

**A guide to achieving excellence in the delivery
of Welsh language training in
work-based learning**

A discussion paper

December 2013

The Welsh Government's 'Iaith Pawb – A National Action Plan for a Bilingual Wales' has a key target of ensuring that 'more services, by public, private and voluntary organisations are able to be delivered through the medium of Welsh.

Work-based learning providers have a role in delivering this target by training future Welsh-speaking post-holders who can offer services through the medium of Welsh.

Providers will also need to take account of the aim of the Welsh Government in its strategy **laith fyw: laith byw** (A living language: a language for living) in their work and support the realisation of its vision over the next five years.

The strategy sets out six areas for action. They are:

- 1 to encourage and support the use of the Welsh language within families;
- 2 to increase the provision of Welsh medium activities for children and young people and to increase their awareness of the value of the language;
- 3 to strengthen the position of the Welsh language in the community;
- 4 to increase opportunities for people to use Welsh in the workplace;
- 5 to improve Welsh language services to citizens; and
- 6 to strengthen the infrastructure, including technology and media, for the language.

A living language: a language for living, Page 16

The Welsh Government's vision in Action Point 6 is particularly relevant to work-based learning providers.

At present work-based learners in Wales fall broadly into two main groups; learners who have attended Welsh medium or bilingual secondary education and learners who have attended English medium education. Learners who have attended Welsh medium or bilingual secondary education will have had at least some, if not most, of their education through the medium of Welsh and may have studied Welsh to GCSE level. Learners who have attended English medium education will have had much less contact with the language on a day to day basis. However, many of them may have studied GCSE Welsh second language either as a short or full course. A few learners arrive from other countries without any experience of learning Welsh.

The aim of delivering any Welsh language vocational programme in work-based learning is to extend learners' Welsh language skills to enable them to feel confident in using Welsh in their future careers and to can participate fully in a bilingual community.

Training providers will need to tailor their vocational training programmes to the Welsh linguistic needs of individuals, their potential employers and the local community they serve.

In the past, transition arrangements for linguistic progression in Welsh for learners from school to work-based providers have often been patchy at best. Very little detailed information about learners' Welsh attainment has been received by work-based providers from feeder secondary schools. This hampers continuity and progression for learners in their Welsh skills.

Providers and learners often do not have enough information about the qualifications that are available in Welsh nor the demand for them from employers. Providers are not always aware of what resources are available and where to find them.

The token delivery of a simple programme Welsh phrases currently taught at a few providers will not enable learners to develop their Welsh skills appropriately and will not enable them to become part of the Welsh Government's vision of a truly bilingual Wales.

This discussion paper outlines Estyn inspectors' expectations with regard to achieving the judgement of excellent in the delivery of Welsh in vocational areas in work-based learning.

Estyn's common inspection framework

Key Question 1: Standards

1. 1: Standards

- 1. 1. 1 results and trends in performance compared with national averages, similar providers and prior attainment
- 1. 1. 2 standards of groups of learners
- 1. 1. 3 achievement and progress in learning
- 1. 1. 4 skills
- 1. 1. 5 Welsh language

Estyn's guidance for the inspection of work-based learning providers

1. 1. 5: Welsh language

In coming to an overall judgement on learners' Welsh language skills, inspectors should consider what it is reasonable to expect taking account of the linguistic background of learners, employers and context of the provider they are inspecting and the area it serves before coming to a corporate judgement about standards in Welsh. Inspectors will report on standards in the Welsh language where appropriate.

They should consider:

- the learners' starting point, and the progress that they make in relation to this; and
- progress of learners in relation to the aims and policy of the provider and its Welsh Language Scheme, where applicable.

Inspectors should comment on the proportion of learners who obtain qualifications through the medium of Welsh, where appropriate.

Estyn's supplementary guidance for inspecting Welsh language in work-based learning, September 2013

1. 1: Standards

Inspectors should consider the following questions when inspecting and reporting on aspect 1.1.5 Welsh language:

- Does attainment in vocational areas taught through the medium of Welsh compare favourably with that in similar providers?
- Are learners making good progress in Welsh medium vocational sessions?
- Do learners who join the provider with little or no previous competence in Welsh achieve well?
- Where applicable, do learners have a good grasp of terminology in Welsh in learning areas and across the curriculum?
- Where applicable, are learners developing increasing competence in using their Welsh skills?
- As appropriate, are learners confident and competent in using Welsh in a range of situations beyond their Welsh session?
- In Welsh-medium provision, do all learners complete written work and final assessments in Welsh in all vocational areas and courses?
- Where applicable, do a significant proportion of learners learning Welsh as a second language make good progress in their Welsh skills?

Excellent Welsh learning is often characterised by learners who:

- arrive punctually at the training session and settle down quickly to work;
- are highly engaged and positively motivated in all aspects of the session;
- show a keen interest in the tasks planned for them;
- enjoy the session and have fun;
- develop the right attitudes to learning in Welsh within their vocational area;
- feel that they are challenged effectively and at the right level in Welsh ;
- have a good recall of previously learned work;
- make good progress and learn well during the session;
- engage well in the session;
- use Welsh consistently during the session;
- make relevant comments in Welsh during the session;
- ask and answer a range of pertinent questions in Welsh;
- interact productively with the trainer in Welsh and other learners, where applicable;
- are willing to offer ideas;
- are proud of their work; and
- support each other's learning well especially in pair and group work.

Estyn's supplementary guidance for inspecting Welsh language in work-based learning, September 2013

1. 2: Wellbeing

- Do learners display positive attitudes and enjoyment in learning Welsh?
- What proportions of learners are involved in extra-curricular or community events or activities where they are able to use their skills in Welsh?
- In the Welsh-medium sector in particular, learners often have to gather information from sources in one language and use it in the other, either orally or in writing. These 'dual literacy skills'¹ are important in that they enable learners to access a wider range of learning materials. They also reinforce their communication skills in both Welsh and English.

Excellent Welsh learning is often characterised by learners:

- having positive attitudes to learning in Welsh in the workplace;
- showing enjoyment in training sessions;
- participating in additional activities to develop their language skills;
- using their dual literacy skills effectively when undertaking projects; and
- offering feedback on their learning experiences to the provider

Learner feedback

Effective providers gather feedback regularly from their learners about their Welsh language experiences. Methods include surveys, meetings of group representatives, visits to the workplace by the provider's staff, suggestion boxes and email addresses for giving feedback.

Through collecting information in this way, the providers show that learners' satisfaction levels are continually improving or are being maintained at very high levels.

Several providers display posters telling learners the results of surveys or, where most of the training is in the workplace, they are included in the mailing of newsletters.

¹ In the Welsh-medium sector in particular, pupils often have to gather information from sources in one language and use it in the other, either orally or in writing. These 'dual literacy skills' are important in that they enable pupils to access a wider range of learning materials. They also reinforce their communication skills in both Welsh and English.

Estyn's Common inspection framework

Key Question 2: Provision

2. 1: Learning experiences

- 2. 1. 1 meeting the needs of learners and employers/community
- 2. 1. 2 provision for skills
- 2. 1. 3 Welsh language provision and the Welsh dimension
- 2. 1. 4 education for sustainable development and global citizenship

Estyn's guidance for the inspection of work-based learning providers

2. 1. 3: Welsh language provision and the Welsh dimension

There will be considerable variation in the expectation of providers to meet learners' Welsh language needs. Inspectors should consider the provider's Welsh Language Scheme when coming to their judgement. Inspectors should evaluate how well the provider meets the needs of learners who have Welsh as their first language and/or undertaken their training either through the medium of Welsh or bilingually.

They should judge the extent to which the provider promotes the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Estyn's supplementary guidance for inspecting Welsh language in work-based learning, September 2013

2. 1: Learning experiences

Inspectors should consider the following questions when inspecting and reporting on aspect 2.1.3 Welsh language provision and the Welsh dimension:

- Do the provider's curriculum organisation and the time allocation enable learners to make and sustain good progress in their Welsh vocational skills?
- Is there continuity between school and the provider in terms of learners' experiences in Welsh and, where applicable, the extent of Welsh-medium provision?
- Where applicable, do learners have access to a full range of Welsh-medium vocational options?
- Do learning experiences across the curriculum enhance the development of learners' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales?

What is excellent practice in the provision for Welsh language?

Effective providers:

create a Welsh ethos within the provider:

- ensure that the organisation's ethos and priorities for Welsh training are understood and committed to at all levels in the organisation
- ensure that the centre reflects the provider's commitment to its priorities in its Welsh Language Scheme, where applicable
- ensure that appropriate Welsh displays are available

promote the use of Welsh language effectively to learners:

- ensure that Welsh speaking learners are allocated to Welsh speaking tutors who can discuss the advantages and value of training through the medium of Welsh effectively with often reluctant Welsh medium learners
- ensure that learners who have studied Welsh second language have an opportunity to develop their Welsh skills further
- ensure that staff with experience of working in the learners' vocational area can promote the advantages of working through the medium of Welsh and can also provide current information on opportunities for further learning and career progression

Many international studies have shown that being bilingual has several important advantages at a personal level as well as economic and employment advantages. In tests that measure creative thinking or divergent thinking show that bilingual speakers score higher than their monolingual colleagues. Studies show that bilingual speakers earn more on average in the United States and more recently in Britain.

Bilingual speakers can offer a range of useful skills which match the particular needs of specific areas in the Welsh economy, for example education, media and government, as well as the care and service industries.

Match learners to the right Welsh language vocational training programmes

- ensuring that learners are motivated to learn Welsh and to develop their Welsh skills further within their vocational area;
- where appropriate, offering trial periods, work tasters or pre-entry training programmes for those who need to develop confidence in using their Welsh skills, or who wish to gain experience before committing themselves to a vocational area
- recruiting Welsh speaking staff who are good Welsh role models in their vocational areas to encourage learners in using and developing their Welsh language skills; and
- ensuring that providers have training programmes that match the needs of learners and employers.

Good learner motivation is crucial in developing successful Welsh medium vocational courses. Without sufficient motivation, even learners with the most remarkable abilities cannot accomplish their long-term career goals.

A few learners may feel that Welsh is only a part of school life and is not sufficiently valued in the workplace. They may also be reluctant to use their Welsh skills as this marks them apart from other learners. Providers need to have systems in place to encourage and motivate these learners of the advantage of continuing aspects of their learning in Welsh, at the appropriate level.

The skills of the trainer in motivating learners should be seen as central to teaching effectiveness. This effectiveness is often characterised by trainers who:

- set a personal example with their own behaviour;
- develop a good relationship with the learners;
- create a pleasant, relaxed atmosphere in the session;
- present the tasks properly;
- increase the learner's self-confidence in using Welsh;
- make the Welsh language learning aspect of the session interesting;
- promote independent learning;
- personalise the learning process for the learner; and
- set suitable and achievable targets for the learner.

Improvements made to the initial advice and guidance given at recruitment events or interviews include:

- clear systems in place for the early identification of the Welsh language needs of learners;
- ensuring that applicants are interviewed by Welsh speaking staff and staff with first-hand experience of working in the vocational area;
- explaining in detail what is required in order to complete a Welsh programme at different levels in work-based learning; and
- providing learners with an overview of the advantages of using Welsh in working in particular industries and related career paths.

A few providers may use work tasters and trial periods with supportive employers to enable potential learners to have experience of working bilingually in the particular area of learning that interests them. This helps learners to understand how useful their Welsh skills are in the workplace. It also enables learners to assess the suitability of their proposed programmes while also developing their self-confidence.

Often providers have pre-entry training programmes, which provide progression routes to apprenticeships, giving young people a better understanding of the area of learning and the benefits of bilingualism.

Have high expectations in setting direction and monitoring learners' progress

- set the tone about the importance learners using their Welsh skills at induction session;

- use initial assessment to identify any need for learning support in learning Welsh at an early stage;
- evaluate each learner's job role to identify opportunities for developing their Welsh skills in the workplace; and
- make an individual learning plan for Welsh as a key record of progress for learners, trainers and employers.

The best induction sessions help learners to understand clearly what is expected of them in order to complete their programme successfully. Most of these providers use extended inductions, sometimes over several weeks. New learners are given time to show a commitment to training and become enthused and more aware of the benefits of training, including developing their Welsh skills further.

Welsh speaking mentors can be good role models and offer both language and practical support to learners. In the best cases, mentors are assigned to meet the vocational and linguistic needs of learners.

Opportunities for learning and assessment in the workplace are identified, mapped to the requirements of the NVQ/QCF, technical certificate, Essential Skills Wales. However, rarely are Welsh skills are incorporated into learning plans.

Work-based learning providers use individual learning plans as a key document for learners, training staff, and employers to record and guide learning. Welsh skills are rarely incorporated into these plans to ensure continuity and progression.

Deliver a coherent programme of Welsh learning rooted in current working practice

- get the right balance of skills development in Welsh; and
- enrich the Welsh language learning experience through the development of employability skills.

The following factors have a clear impact on developing learners' Welsh language skills and knowledge:

- planning delivery for the development of Welsh language skills and sharing planning with employers to engage their support in learning through on-the-job activities, and ensuring these are closely aligned with off-the-job training;
- recruiting staff with strong, current vocational backgrounds and Welsh specialists that allow them to engage with their learners and relate their teaching to the vocational area and to a learner's workplace;
- delivering practical and theory training in teams, to make the best use of the specialist practical skills and the Welsh knowledge of staff;
- using Welsh learning resource materials that encourage learners to use them outside taught sessions or with mentors in the workplace;
- including teaching in the workplace by working with Welsh-speaking mentors who explain how theory is put into practice;
- offering support services such as for Essential Skills Wales in both English and Welsh; and

- offering a range of suitable Welsh vocational units, such as Agored Cymru qualifications.

The WJEC Yr Iaith ar Waith (Language at Work) qualification is designed to be studied alongside vocational subjects. It enables students to improve their oral and written Welsh and gain a recognised qualification as evidence of their capability to use Welsh in the workplace. The course teaches students to deal effectively with customers through the medium of Welsh, and be able to react to various situations within a work environment. Yr Iaith ar Waith qualification is designed with Welsh first and second language students in mind offering levels 1, 2 and 3 qualifications for fluent Welsh speakers, and also an Entry 3 which is suitable for Welsh second language students. Using Language at Work has been designed to sit alongside other vocational qualifications.

Ensure that barriers to learners' progress in Welsh are minimised

- identify barriers at the outset and being alert to potential problems that may arise during the programme; and
- establish strong partnerships with a range of specialist support agencies, such as Sgiliaith and the local Welsh for Adults centre.

Welsh medium learners often do not feel sufficiently confident in their Welsh skills to do any accreditation through the medium of Welsh after they leave secondary school. Providers need to have support systems in place to give these learners confidence to continue to develop their Welsh skills in work based learning.

Supplementary guidance for inspecting Welsh language in work-based learning, September 2013

2. 2: Teaching or training

- Is there a sequence of vocational learning activities that reinforces learners' skills in speaking and listening, reading and writing Welsh and their inter-dependency?
- Is there sufficient consolidation of new Welsh vocabulary and sentence patterns to ensure that Welsh second language learners use them with increasing independence?
- Are all Welsh learners given regular opportunities to apply and build on what they have learnt in previous session?
- Is there sufficient vocational trainer intervention to improve quality and accuracy of learners' oral competence in Welsh?
- Do Welsh-speaking vocational trainers make increasing use of Welsh as a medium of communication, both in sessions and in other situations?
- Where applicable, do learners have good opportunities and support to develop their Welsh skills?

Excellent practice in vocational training in Welsh or bilingual teaching is often characterised by trainers who:

- have good learning area expertise and flair;
- have high but realistic expectations which are used to motivate learners;
- match the linguistic needs of the learners in Welsh, only turning to English to ensure understanding, if necessary;
- inspire and challenge all learners and enable them to extend their knowledge, skills and understanding
- give a quick recap of the previous session at the beginning of the session;
- offer clear session objectives in the form of expected learning outcomes which are shared with learners and revisited as the session progresses;
- give clear explanations which uses language that is accessible to learners while developing their vocabulary appropriately;
- use a variety of stimulating activities including training, coaching and mentoring;
- use questioning effectively, which probes understanding;
- encourage and develop independent learning;
- encourage learners to work things out for themselves (questions that are also sensitively targeted according to their ability in Welsh);
- offer challenging and imaginative tasks which engage students and support the learning process;
- use a wide variety of resources to include appropriate use of the internet/videos/PowerPoint etc.;
- use a variety of approaches to cater for a range of learning styles, constant checking that the learner is 'on board';
- facilitate independent learning and include individual/peer evaluation and support;
- plan for learning outside learning sessions through technology, reviews and tutorials;
- promote and develop independent learning skills, for example, through the use of a range of technologies, including a virtual learning environment; and
- plan for the different linguistic needs of groups of learners and individual learners' and ensure that these needs are met.

2.2.2: assessment of and for learning

Excellent assessment procedures in Welsh teaching is often characterised by trainers who:

- provide clear and regular feedback on learners' progress, both orally and written;
- provide clear steps on how to improve learners' work;
- give appropriate assessment (often informal) to test the level of understanding and thus the progress towards meeting the stated objectives; and
- give time at the end of the session to evaluate to what extent the objectives have been achieved and some discussion of the proposed content of the next session so learners can see where the learning is going.

Clear assessment procedures to capture achievement and accelerate progress in Welsh

- good initial Welsh assessment tools at all levels developed;
- regular of learner reviews undertaken to monitor progress in their Welsh language skills;
- one Welsh speaking assessor established as a key point of contact throughout the programme and also to support assessors in managing their workloads;
- online systems used to monitor and record learning, where available; and
- opportunities maximised for support in the workplace, where available.

Estyn's supplementary guidance for inspecting Welsh language in work-based learning, September 2013

2.3: Care, support and guidance

- Is there good support for learners who are latecomers and have limited or no previous competence in Welsh?
- Are learners aware of the advantages of learning Welsh and becoming increasingly bilingual?

Estyn's Supplementary guidance for inspecting Welsh language in work-based learning, September 2013

2.4: Learning environment

- Does the provider have an ethos that promotes the Welsh language and culture and positive attitudes towards them?
- Is there extensive use of Welsh in displays and signage around the providers' buildings?
- Does the provider encourage learners and staff to make increasing use of Welsh, at the appropriate level, as a medium of informal communication?

Key Question 3: Leadership and management

3.1 Leadership

3.1.1: strategic direction and the impact of leadership

3.1.2: governors or other supervisory boards

3.1.3: meeting national and local priorities

Supplementary guidance for inspecting Welsh language in work-based learning, September 2013

3.1: Leadership

- Does the provider take good account of national priorities relating to Welsh as identified in Iaith Pawb and the Welsh Government's Welsh-medium Education Strategy?

3. 1. 1: strategic direction and the impact of leadership

Excellent leaders and managers:

Know the market and align Welsh language provision to the needs of employers

- analyse the current and future Welsh language training needs of the sector(s) in which provision is being offered;
- make employers and learners aware of the full range of provision and the benefits Welsh training can bring to their future careers;
- involve employers in designing Welsh language vocational training programmes to ensure that learners have appropriate Welsh skills; and
- ensure employers' commitment to training and supporting learners' Welsh skills in the workplace.

Excellent providers often have productive and mutually supportive relationships with a range of employers who require Welsh-speaking staff. Employers in Welsh-speaking parts of Wales or who work wholly or partly through the medium of Welsh often work closely with providers' staff. These employers feel part of the training process and contribute meaningfully to the planning and management of Welsh vocational training at all stages.

Senior managers often lead on engaging with employers by making annual visits, sending newsletters and seeking views on how to improve their Welsh language service. They may have Welsh speaking staff to engage with employers, to raise awareness of the provider and to emphasise the benefits of Welsh training to their businesses.

Providers ensure that employers demonstrate a strong commitment to supporting the success of their Welsh work-based learners.

Providers check that employers can meet the Welsh language requirements needed in the workplace to enable learners to acquire additional experiences in using Welsh as well as their vocational qualifications.

Employers frequently suggest topics that they want to include in their Welsh vocational training; tutors work with the employers and learners to provide them. These providers ensure that learners experience current practices at work.

Establish a shared purpose and ambitious goals for Welsh language learning, teaching and training

- ensure that the organisation's ethos and priorities for Welsh training are understood at all levels in the organisation; and
- establish a self-critical, high performance and ambitious Welsh culture.

Clarity of purpose and ambitious goals should be evident in all aspects of the work of excellent providers in Welsh language delivery. Staff at all levels within the provider need to understand clearly the strategic direction of Welsh training.

In successful providers managers foster a self-critical and high performance culture for the delivery of Welsh language training. They set challenging targets for learners and staff. They establish a clear infrastructure to deliver these targets. Managers lead by example and engender an atmosphere of respect among staff and learners alike for the Welsh language.

Developing a workforce with the necessary experience, skills, dedication and commitment to the Welsh language to enable them to aspire to being 'excellent' in Welsh will be a major challenge for providers.

3. 1. 3: meeting national and local priorities

Excellent leaders and managers:

Develop a Welsh Language Scheme

- ensure that the organisation has a suitable Welsh Language Scheme;
- have a detailed action plan to support the Welsh Language Scheme;
- monitor the action plan regularly; and
- report progress annually to the Welsh Language Commissioner.

The purpose of a Welsh language scheme is to provide details of how Welsh language services will be provided. Each scheme is prepared according to what is appropriate under the circumstances and the reasonably practicable for the organisation in question.

Many Welsh language schemes aim to create a bilingual ethos in the workplace that will give staff more confidence to practice and use their Welsh skills when providing services to the public. Part of this work is to make the Welsh language more visible and audible in the workplace.

Estyn's common inspection framework

Key Question 3

3. 2: Improving quality

3.2.1: self-assessment, including listening to learners and others

3.2.2: planning and securing improvement

3.2.3: involvement in networks of professional practice

Supplementary guidance for inspecting Welsh language in work-based learning, September 2013

3.2: Improving quality

- Do managers at all levels have a realistic view of what needs to be done to improve outcomes and provision in Welsh?
- Do improvement plans identify clear proposals to address areas in need of development?
- Is there clear evidence of a commitment to moving forward on the improvement agenda in relation to the Welsh Government's Welsh-medium Education Strategy?

3.2.2: planning and securing improvement

Excellent leaders and managers have:

- effective systems in place to evaluation of all aspects of the learners' Welsh language vocational experiences.

One of the critical factors in ensuring high standards in Welsh vocational learning is the systematic observation to all aspects of the training process. All observers are confident Welsh speakers who have received training.

A few providers use peer observers from other providers, to confirm the robustness of grading of Welsh vocational sessions.

Effective observation in Welsh language vocational sessions tell managers:

- the effectiveness of the off-the-job 'taught' Welsh language vocational sessions;
- the effectiveness of the resources are that are used for delivering off-the-job training in Welsh;
- how good the delivery of Welsh language training is in the workplace; and
- how good reviews and target setting are, a critical feature in maintaining and improving timely success rates.

It also:

- identifies best practice in Welsh, both by the provider and their employers, helping to identify further possible improvements;
- gives a body of first-hand 'hard evidence' for self-assessment through grading observed activities, demonstrating whether different aspects are improving;
- identifies, for individual tutors and trainers, areas that need specific, tailored development in Welsh language training.

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3.3:

- Is the provider working well in partnership with other providers to extend the availability of Welsh-medium provision on offer to learners, especially to meet the requirements of the Learning and Skills (Wales) Measure?
- Is there joint-working between secondary schools and work-based providers to ensure consistency and progression in learners' learning experiences in Welsh at transition?
- To what extent does the provider take advantage of the support offered by other bodies, such as Sgiliaith², Mentrau Iaith³ and Welsh for Adults regional consortia?

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3.4: Resource management

- Where applicable, does the provider have enough staff who can train effectively through the medium of Welsh to ensure progression and continuity in Welsh-medium provision?
- Are all trainers who deliver Welsh vocational training confident to do so?
- Where applicable, is there good quality support for non-specialist Welsh vocational trainers and for other staff within the provider, such as participation in the Sabbaticals Scheme⁴ or other Welsh training programmes?
- Is the provider taking every reasonable action in relation to the cost-effectiveness of delivering Welsh-medium provision?

² Canolfan Sgiliaith offers support on bilingualism and Welsh and English communication skills to further education colleges. It offers practical advice on good practice, staff training, and resources, with the aim of enhancing students' bilingual skills and experiences.

³ The Mentrau Iaith (Local Language Initiatives) support efforts to sustain the language at a community level. There are also Language Action Plans in designated areas that have been set up by the former Welsh Language Board to increase the use of the Welsh language in areas of special linguistic significance by co-ordinating activities for local people and institutions. Both the Mentrau Iaith and the Language Action Plans work in partnership with local and national organisations and stakeholders on various projects to promote the use of Welsh.

⁴ The 'sabbaticals scheme' is a programme funded by the Welsh Government to increase the number of qualified teachers and lecturers who teach through the medium of Welsh. The first course was held in spring 2006.

Excellent leaders and managers:

recruit and develop staff with an expertise for training and skills development in Welsh

What works well in other education sectors in Wales is the concept of 'growing your own' with regard to Welsh language trainers. This involves recruiting individuals with the right Welsh skills and sector experience, and then developing their teaching and assessment skills with the close support of mentors. These providers value their staff and their achievements are recognised. There is a shared passion for Welsh language training which is clear when talking to managers, trainers, assessors or support staff. Staff are proud to work for these providers and turnover is low.

develop staff expertise in the Welsh language

- ensure that all staff complete an audit of their Welsh skills;
- have sufficient Welsh speaking staff to support learners at all levels;
- have a Welsh training programme to up skill staff, where required;
- provide regular opportunities for staff to improve their professional development; and
- promote the use of Welsh by staff and learners both on-the-job and off-the-job.

All staff within the provider should have an opportunity to complete an audit of their Welsh skills. The Welsh Government, in partnership with WJEC, has developed online assessments to assist employers in Wales to identify their needs in relation to the Welsh language. This website helps employers to identify the positions within their organisation that requires language skills will help employers identify existing language skills of their workforce.

Providers should have sufficient Welsh speaking staff to deliver training and support to learners at all levels. Learners who have attended Welsh medium education may have good oral skills but need further support in writing in Welsh. Welsh second language learners may need further support in developing their Welsh oral skills. Both sets of learners will have different linguistic needs and differing levels of support.

Providers have a Welsh training programme to up skill staff, where required. Providers offer planned regular opportunities for staff to improve their professional skills through a planned programme of staff development.

Providers can receive advice and support from the National Training Federation for Wales Bilingual Champion.