, unrhyw wrthdaro buddiannau, profiadau blaenorol neu berthnasoedd a allai effeithio ar ei allu i gyflawni'r rôl yn ddiduedd. Cawsom ein sicrhau ganddo nad oedd o'r farn fod ganddo unrhyw un o'r rheini, ac y byddai'n datgan unrhyw wrthdaro buddiannau posibl pe byddent yn codi.⁶

20. Nododd Dr Bevan ei dair blaenoriaeth dros ei gyfnod tair blynedd fel a ganlyn:

- Cyflwyno a gweithredu'r cymwysterau diwygiedig yn llwyddiannus (y cymwysterau TGAU newydd, y gyfres sgiliau, y cymwysterau TAAU a'r cymwysterau sylfaen);
- sicrhau'r cydbwysedd priodol o gymwysterau ar gyfer Cymru; a hefyd

⁴ Y Pwyllgor Plant, Pobl Ifanc ac Addysg, **3 Gorffennaf 2025, Cofnod y Trafodion**, paragraffau 10-11.

⁵ Y Pwyllgor Plant, Pobl Ifanc ac Addysg, **3 Gorffennaf 2025, Cofnod y Trafodion**, paragraffau 17-18.

⁶ Y Pwyllgor Plant, Pobl Ifanc ac Addysg, **3 Gorffennaf 2025, Cofnod y Trafodion**, paragraffau 7-8 a 77.

- adeiladu ar rôl Cymwysterau Cymru fel partner o fewn y sector addysg.⁷

Dywedodd wrthym fod yr ymagwedd at gymwysterau yng Nghymru yn wirioneddol gryf, ac nad yw o'r farn bod achos dros newid sylfaenol i'r dull hwnnw. Eglurodd mai ei flaenoriaeth oedd gwrandao a chyfathrebu â rhanddeiliaid allweddol er mwyn cyflawni'r newidiadau yn y ffordd gywir, gan fod yn glir ynghylch y cyfeiriad a gymerir.⁸

21. Yn olaf, gofynnwyd i Dr Bevan sut y byddai'n ymateb pe na bai Pwyllgor Senedd yn y dyfodol yn dewis cynnal craffu blynyddol ar Gymwysterau Cymru, rhywbeth rydym wedi'i wneud drwy gydol y Chweched Senedd. Dywedodd wrthym y byddai'n siomedig:

*"The reason I would be disappointed is because it would say to me that they don't see the fundamental roles that qualifications, not just Qualifications Wales, but the qualifications play in the landscape. It's easy to see that a qualification is just the output of an end of a curriculum-based course, but it's not; it's the whole thing, and it's the whole system that has to work. So, I would be, kindly and gently, arguing that being clear as a committee on what your qualifications regulator is doing is part of ensuring that we have an education system in Wales that performs for Wales in the short term and the long term. For employers, for learners, for providers, everybody, the qualifications need to work, otherwise the system really can't operate."*⁹

Ein barn ni

22. Perfformiodd yr ymgeisydd a ffefrir yn dda yn ystod y gwrandawriad cyn penodi, ac rydym yn hapus i gymeradwyo ei benodiad.

Conclusion 1. Rydym yn cymeradwyo penodi ymgeisydd dewisol Llywodraeth Cymru i swydd Cadeirydd Bwrdd Strategol Cymwysterau Cymru.

⁷ Y Pwyllgor Plant, Pobl Ifanc ac Addysg, **3 Gorffennaf 2025, Cofnod y Trafodion**, paragraffau 27-30.

⁸ Y Pwyllgor Plant, Pobl Ifanc ac Addysg, **3 Gorffennaf 2025, Cofnod y Trafodion**, paragraffau 32-34.

⁹ Y Pwyllgor Plant, Pobl Ifanc ac Addysg, **3 Gorffennaf 2025, Cofnod y Trafodion**, paragraff 91.

Atodiad A: Manylion y rôl

Penodir Cadeirydd Bwrdd Cymwysterau Cymru ("y Bwrdd") gan Weinidogion Cymru. Mae'n gyfrifol am arwain y Bwrdd a gosod y cyfeiriad strategol ar gyfer Cymwysterau Cymru a monitro'r gwaith o gyflawni strategaeth, cynlluniau a pherfformiad ac amcanion busnes y corff. Er bod gan y Bwrdd y cyfrifoldeb hwn ar lefel strategol, mae gan y Prif Weithredwr gyfrifoldeb mewn perthynas â rheoli gweithredol Cymwysterau Cymru o ddydd i ddydd.

Cefnogir gwaith y Bwrdd gan y pwyllgorau a ganlyn:

- Archwilio a Sicrhau Risg.
- Adnoddau; Rheoleiddio Polisi a Safonau, a chydabyddiaeth Ariannol.

Gallwch ddod o hyd i ragor o wybodaeth am y Bwrdd a'i bwyllgorau yn adran Strwythur a Llywodraethu ein gwefan.

Yn ogystal â chadeirio'r Bwrdd, mae'n bosib y bydd gofyn i'r Cadeirydd fynd ar bwyllgorau eraill. Fel arfer, bydd gofyn i'r Cadeirydd weithio tua 5 diwrnod y mis (telir yn ôl cyfradd fesul awr).

Mae cyfrifoldebau allweddol y Cadeirydd yn cynnwys, ond heb fod yn gyfyngedig i'r canlynol:

- Darparu gweledigaeth ac arweiniad strategol i'r Bwrdd.
- Meithrin perthnasoedd gwaith effeithiol gyda'r Prif Weithredwr a'r Cyfarwyddwyr.
- Llunio strategaethau'r Bwrdd.
- Sicrhau bod y Bwrdd, wrth ddod i benderfyniadau, yn rhoi ystyriaeth briodol i ofynion rheoli statudol ac ariannol, prif nodau a swyddogaethau statudol Cymwysterau Cymru ac yn rhoi sylw i'r holl ganllawiau a'r cyfeiriad polisi perthnasol a ddarperir gan Weinidogion Cymru.
- Hyrwyddo'r defnydd darbodus, effeithlon ac effeithiol o staff ac adnoddau eraill.
- Sicrhau safonau uchel o reoleidd-dra a phriodoldeb.

- Cynrychioli barn y Bwrdd i'r cyhoedd ac i Ysgrifennydd y Cabinet dros Addysg.
- Sicrhau bod holl aelodau'r Bwrdd yn cael gwybod yn llawn beth yw telerau eu penodiad a'u dyletswyddau, eu hawliau a'u cyfrifoldebau.
- Sicrhau bod y Cadeirydd, ynghyd ag aelodau eraill o'r bwrdd, yn cael hyfforddiant priodol, gan gynnwys ar ofynion cyrff yn y sector cyhoeddus o ran rheolaeth ariannol ac adrodd ac ar y gwahaniaethau a allai fodoli rhwng arferion yn y sector preifat a'r sector cyhoeddus.
- Sicrhau bod gan y Bwrdd gydbwysedd priodol o ran sgiliau a chefnidiroedd sy'n adlewyrchu amrywiaeth Cymru orau er mwyn cyfarwyddo busnes Cymwysterau Cymru.
- Gweithio gydag aelodau'r Bwrdd i feithrin amgylchedd gwaith cadarnhaol ac annog diwylliant o graffu a herio agored ac effeithiol.
- Os bydd penodiadau i swyddi gwag ar y Bwrdd yn cael eu gwneud gan Weinidogion Cymru, rhoi cyngor i Weinidogion Cymru ar anghenion Cymwysterau Cymru a'r ffordd orau y gallai adlewyrchu amrywiaeth Cymru.
- Asesu perfformiad aelodau unigol o'r Bwrdd yn unol â'r trefniadau y cytunwyd arnynt â Llywodraeth Cymru.
- Sicrhau bod Cod Ymddygiad priodol ar waith ar gyfer aelodau'r bwrdd, gan gynnwys rheolau a chanllawiau ar fuddiannau a gwrthdaro buddiannau aelodau'r Bwrdd, a'i fod yn cyd-fynd â Chod enghreifftiol Llywodraeth Cymru.
- Mynychu adolygiad perfformiad blynyddol, a gynhelir gan Weinidogion Cymru (Gweinidog Noddi Cymwysterau Cymru / arweinydd portffolio).
- Cadeirio cyfarfodydd a helpu i ddatblygu'r Bwrdd, gan sicrhau cydbwysedd priodol o sgiliau a phrofiad.
- Sicrhau bod y Bwrdd yn gweithio'n effeithiol â Cymwysterau Cymru (y Tîm Gweithredol) i ddatblygu strategaeth a chynlluniau busnes corfforaethol sy'n cael eu craffu a'u monitro'n briodol.
- Trwy weithio gyda'r Prif Weithredwr yn rhinwedd ei swydd fel Swyddog Cyfrifyddu, sicrhau bod y trefniadau llywodraethu priodol yn cael eu rhoi ar waith yn unol â'r arferion gorau a gofynion corff cyhoeddus.

- Sicrhau bod y trefniadau llywodraethu yn gyson â'r cyfrifoldebau, y swyddogaethau a'r dyletswyddau cyfreithiol sy'n berthnasol i'r corff trwy statud.
- Cydweithio'n glos â'r Prif Weithredwr i sicrhau bod strategaeth berthnasol yn bod ar gyfer y corff.
- Cydweithio'n glos â'r Prif Weithredwr i barhau i adeiladu ac aeddfedu diwylliant y corff a meithrin ymagwedd bositif at ei waith.
- Goruchwyllo gwaith y Prif Weithredwr, gan roi cymorth priodol yn ôl yr angen, gan gynnwys rheoli ei berfformiad.
- Cynrychioli'r corff yn allanol a meithrin cysylltiadau gwaith agos ag unigolion a grwpiau perthnasol.

Bydd y Cadeirydd yn gyfrifol am sicrhau ei fod ef ac holl aelodau'r Bwrdd yn cadw at Egwyddorion bywyd cyhoeddus Nolan:

- Uniondeb
- Anhunanoldeb
- Gwrthrychedd
- Atebolrwydd
- Bod yn agored
- Gonestrwydd
- Arweiniad

Atodiad B: Manyleb y person

Bydd gofyn i ymgeiswyr ddangos y rhinweddau, y sgiliau a'r profiad i fodloni pob un o'r meini prawf sy'n hanfodol ar gyfer y penodiad.

Hanfodol

1. Hanes blaenorol eithriadol o arwain, gweddnewid sefydliad a datblygu ar lefel Bwrdd neu gorff cyfatebol mewn sefydliad cymhleth.
2. Y gallu amlwg i annog diwylliant o herio a chraffu effeithiol a defnyddiol ar gyfer y Bwrdd.
3. Profiad o arwain y gwaith o ddatblygu a gweithredu strategaethau, gyda'r nod o gyflawni amcanion sefydliadol.
4. Diddordeb amlwg mewn addysg a dealltwriaeth o'r system addysg yng Nghymru, gan gynnwys dealltwriaeth o anghenion a heriau'r dyfodol.
5. Hanes blaenorol gwych o ysbrydoli ac ysgogi staff a grwpiau perthnasol sy'n dangos dull cynhwysol a chydweithredol, gan gynnwys gweithio mewn partneriaeth gyda chynrychiolwyr staff.
6. Arwain y gwaith o ddatblygu diwylliannau sefydliad ar eich pen eich hun neu fel rhan o dîm.
7. Gallu eithriadol i gyfathrebu, gan gynnwys delio â'r cyfryngau a chynulleidfaoedd cyhoeddus ehangach, a meithrin cysylltiadau ar bob lefel. Mae angen sgiliau rhyngbersonol cryf, gan gynnwys y gallu i negodi, darbwyllo a dylanwadu.
8. Hanes blaenorol o reoli cydberthnasau cymhleth a heriol ar lefel uwch mewn amgylchedd o lawer o randdeiliaid.
9. Sgiliau rhesymu dadansoddol cryf a chrebwyll yn seiliedig ar allu arbenigol i brosesu a dehongli gwybodaeth gymhleth a all hefyd fod yn dechnegol.
10. Y gallu i ddangos arweiniad a dull creadigol a rhagweithiol o ddatrys problemau gyda lefel uchel o broffesiynoldeb.
11. Y gallu i sicrhau yr ymdrinnir yn ddoeth ac yn systemataidd â thrafodion ariannol y sefydliad, y cânt eu harchwilio yn yr un modd a'u

bod ar gael i'r cyhoedd, gan ddangos ymrwymiad i fod yn dryloyw ac yn agored.

12. Dealltwriaeth o gyd-destun y sector cyhoeddus, a dealltwriaeth o egwyddorion bywyd cyhoeddus ac ymrwymiad iddynt.
13. Hanes blaenorol clir o ymrwymiad i egwyddorion cydraddoldeb ac amrywiaeth, ac o weithredu ar eu sail.

Dymunol

- Dealltwriaeth o'r cyfyngiadau sydd ar y sector cyhoeddus.
- Dealltwriaeth o ddiwylliant a threftadaeth Cymru ac ymrwymiad i sicrhau eu bod, ynghyd â'i hiaith, yn cael eu hadlewyrchu o fewn systemau'r corff.
- Profiad o weithio ym maes rheoleiddio.

Atodiad C: Ymateb yr ymgeisydd dewisol i'n saith cwestiwn ysgrifenedig

1. Beth yw eich cymhelliant dros wneud cais i fod yn Gadeirydd Bwrdd Strategol Cymwysterau Cymru?

I have been privileged to work in the education sector for nearly 20 years and to have gained experience across Higher Education, Further Education, and Skills provision.

I place strong personal value on the positive impact I can have on Wales and the wider world. Working in Education allows you to extend your personal impact through creating and enhancing opportunities for Learners, and I am excited by the opportunity to extend that impact even further by taking a vision-holding role in the body which has both the regulatory responsibility and leadership opportunity in relation to a renewed qualifications system in Wales.

This is a critical and exciting time to lead the Strategic Board, with multiple elements of transition coming together that I feel I will be well placed to support including:

- The Qualified for the Future reforms, linked to the Curriculum for Wales - where I will be able to offer my experience in transformation, change management, and the education sector to assure and support the delivery of the programme of reforms already in train.
- Broader post-16 and wider sectoral changes - where my background and experience of leadership and governance roles in Higher and Further Education will help support alignment between the work of Qualifications Wales and other changes planned or arising.
- A larger Senedd - where I will be able to use my skills and experience in stakeholder engagement and collaboration to support relationships with both existing and new Members along with the opportunity for increased engagement and scrutiny.

Ten years after the passing of the Qualifications Wales Act, we are at another key moment in the delivery of a made for Wales education system and I would be proud to play a role in putting in place a qualification system that supports the improved attainment possible through the new curriculum.

Achieving this will require a strong and high-performing Qualifications Wales, with a clear voice, broad links and partnerships, positive relationships with Welsh Government, and close alignment of board and executive. All of these are areas I am keen to ensure are effective if I were to be appointed.

2. Pa sgiliau a phrofiad sy'n eich gwneud chi'n addas ar gyfer y rôl?

I have extensive senior leadership experience across education, particularly in Further and Higher Education. I have led complex organisational transformation activities, developed and implemented strategies, and worked effectively at board level in both executive and non-executive roles.

As you can see from the information provided from the application process, during my career I have shown my ability to lead cultural and strategic change whilst maintaining a strong collaborative relationship with staff and stakeholders.

I have direct governance experience through a number of non-executive positions and I understand the education landscape in Wales and the importance of Qualifications Wales in the context of curriculum reform, as well as the critical role of a qualifications regulator in maintaining an appropriate qualifications system and ensuring public confidence.

I am committed to the values of public service, have a strong grasp of financial, risk, and other governance priorities and am a confident communicator with expertise in managing complex multi-stakeholder relationships in challenging contexts.

I feel these skills and experience position me to provide excellent leadership to the organisation, working collaboratively with the executive team and staff, and building highly effective relationships inside and outside of the sector.

3. Beth yw eich gweledigaeth ar gyfer Cymwysterau Cymru, a beth yw'r tri phrif ganlyniad yr hoffech eu cyflawni yn ystod eich cyfnod yn y swydd?

My vision for qualifications in Wales is for a resilient, effective, inclusive and evolving system of qualifications that are inherently made for Wales.

This reflects my view that our qualifications must support Wales today and into the future, meet the needs of all Learners and Employers in both the short and long-term, and be part of a system which is able to continuously improve in partnership with providers, awarding bodies, and Welsh Government.

The current system is in a period of change that could be described as ‘a revolutionary shift towards an evolutionary model’ and that the outcome can and should be qualifications which can retain comparability over the long-term without losing relevance.

To move towards this vision, I would see my three main outcomes over my tenure as:

- Delivery of the Qualified for the Future Reform programme: Evidenced by successful completion of 2025 starter GCSE cycle and positive implementation of GCSE, VCSE, and Foundation qualifications in 2026/7.
- A Made-for-Wales System: Evidenced by an uplift in the proportion of available, planned, and awarded *approved* qualifications and qualifications in Cymraeg.
- A Regulator at the Heart of the System: Evidenced through stakeholder’s views of Qualifications Wales, our support for qualifications beyond pure regulation, our engagement and sector leadership activities, and preparation for a 2029 onwards strategic plan.

However, the need for a secure and stable focus for Qualifications Wales over the next three years should not be underestimated. The key measure of success for the body will be the benefit that Learners and Wales in general will gain from a reformed curriculum with robust and well understood qualification outcomes and I recognise the need to deliver on that fundamental transformation alongside maximising the positive impact Qualifications Wales has on the broader Welsh education system.

4. Beth yw'r heriau allweddol sy'n wynebu Cymwysterau Cymru, yn eich barn chi?

Like all organisations operating in the education sector, Qualifications Wales constantly needs to evolve in response to external and internal drivers and challenges. Ultimately, I view these factors as key elements of the operating environment we are within rather than individual challenges, and as areas of focus rather than consternation, but my view is that the three key challenges are:

Embedding the reformed 14-16 qualifications

Whilst the new Curriculum for Wales is owned by Welsh Government, and individual examinations and processes are owned by WJEC, Qualifications Wales

is firmly linked to the success of the new qualifications both in terms of the practical implementation and Learner outcomes.

This is both an operational challenge and a strategic one. The programme of reform is a huge undertaking and requires a clear focus on delivery alongside broad and effective consultation and change management. Challenges that any similar system-wide changes would experience, such as delays or unexpected issues, are highly critical because of both the fixed timelines of academic cycles and the large number of practitioners, Learners, parents, and other stakeholders dependent on delivery.

Those stakeholders themselves are also under systemic pressures, whether local authority budgets or broader concerns over workload and meeting learner's additional needs.

Beyond the specifics of operational delivery, the broad change to teaching and qualifications that the reforms have brought represents a potential fundamental challenge to the 'public confidence' aim of Qualifications Wales. Outcomes from the new qualifications will be understandably compared against a theoretical, and unknowable, outcome under previous qualifications. Maintaining confidence across government, the sector, and stakeholders in both the process of change and the underlying approach to qualifications will be essential at a strategic level.

However, this challenge is well understood and highly engaged with. It also represents another opportunity: Wales has continued to under-perform on international benchmarks and we have a unique social, cultural, and economic mix which requires appropriate curricula and qualifications. The reforms are an opportunity for Qualifications Wales, as part of the broader sector, to realise a system which is capable of being effective in meeting the needs of Learners in Wales into the long term.

Transitioning from reform to regulation in a time of constrained resources

As the reform programme is a significant and complex undertaking, the implementation has been staged across multiple years, supporting providers and others. This means that there will be a multi-year period where a mix of 'old' and 'new' GCSEs/Vocational Qualifications will exist and it will be essential for Qualifications Wales to balance resources between the reform activity and supporting and regulating qualifications which are in active delivery.

Qualifications Wales is a small organisation with little capacity to generate additional income due to its role and remit. The costs of the organisation are

necessarily weighted heavily towards staff and therefore any constraint on funding will have a direct impact on capability to deliver.

Combined, these two factors increase the risk of underperformance and therefore of secondary issues such as failure to comply with regulatory or legal requirements.

Again, opportunities also exist as activities and staff move from reform to regulation work, including looking for new and more efficient ways of working as well as creating more agile roles and functions. However, managing the allocation and transition of resource effectively will be crucial to the success of Qualifications Wales over the coming years.

Ensuring a healthy and effective system of awarding bodies

Whilst the reforms are aimed at creating the right curriculum and qualifications for Wales there is a need to ensure the underlying qualifications system is healthy and effective. As the systems in England and Wales (in particular) diverge to meet differing policy and educational needs, awarding bodies are challenged by the financial viability of their offer.

The number of recognised awarding bodies in Wales has reduced by around a third in the lifetime of Qualifications Wales. Work to align and reduce the regulatory burden is undertaken by regulators but there is also an important role in explaining the value of meeting the specific needs of Wales and the Welsh qualifications system.

The system needs to be able to support the aspirations of Welsh Government, Learners, Employers, and Qualifications Wales which requires a resilient ecosystem of awarding bodies and qualifications. To achieve this there needs to be a suitable balance of approved and designated qualifications in Wales, but also a viable and resilient market for approved qualifications.

Whilst a challenge as we continue to move to a more Wales-focused qualifications base, this is also an opportunity to ensure we confidently promote the value of tailoring or creating qualifications for Wales. Highlighting the benefits to awarding bodies as well as employers and other stakeholders. It is also an opportunity to look at new sources of designated qualifications and to fully take advantage of broader international alignment.

5. Sut y byddwch yn sefydlu perthynas y Comisiwn â Llywodraeth Cymru a rhanddeiliaid allweddol yn y sector, ac yn ymestyn y berthynas honno?

I think it is important to set out here my view of the relationship that should exist between the executive and non-executives in any public body. Ultimately, as a board and as chair there are direct responsibilities related to ensuring that Qualifications Wales is effective and these require strong and ongoing scrutiny. However, the non-executive and executive are together the leadership of the organisation. We must work together as a team, with strong communication and co-ordination and when I talk about engagement here and elsewhere I want to underline that I am referring to that strong team working rather than necessarily individual actions.

Our relationship with Welsh Government and the Cabinet Secretary, as well as other members of the government, is absolutely at the heart of being effective. From my understanding Qualifications Wales has a strong and positive relationship with Welsh Government and it is important we continue to maintain the right balance of being an independent regulator and supporting Welsh Government's aims for education.

Positive and open discussion is at the heart of this, and I look forward to building a relationship with the sponsoring team and the Cabinet Secretary which embodies plain speaking, transparency and openness around any issues or concerns, as well as ensuring we give enough time to aligning the 'long view' and where we are in meeting the policy objectives for education in Wales.

Welsh Government is the sponsor of Qualifications Wales of course and there will need to be clear and focused discussions around funding. Qualifications Wales is a small organisation, with costs almost entirely linked to the wage bill. As a result changes in funding – positive or negative - can be very impactful. The function that Qualifications Wales plays in supporting qualification development is also going to be critical in the future, particularly in meeting the bilingual objectives we have, and I am keen to ensure we have an ongoing discussion about how Qualifications Wales can most effectively play its part in delivering across Welsh Government's policy agenda.

In terms of stakeholders, one of the strongest features of Qualifications Wales, particularly over the past 3 years or so, has been a focus on transparency and open communication. There's been, and continues to be, a real embedding of the Learner in the work of Qualifications Wales. That needs to continue, as does an increasing focus on engagement with those sector stakeholders.

Ultimately, we are in a time of change and reform in the 14-19 and post-16 sectors in Wales. It is imperative we work together with Welsh Government, Schools, Colleges, Independent Training Providers, WJEC, Accrediting Bodies, staff and

trade unions, Medr and the Universities, to make this change stick and be successful.

I see Qualifications Wales' role, and my role if appointed, as central to this. As the regulator we must be constantly and actively working to ensure the system is effective and relationship building is a key to that.

I have my own views from my experience in the sector of where I think relationships require the most initial focus: with WJEC and Schools (including teaching staff) in relation to the reforms; with Medr in particular to ensure we are informed and aligned on post-16 direction – particularly for VCSEs and the vital inter-relationship between Colleges and Sixth Forms; and with awarding bodies, setting out clearly our expectations and plans as a regulator with as long term a timeline as possible.

Wales is well-connected, particularly the education sector, and we have a key role here in making sure that messaging around changes to qualifications is well aligned outside of the sector – particularly to Learners, Parents, Employers, and others not embedded in reforms. We can do that through good stakeholder engagement, playing our appropriate role in the broader system, and through looking for opportunities to work closely together with bodies such as Medr, Coleg Cymraeg Cenedlaethol, and Estyn to ensure we are a genuinely aligned sector.

6. Sut y byddwch chi'n gweithio gydag Aelodau o'r Senedd, pwyllgorau'r Senedd a rhanddeiliaid eraill?

I've mentioned openness and transparency as being positive attributes of Qualifications Wales, and these closely align to my own personal style. This approach is vital to effective working between Qualifications Wales, an independent regulator, and the legislature.

Scrutiny is critical to this, of course, and I welcome the fact that Qualifications Wales has annual direct opportunity to appear before the committee and discuss the past year and progress towards our broader objectives. We also have an important role in responding, from a regulatory perspective, to the broader work of this and other committees and the Senedd in general.

I hope that I, along with the executive, will also be able to work with the Committee and broader Senedd Members to ensure we are providing key technical briefings and other background information to help both broader Senedd and local work. Where relevant I would see this working through direct engagements or through cross-party groups.

The elections in 2026 will present a unique opportunity, and challenge, to Qualifications Wales along with other bodies across the wider Welsh public services. 36 more members, along with whatever the outcome of the election process will be, will mean a need to engage and inform about the work of Qualifications Wales and the sector more generally. I feel it will be essential for Qualifications Wales, and other bodies working in the system, to ensure we do this in a co-ordinated and complementary way.

Qualifications Wales is still relatively young as an organisation, and as such our role may not be well understood by all. We will need to be proactive in our engagement, particularly in the period from May to August, as we arrive at the Wave 2 point of the reforms.

The increased size of the Senedd will also bring new opportunities for engagement and scrutiny, and I hope that we can embrace those opportunities to ensure Qualifications Wales continues to support any further thematic scrutiny as well as our direct work.

In terms of wider stakeholders, I want to pick up two groups that I think are the most important at this time: Employers, and bodies beyond Wales. Strong engagement with both of these is essential to achieving the two principal aims of Qualifications Wales.

In terms of Employers, there is always a challenge in Wales of balancing the shape of our economy with the practicalities of any engagement. 94% of our businesses are micro, and 99% SMEs – the types of businesses that often find it difficult to engage with any sort of consultation or messaging. One of my priorities post-appointment would be to understand better Qualifications Wales's work and plans in this area and to be assured that it remains fit for purpose, particularly as we move towards VCSEs and Foundation Qualifications.

Appropriate alignment with bodies outside of Wales is critical to the 'public confidence' aim of Qualifications Wales. There is a need, particularly in a time of qualification reform, to ensure that ongoing trust and esteem in qualifications offered and gained in Wales. There are regulatory alignment and quality assurance based mechanisms for doing this, but equally there is a softer messaging and engagement to ensure Wales qualifications are well understood and regarded at UK and international levels. Again, this is something Qualifications Wales should take a leading role in but where working with the wider sector and Welsh Government is also important.

7. A oes unrhyw gerrig milltir allweddol neu ddangosyddion perfformiad allweddol sydd, yn eich barn chi, yn arbennig o berthnasol i waith y Bwrdd Strategol? Os felly, rhowch amlinelliad o beth ydynt ac unrhyw amserlenni cysylltiedig.

This is a challenging question to answer from the ‘outside in’ but the key indicators I will be looking for as chair would relate to:

- Risk management, particularly (but not limited to) regulatory risk but also corporate risks (including Health and Safety, financial)
- Compliance actions undertaken and time to undertake
- Indicators that evidence the health of the system (including number of awarding bodies, diversity of qualifications against plans)
- Indicators of the makeup of qualifications: Spread of priority, restricted priority and designated qualifications, availability of bilingual qualifications
- Progress against the Wellbeing of Future Generations Act implementation and Welsh Language Measures (as well as internal strategies)
- Staff indicators including diversity, staff survey outcomes
- Executive performance
- Progress against the Reforms implementation (including monitoring data) for Wave 1 (2025), Wave 2 (2026), Wave 3 (2027).
- Transition of resource from reforms to regulation following implementation
- International comparators and benchmarking

The largest task for Qualifications Wales is the three waves of reform, and I am aware in general that there are milestones and plans in place for this. However, I would emphasise the importance of leading indicators ahead of these milestones and I expect the Strategic Board, working with the executive, to have defined and be monitoring these well in advance of any key milestones.