



Recording of Welsh-medium learning

Lifelong Learning Wales Record

Further Education

Background

The purpose of this guidance is to support further education colleges to develop their Welsh-medium and bilingual provision and to give confidence on how activity completed in Welsh or bilingually should be recorded on LLWR.

The following examples provide scenarios of learning in practice and in the classroom and how they relate to the LA26 dataset of the Lifelong Learning Wales Record (LLWR).

The examples do not cover all possible scenarios, but provide an indication of how learners with a range of abilities and varied levels of Welsh language skills could be engaged in Welsh language activities. Welsh language elements can be incorporated into the learning experience at various levels in response to the needs of learners and in support of the Welsh Government's Cymraeg 2050 strategy.

The additional notes support providers in determining which entry is the most appropriate for individual learners to be recorded via LLWR field LA26.

There are a few key facts that need to be remembered:

- The default entry is E1, and for any learner who undertakes learning and assessment in Welsh or bilingually, this needs to be changed accordingly;
- LA26 field does not describe the language of the whole classroom setting;
- LA26 records the language of learning and the language of assessment of each individual learner in each classroom or workplace;
- Fields C1 and B1 are used to determine the funding uplift available based on the categorisation of the language of learning and assessment of individual learners.

E1: All Learning and assessment in English only

E1 Notes:

- *A small amount of incidental Welsh such as simple greetings does not enable the activity to be recorded as anything other than E1.*
- *Although the learner does not wish, or is unable to be assessed or complete any learning in Welsh, some language awareness materials and information should be made available along with encouragement to develop an appreciation and understanding of the role of the language in Wales and in the workplace.*

Learner A has limited or no Welsh language skills. The learner does not wish to engage with any activity in Welsh and is reluctant to have any engagement other than limited incidental Welsh.

During the learning period the learner is in contact with the language through bilingual messages, materials etc. The learners become aware of the language and its role within the history and culture of Wales. As the learning progresses, the tutor revisits the potential of Welsh language considerations as part of the learning to encourage more contact and appreciation of the language.

B3: A small amount of Welsh-medium learning e.g. use of Welsh limited to verbal communication or to a minor part of the learning activity. English only assessment.

B3 Notes:

- *Should be used if none of the assessments or examinations are in Welsh but a small amount of the conversation/delivery is in Welsh.*
- *Welsh language interaction between assessor/lecturer/support officer and learner required.*
- *Portfolio evidence will be in English and all assessments completed in English.*
- *When the tutor does not have Welsh language skills, the learner could receive appropriate activities to be completed in Welsh.*
- *If the learner has some Welsh language skills but is reluctant to complete assessments or part of their learning in Welsh; encouragement should be provided to engage the learner by including Welsh language elements as part of the learning experience.*
- *A minimal use of incidental Welsh is not sufficient to record as B3.*

Learner B has studied Welsh as a second language in school but has limited vocabulary and low confidence in her language skills. She does not have the skills to be assessed in Welsh but appreciates the potential value of having some basic language skills for future employment.

The learner is on a course where one of the units is taught by a tutor with Welsh language skills and although all assessments are completed in English, some of the interaction includes elements in Welsh which contribute to the learning experience that are relevant to the qualification. The learner will complete basic tasks for example, naming colours and counting in Welsh on a childcare development course.

Learner C is completing a level 3 qualification in the hospitality sector. He has a Welsh second language GCSE qualification but has no confidence to complete a significant proportion of his learning in Welsh.

The college department encourages learners to use and develop their Welsh language skills, however the learner is on an English-medium course where most of the tutors have limited Welsh language skills.

The learner is presented with worksheets and activities in Welsh which highlight relevant vocabulary and phrases used in the industry when dealing with customers. The tasks include activities for the learner to complete which add to the learning experience and he receives support from the Welsh support officer at the college. The learner is encouraged to attempt some of the Welsh-medium essential skills elements, at a level which is appropriate to his language skills. The activities are recorded as evidence in support of a B3 record.

B2: A significant amount of Welsh-medium learning e.g. both verbal and written Welsh used in many, but not all, parts of the learning activity. Assessment mainly in English but some may also be in Welsh.

B2 Notes:

- *If any part of the portfolio evidence was completed in Welsh, including verbal assessment, this would reinforce the fact that it should be recorded as B2.*
- *This would include a significant level of Welsh used in the learning and could include some assessments completed in Welsh.*
- *If the portfolio evidence is in English but most or all the conversation/delivery for the learner has been in Welsh then this could be recorded as B2.*
- *Most or all of the delivery is in Welsh but assessment is in English.*

Learner D

This learner is studying business administration level 3 and is fluent in Welsh, although doesn't speak Welsh with family and friends, therefore lacks some confidence and is reluctant to use Welsh in the learning from day to day.

The main course tutor speaks Welsh, and the learner is in a bilingual classroom setting and is introduced to tasks and assessments in Welsh. Having undertaken some of the tasks in Welsh the learner is gaining confidence in writing Welsh and has completed one assessment in Welsh. Classroom discussions take place in English and Welsh with most of the written work carried out in English.

Learner E

This learner is from a Welsh-medium school and has a Welsh first language GCSE qualification and uses Welsh on a daily basis and is studying childcare and early years level 2. Tutors at the college teach predominantly through the medium of English, but all resources are provided bilingually.

The learner completes coursework in both languages and includes bilingual exemplary materials relative to the course, however the number of assessments completed in Welsh by the learner, falls below the 50 per cent threshold, therefore this will be a B2 learning activity.

B1: Learning completed in a bilingual context and at least 50 percent of the available assessments within the learning activity completed through the medium of Welsh. The outcome may be achieved using any appropriate teaching methodology.

B1 Notes:

- *To be eligible a minimum 50 percent of assessments need to be completed by the learner in Welsh.*
- *The assessment could be written or verbal.*
- *Provider needs to be comfortable that they can evidence the language of assessment.*
- *Majority of learning will be completed in Welsh by the learner with Welsh-medium resources available to support the learning, especially in curricular areas which were assessed in Welsh.*
- *Some colleges will be building the Welsh language elements of courses gradually, by units or modules. In these instances, if the available course proportion through the medium of Welsh or bilingually is 50 percent, then a learner would need to complete all of the assessments through the medium of Welsh to be eligible for B1.*

Learner F studied all of her GCSEs through the medium of Welsh and is studying for a level 3 childcare qualification.

The learner is in a bilingual group where most of the resources are bilingual and the balance of learning tends to be through the medium of English. Individual discussions are held with the tutors through the medium of Welsh, there is a Welsh-medium tutorial group and the learner presents her work in Welsh for most of the formal assessments.

Learner G has Welsh first language GCSE qualification and is studying for a hairdressing qualification.

She is on a bilingual course where the majority of tutors speak Welsh and English alternatively. All hand-outs and resources are bilingual, and course work and practical tests are completed predominantly in Welsh but some English is used in the written formal assessments. As a result the majority of written assessments and practical tests account for over 50 per cent of the qualification.

C1: Learning completed in a Welsh-medium context and all of the available assessments within the learning activity completed through the medium of Welsh.

C1 Notes:

- *Learning completed in Welsh and Welsh-medium resources available to support all learning.*
- *All available assessments/examination for each separate activity must be completed in Welsh for the activity to be considered as C1.*

Learner H

Learner H is on a bilingual Early Years and Development course, where all of the tutors are Welsh speakers and all of the resources are bilingual. The teaching is predominantly through the medium of Welsh although some English is spoken as a few learners with Welsh GCSE second language are in the classroom. There is a demand for staff with good spoken and written Welsh language skills in the area, as classroom assistants, at Mudiad Meithrin settings and private pre-school childcare.

The Welsh speaking learners are encouraged and supported to complete most of their work in Welsh and complete their assessments in Welsh. The second language learners will complete some written Welsh language assessments but not sufficient to be classified as C1 therefore will be classified as either B1 or B2 dependent on the completion of over or under 50% of assessments in Welsh.

Learner I

This learner is a fluent Welsh speaker and uses Welsh everyday as her main language of communication with family and friends. While completing a level 3 qualification in business management she is aware that she will need to be confident in both English and Welsh to give her the best possible opportunity when competing for jobs in the future. She would rather complete all assessments and formal writing in Welsh and a Welsh speaking tutor supports this request.

The learner is encouraged to complete essential skills elements in English and Welsh and in support of the main qualification and the learner completes all assessments that are available in Welsh, through the medium of Welsh.

Additional information and policy documents:

Cymraeg 2050 – A million Welsh speakers (2017) Welsh language strategy
<http://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf>

Welsh-medium Education Strategy (2010)
<https://gov.wales/topics/welshlanguage/welsh-language-strategy-and-policies/welsh-language-policies-upto-2017/welshmededstrat/?skip=1&lang=en>

The Lifelong Learning Wales Record user support manual for learning providers
2018/19
<http://gov.wales/docs/dcells/publications/180502-llwr-manual-2018-19-v1.pdf>