

Towards Cymraeg 2050: A million Welsh speakers

Further Education and Apprenticeship Welsh-medium Action Plan



Prepared by the Further Education and Apprenticeship Welsh-medium Planning Group in collaboration with the Welsh Government and Coleg Cymraeg Cenedlaethol

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Section One: Context

1. The Welsh Government has set the ambitious target of one million Welsh speakers by the year 2050. Post-compulsory education and training will have a key role to play to ensure that the target is met.
2. The key aim for post-compulsory education set out in *Cymraeg 2050*, the new Welsh language strategy, is to:

Develop post-compulsory education provision which increases rates of progression and supports everyone, whatever their command of the language, to develop Welsh language skills for use socially and in the workplace.

3. *Taking Wales Forward*, the Welsh Government's Programme for Government 2016-2021, committed to "*explor[ing] the potential expansion of the remit of the Coleg Cymraeg Cenedlaethol to include further education*". The report of the task and finish group established to explore this issue and the Welsh Government's subsequent response, published in December 2017, instructed the Coleg to establish an advisory board to advise on future interventions required to develop Welsh-medium post-16 provision, with a view to developing a formal Action Plan. The Cabinet Secretary stated that the Action Plan would be developed in partnership with Welsh Government officials and that she expected the board to be bold and ambitious in its recommendations.
4. This Action Plan is based on a report submitted by the Advisory Group (sections one to three) and focuses specifically on the Further Education (FE) and Apprenticeship sectors. It supports the *Cymraeg 2050* policy and also contributes to the aim of the Well-being of Future Generations (Wales) Act 2015: "*a Wales of vibrant culture and thriving Welsh language*".
5. In order to reach the target of a million Welsh speakers, a range of developments are required. Those who are fluent Welsh speakers need to be offered a range of opportunities to use and develop their Welsh language skills, both in the workplace and in social settings; those who speak some Welsh need to be supported to become confident speakers; and those who do not yet speak Welsh need opportunities to acquire Welsh language skills and/or be supported to operate effectively in a bilingual environment.
6. Employers are increasingly aware of the benefits of bilingual skills. In the public, private and third sectors, evidence suggests that the number of posts which require bilingual skills has increased. This is particularly evident in the public sector, where the new legal framework of Welsh Language Standards requires employers to pay particular attention to bilingual skills within their workforce. The requirement for Welsh language skills has also become an emergent theme through the Regional Skills Partnerships, and closer working with the Partnerships will become a priority.

7. In December 2017 the Welsh Government published its *Welsh in Education: Action Plan 2017–21*, which set out the direction for the development of compulsory Welsh-medium and Welsh-language education. The plan builds on the Welsh-medium Education Strategy published in 2010 and supports the vision within *Cymraeg 2050: A million Welsh Speakers*. The implementation of the Welsh in Education action plan will be inextricably linked to the strategy outlined in this Report: it is proposed that more learners will be leaving statutory education and entering the post-16 sectors with Welsh language skills; increasing the potential and the requirement for developing Welsh-medium post-16 provision. The success of the statutory sector will be dependent on an increased number of Welsh-speaking teaching assistants and pre-school Welsh-medium childcare provision to support the statutory education period, which will itself be dependent on improved post-16 provision.
8. Progress in the post-compulsory sectors has not had the same strategic focus or investment compared with, for example, the Higher Education sector. With support from the Welsh Government, notable progress has been made within some locations yet this has often been dependent on the strategic disposition of individual providers and/or the goodwill of individual staff. There is considerable work to be done to develop Welsh-medium post compulsory provision and to ensure its take up by learners.
9. Given the numbers of learners enrolled every year in the FE and Apprenticeship sectors and their direct link to local employment and services, the potential of these sectors to contribute significantly to the goal of one million Welsh speakers by 2050 is enormous. This is particularly evident given that learners in the FE and Apprenticeship sectors are very likely to stay within the communities in which they have studied.
10. Realising the evident potential without a national plan and investment to support such a plan is a challenge. This is the policy context that led the Welsh Government, working with the Coleg Cymraeg Cenedlaethol, to establish an Advisory Group of senior colleagues from across the FE and Apprenticeship sectors to consider in depth the opportunities and challenges that arise from supporting a significant development of bilingual education in these sectors. This plan is based on the confidence that the FE and Apprenticeship sectors have enormous potential to contribute: its aim is to explain how this potential will be realised.
11. Having set out the high-level context, this document will proceed to outline a model for skills development. The model of skills development, focusing on the experience of the learner, will then form the basis for an analysis of key areas to be addressed. Within each of these key areas a series of possible actions are identified. These actions have been the subject of detailed discussion between Coleg Cymraeg officers and Welsh Government officials and now form the basis for an Action Plan presented to Ministers setting out the combination of actions which are feasible in the coming years. This process also identifies key partners who will be tasked with

specific actions. Taken together, these actions could form the basis for a significant step forward in FE and Apprenticeships and make a major contribution to the Welsh Government's goal of a million Welsh speakers.

12. The Plan concludes by proposing a set of measures by which progress can be assessed and some suggestions for a structure to drive the strategy forward.

Section Two: Skills Development

13. There are over 170,000 learners in the Further Education and Apprenticeship sectors in Wales, with some two-thirds of these in the Further Education sector. We have considerable information on these learners' language skills from the Learner Voice surveys and the Lifelong Learning Wales Record (LLWR) data. These surveys asked learners about their language skills and their attitudes to undertaking their studies in Welsh or bilingually. This Report also draws upon a major research project into learner attitudes commissioned in 2018.

14. In terms of language skills, the all-Wales picture is as follows:

	Fluent	Conversational	Basic	No Welsh Language Skills
Further Education	11%	5%	36%	49%
Apprenticeship	11%	4%	27%	58%

Table 1: Language skills (Welshs)

15. The individual picture for different providers varies significantly, but every provider has a cohort of Welsh speaking learners, though that cohort varies in size.

16. Some 10% of learners report that they are fluent Welsh speakers. However, around a half of learners report some Welsh language skills, albeit in many cases at a relatively basic level.

17. This data is confirmed by the following information in terms of preferences of language of study:

	Welsh only	Bilingual	English Only
Further Education	1%	11%	89%
Apprenticeship	1%	9%	90%

Table 2: Language choice of study

18. Here, we find a clear relationship between those learners who are fluent in Welsh and the numbers expressing a preference to study through the medium of Welsh or bilingually. Overall, a little over one in ten learners say they would like to study bilingually. Some care is needed when interpreting this data. Research carried out in other contexts in relation to Welsh language services and education suggests that a minority of respondents would confidently choose Welsh language provision; however a significantly larger group would choose bilingual delivery if offered support and reassurance. This data suggests that the infrastructure to support learners to choose bilingual learning will need to be carefully planned and considered to secure the highest possible take-up of provision.

19. These findings are supported by the initial outcomes of research on learner attitudes commissioned by the Coleg in April 2018. The work has found that learners are focused on those skills that will assist them directly in employment. Thus, opportunities to enhance work related bilingual skills are welcomed. On the other hand, there is little enthusiasm for studying wholly through the medium of Welsh where the skills are not directly relevant to the labour market. There is also some evidence of negative attitudes towards the language, which learners may have developed in previous educational experiences. The challenges faced by learners who may not be particularly confident to begin with are compounded in a linguistic context where they do not feel totally comfortable.
20. The data presented also suggests that learners have a clear preference for 'bilingual' learning rather than 'Welsh-medium' learning. How precisely these terms are understood by learners is not explored in depth, but based on these findings it is suggested that in presentational terms, the developments proposed should be communicated to prospective learners as 'bilingual' rather than 'Welsh-medium' learning. This reflects the reality of provision and the workplace in Wales.
21. The following model is therefore proposed. It provides a structure where all learners in both the FE and Apprenticeship sectors could be targeted and supported by interventions which would support all learners to maintain and develop their Welsh language skills:

22. Skills Development Model

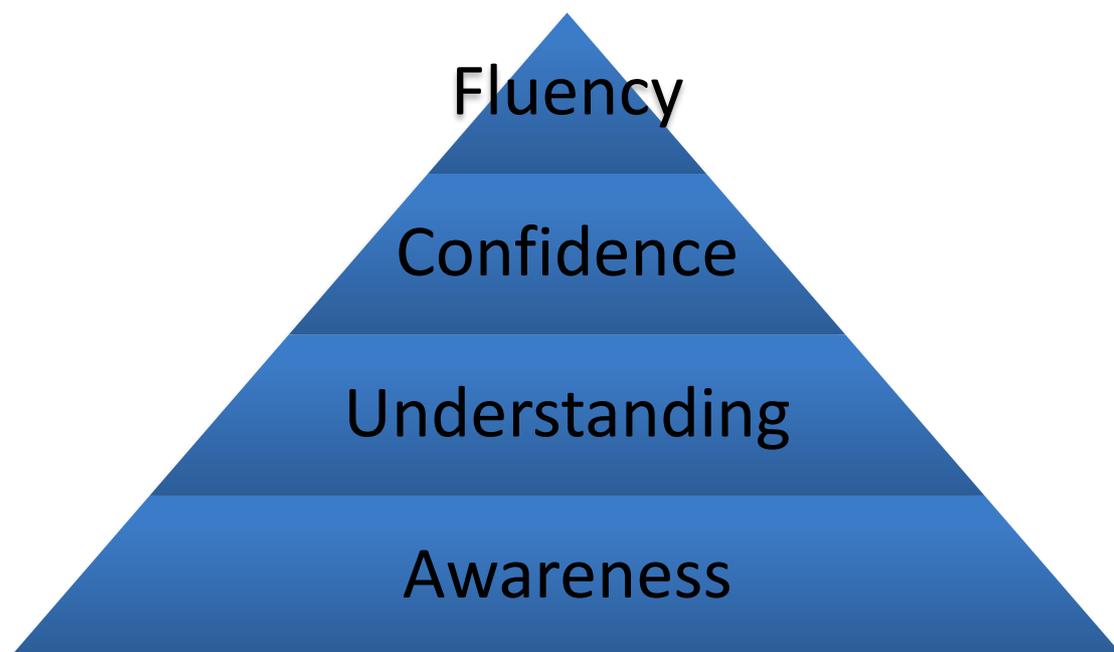


Figure 1: Skills development model

23. The model presented above suggests four potential areas of focus for the detailed planning work.
24. Beginning at the base of the pyramid, we consider the extent to which all learners require an **awareness** of the Welsh language and how it relates to their programme of study. This would encompass not only language awareness but also, at an introductory level, basic terminology and discussion of the use of the Welsh language in a particular field. To take one example, learners undertaking a full time vocational programme or an apprenticeship in Health and Social Care require an understanding of bilingualism, the specific conditions where a patient/client may revert to their first language, and how care may be improved by offering some service through the medium of Welsh.
25. Moving to the second level, we suggest that most learners would benefit from an **understanding** of the Welsh language. In particular fields, this could include all learners. Learners, for example, should be able to confidently pronounce the name of their patient/client and understand basic conversation in Welsh. Though these elements would remain at an introductory level, the focus here would be on the basics of the language rather than only the context.
26. The third level relates to the **confidence** that learners have to use their Welsh language skills. Here, the focus is not merely on awareness of issues around the language but in supporting learners to be confident using the Welsh language to communicate to a certain degree in a professional context: for example, by supporting young children

playing in Welsh at a nursery, by encouraging youngsters in a local football team in Welsh, by dealing with an initial telephone enquiry in Welsh or fixing a boiler having discussed the problem with the customer in Welsh. The number of learners targeted here is likely to be smaller than the language understanding category, but there is nonetheless a number of learners who do not describe themselves as fluent Welsh speakers who could benefit from this provision.

27. The fourth level is described as **fluency**: where learners are able to operate confidently bilingually in their chosen vocation. Here, we refer to learners who are Welsh speakers and who study a significant element of their programme through the medium of Welsh. The precise definitions should be subject to the detailed data guidance to be developed. We would expect these learners to be able to operate bilingually in a professional context, both orally and in writing. Thus, learners in this category would be expected to be able to work in a Welsh language nursery, or produce patient notes in Welsh, or lead management and training courses in Welsh. In short, these learners would eventually provide the backbone of Welsh language services to the public.
28. This model suggests that all learners in both the FE and Apprenticeship sectors could reasonably be targeted by interventions at one or more of these levels to increase their **awareness, understanding, confidence** or **fluency**. The focus of activities will vary – both by subject area and by provider – but the framework suggested above provides a national context to support the achievement of a million Welsh speakers by 2050.

Section Three: Planning for Success

29. Having discussed the context of FE and Apprenticeships and identified a number of the challenges and opportunities, we now turn to the key aspects of the plan. The ambition is to present a holistic vision of how Welsh-medium and bilingual provision may be supported: each element has the potential to enhance the provision, but also, if absent, to undermine such provision.
30. This Action Plan forms the initial phase of a longer term policy commitment, which will be focused on the 2050 target. There are elements of activity outlined below that can be undertaken within months, with clear outcomes secured in a year to eighteen months. Others – such as developing the bilingual skills of the FE and Apprenticeship workforce – will require sustained work and investment over several years. The precise timeframe of the detailed Action Plan, agreed with Welsh Government, is based on a period of at least five years, with some actions likely to require a ten year planning horizon.
31. To ensure the success of this strategy, the Group believes that the following aspects need to be addressed:
- Learner Experience
 - Staffing Capacity
 - Provision
 - Resources
 - Assessment and Qualifications
 - Employer Engagement
32. We now turn to address these aspects – or pillars, if one conceives of each aspect as a pillar that requires a certain level of attention to ensure that the structural integrity of the plan as a whole is maintained. For each pillar, a number of actions is suggested. These reflect a range of meetings and discussions with both the FE and Apprenticeship sectors over the past year.
33. Following the submission of the Advisory Group report in July 2018, an Action Plan has been developed. The Plan includes most of the elements included here, and a broad range of actions is proposed in order to ensure a full discussion and to build an understanding of the key actions that will ensure the success of each pillar. We are confident that the range of actions agreed (and resourced appropriately) will address the Cabinet Secretary's call for a 'bold' and 'ambitious' plan. The flip side is also true in our view: if the plan eventually adopted only addresses certain aspects of the challenges identified and/or is not supported by adequate resources, then there is little prospect of achieving our aim of making a major contribution to the goal of a million Welsh speakers.

Learner Experience

Aim: To increase the number of learners developing fluency, language confidence, language understanding and language awareness

Aim: Increase the use of Welsh in social and informal situations by post-16 learners

Aim: To support learners into FE/Apprenticeship bilingual study

34. Ensuring that learners, both full time and apprentices, make use of their Welsh in a range of social and informal contexts is an important element of this strategy to develop language proficiency. A clear focus on social and informal activities in Welsh is required to complement the curriculum developments proposed. There will be instances where learners will have very limited access to a Welsh-medium and bilingual curriculum, and engaging with the Welsh language in social activities is essential to reinforce the underlying principle of this strategy as detailed in the Skills Development Model. Activities could be supported by a Coleg branch or by partners such as Mentrau Iaith, Yr Urdd and other community organisations. These will be crucial in ensuring that attractive activities are arranged and built upon to reflect a broad range of interests. Linked to membership of the Coleg, it is as important that further education colleges are actively supported to create a bilingual environment and ethos reinforcing the aim of providing opportunities to speak Welsh. To deliver against this aim, additional focus on post-16 learners will be required by partner organisations and supported by Welsh Government.

35. A better coordinated approach to the marketing and promotion of bilingual post-16 provision is required, and this is specifically the case with reference to vocational courses and training. A marketing plan is needed to target potential learners (especially those aged 14-16 years) to outline the advantages of bilingual vocational study. Such a plan would need to coordinate the activities of a number of key partners in this area including Welsh Government, Careers Wales and the Welsh Language Commissioner. The marketing activities would need also to consider how to target potential learners who are mature and/or already in the workforce. These activities will need to include careful messaging about the advantages of bilingual skills and, where appropriate, tackle negative perceptions that may exist.

36. To support these marketing activities learners need to be able to identify available courses so the development of a national bilingual course/training opportunities finder or database would be beneficial. At the moment this information can be found, to some extent, within FEI prospectuses, Apprenticeship provider brochures and websites, but there is a lack of consistency in the presentation and accessibility of the information. An online national course finder would complement the marketing activities already in place. There is a case for one overarching national course/training finder to cover all provision, whatever the language of delivery, and if such a model was developed having clarity on bilingual provision would be crucial. This action should be implemented in conjunction with partners.

37. Providing information is one aspect of supporting learners into bilingual vocational learning, but information alone is unlikely to be sufficient. This is reinforced by the work undertaken on student attitudes. We propose that activities such as a Learner Ambassador scheme are developed, where learner role models would be identified from across the FE and Apprenticeship sectors. These ambassadors would have a key role in marketing materials by representing learner journeys from a variety of backgrounds – making it clear to learners across the country that learners like them have benefitted from choosing elements of bilingual study. To be successful, the scheme would also include learners with a range of language skills in order to encourage learners to avail themselves of provision at each level of the pyramid.
38. In support of Learner Ambassadors, we suggest offering Coleg Cymraeg membership to learners in FE institutions (FEIs) and Apprenticeship providers. This would provide learners with access to a wide range of Welsh language resources and a broader community to work and interact within.
39. Linked to membership of the Coleg, it is important that a bilingual environment within the FEI or workplace is actively supported. Ensuring that learners make use of their Welsh in a range of social and informal contexts is an important element of this strategy. A clear focus on social and informal activities in Welsh is needed to complement the curriculum developments proposed. These activities could be supported by a Coleg branch or by other partners as appropriate. Partners such as Mentrau Iaith, Yr Urdd and other community organisations will be crucial in ensuring that attractive activities are developed to reflect a broad range of interests.
40. As learner confidence and skills increase, there is a clear case for acknowledging these bilingual skills in an appropriate format. Learners in Higher Education can apply for a Language Skills Certificate accredited by the WJEC at Level 6, and a similar suitable model could be developed at Level 3 to acknowledge learners' Welsh-medium skills. Developing such a model will take some time to ensure that various aspects are fully considered, including the potential of developing open badges to recognise the Welsh language and bilingual skills of learners across all levels. This could also include formal activities such as language awareness and work undertaken through the medium of Welsh or bilingually, and/or be developed as a way to recognise the participation of learners in informal Welsh language and bilingual activities.
41. A number of learners will progress to Higher Education studies and therefore additional focus is required to develop these progression routes.
42. Learners deserve recognition for excellent achievement. A number of learner awards are currently in existence and there is potential to complement this activity to focus on learners studying bilingually. These could be awarded at a provider level, regionally or even nationally, with a view to further supporting and enhancing the learner experience. This could build on the experience and considerable success of the WorldSkills model for recognising learner achievement.

Staffing Capacity

Aim: To ensure that all staff who have Welsh language skills have the opportunity to develop these skills and to use them in an educational and social context with learners. To support staff who want to develop their Welsh language skills.

Aim: To ensure that every subject prioritised for development has sufficient bilingual staff to teach across Wales

43. The first challenge in relation to staff in the FE and Apprenticeship sectors is to effectively map the current workforce. Though there has been considerably more focus in recent years on identifying staff members who teach/assess bilingually, the data is incomplete and inconsistent. It does not reflect accurately in all cases, those individuals who may wish to be able to teach/assess but who do not currently feel sufficiently confident to do so. An early and detailed mapping exercise is required across both the FE and Apprenticeship sectors. This could be undertaken via the individual providers and their strategic plans, the planning data for the *Cymraeg Gwaith* (Work Welsh) scheme and, where appropriate, the individual subject plans (see Provision below). Information could be collected in line with the annual reporting requirements of the Welsh Language Standards. Bringing the available information together would establish a baseline and would enable accurate identification of the human and financial resources required to secure sufficient staff to teach and assess bilingually.
44. The *Cymraeg Gwaith* scheme referred to above has been welcomed by the FEIs who have benefitted from the scheme in the first two year of operation. We have had preliminary discussions with the National Centre for Learning Welsh, with reference to linking the *Cymraeg Gwaith* scheme directly with proposals arising from this strategy. Our understanding is that the Centre has already indicated to FE institutions that it expects more strategic recruitment to the scheme. In this context, a scheme to support the development of staff Welsh language skills should be supported over the medium term. Subject to evaluation, this could be based on the *Cymraeg Gwaith* scheme. The precise extent and requirements for this scheme could be put on a firmer basis following the mapping exercise outlined above.
45. The *Cymraeg Gwaith* or a successor scheme will support staff in the development of their skills and, through a combination of this scheme and developments promoted by the providers themselves, we envisage a considerable number of staff that are new to bilingual teaching being supported at FEIs and Apprenticeship providers. In order to enhance their professional skills and develop their understanding of the challenges and opportunities presented by bilingual teaching, a specific national staff development programme will need to be offered. Such a programme could also include suitable activities targeted at new staff. The first step would be to scope out the exact requirements of both sectors before moving forward to specifying the content of such a programme.

46. In order to encourage staff to develop their Welsh language skills, a Staff Ambassador scheme could be established which would complement schemes that are already operational in some FEIs. Here we would identify champions – certainly within each provider and possibly within each department and/or administrative team. These ambassadors would be used as advocates for bilingual developments, both curricular and social, supporting their colleagues in developing bilingual activities and serving as role models. Following the pattern set by the learner ambassadors, securing a wide range of ambassadors from diverse backgrounds will be critical to the success of this scheme.
47. While some of our future bilingual teaching staff will come from the current workforce, others will be new to FE and Apprenticeships. Ensuring that the Post-graduate Certificate of Education (FE) (PGCE) prepares staff effectively to operate effectively bilingually is crucial. Identifying suitable models of best practice to significantly enhance bilingual opportunities within the PGCE (FE) programme would support the development of a bilingual workforce.
48. Further, we would propose that specific incentives to teach bilingually are considered for those undertaking a PGCE (FE). There are currently bursaries available for a number of priority subject areas, therefore offering bursaries on a similar model for those who would be able to teach bilingually could follow the same model.
49. The mapping of staff capacity may well identify particular gaps in staffing capacity across the FE and Apprenticeship sectors. Subject to the results of the mapping exercise, consideration should be given to making funding available to support the creation of new bilingual lecturer or trainer posts. This action would be targeted at the medium term and the precise requirements would need to be carefully considered in light of the initial mapping exercise to ensure the effectiveness and longer term sustainability of such posts.
50. In some fields, there will be a number of experienced staff teaching bilingually within one provider. Within other areas and providers, there may be individuals widely dispersed geographically and/or on a subject basis. A range of national and regional activities to share best practice amongst staff who teach and assess bilingually could support these individuals. We would propose supporting staff by including the opportunity to join the Coleg Cymraeg's *Darlithwyr Cysylltiol* ('Associate Lecturers') scheme.
51. This strategy is principally focused on the FE and Apprenticeship sectors. However, HE provision at FEIs is a growing feature of the Post-Compulsory Education and Training (PCET) landscape and is likely to expand further. The Coleg Cymraeg should be specifically tasked with supporting bilingual foundation degrees at FEIs through subject grants. These subject grants could be used to partially support teaching posts.
52. Building an *esprit de corps* amongst staff will be important to ensure that they achieve their full potential in supporting bilingual learners. We propose introducing staff awards for bilingual teaching and support. These could be new awards or complement existing

schemes at provider, regional or national levels. These awards should also recognise as appropriate assessors and examiners.

53. Securing a suitable cohort of staff to support learners is a key element in this Action Plan. However, if there are no suitably qualified assessors then the system is unlikely to deliver the growth envisaged. An early mapping exercise of internal quality assessors, external assessors and examiners to identify any gaps in bilingual coverage is required. This work could dovetail with work undertaken by the Education Workforce Council (EWC).

54. We further propose the consideration to the establishment of a national database of suitably qualified individuals alongside the development of a National Academy of Assessment to address any gaps identified by the mapping exercise.

Provision

Aim: To ensure a wide range of bilingual provision (developing fluency, confidence understanding and language awareness) across a range of disciplines and geographical areas

55. Significantly enhancing bilingual provision across a range of locations and subjects will be a medium term task and will require considerable and careful planning to ensure that the provision developed is attractive to learners (and thus can become sustainable for the longer term). In the first instance, priority subject areas should be identified and addressed in the first 12-18 months of activity.

56. The following areas are suggested as initial priorities:

- Health and Social Care
- Childcare
- Public Services

57. Detailed mapping and discussions with individual FEIs and providers may identify other potential areas for early development and the priorities identified above should not be considered as exclusive. Further areas to be considered for development include: Business, Sport and Leisure, Agriculture, Construction, Creative Industries.

58. A detailed understanding of the potential development of each subject area will be required. The formation of expert groups in each area to advise on developments and to develop a national vision for the subject will be required. This vision will reflect the 'pyramid model' and outline the proposed model for the subject. Having agreed the strategic disposition for the subject area, we would propose a subject-by-subject plan that maps out necessary developments by FEI/Apprenticeship provider.

59. In order to support these developments, resources will be required to support providers where there has historically been little or no bilingual provision. A strategic development fund to support providers to enhance language understanding and language confidence

in a manner that is consistent with the overarching strategy for the subject would respond to the issues within the provider network

60. here is also a case to consider how bilingual skills can be effectively built into a programme of study. In some instances, this will be relatively straightforward as part of curriculum development. In others, there may be more challenges. We therefore propose the creation of a pilot scheme of an enhanced study programme for learners wishing to enhance their bilingual skills in a priority subject area, with a bilingual work experience element.
61. For FEIs or providers where the intention is to support the development of bilingual professional skills i.e. where the teaching and assessment is largely or wholly in Welsh, funding should continue in a suitable format. The extra costs of significant bilingual delivery need to be appropriately recognised in the longer term. This will also support the business planning of providers as they seek to enhance their bilingual offerings.
62. The ambition to provide language awareness training to all learners reaches beyond the priority subjects identified above. Therefore, developing high quality blended learning materials to support language awareness provision has to be an essential element in support of this strategy.
63. The work on provision must be based on robust data. Whilst considerable work has been undertaken in recent years to clarify elements of the data requirements in LLWR, we propose that further clear unambiguous guidelines and, potentially, on-line training be developed to ensure that data is recorded accurately and consistently across the country.
64. The proposals above are equally relevant to Apprenticeship providers as to FEIs, but we have identified a particularly need to focus on Welsh-medium and bilingual apprenticeships. Early mapping of the current apprenticeships provision will provide a clear picture of the current position; furthermore, we propose using this mapping exercise as a basis for identifying areas where new Welsh-medium and bilingual apprenticeships could be developed. Clarity on how these new developments can be resourced should be developed.

Resources

Aim: To ensure a wide range of accessible high-quality Welsh-medium and bilingual resources to support learners

65. The lack of suitable Welsh language resources is cited as a major barrier by learners and prospective learners alike when discussing bilingual study. It is crucial to the success of this strategy that significant new resources are developed to support bilingual study. Initial steps have already been taken as part of the resources work in seven priority areas under the aegis of the Advisory Group. The results of this work should form the basis for a medium term resources development plan.

66. Developing high quality resources is part of the solution, but these resources must also be easily accessible to learners. The development of a national (resources) library where learners from across the FE and Apprenticeship sectors will be able to access Open Access materials to support their studies would be the first step to improving accessibility. The library's resources should be licensed openly, e.g. CC BY-SA(-NC), so that educators across the country may use and repurpose the resources as appropriate. The curation and presentation of these resources will be crucial and will require specialist staff. Any developments across Wales in relation to the hosting of materials more generally would also need to be carefully considered when developing such a library.
67. Many resources used by learners today are e-learning resources. We propose establishing a small expert e-learning group to advise on a programme of commissioning original Welsh-medium and bilingual e-learning resources.
68. There is considerable expertise within the sectors in Wales and beyond in sharing and developing e-learning resources through the medium of English. We have identified a number of areas of best practice, for example, the work of the Blended Learning Consortium led by Heart of Worcestershire College, and initiatives undertaken by a number of FEIs in Wales. Careful consideration should be given to translating existing high quality resources that are used extensively in Wales.
69. A number of apps have recently been developed in Welsh to support bilingual study. A detailed assessment should be undertaken of the utility of these apps and, where appropriate, new apps commissioned to build on the success of these projects.

Assessment and Qualifications

Aim: To ensure that learners who wish to be assessed in Welsh or bilingually can do so without restriction

70. We now turn to ensuring that the qualifications and assessments completed during the programme of study are available bilingually. The Coleg is already working in partnership with Qualifications Wales to this end. Qualifications Wales has a policy that all approved qualifications are expected to be available in Welsh. At present, however, this designation does not include a significant number of qualifications currently offered in the post-16 sector. For learners to have the confidence to undertake elements of their studies in Welsh, they must be assured that the assessments can also be completed in their chosen language. Qualifications Wales offer a grant to incentivise award bodies to offer more bilingual qualifications. A formal mapping exercise, working with Qualifications Wales, will form the basis of identifying priorities to be addressed, in the first instance, through this grant.
71. During the next few years a range of qualifications will be reviewed by Qualifications Wales and the qualifications landscape is also likely to change across the UK. The review of the Health and Care sector led to the creation of 19 new qualifications which

will be available in Welsh. We believe that in the vast majority of cases it can be reasonably expected that all new qualifications developed as part of the ongoing qualification review process will be available bilingually. This requires not only the provision of assignments bilingually but clear and transparent processes to effectively assess the work and the recruitment of sufficient number of competent internal and external assessors. Effective action by Qualifications Wales will be crucial in ensuring success in this regard.

72. Assignments are one part of the qualifications package. Routinely, resources will be prepared to support learners as they work towards a qualification. Here, the provision of bilingual material varies greatly from subject to subject. We propose that further project funding be made available to support the development of specific bilingual resources for those preparing for qualifications. This could usefully enhance the grant that Qualifications Wales make available on an annual basis. Consideration should be given to ensuring that providers that successfully support learners to complete qualifications bilingually are not disadvantaged by the charging structure for those qualifications.

73. While working with Qualifications Wales will, over time, improve the position significantly in relation to new qualifications, there are a large number of qualifications that will continue to be offered in Wales based on the current pattern of qualifications and awarding bodies. We will work with awarding bodies who do not offer bilingual qualifications to ensure that, where there is a clear demand for such qualifications in Wales, every learner who wishes to, can be assessed in Welsh and/or bilingually.

74. In the interim there may be some qualifications that are not offered bilingually. Consistent with the Welsh Language Standards we propose developing best practice guidelines on how to effectively deal with assessed work completed in Welsh where the qualification is not offered bilingually.

Employers

Aim: To ensure that bilingual workplace skills are understood, developed and valued by employers.

75. Large numbers of learners undertake programmes of study with a clear view to securing employment post-qualification. Growing evidence suggests that employers identify bilingual skills shortages in recruitment, so the role of employers in significantly developing bilingual provision in the FE and Apprenticeship sectors is crucial. The development of bilingual skills is an opportunity to enhance and foster links between education and industry.

76. We will identify best practice examples of employers who recognise bilingual skills in the workplace and employ bilingual learners to the benefit of their business. Working with providers to identify local employers who make use of bilingual skills across different sectors, we will make full use of these exemplars in promoting the value of bilingual study.

77. We further propose working with partners, including Careers Wales, to develop a national database of employers who recognise the advantages of bilingual professional skills.
78. While some employers already recognise the benefits of bilingual skills, others may not yet fully appreciate the business benefits that may accrue. Working with partners we will raise awareness amongst employers of the benefits of bilingual apprenticeships and bilingual employees.
79. Regional Skills Partnerships (RSPs) are tasked with analysing regional economic challenges and growth areas and mapping the future skills required by regional labour markets. We will support the Regional Skills Partnerships across Wales to identify and use labour market information (LMI) in relation to Welsh language skills to raise awareness amongst stakeholders and employers of the importance of bilingual skills in workforce planning.
80. We will also use LMI and respond to the regional skills plans to inform projects and activities developed to aid the aspirations and employability of learners.
81. Developing and strengthening a network of bilingual employers will, over time, improve understanding and awareness of the importance of planning for a bilingual workforce. However, due to regional and sectoral variations in relation to Welsh language skills and use, a large number of sectors will continue to require guidance and support. We will work with partners to offer support to employers in designated sectors that do not currently have the Welsh language skills base needed to offer bilingual programmes to ensure that, where there is a clear demand from learners, that every employer who wishes to support bilingual Apprenticeships has the ability to do so.
82. In order to enhance bilingual apprenticeships, a step change in provision led by demand is required. Introducing specific incentives for employers who recruit bilingual apprentices could be considered.
83. The actions outlined thus far focus on the current provision of apprenticeships. There may well be areas where new apprenticeship frameworks and/or bilingual programmes may be developed. We will continuously identify opportunities for new apprenticeships(/frameworks) and supporting these developments as appropriate with strategic support and, where feasible, grant funding.

Structure

84. The strategy outlined above is both bold and ambitious. There is a range of actions that will have a significant impact on both the FE and Apprenticeship sectors in the years ahead and make a major contribution to reaching Welsh Government's goal of one million Welsh speakers. Given the scale and complexity of the task ahead, we propose that members of the Advisory Group support a high level steering group, in a format to be decided between the Coleg and the FE and Apprenticeship sectors.

85. To complement the high level steering structure and to facilitate communication with the FE and Apprenticeship sectors at all levels, the Coleg will establish a forum to ensure a formal opportunity to consult with stakeholders, in addition to ongoing interaction with individual institutions, training providers and other partners. In addition to agreeing a new relationship with ColegauCymru, the Coleg is also developing a Memorandum of Understanding with the National Training Federation for Wales (NTfW).

Section Four: Measuring Success

86. The strategy set out here is a long term one, and therefore its success will only be evident in the longer term. However, a set of measures are proposed below to inform discussions about progress towards achieving the long term goals. These measures will be further developed with a baseline identified before the end of the academic year 2019/20.

Learner Experience

- i) The number of learners studying extensively in Welsh or bilingually
- ii) The number of learner building their confidence to work in Welsh or bilingually
- iii) The number of learners studying language understanding units

Provision

- i) The range of subject areas delivered in Welsh or bilingually
- ii) The priority subject areas delivered in Welsh or bilingually
- iii) The geographical spread of subject areas delivered in Welsh or bilingually

Staffing Capacity

- i) The number of staff supported to develop their bilingual skills
- ii) The number of staff able to teach bilingually
- iii) The number of staff teaching bilingually

Resources

- i) The number of bilingual resources available, broken down by subject area
- ii) The use of the national (resources) library
- iii) The number of innovative resources (e.g. apps) developed bilingually

Assessment and Qualifications

- i) The number of learners assessed in Welsh
- ii) The number of assessors, IQAs and EQAs able to assess bilingually
- iii) The number of qualifications developed and offered bilingually following a review by Qualifications Wales

- iv) The number of qualifications offered to a significant number of learners in Wales that are not available bilingually

Employer Engagement

- i) The inclusion of Welsh language skills in the regional skills plans to influence post-16 planning
- ii) The number of employers in the national database of employers recognising bilingual skills
- iii) The number of learners accessing bilingual employers

87. Monitoring and evaluating the activities will be key to ensuring the long term success and sustainability of this strategy, and this must be an essential element of the Action Plan.

Section Five: Delivering the Vision

88. The Cabinet Secretary for Education has set out a widened remit for the Coleg Cymraeg Cenedlaethol in terms of strategic planning for Welsh-medium and bilingual provision in the post-16 sector.

89. Based on the report of the FE and Apprenticeship Welsh-medium Advisory Group presented in July 2018, the following Action Plan has been developed, prioritising required interventions. Responsibilities are shared with main stakeholders and timescales are noted.

90. The plan highlights how the individual interventions address the six key pillars of development and how these respond to the skills development model outlined in Section Two.

91. The actions are grouped under four key headings:

- Ensuring that learners are provided with support and information to progress along the Welsh language continuum in post-16 education and training and onto post-19 where appropriate.
- Create an improved infrastructure to enable learners to increase the level of learning undertaken through the medium of Welsh.
- Build and extend existing staff development opportunities to enable post-16 education and training providers to increase the level of Welsh-medium provision.
- Engage effectively with employers to enable effective skills planning to take place.

The Further Education and Apprenticeship Action Plan

Learner Experience	Resources
Staffing Capacity	Qualifications
Provision	Employers

	Description	No.	Action	Responsibilities	Timescale	Skills development model
Short (2018/19–2020/21)	Ensure learners are provided with support and information to progress along the Welsh language continuum in post-16 education and training and onto post-19 where appropriate.	1.1	Establish bilingual course/training opportunities database.	CCC/Careers Wales/Welsh Government	April 2020	Confidence (C) Fluency (F)
		1.2	Establish marketing plan to promote available courses/training opportunities according to geographic area. Arrange specific activities to support and facilitate progression.	CCC/Careers Wales/NTfW/ Welsh Government	September 2019	C F
		1.3	Improve and develop the support available for social and informal activities in Welsh in all institutions. These actions will include: <ul style="list-style-type: none"> • Increase awareness of the opportunities provided by partner organisations and develop stronger relationships with e.g. Mentrau Iaith, Young Farmers Clubs and Yr Urdd for young people between the ages of 16-25. • Encourage college membership of Welsh Language Forums in order to share best practice of activities currently under way in institutions, and increase the awareness of available opportunities to use Welsh in a social context. • Encourage Welsh language centres 	FE/Mentrau Iaith/Urdd/Welsh Government	March 2019	C F Understanding (U) Awareness (A)

		<p>to promote their opportunities for learners to use Welsh in a social context.</p> <ul style="list-style-type: none"> • Supporting FEIs to pilot and learn from existing pilot activities, such as “Seren Iaith” and “Gwobr Iaith” to increase the use of Welsh by learners outside of the classroom. • Developing opportunities to use Welsh in sport activities in and outside of their learning. • Improving communication and engagement with Welsh Government promotional activities, such as Dydd Miwsig Cymru with the post-16 cohort. • Consider new ways to engage with apprentices to include them in the current and future offer. 				
		1.4	Develop a learner ambassador scheme.	CCC/FE/NTfW	October 2019	C F U A
		1.5	Provide FE and Apprenticeship learners with Coleg Cymraeg Cenedlaethol membership, thus developing the link between membership and direct activities to support learners outside of the learning environment.	CCC		F C
	Create an improved infrastructure to enable learners to increase the level of learning undertaken through the medium of Welsh.	2.1	Pilot an enhanced study programme for learners wishing to enhance their bilingual skills in one priority subject area.	Welsh Government/CCC /FE	September 2020	C F
		2.2	Map existing qualifications in the identified priority areas.	CCC/Welsh Government	January 2019	F C

		2.3	Map existing resources in the identified priority areas. Respond to identified needs by developing a resource plan to include commissioning new Welsh-medium and bilingual resources, translating or updating existing resources and developing apps.	CCC/Welsh Government	January 2019	F C
		2.4	Establish a strategic development fund to support providers to enhance language understanding and language confidence.	CCC	September 2019	C U A
		2.5	A mapping exercise of internal quality assessors, external assessors and examiners.	CCC/NTfW	January 2020	F C
		2.6	Develop a national vision for priority subjects and propose a subject-by-subject plan that maps out necessary developments by FEI/Apprenticeship providers.	CCC	January 2020	F C U A
	Build and extend existing staff development opportunities to enable post-16 education and training providers to increase the level of Welsh-medium provision.	3.1	Map the existing staff resource.	CCC	September 2020	F C U
		3.2	Deliver additional staff development needs in the priority areas.	Welsh Government/CCC	April 2021	F C U A
		3.3	Identify specific incentives for those undertaking a PGCE to teach bilingually.	Welsh Government	September 2019	F C
		3.4	Establishment of a staff ambassador scheme to act as advocates for bilingual developments.	FE	March 2020	F C
		3.5	Opportunities for staff to join the Coleg Cymraeg's <i>Darlithwyr Cysylltiol</i> scheme.	CCC	September 2019	F C

	Engage effectively with employers to enable effective skills planning to take place.	4.1	Use LMI to inform projects and activities developed to aid the aspirations and employability of learners.	CCC/Careers Wales/RSPs	September 2020	F C U
		4.2	Map current Welsh-medium apprenticeship provision; use as a basis for identifying areas where new frameworks for Welsh-medium and bilingual apprenticeships could be developed.	Welsh Government	September 2019	F C U
		4.3	Raise awareness amongst employers of the benefits of bilingual apprenticeships and bilingual employees.	CCC/Welsh Government	September 2019	F C U
		4.4	Raise awareness amongst stakeholders and employers of the importance of bilingual skills in workforce planning.	Welsh Government	September 2019	F C U
	Measuring success	5.1	Identify appropriate and reliable measures based on common guidelines for success that will demonstrate the post-16 sector's contribution towards achieving Cymraeg 2050.	CCC/Welsh Government	September 2019	F C U A
Medium (2021/22–2023/24)	Ensure learners are provided with additional support and information to progress along the Welsh language continuum in post-16 education and training and onto post-19.	6.1	Uplift funding to continue in a suitable format to recognise extra costs of significant bilingual delivery.	CCC/Welsh Government	3-5 years	F C
		6.2	Acknowledge learners' Welsh language skills by developing a certification model with assessment linked to activities already undertaken as part of a learner's course/training.	CCC	3-5 years	F C
		6.3	Collaborate with existing organisations and education/training providers to reward learners for their achievements in studying through the medium of Welsh and bilingually.	CCC/FE/NTfW	3-5 years	F C U A

Create an improved infrastructure to enable learners to increase the level of learning undertaken through the medium of Welsh.	7.1	Develop high quality blended learning materials to support language awareness provision.	CCC	3-5 years	F C U A
	7.2	Develop a national (resources) library.	CCC/JISC/Welsh Government	3-5 years	F C U A
	7.3	Ensure that new qualifications are available bilingually.	Qualifications Wales	3-5 years	F C
	7.4	Project funding to support the development of specific bilingual resources for those preparing for qualifications.	Qualifications Wales	3-5 years	F C U
	7.5	Facilitate Welsh-medium assessments where the qualification is not offered bilingually.	CCC/Qualifications Wales	3-5 years	F C
Build and extend existing staff development opportunities to enable post-16 education and training providers to increase the level of Welsh-medium provision.	8.1	The creation of new bilingual lecturer or trainer posts.	CCC/Welsh Government	3-5 years	F C U A
	8.2	Arrange a range of national and regional activities to share best practice amongst staff who teach and assess bilingually.	CCC and contractors	3-5 years	F C U A
	8.3	Identify suitable models of best practice to significantly to enhance bilingual opportunities within the PGCE (FE) programme	Welsh Government	3-5 years	F C
	8.4	Staff awards for bilingual teaching and support.	CCC/FE	3-5 years	F C U

	Engage effectively with employers to enable effective skills planning to take place.	9.1	Identify best practice examples of employers who recognise bilingual skills in the workplace and employ bilingual learners to the benefit of their business.	CCC/Regional Skills Partnerships	3-5 years	F C U
Long (2025/26--onwards)	Create an improved infrastructure to enable learners to increase the level of learning undertaken through the medium of Welsh.	10.1	Support bilingual foundation degrees at FEIs through subject grants.	CCC	5-10 years	C F
		10.2	Consider the creation of a national database of suitably qualified assessors and the development of a National Academy of Assessment.	CCC	5-10 years	C F
	Engage effectively with employers to enable effective skills planning to take place.	11.1	Develop a national database of employers who recognise the advantages of bilingual professional skills.	CCC	5-10 years	F C U
		11.2	Offer support to employers in designated sectors that do not currently have the Welsh language skills base needed to offer bilingual programmes.	NTfW/CCC	5-10 years	F C U
		11.3	Introduce specific incentives for employers who recruit bilingual apprentices.	Welsh Government	5-10 years	F C
		11.4	Identify opportunities for new apprenticeships (frameworks) and support these developments as appropriate with strategic support and, where feasible, grant funding.	CCC	5-10 years	F C

Appendix 1

Members of the Further Education and Apprenticeship Welsh-medium Planning Group who prepared this report

Dr Ioan Matthews, Chief Executive, Coleg Cymraeg Cenedlaethol (Chair)

Barry Liles, Principal, Coleg Sir Gâr

Barry Walters, Deputy Principal, Pembrokeshire College

Caroline Cooksley, Director, ACT Limited

Dafydd Evans, Chief Executive, Grŵp Llandrillo Menai

David Jones, Chief Executive, Coleg Cambria

Karen Phillips, Deputy Principal, Coleg y Cymoedd

Kay Martin, Principal, Cardiff and Vale College

Nicky Gamlin, Vice Principal, Coleg Gwent