

# **Increasing the use of the Welsh language in the post-16 sectors:**

Evaluating the effectiveness of Coleg Cymraeg  
Cenedlaethol Welsh-medium and bilingual  
training schemes for the Further Education  
and Apprenticeships sector

March 2025

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## Executive summary

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This report evaluates the effectiveness of Coleg Cymraeg Cenedlaethol's training schemes to develop the Welsh language skills and bilingual pedagogy of practitioners in the further education and apprenticeships sector. These schemes are part of Coleg's [Gwreiddio Scheme](#) and align with its vision of enabling all members of staff to develop their Welsh language skills and bilingual pedagogy, with the aim of increasing the number of students and apprentices who choose to study either partially or entirely through the medium of Welsh.

The Gwreiddio Scheme supports the objectives of the Welsh Government's [Cymraeg 2050: A million Welsh speakers](#) Welsh language strategy in the post-compulsory education sector.

In the report, we have focused on three types of provision:

- E-learning sessions
- Sgiliaith provision
- The Work Welsh in Further Education scheme

On the whole, the schemes have a positive effect on the practitioners who take advantage of them. The number of practitioners who speak Welsh and are registered according to their ability to work through the medium of Welsh has increased in the further education and work-based learning sectors since 2020. However, there is no specific data that directly links this to the training.<sup>1</sup>

The number of learning activities that include '*a small amount of Welsh-medium learning*' has increased substantially during the past five years. However, learning activities in categories such as '*a large proportion of Welsh-medium, bilingual and Welsh-only learning*' have not increased during the same period. This reflects the pattern of the training schemes that are more effective in terms of targeting staff with low level language skills and who are at the start of their journey along the language continuum. In general, the figures align with the findings of this report, namely that there is very little effect on developing practitioners' language skills beyond the initial levels. This limits opportunities for students and apprentices to use the Welsh language consistently in their learning.

We saw examples of good practice across the three types of provision. The impact of the work was at its best when:

- Leaders at all levels are clear about the strategic importance of increasing the use of the Welsh language.
- Training is targeted at staff who already have strong language skills.

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<sup>1</sup> <https://www.ewc.wales/site/index.php/en/documents-eng/about/workforce-statistics/annual-statistics-digest/current/1245-annual-education-workforce-statistics-report-2024/file>. See p.29 of this report.

- Colleges provide appropriate time for staff to complete training as part of their 24 learning hours
- Leaders recognise the Welsh language as a skill and, as a result, provide financial remuneration for practitioners who have advanced bilingual pedagogy skills
- Staff's efforts to develop their teaching practices as they move up the language pyramid or curriculum are recognised professionally.
- There are clear guidelines for staff on how to increase their use of the Welsh language.
- The provider's own observation and quality assurance procedures are robust and focus on the Welsh language and bilingual pedagogy.
- Provision and training are adapted in line with staff's needs.

There are strong and supportive relationships between Coleg Cymraeg Cenedlaethol and individual colleges and providers. However, the Coleg does not have sufficiently robust procedures in place to ensure that arrangements for forward planning, quality assurance and monitoring the effect of training are consistent across individual providers and nationally.

As a result, we have included four recommendations for Coleg Cymraeg Cenedlaethol:

- *Provide more challenge and guidance to colleges and apprenticeship providers when evaluating the effect of training on the workforce with purposeful forward planning to move teaching practices and the offer for students and apprentices up the language pyramid (from B3 to B2 and up).* In general, although many institutions feel that they work well with Coleg Cymraeg Cenedlaethol, only a majority feel that they are accountable to the Coleg in terms of outputs. Many would welcome further scrutiny of their work as they plan and measure the effect of training on the linguistic ability and bilingual pedagogy of their staff. Overall, Coleg Cymraeg Cenedlaethol does not scrutinise targets and evidence in sufficient detail and there is not an appropriate culture of challenging and questioning the decisions of colleges and providers.
- *Work with relevant partners to extend the Sgiliaith offer to Welsh speakers by creating intensive bilingual pedagogy training which leads to a recognised professional qualification.* Sgiliaith provision is effective in upskilling staff to teach increasingly bilingually. The type of provision available to Welsh-speaking practitioners, such as the current bilingual pedagogy course, needs to be extended to create an intensive course that leads to a recognised professional qualification. By doing this, there would be more confident linguistic practitioners available who would be able to offer increasingly bilingual or Welsh-medium provision.
- *Work strategically with colleges, apprenticeship providers and other relevant partners to mainstream innovative initiatives to recognise the value of the Welsh language as an additional skill that is recognised both practically and financially.* In the report, we draw attention to innovative initiatives, such as the 'Bilingual Educators' Methodology' scheme at Coleg Cambria. Coleg Cambria emphasises the strategic importance of the Welsh language strongly by offering financial incentives to practitioners, in addition to non-contact time from their teaching timetables during

the training, for increasing the use of the Welsh language in their sessions. This is a notable example of linguistic planning through workforce planning.

- *Work with the National Centre for Learning Welsh to ensure that the offer for learners, standards of teaching and learning, quality assurance procedures and professional development for tutors are consistent with the Learn Welsh sector.* The number of staff following Work Welsh courses has increased over the years and, in many lessons, they make sound progress. However, pedagogy in a few cases does not apply the successful approaches of the Learn Welsh sector which, in turn, has an effect on learners' standards. There are also inconsistencies across colleges in terms of contact hours for learners on courses, quality assurance procedures and professional learning opportunities for tutors.

We have included two recommendations for further education colleges and apprenticeship providers:

- *Work with Coleg Cymraeg Cenedlaethol to ensure consistency in the way in which practitioners are allowed to attend training and language lessons with the aim of ensuring that they have non-contact time in their teaching timetables to undertake them without adding to their workload.* The main barrier for staff who wish to attend training is the lack of time or time pressures. This is particularly true for courses on the Work Welsh programme. Line managers are not always willing to release staff. In most cases, staff also have to attend courses on top of their teaching hours or other normal duties, which affects their ability to join and complete courses.
- *Continue to refine their professional development offer for practitioners to increase their Welsh language skills and bilingual pedagogy with the strategic aim of moving staff and students/apprentices along the language continuum purposefully.* With the exception of a very few institutions, colleges and apprenticeship providers need to extend the good work they have undertaken in terms of increasing the use of 'a small amount of Welsh-medium learning' in learning activities to aim for higher levels of the language pyramid or continuum to realise the aims of policies such as Cymraeg 2050.

We have included one recommendation for the Welsh Government and Medr, namely:

*Work with the further education and apprenticeships sectors to ensure consistency in the use of language provision categories and to consider the need to make changes to the categories to facilitate this.* There is still a lack of consistency in the way in which colleges and providers record the linguistic categories of their provision. Many practitioners are also of the professional opinion that the definitions of these categories need to be revisited to facilitate the journey of practitioners, in addition to students and apprentices, up the pyramid or along the language continuum.

## Introduction

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This thematic report has been written in response to a request for advice from the Minister for Education and the Welsh Language in his remit letter to Estyn for 2024-2025. The report evaluates the effectiveness of training schemes, under the Coleg Cymraeg Cenedlaethol, to develop the Welsh language skills and bilingual pedagogy of practitioners in the further education and apprenticeships sector. The report is intended for the Welsh Government, Medr, Coleg Cymraeg Cenedlaethol and the National Centre for Learning Welsh, in addition to further education colleges and apprenticeship providers.

During October 2024, inspectors visited 10 further education colleges (seven with apprenticeship provision, in addition to further education provision) and two apprenticeship providers. We held meetings with managers and staff, held focus groups with staff who have attended training, and spoke to Work Welsh tutors and to students. We conducted three anonymous online surveys for Welsh-speaking managers and officers, Work Welsh co-ordinators and tutors and further education student ambassadors. We observed sessions of the three types of provision in person and virtually. We held meetings with managers and officers of Coleg Cymraeg Cenedlaethol, the National Centre for Learning Welsh and the Welsh Language Commissioner's office.

We considered three types of training, namely e-learning, Sgiliaith training and the Work Welsh in Further Education scheme. We evaluated the quality of teaching and training and the impact on practitioners and the number of students and apprentices who use the Welsh language on their courses. We looked at the strategic guidance and practical support that is available to colleges and providers from Coleg Cymraeg Cenedlaethol. We considered any factors that hinder or enable success and make recommendations for improvement.

The report includes spotlights and case studies of effective practice. We hope that they will be useful to colleges and apprenticeship providers as they refine and develop their methods of promoting the Welsh language in their institutions to ensure that teaching staff make progress on their language journey along the language continuum and develop their bilingual pedagogy successfully. We trust that this report will contribute to professional discussions and further developments in terms of increasing the language and pedagogical skills of practitioners who will be confident in their ability to teach, mentor and assess bilingually.

In section 1, we consider the strategic guidance and practical support for further education colleges and apprenticeship providers, including the role of action plans in the process of targeting and evaluating training.

In section 2, we evaluate the individual training schemes, namely e-learning sessions, Sgiliaith provision and the Work Welsh in Further Education scheme, including evaluating the effect of the training.

In section 3, we analyse outputs and data to discuss the effect of the training schemes on the linguistic ability of the workforce and the number of students and apprentices who use the Welsh language in their studies to offer a wider context.

In section 4, we outline the main barriers to the success of the training schemes.

In section 5, we include examples of the most effective practice that we have seen that provide possible models for the future.

## Background

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The Welsh Government's Welsh language strategy, [Cymraeg 2050: A million Welsh speakers](#) refers to a key aim for post-compulsory education, namely: *'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.'*

In 2019, Coleg Cymraeg Cenedlaethol published [Towards Cymraeg 2050: A million Welsh speakers – Further Education and Apprenticeship Welsh-medium Action Plan](#). Prior to that, the Coleg's focus was mainly on higher education. The plan identifies elements that are essential to the success of this strategy:

- The Learner's Experience
- Staffing Capacity
- Provision
- Resources
- Assessments and Qualifications
- Employer Engagement

Staffing 'Capacity' is relevant to this report and the action plan includes two aims:

- *'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'*
- *'ensure that every subject prioritised for development has sufficient bilingual staff to teach across Wales'*

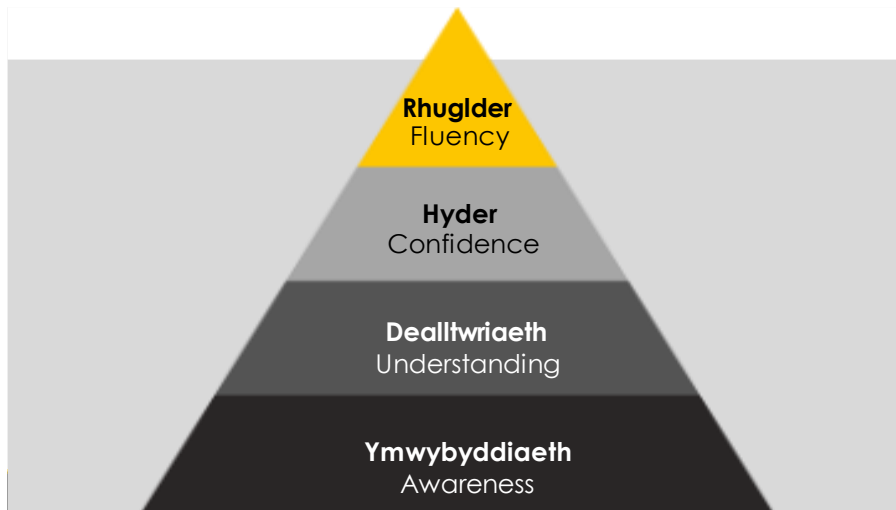
This work was developed further when the [Gwreiddio Scheme](#) for staff in the post-16 sector was launched by Coleg Cymraeg Cenedlaethol in 2021:

*'Ensuring a sufficient cohort of staff to support learning is a key element of the Coleg's Action Plan for the sector. Successful schemes that were provided previously will continue under the umbrella of the Gwreiddio Scheme.'*



The scheme's vision is to enable all members of staff to develop their Welsh language skills whatever their current language level and contribute to Welsh-medium and bilingual education and training.

The Skills Development Model (the pyramid below) is used to plan training and support practitioners to develop their language skills.



The scheme includes various elements. This report focuses on evaluating the efficiency of the following schemes:

- e-learning
- Sgiliaith provision
- Work Welsh in Further Education

## Recommendations

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### **Coleg Cymraeg Cenedlaethol should:**

- R1 Sharpen its guidance and challenge to colleges and apprenticeship providers to increase the language levels of practitioners and the offer for students and apprentices in line with the pyramid, particularly at the higher levels
- R2 Work with relevant partners to extend the Sgiliaith offer to Welsh speakers by creating intensive bilingual pedagogy training that leads to a recognised professional qualification
- R3 Work strategically with colleges, apprenticeship providers and other relevant partners to mainstream innovative initiatives to recognise the value of the Welsh language as an additional skill that is recognised both practically and financially
- R4 Work with the National Centre for Learning Welsh to ensure that Work Welsh provision for practitioners is consistent with the standards of the Learn Welsh sector

### **Colleges and apprenticeship providers should:**

- R5 Work with Coleg Cymraeg Cenedlaethol to ensure consistency in support and overcome the barriers to practitioners attending training regularly
- R6 Refine their professional development offer to increase practitioners' Welsh language skills and bilingual pedagogy at the highest levels of the pyramid

### **The Welsh Government and Medr should:**

- R7 Work with the further education and apprenticeships sectors to review and ensure consistency in reporting on language provision categories

## Strategic guidance and practical support for providers

### Guidance for further education colleges and apprenticeship providers

Officers from Coleg Cymraeg Cenedlaethol meet with further education colleges and apprenticeship providers regularly to discuss their progress against targets in their action plans. The purpose of these action plans is to implement the [Further Education and Apprenticeship Welsh-medium Action Plan](#) within the institutions, to agree on outputs and the most effective impact of the funding provided to them by Coleg Cymraeg Cenedlaethol to promote the use of the Welsh language by their staff, their students and apprentices.

These annual action plans include targets in various areas including planning, staffing and provision. For example, the Coleg Cymraeg Cenedlaethol expects colleges and providers to specify their LLWR data targets (linguistic categories in terms of how much use is made of the Welsh language during the teaching and assessment process)<sup>2</sup> by adopting the principles of the language pyramid below across their institution's courses.



Quantitative targets are set for provision. For example, colleges set a target to establish provision at specific language levels and categories in subjects that are priority subject areas, including courses such as health and care, childcare, public services, agriculture/animal science and sport.

In terms of staffing, targets can be seen that set an aim for colleges to promote opportunities and recruit staff to benefit from the [Work Welsh in Further Education](#) scheme (in the context of a further education college) or to join the [Sgiliaith National](#)

<sup>2</sup> LLWR (Lifelong Learning Wales Record) is the Welsh Government's data collection system for learners in post-16 education and training,

### Staff Development Programme.

Many colleges and apprenticeship providers, namely 21 of 26 responses to a questionnaire for Welsh language managers and officers, stated that they work strategically with Coleg Cymraeg Cenedlaethol to increase awareness and use of the Welsh language within their institutions. Most (24 of 26 responses) were of the opinion that Coleg Cymraeg Cenedlaethol provided strategic guidance. A majority (17 of 26 responses) felt that they were accountable to the Coleg in terms of the outputs of their work.

During visits, most managers praised the attitude of the Coleg Cymraeg Cenedlaethol officers and their willingness to discuss and support, emphasising the positive nature of the working relationship between them, with a majority emphasising the informal nature of the relationship. However, during visits, many stated firmly that it is they as institutions that drive their Welsh language strategies and that there is no clear strategic guidance from the Coleg Cymraeg Cenedlaethol regarding the training schemes.

### **Cymraeg i bawb**

Cardiff and Vale College (CAVC) has a vision for the Welsh language under the name 'Cymraeg i Bawb'. A wide range of opportunities are provided for staff to learn through formal lessons and to practise their Welsh in informal situations, for example music and craft sessions. This, in turn, has a positive effect on the number of staff learning the language, which has increased substantially.

During the work on this report, inspectors held meetings with relevant managers and staff, held various focus groups and scrutinised extensive documentation. On the whole, considering all the evidence gathered, Coleg Cymraeg Cenedlaethol does not scrutinise targets and evidence in sufficient detail and there is not an appropriate culture of challenging and questioning the decisions of colleges and providers. In response to a questionnaire, although many felt that the aim of Work Welsh was clear to them, namely 18 of the 25 who responded to this question, only around half of Work Welsh tutors and co-ordinators (13 out of 26) felt that they had clear instructions and guidelines on how to maintain and implement the scheme successfully.

The colleges and providers themselves are responsible for measuring the effect of training in terms of numbers and progress in learners who study either partially or entirely through the medium of Welsh. Coleg Cymraeg Cenedlaethol has no specific arrangements for achieving this.

Coleg Cymraeg Cenedlaethol does not perform a quality assurance role in terms of training courses. Individual colleges ensure the quality of these courses. As a result, colleges that have more positive attitudes towards the Welsh language and have effective self-evaluation and planning for improvement processes succeed best in developing the language skills and bilingual pedagogy of their staff. In providers where the vision and approaches are not as clear, training is not planned strategically enough. In very few

providers, no purposeful processes have been established to monitor the effectiveness of training courses on workforce practices. On the whole, arrangements for forward planning, quality assurance and monitoring the effect of training are inconsistent across providers and nationally.

### **Linguistic planning and workforce development**

All members of staff, including lecturers at Grŵp Llandrillo Menai (GLIM), complete a short course on language awareness at the beginning of their career there. 73 lecturers have completed it during 2024-2025. When considering the additional time to prepare lessons and bilingual resources, GLIM provides a work weighting of 1.15 hours for each hour of teaching for lecturers who teach bilingually.

Coleg Cymraeg Cenedlaethol provides beneficial opportunities to share good practice, for example at post-16 strategic board meetings and in conferences. However, in general, there is no established and sufficiently consistent practice of sharing good practices during and following the visit process. A majority of colleges and providers stated that they would welcome more opportunities to share them. Sharing good practice happens best in groups of colleges that have established a relationship with each other independently.

## **The training schemes**

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### **E-learning sessions**

These sessions began as the educational and technical needs of teaching staff changed as a result of the pandemic. It became clear when discussing with staff in the further education and apprenticeship sectors, and in Coleg Cymraeg Cenedlaethol subject panels, that many practitioners were not aware of the digital resources that are available to them. As a result, the focus was originally on raising awareness of how to use the [Coleg Cymraeg Cenedlaethol Resource Portal](#), which is an online library for Welsh and bilingual digital teaching resources, and [Hwb](#). This led to producing a language tool for practitioners which includes the elements described above.

The sessions showed practitioners all the useful resources that are available to them, including a variety of apps such as proofreading and translation tools. They learnt how to insert accents in Welsh words. They also learnt beneficially about useful techniques, such as how to use subtitles and present bilingually by splitting the screen.

Provision continues to evolve by consulting and discussing beneficially with practitioners. The results of post-course questionnaires are used effectively to inform the nature of future provision. As a result, a variety of sessions are provided such as train the trainer, in addition to sessions on artificial intelligence to support increasing the use of

the Welsh language. The voice and aspirations of practitioners have been key throughout this evolution; for example, the feedback of the health and care subject panel under the care of an officer of Coleg Cymraeg Cenedlaethol was influential in creating the language tool and it was adapted as a result of their comments. Online and face-to-face sessions are held by the e-learning specialist. Provision is flexible in terms of times, offering early sessions at eight o'clock in the morning and evening sessions, where necessary. Open, online 'drop-in' sessions are provided during lunchtimes, which are popular with staff. All of this means that more staff are able to take advantage of provision and the specialist's knowledge.

This e-learning project is funded by Welsh Government, following a grant application made by Coleg Cymraeg Cenedlaethol. The grant for 2024-2025 is worth £50,000. The application sets out the objectives of the work with quantitative targets for the following year appropriately. For example, during 2024-2025, in addition to providing a variety of sessions for staff in the relevant sectors, research is being conducted into artificial intelligence to evaluate what is available and how useful and reliable it is for creating bilingual resources. A conference will also be held on using digital technology and bilingualism for staff in the sectors. A report is submitted to the Welsh Government which measures progress against the targets and output of the work at the end of the financial year. For example, in March 2024, a digital resource project was reported on in the priority area of public services. As part of this work, relevant resources were identified and translated to accompany units in the BTEC level 3 qualification specification, and they have been included on the Hwb playlist.

### **The effect of e-learning provision**

During visits, the responses of almost everyone across the further education and apprenticeships sectors who have attended one of these sessions were extremely positive. Colleges and providers reported that there is an increasing demand for further sessions from staff and many who have attended them stated that they have been inspired to increase their use of the Welsh language in their work with students and apprentices. During the sessions, attendees listened attentively and engaged fully with the content.

Online sessions had a lively pace but there was very little time for practitioners to put what they saw during the sessions into practice. The specialist suggested enthusiastically that attendees should get in touch if they would like further support. However, those who did not have the opportunity or confidence to practise during the online sessions did not always benefit from them fully. The face-to-face sessions provided more valuable opportunities to experiment under the specialist's supervision.

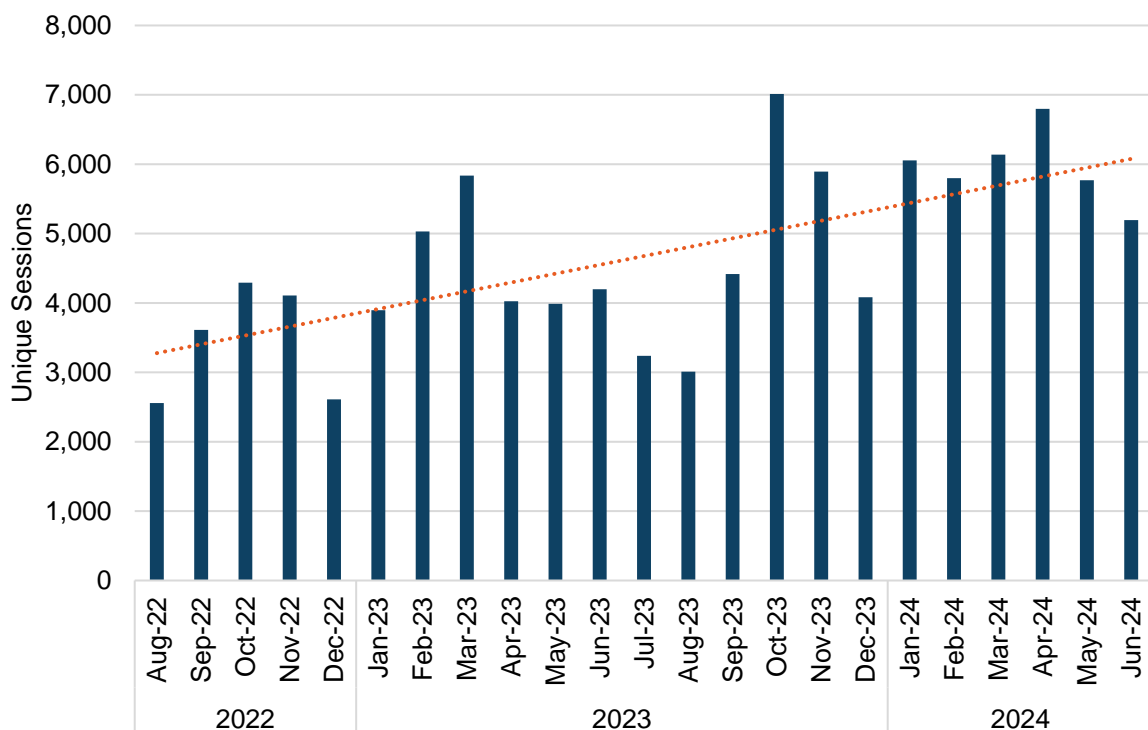
The further education and apprenticeship officers at Coleg Cymraeg Cenedlaethol work effectively with the sectors to measure and discuss needs and to encourage institutions to engage with the training. All colleges and apprenticeship providers have now received relevant training and over 550 staff have attended sessions.

## Motoring on

The e-learning specialist is active across many different subject areas. This is beneficial, not only in terms of sharing resources among practitioners but also in terms of identifying gaps in the existing resources available in Welsh. For example, when visiting a motor department in a college, the lack of suitable Welsh language resources in the subject came to light, which led to steps to change this.

The figures for the number of people using the [Coleg Cymraeg Cenedlaethol Resource Portal](#) show an increase over the past two years. For example, there were 2,557 unique sessions in August 2022, compared to 5,195 unique sessions in June 2024.

Unique Gateway Sessions from August 2022 to June 2024



Despite the very positive feedback from individuals and colleges and providers, there were no procedures to measure the direct impact of provision on the teaching practices of practitioners who have attended sessions.

## The Sgiliaith National Staff Development Programme

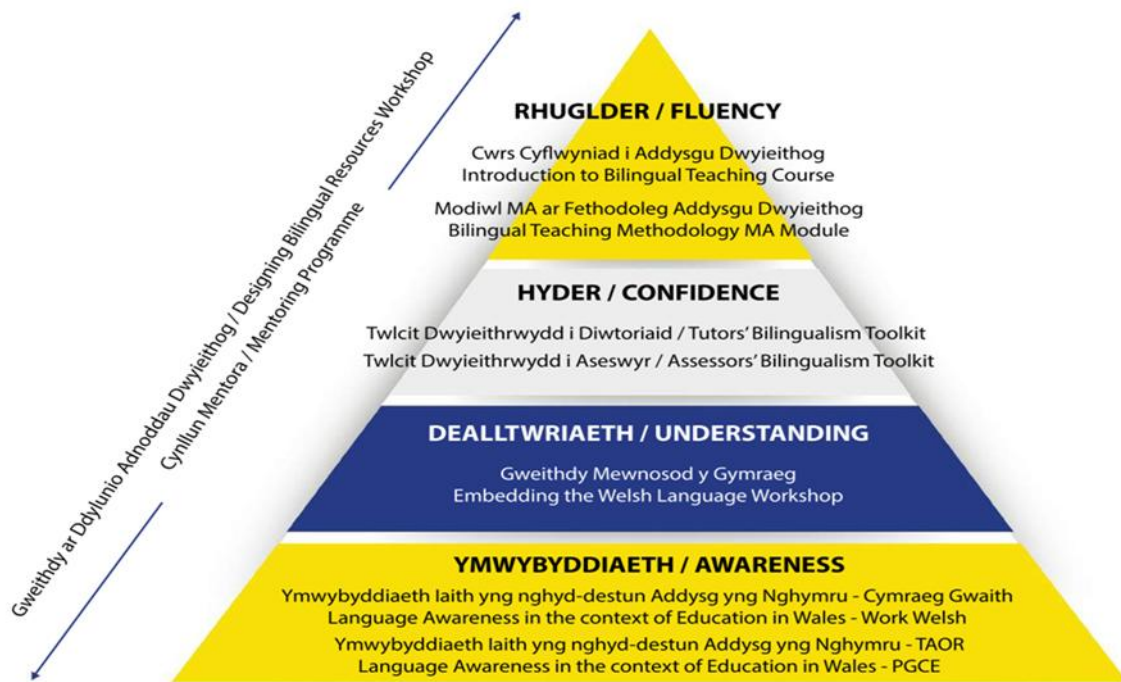
The aim of the [Sgiliaith National Staff Development Programme](#) is to ‘provide training and practical advice on resources and good practices for staff to improve learners’ skills and experiences in relation to bilingualism’.

The Sgiliaith provision located at Grŵp Llandrillo Menai has existed since 2001. Its work was funded by the Welsh Government until July 2020 and since then by Coleg Cymraeg Cenedlaethol. The three-year contract allocated annual amounts of £74,945 for the

mentoring scheme and £70,000 for the training programme. The contract between Coleg Cymraeg Cenedlaethol and Sgiliaith identifies quantitative targets for the different types of provision.

During the fieldwork it was seen that the mentoring programme provided beneficial individual sessions for practitioners at all linguistic levels, with the aim of training them practically to increase the use of the Welsh language in their work with students and apprentices.

The staff training programme provided extremely useful advice for practitioners in terms of self-evaluating their current learning practices. They were also supported to include more Welsh which, in turn, moves their provision up the language pyramid.



A range of different courses are provided, usually online, including:

- A bilingual teaching methodology MA module (5 contact days and independent study)
- An Introduction to Bilingual Pedagogy course (two-day course – 10 hours)
- A workshop on designing bilingual resources (3 hours)
- A Tutors' Bilingualism Toolkit (3 hours)
- An Assessors' Bilingualism Toolkit (3 hours)
- An Embedding the Welsh Language workshop (1.5 hours)
- Language Awareness (in the context of PGCE or Work Welsh - 2 hours but can be tailored in line with the organisation's requirements)

During the above sessions, presenters set the linguistic and legal context of the Welsh language usefully, for example by drawing attention to the role of the [Welsh Language Commissioner](#) and policies such as [Cymraeg 2050: A million Welsh speakers](#) and its implications for post-compulsory education.



During the sessions that were observed, presenters encouraged professional discussions successfully and attendees responded positively to this by sharing their professional experiences in an open and collaborative way. They reflected valuably on their current practices and thought about how they could adapt them to increase their use of the Welsh language. For example, in a toolkit for assessors session, attendees reported how, since they had included more Welsh in their work, students and apprentices are more likely to interact with them positively and want to use the language with them.

Presenters prepared each session carefully and, although there were some common elements across many of the courses, they succeeded in ensuring the relevance of the content to the audience, who often have different levels of proficiency in the Welsh language. As a result, they exemplified skilfully how to normalise bilingual methods of addressing mixed groups in terms of language. However, at times, fluent speakers were not given opportunities to discuss and extend their pedagogy in full due to the basic nature of the conversation and the levels of linguistic understanding of individuals within the group.

Presenters adapted sessions effectively in line with the requirements of the groups they had as themes arose during the sessions. In the best cases, they questioned the attendees skilfully to discover their needs. They responded to their needs by offering valuable and relevant advice and suggestions on how practitioners could adapt provision to meet the linguistic needs of students and apprentices. They presented information effectively about different elements of technology and demonstrated how it could be used to increase the use of the language.

The Sgiliaith mentoring scheme provides very beneficial one-to-one sessions in terms of providing practitioners with individual advice to plan their own language journey and that of their students and apprentices. Mentors fostered a strong and suitable working relationship with the individual practitioners successfully, by holding constructive professional dialogue and recommending methods that could work with their learners. They also offered practical and varied advice, such as how to increase the use of key terminology with practitioners at the lower levels of the pyramid and how to create bilingual resources.

### **Sgiliaith in practice**

Sgiliaith publishes a termly newsletter for staff at Coleg Llandrillo Menai, which incorporates effective practices successfully. This engages the interest of lecturers and is a means to expand Welsh language provision within the Group further. This is compiled into a PDF annually and placed on the Coleg Cymraeg Cenedlaethol Resource Portal.

### **The effect of the Sgiliaith provision**

Since the beginning of the current contract in 2021-2021 until the end of 2023-2024, 304 training courses have been held with 3,437 practitioners in attendance. During the same period, 234 individuals have been mentored from 26 different institutions.

In response to a questionnaire, most Welsh managers and officers in colleges and providers, that is 25 out of 28 responses, said that they offer Sgiliaith to their staff. Most practitioners who have taken advantage of the provision praised it and felt that it had a positive effect on their linguistic practices. The bilingual pedagogy course for tutors provides Welsh-speaking practitioners with a valuable opportunity to develop their ability to teach bilingually. This course is held face-to-face over two days, unless a college or apprenticeship provider requests a virtual course. Delivering in person allows the attendees to undertake a micro-teaching session on the second day to put what they have learned into practice. Many attendees appreciated the opportunity to do this greatly and believe that the course reinforces and extends their bilingual pedagogy.

Many colleges and providers felt that the Sgiliaith provision supported their staff beneficially. However, a few felt that the offer has not changed purposefully enough over the years, referring to staff who complete all the courses but still feel that they need to develop their bilingual pedagogy further. They also stated that the courses are targeted at a wide audience and that this affects the content. They suggested that it would be more beneficial to provide courses based on specific subjects to develop the expertise and pedagogy of practitioners in their own areas.

Students on the MA module on bilingual teaching methodology praised the course and the fact that it has broadened their educational horizons and has a very positive effect on their professional practice. They also noted that, although the credits gained from undertaking the course contribute to a full MA degree, a course leading to a qualification would be very attractive as part of their professional learning. This is a consistent message across providers with an ambitious vision for the Welsh language, namely that a Welsh-medium course is needed, at a lower level than master's degree credits and in addition to the bilingual pedagogy course, which would develop staff pedagogy and lead to a recognised professional qualification.

### **Language immersion**

A three-day residential course was held at the Glan-llyn centre as part of the Professional Learning Fund project to promote bilingualism by immersing attendees in a fully bilingual learning environment. Institutions nominated practitioners teaching at level E1 (English only) to attend. Following the residential course, the Sgiliaith team ran three courses to support practitioners to incorporate the Welsh language in their classes after returning to their colleges. Each of them praised the residential course's immersion methods and the fact that they then had support to build on their new-found confidence and enthusiasm.

### **Work Welsh in Further Education**

The aim of the Work Welsh in Further Education scheme is to develop the language skills of college staff so that they can make increasing use of the Welsh language in their teaching work. These staff are referred to as 'learners' for the purposes of this section of the report. Apprenticeship providers are not part of this scheme.

The [National Centre for Learning Welsh](#) contracts the Work Welsh for Higher Education and Further Education programme to Coleg Cymraeg Cenedlaethol. The aim of this report is to evaluate the effectiveness of the further education scheme only. During 2024-2025, the value of the contract for further education is £340,378.

The contract sets out various expectations, including targets and expectations such as the number of learners (380 learners across 11 institutions), contact hours, progression monitoring, textbooks and the use of the Learn Welsh sector's digital platform and progression monitoring. Coleg Cymraeg Cenedlaethol is also expected to ensure that arrangements for quality assuring teaching and observation arrangements are in line with the National Centre's quality and observation guidelines and procedures.

This contractual arrangement differs from other Work Welsh schemes that use Learn Welsh providers, who are already subject to the National Centre's financial and quality assurance procedures, to teach on the courses.

Coleg Cymraeg Cenedlaethol uses most of the funding to fund tutors in each of the further education colleges. They are funded based on the size of the individual colleges through different bands, which decide on the number of targets in terms of recruiting staff to attend the courses. Colleges are able to move between the bands, and officers from Coleg Cymraeg Cenedlaethol work appropriately with them to facilitate this, when necessary. The funding is not always sufficient for all colleges to cover the costs of a full-time tutor. Most tutors across the colleges work on the scheme on a fractional basis, sometimes with other educational duties within their institutions.

In other cases, such as in the case of Grŵp Llandrillo Menai, the college invests more money to employ more than one tutor to meet the demand for courses.

### **Work Welsh Provision**

Welsh for Adults or Learn Welsh courses are used by offering courses at different [learning levels](#).

The scheme is targeted mainly at teaching staff within priority areas, although this is inconsistent across colleges. The contractual targets given to individual colleges are based solely on numbers. As a result, there is not enough focus on moving learners along the language continuum to post-intermediate levels and they tend to focus on retaining learners at the expense of ensuring that they move forwards and make the best possible progress. According to Coleg Cymraeg Cenedlaethol's figures, at the beginning of 2024-25, six out of 94 classes were at advanced level, which is the level at which learners can be considered to be fairly fluent, with numbers varying from one to four per class.

Numbers on face-to-face courses have increased over a three-year period from 239 learners during 2020-2021 to 394 learners during 2023-2024. On average, many complete their courses successfully. Progression figures per college are used by the Work Welsh officer when discussing with individual colleges. However, Coleg Cymraeg Cenedlaethol acknowledges that consistency needs to be ensured in the methods of monitoring and recording rates of progression. In addition, there is no reliable system in place to measure what effect the scheme is having in the workplace.

Colleges also offer an alternative option of self-study to learners. Over 200 staff enrolled on these courses during 2023-2024 but only 14% completed five units of the course, which is the threshold to remain an active learner by the end of the year.

In line with the course requirements, learners are supposed to follow courses equivalent to 120 hours. A very small percentage of the courses achieve these hours across colleges. The rules of the Learn Welsh sector are clear regarding guided contact hours, namely that they should be at least 80% of the total hours. This is not implemented consistently across colleges and the definition of learner support hours (which should be up to only 20% of the total hours) varies from college to college. Many hold intensive and one-day sessions to increase the support hours. However, although these hours are not recorded on the National Centre’s central data system, the table below shows that very few learners are likely to reach the threshold of 120 hours, which is learning programme code 8003.

### Number of learners on each learning programme: by intensity

Academic Year	8003	8004	8005	8007	Total
2021	3	14	163	59	239
2022	10	4	163	149	326
2023	18	40	237	99	394

Learning Programme Code	Total Learning Hours
8001	260-300 hours
8002	170-259 hours
<b>8003</b>	<b>110-169 hours</b>
8004	80-109 hours
8005	50-79 hours
8007	<50 hours

Source: National Centre for Learning Welsh

On the whole, data has not been used strategically enough to forward-plan provision and ensure progress in learners’ language skills, either locally or nationally.

### Teaching and learning

The Work Welsh scheme provides beneficial opportunities for staff to learn the language with enthusiastic tutors who want to help them improve and increase their language skills. In many lessons, teaching was effective and learners made sound progress. In these lessons, tutors used the target language purposefully and made good use of modelling, repetition and examples. They structured and timed lessons efficiently and questioned learners skilfully to extend their answers and confidence when communicating orally. As a result, many learners recalled previous learning successfully and developed their skills with increasing confidence.

However, in a few lessons, the pedagogy did not apply the successful teaching methods of the Learn Welsh sector appropriately. This, in turn, had a negative effect on learners' standards.

This can be linked to some degree to the inconsistency in the training that is provided to tutors. Coleg Cymraeg Cenedlaethol holds an annual 'away day' for Learn Welsh in Further Education tutors and, according to tutors, they benefit from the opportunity to discuss and share good practices. Work Welsh tutors from different colleges also take advantage of opportunities to share good practice when they meet in geographical clusters. However, only a minority of tutors receive training through the Learn Welsh sector and a minority do not have access to [Academi Cymraeg Gwaith \(Work Welsh Academy\)](#), the national training portal for the sector.

There is also inconsistency in terms of observation systems for teaching and learning across colleges. There were examples of Work Welsh tutors being observed by staff who are not language tutors and, as a result, they do not receive any specialist input on how to refine and improve their language teaching methodology.

On the whole, colleges that have a Learn Welsh provider within the same institution, or who already have a relationship with one of the Learn Welsh providers either at college or individual tutor level, succeed in ensuring the quality of provision and appropriate training opportunities for tutors.

Coleg Cymraeg Cenedlaethol's Work Welsh officers work diligently to maintain and extend the programme. The fruit of their labour is clear in terms of an increase in numbers and the fact that colleges have now established provision fully in their institutions. The fact that colleges employ their own tutors is evidence of that. However, although the colleges' ownership of the Work Welsh scheme is advantageous to some extent, in some cases this means that the curriculum provided is not suitable to meet learners' needs and a few tutors do not have the appropriate skills to teach Work Welsh. Tutors also are not generally given appropriate and equal professional learning opportunities to other tutors in the Learn Welsh sector.

## Measuring impact

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### The effect of the training schemes

Hundreds of staff from the further education and apprenticeships sectors have participated in the training schemes. Over 550 have attended e-learning sessions, more than 3,500 have taken advantage of Sgiliaith programmes over the past three years and nearly 400 now enrol on Work Welsh courses every year<sup>3</sup>. Although an unknown number of staff will attend more than one type of provision and follow several different courses during that period, it is fair to say that a substantial number of individuals have accessed the training.

The aim of the Gwreiddio Scheme is to increase the language skills of staff and develop their bilingual pedagogy so that it will be possible to increase their use of the Welsh language with students and apprentices. The [Annual Education Workforce Statistics Report](#) shows the numbers and proportions of individuals registered as working in the further education and work-based learning sectors, and their ability to speak and work through the medium of Welsh. This is based on registrants' self-declared fluency in Welsh, training they have received to work through the medium of Welsh, current or past work in Welsh, or confidence in working through the medium of Welsh.

### Further education teachers

According to Education Workforce Statistics report, there were 6,756 registered teachers in Further Education in 2020. In 2024, there were 6,702 registered FE teachers.

The number and proportion of further education teachers registered according to their ability to speak Welsh has increased from 1,095 individuals (16.2%) in 2020 to 1,204 individuals (18%) in 2024.

In 2020, 764 (11.3%) were registered according to the ability to work through the medium of Welsh in 2020 and this had increased to 860 individuals (12.8%) by 2024.

### Further education learning support workers

In 2020, there was a total of 5,407 support workers, which had increased to 6,212 in 2024.

The number and proportion of further education learning support workers registered according to their ability to speak Welsh has increased from 814 individuals (15.1%) in 2020 to 975 individuals (15.7%) by 2024.

In 2020, 563 (10.4%) were registered according to the ability to work through the medium of Welsh and this had increased to 690 individuals (11.1%) by 2024.

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<sup>3</sup> Sources of the figures: e-learning from Coleg Cymraeg Cenedlaethol; Sgiliaith from Sgiliaith and Coleg Cymraeg Cenedlaethol; Work Welsh from the National Centre for Learning Welsh

## Work-based learning practitioners

In 2020, there were 3,540 work-based learning practitioners. In 2024, the number of work-based learning practitioners was 3,533.

The number and proportion of work-based learning practitioners registered according to their ability to speak Welsh has increased from 456 (12.9%) to 558 (15.8%) by 2024.

The number of work-based learning practitioners registered according to the ability to work through the medium of Welsh has increased from 314 (8.9%) in 2020 to 425 (12%) by 2024.

## The workforce overall

Overall, since 2020 we can observe gradual growth in the proportion of the further education and work-based learning workforce who have self-declared ability to use and teach in Welsh. However, there is no data linking training directly to the growth in the number of Welsh speakers in the workforce and the number who work through the medium of Welsh.

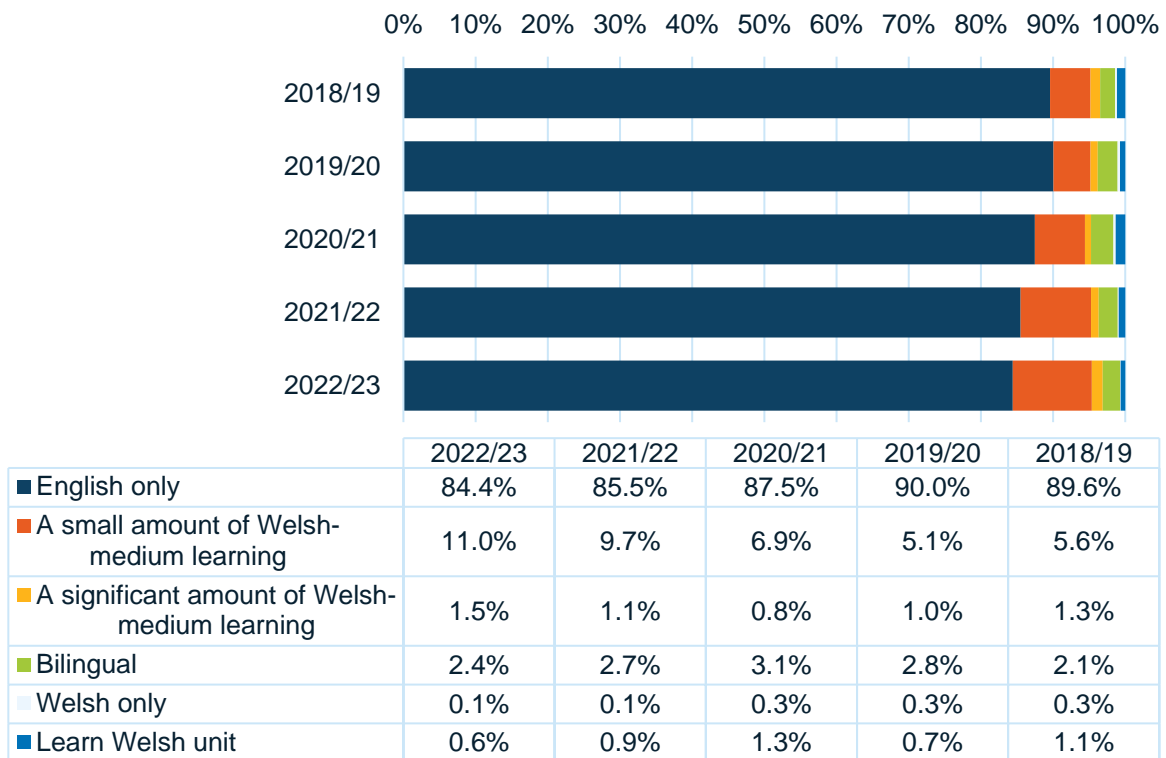
Measuring the effect of the training scheme on the number of students and apprentices who choose to use the Welsh language on their courses is also difficult to verify.

The figures below show substantial growth in terms of category B3 activities, which have a small amount of Welsh-medium learning, but not in other categories.

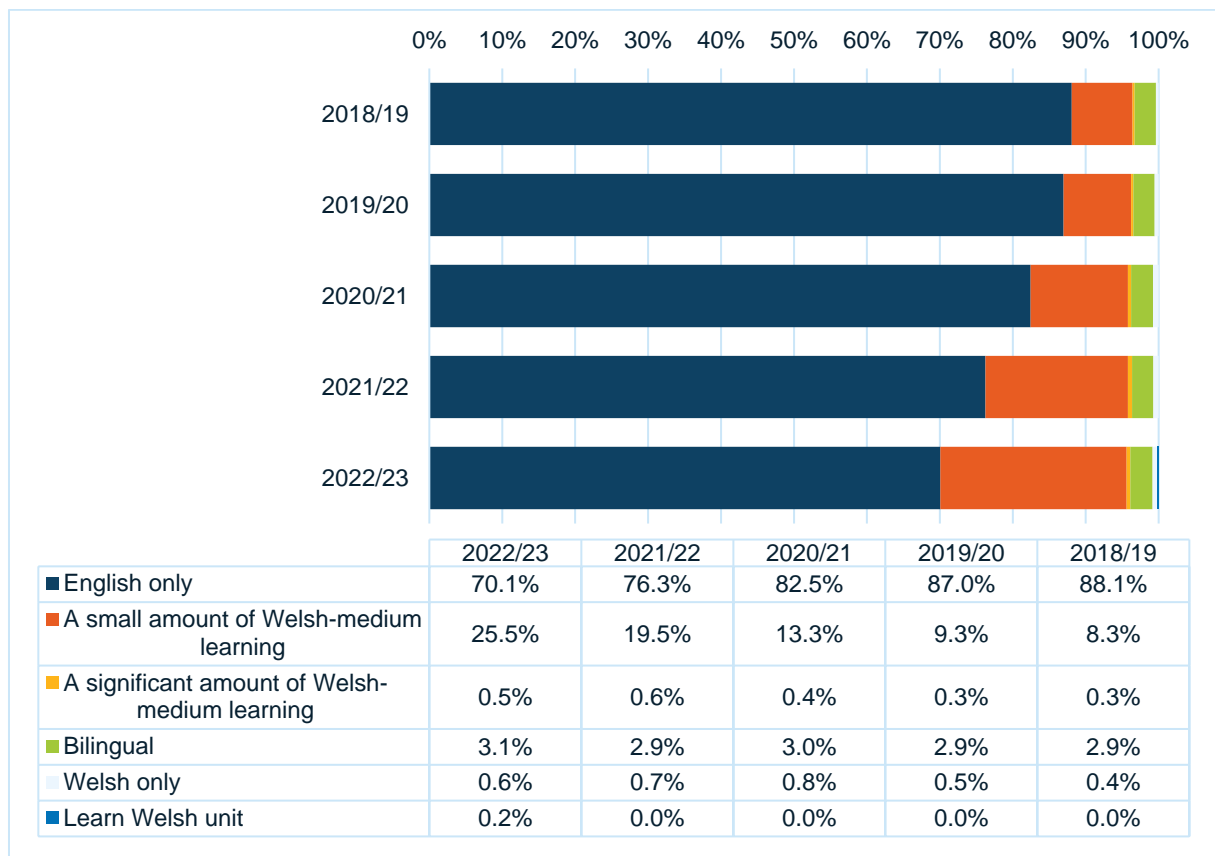
B3 is defined according to the criteria below by the [Lifelong Learning Wales Record \(LLWR\)](#): (Welsh Government, 2018)

- *B3 should be used if none of the assessments are in Welsh but a small amount of the conversation/delivery is in Welsh.*
- *Welsh language interaction between assessor/lecturer/teacher/support officer and learner required.*
- *Portfolio evidence would 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 the learning as B3.*

### Learning activities by medium of provision in further education



### Learning activities by medium of provision in work-based learning





It should be noted that there is still doubt about the reliability of the LLWR figures due to the way in which colleges and providers categorise their own provision, at times. This has not changed much since our report on [Welsh-medium and bilingual teaching and learning in further education](#) in 2017.

A few colleges claimed that individual lecturers under-report how much Welsh is used, and record B2 provision (a substantial amount of Welsh-medium learning) as B3 (a small amount of Welsh-medium learning). A number of practitioners in the sector believe that this highlights the need to create a recording area between B2 and B3. Another factor is the fact that institutions have to base their information about the language level of students and apprentices on their self-declarations when they begin studying and, according to the institutions, many are reluctant to convey proficiency in the Welsh language accurately to avoid having to undertake assessments through the medium of Welsh.

Although it is not possible to create a definitive link between the ‘*a small amount of Welsh-medium learning*’ category and the training schemes, the picture aligns with the findings of this report, namely that the schemes are generally more effective in targeting staff who are at the lower levels of the language pyramid. This, in turn, will have an effect on students and apprentices at the lower levels of the pyramid. To date, the training does not have a clear effect on the upper levels of the pyramid, as is evident from the following statement in a section on inspection findings in the [Work-based learning](#) section of our Annual Report 2023-2024: ‘*However, the number of learners who chose to do written work or assessments in Welsh remained low.*’

On the whole, the schemes have a positive effect on practitioners who take advantage of them, and they report eloquently about how increasing their use of the Welsh language has a positive effect on their students and apprentices. For example, there are notable examples of practitioners who have attended Work Welsh courses and have acquired the Welsh language and used it successfully with their students. Encouragingly, in response to a questionnaire, all the further education ambassadors said that they were aware of the training schemes and many knew which staff were learning and informed other students so that they could begin to engage with them in Welsh.

### **The value of Welsh in the workplace**

Lecturers at Coleg Gwent who follow Work Welsh courses are passionate about learning the language and convey clearly how learning Welsh affects and influences their learners.

One lecturer who works in independent living skills reports how he engages successfully with learners by using Welsh and Makaton together.

Another who lectures in public services changes students’ attitudes to the Welsh language by emphasising the benefits of speaking the language when applying for jobs in the public sector in Wales.

A performing arts lecturer takes her students to see Welsh shows as a means of raising awareness that an indigenous creative culture is available to them in Wales and that there is no need to move to London to work in this area.

## Factors that hinder the success of the training

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### Practical obstacles: time will tell

One obstacle that arose very frequently was the lack of time among staff to follow programmes, particularly courses held regularly such as Work Welsh.

All members of staff in the further education and apprenticeship sectors are entitled to 30 hours annually of continuous professional development and on a pro-rata basis for non-full-time staff. However, many more hours are needed to complete a 120-hour Work Welsh course. A common complaint among many staff on training courses, which was expressed during the fieldwork, is that they need to undertake them in addition to their normal duties and there is no reduction in their teaching hours or normal duties to enable them to undertake such intensive training successfully.

The situation across all institutions varied but, in general, managers and co-ordinators in most institutions stated that releasing staff to attend causes can cause difficulties. Line managers are not always willing to release their staff. This has led to examples of creative planning to overcome such obstacles, such as by creating a memorandum between managers and tutors to prevent this from happening.

### Embedding the Welsh language

The Work Welsh team at Coleg Gwent uses a memorandum of understanding between the prospective learner/staff member and their manager. The staff member must state which course they will be following and include their objectives in terms of how they will incorporate their new Welsh language skills in their lessons with students or apprentices. The manager must agree to support the staff member in their attempt to learn and improve their Welsh language skills. They must also confirm that there will be a discussion about the staff member's progress and objectives during performance management reviews, indicating how the employee and the workplace are benefiting from the training.

The [Welsh Language \(Wales\) Measure 2011](#), which was passed by the National Assembly for Wales on 7<sup>th</sup> December 2010 and received royal assent from Her Majesty on 9<sup>th</sup> February 2011, states that the Welsh language has official status in Wales and created the post of the [Welsh Language Commissioner](#).

The legislation also made provision for the Welsh Language Standards, including duties to comply with the Standards and rights arising from the ability to enforce those Standards. Further education colleges are covered by this legislation.

Standard 138 in the draft code of practice regulations number 6 (the regulations that apply to further education colleges) states that bodies have a duty to provide

opportunities during working hours for their employees to receive basic Welsh language lessons, namely lessons for learning basic Welsh skills, such as listening, understanding, reading, speaking and writing skills. According to the standards, '*basic Welsh lessons*' can include training at pre-entry level, namely training provided before an employee undertakes training at an entry level course.

Standard 139 states that bodies must provide opportunities for employees who have completed basic Welsh language training to receive further training, free of charge, to develop their language skills further. This may include training at all levels of the Learn Welsh courses or any other level that develops the employee's Welsh language skills further beyond the level reached following basic Welsh lessons.

The standard also explains that the body may ensure that the training is held during the employee's normal working hours, but it does not have to do so to comply with the standard. However, the body is expected to ensure that the hours the body offers to the employee would not put the employee at any disadvantage.

It should be noted that although the content above derives from a draft code of practice, the wording is consistent with codes of practice for other sectors that have already been approved by the Welsh Parliament.

Managers and staff referred frequently to the fact that there are still challenges in terms of ensuring non-contact time for staff to follow language courses that will lead to sufficient progress, without putting those members of staff at a disadvantage through a heavier workload than their colleagues. This suggests strongly that colleges need to consider how they could ensure that staff are given an opportunity to learn without adding to their workload.

## Examples of good practice

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### The way forward

During the fieldwork, examples of good practice were seen, which provide a way forward in terms of ensuring the success of training and realising the aims of the Gwreiddio Scheme to enable all members of staff to develop their Welsh language skills, whatever their current language level, and contribute to Welsh-medium and bilingual education and training.

The studies below are clear examples of how purposeful planning provides clear routes for practitioners to move up the language pyramid in terms of their own language skills and pedagogy. The first example is powerful in the way in which it provides financial incentives alongside ongoing professional development for effective strategic forward planning.

The Coleg Cambria case study demonstrates what is possible with a strong vision and support from the institution's senior leaders. The Welsh language is an integral part of the college's vision, and its procedures avoid many of the areas for improvement seen in the remainder of this report:

- Leaders at all levels are clear about the strategic importance to the college of increasing the use of the Welsh language.
- The 'Bilingual Educators' Methodology' scheme targets staff who already have strong language skills.
- It provides appropriate time for staff to complete the course as part of their 24 teaching hours.
- It recognises the Welsh language as a skill and, as a result, provides financial remuneration for practitioners who have advanced bilingual pedagogy skills.
- The college's internal observation and quality assurance procedures are robust. Curriculum directors receive training to conduct learning and teaching walks, with the Welsh language as a key part of the criteria. Through this, the Welsh language has a prominent place alongside areas such as inclusion and diversity in meetings of the college's senior managers. As a result, provision and training can be adapted quickly in line with staff requirements, even at a micro level. For example, it was possible to identify the need to offer further training to sports staff to improve their use of imperative verbs.

The guidelines of Coleg Sir Gâr and Coleg Ceredigion show the value of clear guidelines in terms of creating a bilingual teaching and learning environment, which leads to creating an ambitious practitioner with a definite strategic aim in terms of where they would like to reach in increasing the use of the Welsh language.

The 'Ein Taith Iaith' (Our Language Journey) scheme at Bridgend College demonstrates the value of developing the ambition of practitioners by creating a system of internal awards, which develops pedagogy beneficially and, at the same time, provides

professional recognition of staff's achievements through a purposeful programme of training and mentoring.

### **Case study 1: Coleg Cambria – the Welsh language paving its way**

#### **Information about the provider**

Coleg Cambria provides further education and apprenticeships in northeast Wales.

#### **Context and background to the practice**

The college made a strategic decision to develop its own workforce internally through the 'Bilingual Educators' Methodology' scheme.

#### **Description of activity / strategy**

All practitioners who teach bilingually were offered a place on the scheme to develop their pedagogy as part of the college's strategic vision and 14 staff were accepted onto the scheme. It is a 2-hour per week course but to acknowledge the value of the work, it was stated clearly that participating staff should teach 22 hours per week instead of the usual 24 hours. Staff timetables were adapted so that they could attend the face-to-face and hybrid sessions at the college's different sites. They are expected to attend and complete the course, by developing their understanding of effective methodology for teaching and learning language, presenting activities through the medium of Welsh and increasingly bilingually, in addition to preparing bilingual resources.

The college emphasises the strategic importance of this work by offering financial incentives for increasing the use of the Welsh language in their sessions, which is £250 per term for the first year and then an additional £750 as they are assessed.

#### **Impact on provision and standards**

Although this scheme is new to the college, it is already clear that practitioners are increasingly confident in their pedagogy. The college considers this scheme to be a cornerstone in its efforts to increase the number of staff, students and apprentices who use the Welsh language in their teaching and learning.

### **Case study 2: A guide to creating a bilingual classroom**

#### **Information about the provider**

Please Coleg Sir Gâr and Coleg Ceredigion provide post-16 education on seven campuses across Carmarthenshire and Ceredigion.

### **Context and background to the practice**

The college has an internal staff development programme. All staff complete an awareness course on the Welsh language during the induction period. All staff must join a range of professional learning ‘pathways’, including a pathway described as the ‘Bilingual pathway’.

### **Description of activity / strategy**

The college has created a ‘Guide to creating your bilingual classroom’. It is based on the principles of the language pyramid and contains instructions and useful examples of how practitioners can increase their use of the Welsh language in three categories, namely basic, better and best.

The college also provides opportunities for staff who show a commitment to learning the language to attend residential Welsh courses in Nant Gwrtheyrn.

### **Impact on provision and standards**

These initiatives have created an internal community of staff, wherever they are on the language pyramid or continuum, who are keen to develop their bilingual pedagogy.

## **Case study 3: Rewarding the Welsh language**

### **Information about the provider**

Bridgend College provides further education in the Bridgend area in south Wales.

### **Context and background to the practice**

The college operates strategically to move the teaching practices of staff up the language pyramid through a scheme called ‘Ein Taith Iaith’ (‘Our Language Journey’).

### **Description of activity / strategy**

The college has created a clear guide for staff that sets out the college’s expectations in terms of developing their teaching practices as they move up the language pyramid. To ensure that the staff’s efforts are recognised, bilingual teaching awards are available at three levels, namely bronze, silver and gold. Each award corresponds to increased use of Welsh content in their sessions. For example, the bronze award corresponds to B3 provision, the silver award to B3+ and the gold award to B2 provision. Staff are expected to attend one-to-one meetings with a lead practitioner on the language pathway, with the number of these sessions decreasing as they develop their confidence to work independently and co-operate with other practitioners.

### **Impact on provision and standards**

The scheme has had a definite impact of teaching practices, with more than 30 staff completing it last year and achieving bronze/silver awards, which are B3 or even a gold award (B2). This year, around 50 staff are part of the scheme.



## Appendix 1: Increase the language ability of the workforce

### Annual Education Workforce Statistics for 2024: Education Workforce Council

#### [Annual Education Workforce Statistics](#)

#### Number of registered further education teachers by ability to speak Welsh

	2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	1,095	16.2	1,083	16.4	1,120	16.7	1,160	17.1	1,204	18.0
No	4,290	63.5	4,253	64.4	4,539	67.7	4,658	68.7	4,750	70.9
Unknown	1,371	20.3	1,269	19.2	1,043	15.6	967	14.3	748	11.2
Total	6,756	100.0	6,605	100.0	6,702	100.0	6,785	100.0	6,702	100.00

#### Number of registered further education teachers by ability to work through the medium of Welsh

	2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	764	11.3	771	11.7	789	11.8	814	12	860	12.8
No	4,618	68.4	4,564	69.1	4,868	72.6	5,001	73.7	5,090	75.9
Unknown	1,374	20.3	1,270	19.2	1,045	15.6	970	14.3	752	11.2
Total	6,756	100	6,605	100	6,702	100	6,785	100	6,702	100

#### Number of registered further education learning support workers by ability to speak Welsh

	2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	814	15.1	799	15.2	824	14.8	940	15.2	975	15.7
No	3,642	67.4	3,597	68.6	4,101	73.8	4,704	76.1	4,838	77.9
Unknown	951	17.6	847	16.2	631	11.4	538	8.7	399	6.4
Total	5,407	100	5,243	100	5,556	100	6,182	100	6,212	100

#### Number of registered further education learning support workers by ability to work through the medium of Welsh

	2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	563	10.4	563	10.7	568	10.2	628	10.2	690	11.1
No	3,897	72.1	3,836	73.2	4,361	78.5	5,019	81.2	5,125	82.5
Unknown	947	17.5	844	16.1	627	11.3	535	8.7	397	6.4
Total	5,407	100	5,243	100	5,556	100	6,182	100	6,212	100

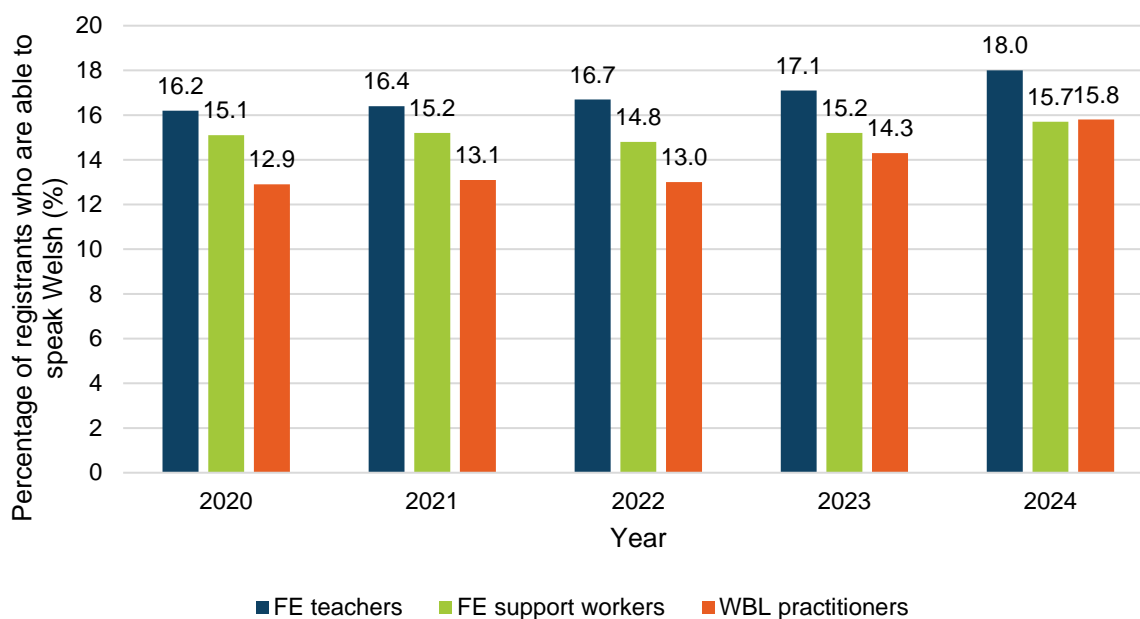
### Number of registered work-based learning practitioners by ability to speak Welsh

	2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	456	12.9	435	13.1	432	13	476	14.3	558	15.8
No	2,362	66.7	2,267	68.3	2,514	75.7	2,543	76.4	2,759	78.1
Unknown	722	20.4	619	18.6	373	11.2	308	9.3	216	6.1
Total	3,540	100	3,321	100	3,319	100	3,327	100	3,533	100

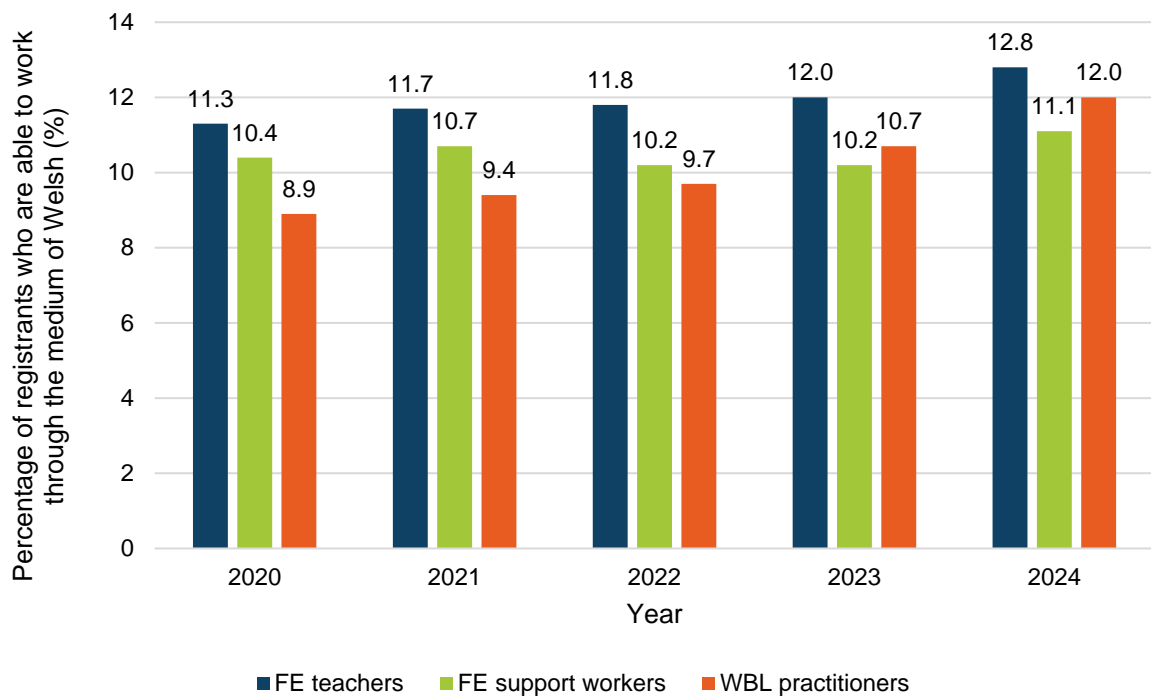
### Number of registered work-based learning practitioners by ability to work through the medium of Welsh

	2020		2021		2022		2023		2024	
	Number	%	Number	%	Number	%	Number	%	Number	%
Yes	314	8.9	313	9.4	321	9.7	355	10.7	425	12
No	2,502	70.7	2,384	71.8	2,624	79.1	2,663	80	2,891	81.8
Unknown	724	20.5	624	18.8	374	11.3	309	9.3	217	6.1
Total	3,540	100	3,321	100	3,319	100	3,327	100	3,533	100

### Percentage of registered further education teachers, further education support workers and work-based learning practitioners who are able to speak Welsh, 2020 to 2024



Percentage of registered further education teachers, further education support workers and work-based learning practitioners who are able to work through the medium of Welsh, 2020 to 2024



## Methods and evidence base

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This report uses evidence from visits to a sample of colleges and apprenticeship providers. Institutions were selected based on their size, geographical location and their range of provision. It should be noted that some further education colleges have apprenticeship provision that was considered in this work. Visits were conducted in person and virtually.

We visited 10 further education colleges (seven with apprenticeship provision), in addition to two apprenticeship providers. Nine visits were conducted in person and three virtually.

Questionnaires were sent to:

- Welsh language managers and officers at all of the further education colleges and apprenticeship providers (30 responses)
- Work Welsh tutors and co-ordinators (27 responses)
- further education ambassadors (5 responses)

Questionnaires were sent to During visits, we held meetings with relevant managers and staff, in addition to holding focus groups of staff who have been involved with the training, Work Welsh tutors and students. We observed training sessions (e-learning, Sgiliaith and Work Welsh) both in person and virtually.

Meetings were also held with relevant managers and officers from Coleg Cymraeg Cenedlaethol, the National Centre for Learning Welsh and the office of the Welsh Language Commissioner.

Estyn would like to thank the following colleges and apprenticeship providers who were visited by members of the team:

- Cardiff and Vale College
- Coleg Cambria
- Coleg Sir Gâr and Coleg Ceredigion
- Coleg Gwent
- Gower College Swansea
- Coleg y Cymoedd
- Grŵp Llandrillo Menai
- The College Merthyr Tydfil
- Bridgend College
- NPTC Group of Colleges and SAW
- EDUC8
- ITEC

## Glossary

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<b>Apprenticeship</b>	A type of training that provides an opportunity to gain vocational qualifications while learning in employment
<b>Language Pyramid</b>	A Skills Development Model is used, namely the language pyramid, with awareness at the bottom and fluency at the top, to plan training and support practitioners to develop their language skills along the language continuum
<b>Pedagogy</b>	The method and practice of teaching
<b>Post-compulsory education</b>	Education undertaken after compulsory education age, which is sometimes called post-16 education

### Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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