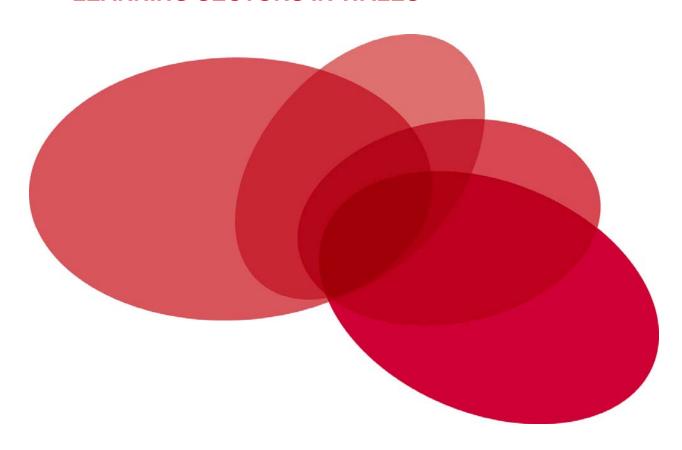


WELSH LANGUAGE SKILLS AUDIT: THE WELSH LANGUAGE AND BILINGUAL SKILLS OF STAFF IN FURTHER EDUCATION, HIGHER EDUCATION, ADULT COMMUNITY LEARNING AND WORK BASED LEARNING SECTORS IN WALES





Part of the Skills for Business network of 25 employer-led Sector Skills Councils

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EXECUTIVE SUMMARY

In 2007, Lifelong Learning UK (LLUK) was commissioned to carry out an audit of Welsh language and bilingual skills of staff working in Local Education Authority (LEA) funded adult community learning (ACL), further education (FE) institutions, higher education (HE) institutions and publicly funded work based learning (WBL) providers in Wales. The aim was to support the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in developing policy and strategy for bilingualism and Welsh medium delivery.

In order to meet the information requirements of this audit, two internet surveys were conducted in the FE, LEA and WBL sectors - an **organisational survey** and a **staff survey**. These were not carried out in the HE sector because a similar study was being conducted by the Centre for Welsh Medium Higher Education. The HE study received 181 responses - results have been compared with the audit outputs where possible.

The Welsh language skills (WLS) audit **organisational survey** achieved an overall response rate of 46%. A total of 52 responses were received – 13 FEIs, 12 LEAs and 27 WBL providers. In total, 1,223 individuals responded to the **staff survey** – 70% from FEIs, 9% from LEAs and 22% from WBL providers. The highest responses for both surveys were from South West/ Mid Wales and the lowest were from South Wales.

Survey theory suggests that staff and organisations that took part in the audit were probably more likely to have Welsh language skills, be involved in Welsh medium provision or be interested in the topic. Furthermore, based on the distribution of the general population of Wales with Welsh language skills, it was expected that staff in North Wales and South West/Mid Wales would be more likely than those in the other regions to have WLS and also more likely to be involved in Welsh medium provision.

Total staff working within the responding **organisations** was 8,803 - 77% worked for FEIs, 10% for LEAs and 13% for WBL providers. Of these, 58% were teaching staff (including assessors/verifiers). In the **staff survey**, 57% were teaching staff.

The types of provision provided by responding organisations were as follows

- around a third of FEIs and three-quarters of LEAs provided LEA funded ACL
- almost all FEIs were involved in delivering 'other publicly funded ACL'
- all WBL providers, most FEIs and a quarter of LEAs provided WBL
- all responding FEIs were delivering other FE provision

According to the **organisational survey**, 24% of staff worked on ACL, 24% mainly provided WBL and 52% were involved in other FE provision. The **staff survey** found that - 35% provided ACL, 30% delivered WBL and 35% were involved in other FE provision.

In terms of **Welsh language skills**, the staff survey found that 59% of respondents had some level of WLS whereas the organisational survey indicated that only 17% of staff had these skills. The difference could be due to limited information about the WLS of staff at an organisation level and/or the staff survey attracted more individuals with WLS.

When **levels** of WLS were explored, it was evident that between 50-60% of all staff who responded to the **staff survey** were competent to level 1 of 5 for each skills area (speaking, understanding/listening, reading and writing). A slightly higher percentage of non-teaching staff reported having skills at levels 1 and 2 for all areas whereas responding **teachers** were more commonly selecting higher levels. This could be because teaching staff require higher levels (4 and 5) of Welsh language and bilingual skills in order to teach through these mediums. Therefore, only teachers at levels 4 and 5

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should be considered as those who have sufficient skills to be able to teach through Welsh/bilingual mediums.

Responding staff in **North Wales** were most likely and staff in South East/ South Wales were least likely to be competent to levels 4 and 5 in the different skills areas. In terms of levels by type of organisation, FEI staff were more likely to be competent to level 1 in each skills area whereas LEA and WBL staff were more likely to be competent to level 5.

The **staff survey** also found that 60% of respondents with WLS had achieved a relevant qualification and/or received relevant training. The highest Welsh language qualification held by the largest proportion of staff was GCSE/O level grades A-C (includes first **and** second language Welsh qualifications). Only a small percentage were studying towards a Welsh language qualification or undertaking relevant training at the time of the survey.

According to the staff and organisation surveys, 9% and 10% of all teachers respectively were teaching through the medium of Welsh or bilingually. The percentage of responding teachers **within particular sectors** teaching through these mediums was as follows:

- Staff survey 9% of FE teachers, 6% of LEA teachers, 11% of WBL teachers
- Organisation survey 11% of FE teachers, 3% of LEA teachers, 7% of WBL teachers According to secondary sources, 6% of FE staff (Staff Individualised Record 2005-06) and 6% of HE staff (Higher Education Statistics Agency's Staff Record 2006-07) were teaching through the medium of Welsh or bilingually. The audit further indicates that teaching staff in **North Wales** were most likely to be teaching through these mediums.

The organisational survey indicated that 5% (244) of teachers working in the responding institutions were **able to teach** through Welsh and/or bilingually mediums but were not teaching through these mediums at the time of the survey. To further assess the Welsh language ability of teaching staff in all sectors (including HE), several **statements** were presented to them. WLS audit respondents were most likely to believe they could teach through the medium of Welsh or bilingually after relevant training. However, HE staff were more likely to suggest that they could work as external examiners through the Welsh medium or could teach through this medium if there was demand and they had the opportunity. Teachers were also asked about **tasks** they carried out through the medium of Welsh and/or bilingually. They were most likely to be 'preparing bilingual classroom materials' and were least likely to be 'working as an external examiner'.

Organisations and individuals were primarily asked about **six broad priority subject areas** they were involved in delivering through the medium of Welsh and/or bilingually. The priority subject areas have been selected by the Welsh Assembly Government as sectors where Welsh medium and bilingual development should be focused. These are: Arts, Media and Publicity; Business Administration, Information and Communication; Early Years and Childcare; Health and Social Care; Land-based Studies and Agriculture; and Leisure, Travel and Tourism. According to the **organisational survey**, 'early years and childcare' was taught most by responding organisations through the medium of Welsh and bilingually. The **staff survey** indicated that 'business administration, information and communication' was delivered bilingually by the highest number of respondents.

Many responding teachers identified the need for training or support to teach through these mediums. The most frequently identified requirement was higher levels of WLS.

The audit also revealed that the main areas identified by responding institutions as **skills gaps** and **shortages** amongst **teachers** were the same: teaching and tutoring, working as an assessor/verifier, preparing classroom materials bilingually and in Welsh, and

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translating existing teaching resources. This was also true for **assessors/ verifiers**, where the main gaps and shortages were verifying, assessing and teaching and tutoring.

The **organisational survey** respondents also identified **steps** being taken to increase levels of Welsh language/bilingual skills of teaching staff (including assessors/verifiers) within their institutions. **'Introducing, increasing or improving training of existing staff'** was the most widely used method to meet the relevant skills needs within organisations. Other methods being taken were sharing staff between institutions and improving recruitment processes.

Executive summary

1. INTRODUCTION

In 2007, Lifelong Learning UK (LLUK) was commissioned by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) of the Welsh Assembly Government (WAG) to conduct an audit of Welsh language and bilingual skills of staff working in the following areas in Wales:

- Local Education Authority (LEA) funded adult community learning (ACL)
- further education (FE) institutions
- higher education (HE) institutions
- publicly funded work based learning (WBL) providers

The main aim of this audit is to support DCELLS in the development of policy and strategy for bilingualism and Welsh medium delivery. In order to achieve this, the audit required the collection of up-to-date information on the number and competency of staff with Welsh language and bilingual skills, and the capability of staff to deliver learning through these mediums.

For the purpose of this study, the term 'bilingual' refers to the concurrent use of Welsh and English whereas the 'medium of Welsh' refers to the use of Welsh only.

This report provides key results from the Welsh language skills (WLS) audit. The main topics covered are:

- type of provision
- occupation type
- level of Welsh language and bilingual skills
- Welsh language qualifications and training
- teaching and other related tasks through the medium of Welsh or bilingually
- subjects taught through the medium of Welsh or bilingually
- support and training requirements of teaching staff
- skills gaps and shortages experienced by organisations
- measures to increase Welsh language and bilingual skills levels within organisations

2. METHODOLOGY

2.1 Scope

The initial consultations identified a similar study being conducted in the HE sector by the **Centre for Welsh Medium Higher Education**¹. It was considered counterproductive to run another similar study with HE institutions (HEIs) because of its likely negative effect on response rates for both studies within this sector. For this reason, the audit **excluded** HEIs; however, questions were aligned between the two studies where possible. Hence, HE data have been compared with equivalent data obtained through the audit for other sectors. The main differences to note between the studies were that the HE study:

- a. aimed to form a basis for 'a register of staff who can contribute towards Welsh medium or bilingual teaching, skills' development and learning opportunities in Higher Education Institutions in Wales'.
- b. did not cover bilingual skills because most relevant practitioners were identified as teaching in English and in Welsh but **not** bilingually.

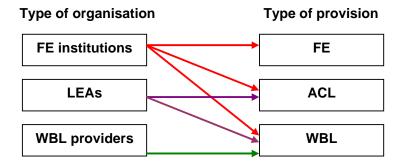
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¹ http://www.mantais.ac.uk/index.html

More information about the HE study can be found on the Centre for Welsh Medium Higher Education (CWMHE) website².

The consultations and desk research also clarified the link between the **types of provision** (ACL, FE and WBL) and the **types of organisations** (FE institutions, LEAs and WBL providers) that provided these. This is demonstrated in the figure below.

Figure 2.1: Type of provision by type of organisation



The original project specification for the WLS audit required information on FE institutions (FEIs), publicly funded WBL providers and LEA funded ACL. However, it was not possible to breakdown the results from the study precisely into these categories because of the structure and overlapping nature of the sector. For example, as Figure 2.1 shows, ACL is provided by FEIs or LEAs whereas all three types of organisations are involved in delivering WBL. Therefore, it was considered most appropriate to present the findings in this report predominantly by **type of organisation**.

Furthermore, 'Welsh for Adults' staff were considered to be outside the remit of this study so were **excluded**.

2.2 Survey method

In order to meet the information requirements for this audit, two surveys, which primarily collected quantitative data, had to be conducted.

- a. An organisational survey was carried out from mid-January to mid-February 2008 to collect information about the number of staff, basic information on the Welsh language skills of staff, and the skills gaps and shortages in the organisation. An individual in each institution was asked to complete the survey on behalf of the organisation. It was recommended that answers were given by someone in the HR department, or the Welsh Language Officer, as they were in a position to provide the relevant information.
- b. An **individual staff survey** was also conducted between mid-December 2007 and mid-February 2008 so that more detailed information about the Welsh language and bilingual skills of staff, in particular teaching staff, could be gathered. An individual in each organisation, mostly the principal, head of department or chief executive officer, was emailed and asked to distribute the survey to all staff for individual completion.

The Internet survey approach was adopted for both surveys. The online questionnaires were developed based on research requirements and basic desk research. Both

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² http://www.mantais.ac.uk/datblygiad-staff/corestr.html?diablo.lang=eng

versions were available in English and Welsh. These were then reviewed and tested by representatives from key groups and organisations including potential respondents to ensure suitability for the sectors.

Respondents had to be emailed the survey links; therefore, suitable up-to-date mailing lists were required. The LLUK contacts database and lists of contacts supplied by DCELLS were primarily used to distribute the survey.

Furthermore, various methods were used to try and increase the rate of response for both surveys. In addition to the survey mail out, the following methods were used to contact potential respondents:

- advance letters emailed to inform staff about the forthcoming study
- reminder emails including survey links
- communication through networks
- phone calls to organisations

3. SURVEY RESPONSE

3.1 Organisational survey

In total, 142 eligible organisations were identified across the three sectors (FE, LEA and WBL). Of these, 65 responded to the WLS audit organisational survey, therefore an overall **response rate of 46% was achieved**. This information together with the rate of response for each sector is shown in the table below.

Table 3.1: Responses to the organisational survey by type of organisation

	Total organisations in Wales	Responses received	Per cent response
Further education institutions ³	25	13	52%
Local Education Authorities ⁴	22	13	59%
Work based learning providers ⁵	95	39	41%
Total	142	65	46%

In order to calculate these response rates, **FEIs and LEAs that indicated they were providing publicly funded WBL were included twice**, that is, once as a FEI or LEA **and** once as a WBL provider as the 2007-08 list of 95 publicly funded WBL providers⁵ also included these types of organisations.

In order to assess **response by region**, the 2007 DCELLS regional breakdown of Wales was used. According to this source, the four regions were North Wales, South East Wales, South Wales and South West/Mid Wales as shown in Appendix 1. All 95 eligible institutions were then assigned the region in which they mainly operated (primarily based on the number of branches in each region). The names of all these organisations by region are shown in Appendix 2 and a summary is shown in the table below.

Table 3.2: Responses by type of organisation and region (double counting)

		North Wales	South East Wales	South Wales	South West/ Mid Wales	Total
FE	Total institutions	8	5	5	7	25
	No. responded	5	2	1	5	13
LEA	Total institutions	6	5	5	6	22
	No. responded	3	4	3	3	13
WBL	Total institutions	17	28	23	27	95
	No. responded	10	10	4	15	39
Total	Total institutions	31	38	33	40	142
	No. responded	18	16	8	23	65

NOTE: Region for 6 WBL providers in the sector could not be identified. Although, these organisations did **not** respond to the organisational survey, they had to be distributed across the four regions to keep their names confidential in Appendix 2. These are included in this table.

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³ http://www.fforwm.ac.uk/index/collegecontacts.html

⁴ http://www.learning.wales.gov.uk/parents/fe/master.asp?nodeidl1=7&nodeidl2=157&level=3

http://wales.gov.uk/topics/educationandskills/information_for_learning_provide/work_based_learning/work_based_learning_2007_08/?lang=en

Overall, higher levels of response were received from North Wales and South West/ Mid Wales and the fewest responses were submitted by organisations in South Wales. This pattern also applies to responses in the FE and WBL sectors. However, LEA responses were more evenly distributed across the four regions.

Once adjustments for the **double counting** were made, it was apparent that a total of 49 institutions responded to the organisational survey. However, 52 responses were received because three LEAs submitted two responses each – one for WBL provision and one for ACL provision within their institution. These were included as separate responses because it was not possible to merge the answers. Therefore, for the purpose of analysis and presentation of results in this report, the following numbers of institutions were considered as having responded from each sector:

- 13 FEIs
- 12 LEAs (including two responses from one LEA to cover ACL and WBL separately)
- 27 WBL providers (including responses from two LEAs that also submitted a separate response as a LEA to cover ACL)

Table 3.3: Responses by type of organisation and region (adjustment for double counting)

	North Wales	South East Wales	South Wales	South West/ Mid Wales	Total
FE	5	2	1	5	13
LEA	3	3	3	3	12
WBL	5	9	3	10	27
Total	13	14	7	18	52

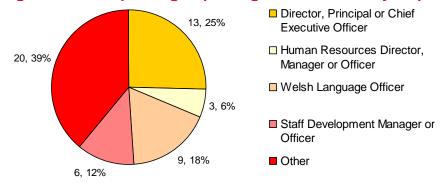
Likewise, table 3.3 shows that the highest number of responses was received from South West/ Mid Wales and lowest number from South Wales with similar numbers responding from the other two regions.

The person who responded to the survey on behalf of the organisation was asked to specify their current job role from a list of occupation

52 organisational responses were received – the highest response was from South West/ Mid Wales and the lowest response was from South Wales.

categories. The figure below identifies the percentage of respondents in each category.

Figure 3.1: Occupation group of organisational survey respondent



The respondents who selected the 'Other' category were asked to declare their role. These included roles such as: adult education/lifelong learning/centre coordinator; various types of managers; and senior administration/community education officer.

3.2 Staff survey

In total, 1,223 individuals responded to the WLS staff survey. Although, staff from across 21 FEIs and 17 LEAs participated, the majority of responses came from 6 FEIs and 6 LEAs. Individuals from 54 WBL providers⁶ responded to the survey but they were more evenly distributed than staff in the other two sectors. However, a third of all responses came from three WBL organisations. It needs to be noted that due to the overlapping nature of the sectors, as identified in Section 2.1, some FE and LEA staff categorised themselves as working for WBL providers, and so have been considered as WBL staff in this report.

The type of organisation that staff survey respondents worked in is illustrated below. This shows that 70% of respondents were from FEIs.

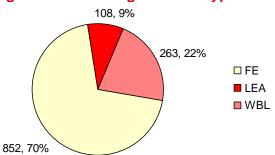


Figure 3.2: Main organisation type of staff survey respondents

The **regional location** of responding staff was determined based on the main region in which their employer was based. The same method as that used for the organisational survey (see Section 3.1) was applied here. This breakdown for staff is shown below.

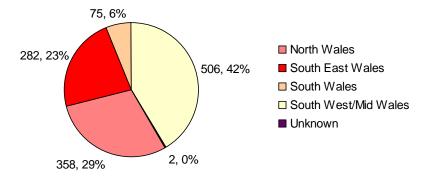


Figure 3.3: Regional breakdown of responding staff

The figure above shows similar patterns to those observed for the organisational survey, that is, the highest number of staff survey respondents was from South West/Mid Wales and lowest number was from South Wales, with similar levels of responses from North Wales and South East Wales.

1,223 staff responded - the highest number was from South West/Mid Wales and the lowest number was from South Wales.

⁶ These include 20 staff from 12 WBL providers **not** on the list of 95 publicly funded WBL providers that are shown in Appendix 2. However, these were included in the analysis because they indicated that their organisation was receiving public funding.

In addition, it was not possible to identify the region for two members of staff.

Regional information on respondents was further broken down by type of organisation, and this is presented in Figure 3.4.

100% 90% 23% 80% 37% 45% 70% ■ South West/Mid Wales 29% 60% 7% ■ South Wales 50% 22% □ South East Wales 21% 40% ■ North Wales 30% 40% 20% 34% 31% 10% 8% 0% FΕ LEA **WBL**

Figure 3.4: Regional breakdown of responding staff by type of organisation

NOTE: Percentages below 5% have been removed for presentational purposes. This graph does not include 2 staff whose regional location could not be determined.

The regional distribution of respondents working for FEIs and WBL providers was similar, with higher percentages of staff from South West / Mid Wales and North Wales. However, the regional breakdown of responding LEA staff was somewhat different - the majority were from South East Wales (40%) and South Wales (29%) with much lower responses received from North Wales (only 8%).

The Centre for Welsh Medium Higher Education data collection of HE academic practitioners with Welsh language skills is ongoing. Hence, in order to compare this data from that obtained through the WLS audit (FEIs, LEAs and WBL providers), the latest HE data set was acquired on the 14th of February 2008 - 181 responses were received.

4. MAIN FINDINGS

This section presents the main findings from the Welsh language skills audit, which relate to the skills of staff working for FEIs, LEAs and WBL providers. In addition, HE data will be assessed and compared where possible.

However, before proceeding, a few points relating to the data, analysis and presentation of results need to be made.

Firstly, it is important to consider the possible impact of survey topic on the type of respondents more likely to participate in the WLS audit. Survey theory suggests that the survey theme has an effect on the respondents' decision to take part. Furthermore, it is **survey saliency** (respondents' interest in the topic) rather than the sensitivity of the subject which influences the respondent's decision to participate (Tourangeau, Rips and Rasinski, 2000). Therefore, respondents to the audit are more likely to be:

- staff with Welsh language skills or those interested in the topic
- organisations interested in the topic or more involved in promoting/delivering learning through the medium of Welsh

Hence, there is a possibility that findings from the audit may present a slightly positive image of the sectors in regards to Welsh language skills and delivery.

Secondly, to help contextualise and better understand some of the findings in this report, the **regional distribution** of the general population with Welsh language skills was assessed. This showed that people in North Wales and South West/Mid Wales were generally more likely to have Welsh language skills than people in the South and South East (Welsh Language Board, 2003). Hence, it was expected that staff in North Wales and South West/Mid Wales would also be more likely to have these skills and be involved in the delivery of learning through the Welsh medium than staff in the other two regions. Similarly, demand for Welsh medium or bilingual provision was anticipated to be higher in the North and South West/Mid Wales. This is discussed further in Appendix 3.

Furthermore, in order to provide more information about the types of organisations that responded to the WLS audit surveys, FEIs in Wales were divided into **two groups**:

- Group 1 little or no Welsh medium provision
- Group 2 offer Welsh medium and bilingual provision

The division was based on the number of **learning activities** provided through these mediums within each institution. This information was obtained through the 2005-06 Lifelong Learning Wales Record (LLWR). Seven FEIs from group 1 and six from group two responded to the **organisational survey** and 71% of **staff survey** respondents were from group 1 and 29% were from group 2. However, this grouping was only possible for the FEIs, based on one year's data and used broad groups, so should be considered with caution. See Appendix 4 for more information and the FEIs in each group.

Throughout the report, teachers, tutors, trainers, instructors, assessors and verifiers will all be referred to as **teachers** or **teaching staff** purely for ease of reference and readability, unless stated otherwise. This is in line with the definition used in the Further Education Workforce Reforms information pack (LLUK, 2007), which further states that:

'This is regardless of: job title; whether the teacher is on a full or part time contract; whether teaching is combined with other non-teaching or teacher-related roles (e.g. managers, assessors, verifiers etc).'

Any reference to **all staff or organisations in the sector** refers to those that responded to the WLS audit surveys rather than the entire sector, unless stated otherwise.

4.1 Number of staff in institutions

The **total number of staff** working in eligible areas within the 49 institutions that responded to the **organisational survey** was 8,803. Of these, the following numbers worked in the different types of organisations: 6,786 (77%) for FEIs, 881 (10%) for LEAs and 1,136 (13%) for WBL providers. These percentages are somewhat similar to those presented in Section 3.2, that is, the distribution of respondents to the staff survey by organisation type. However, the main difference between the two is that a higher proportion of staff working for WBL providers (22%) responded to the staff survey than identified through the organisational survey.

Organisational survey respondents were also asked to provide the number of assessors/verifiers and teaching staff working within their institution. A total of 1,001 assessors/verifiers and 4,175 teaching staff were reported to be working in the 49 organisations – 11% and 47% (58%) of the total workforce respectively. The equivalent figure according to the breakdown of occupation group of respondents to the staff survey was 57%. The sector breakdown of staff according to the organisational survey is shown in the table below.

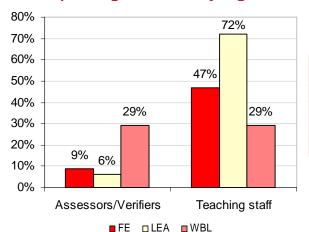
Table 4.1: Assessors/verifiers and teaching staff as a proportion of the total responding workforce by organisation type

	Assessors and verifiers	Assessors and verifiers	Teaching staff (excluding assessors/verifiers)
FE	6,786	615	3,213
LEA	881	55	630
WBL	1,136	331	332
Total	8,803	1,001	4,175

NOTE: Respondents were asked not to double count individuals, that is, not to include an individual in the total count of both the assessors/verifiers and teaching staff.

Differences were apparent when the percentage of assessors/verifiers and teaching staff in the various sectors were compared. This information is presented in the figure below.

Figure 4.1: Assessors/verifiers and teaching staff as a proportion of the total responding workforce by organisation type



Of the 8,803 staff that worked in the 49 responding institutions:

- 77% were from FEIs
- 10% were from LEAs
- 13% were from WBL providers

Figure 4.1 shows that assessors and verifiers made up 29% of the total WBL provider workforce whereas they only formed 9% of FE and 6% of LEA staff. On the other hand, 72% of the LEA workforce were teaching staff, with almost half (47%) of the FE workforce and a much lower 29% of WBL staff from this occupation group.

4.2 Mode of employment of staff

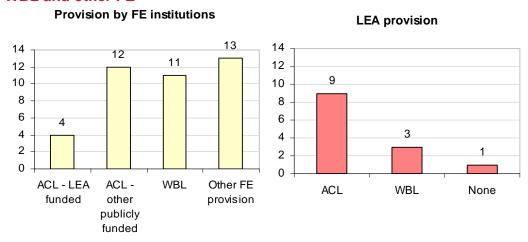
Almost all (99%) respondents of the **staff survey** worked in paid employment. Only one per cent reported working on a voluntary basis. Furthermore, 71% of all staff survey respondents worked on a full-time basis, whereas 29% were working part-time.

4.3 Type of provision

This section will evaluate the type of provision (FE, ACL and WBL) provided by organisations and individual staff. The organisational survey respondents were asked to specify the types of provision their institution was involved in and the individuals responding to the staff survey were asked to identify the provision type they were **mainly** involved in.

According to the **organisational data**, the type of provision tended to vary between organisations and differences were also noticeable when the level of provision was compared between the different sectors. The figure below shows FE and LEA provision. An equivalent graph for WBL providers has not been included because they were only involved in one type of provision - WBL.

Figure 4.2a and 4.2b: Number of responding FEIs and LEAs providing ACL, WBL and other FE



The figures above illustrate that:

- Around a third of responding FEIs provided LEA funded ACL whereas threequarters of LEAs were involved in this type of provision.
- Almost all FEIs were involved in delivering 'other publicly funded ACL'.
- All WBL providers, most FEIs but only a quarter of LEAs provided WBL.
- All responding FEIs were delivering other FE provision.
- One LEA was not involved in either ACL or WBL this LEA (from North Wales) will be considered as **ineligible** and will be **excluded** in any numbers presented on the organisational data in the remainder of this report.

Organisations were also asked to breakdown the number of staff by type of provision. This information is presented in a table in Appendix 5. In summary:

- 90% of all LEA staff were working on ACL and 10% were involved in WBL provision.
- Almost three-quarters of all FE staff were involved in 'Other FE provision' with comparatively lower percentages working in ACL (16%) and WBL (9%).
- Almost the same number of staff in LEAs and FEIs were identified as working in ACL.
- 69% of all staff involved in WBL provision worked for WBL providers.

Organisational survey: 24% of all staff worked on ACL, 24% mainly provided WBL and 52% were involved in other FE provision

Similar information gathered in the **staff survey** is also presented in Appendix 5. This shows that a quarter of responding FE staff and almost all (97%) LEA staff respondents

were mainly involved in the provision of LEA funded ACL. The overall percentages from the staff survey tended to vary slightly than those identified in the organisational survey. Differences between the proportions of staff providing ACL and other FE provision were more notable than those delivering WBL.

Staff survey: 35% of all staff provided ACL, 30% mainly delivered WBL and 35% were involved in other FE provision.

The other main difference related to provision within FEIs. According to the staff survey 51% of respondents worked on other FE provision and 39% worked on ACI, provision but the organisational survey identified

provision and 39% worked on ACL provision but the organisational survey identified 74% and 16% of staff working in these areas respectively.

4.4 Staff with and without Welsh language skills

The questions that had to be answered in the **staff survey** were based on whether or not an individual had any Welsh language skills. The respondents who indicated not having **any** Welsh language skills were asked to complete a much shorter questionnaire, which collected basic information in comparison to that which had to be completed by staff with relevant skills. The following section considers various aspects of staff with and without Welsh language skills.

It was found that 59% (723) of **staff survey** respondents had some level of Welsh language skills, whereas 41% (500) had no such skills. In comparison, the **organisational survey** found that only 17% of staff had Welsh language skills. The difference could be a consequence of one or both of the factors below.

- Only limited information about the Welsh language skills of staff is known at an organisational level or by an individual within the organisation.
- The staff survey attracted more individuals with WLS because of survey saliency (as discussed at the beginning of section 4).

4.4.1 Regional location of staff with Welsh language skills

Some variation was observed when the percentage of staff with and without Welsh language skills was compared between **regions**. Of all staff who responded to the staff survey, the following percentages had Welsh language skills in each region:

- 69% in South East Wales
- 62% in North Wales
- 55% in South West/ Mid Wales
- 41% in South Wales

Based on the distribution of the Wales' population with Welsh language skills, as discussed at the beginning of section 4 and in Appendix 3, North Wales and South West/ Mid Wales were expected to have a higher percentage of staff with Welsh language skills than the other regions. However, according to the findings of the staff survey, proportionately more staff with these skills were from South East Wales. However, these figures do not provide any indication of the **levels** or **areas** of Welsh language skills of staff between regions. This will be explored further in Section 4.5.

4.4.2 Mode of employment

The mode of employment was considered separately for **staff survey** respondents with and without Welsh language skills. The breakdown for each group was the same as that of all respondents (see Section 4.2), that is, 71% full-time and 29% part-time.

4.4.3 Type of organisation

Figure 4.3 shows that a higher percentage of **staff survey** respondents from FEIs had Welsh language skills than those without such skills within this sector. The percentage of staff with and without Welsh language skills was more alike for LEA and WBL.

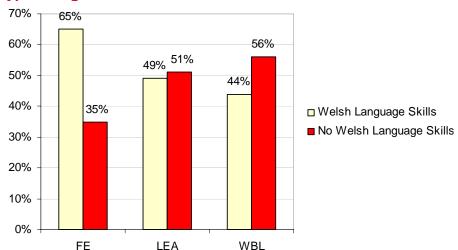


Figure 4.3: Staff survey respondents with/without Welsh language skills by type of organisation

In the **organisational survey**, 17% of all FE staff, and 14% of all LEA and WBL staff were identified as having Welsh language skills. The variation between these and the figures above may again be justified by the discussion at the beginning of Section 4.4.

4.4.4 Occupation type

The occupation type of all respondents and whether or not they had any Welsh language skills will now be considered. Table 4.2 shows the main occupation group of **staff survey** respondents with and without Welsh language skills. The percentage of staff with and without Welsh language skills in most occupation groups reflects the average for all staff who

Of all staff survey respondents:

- 46% were teachers
- 23% were managers
- 20% were administrative staff
- 10% were learning support staff
- 1% were manual staff

responded to the survey, that is, 59% with and 41% without these skills, as shown in Table 4.2 and illustrated in the Figure 4.4.

Table 4.2: Main occupation type of all responding staff

	ургания при	Welsh language skills	No Welsh language skills	Total
Administrative	Count	135	107	242
support	Row total	56%	44%	100%
support	Column total	19%	22%	20%
Learning	Count	82	40	122
support	Row total	67%	33%	100%
Саррон	Column total	12%	8%	10%
	Count	91	52	143
Manager	Row total	64%	36%	100%
	Column total	13%	11%	12%
Managers that	Count	75	53	128
also taught	Row total	59%	41%	100%
	Column total	11%	11%	11%
	Count	5	7	12
Manual	Row total	42%	58%	100%
	Column total	1%	1%	1%
	Count	322	231	553
Teaching staff	Row total	58%	42%	100%
	Column total	45%	47%	46%
	Count	710	490	1,200
Total	Row total	59%	41%	100%
	Column total	100%	100%	100%

NOTE: Managers were asked to indicate if they worked as a teacher, trainer, tutor, assessor or verifier. Managers who also worked in one of these areas and had Welsh language skills were asked the detailed set of questions given to teaching staff about their Welsh language and bilingual skills. These managers were categorised separately as 'Managers that also taught' in the table above. Overall, 47% (128) of all managers declared that they also worked as teachers.

The main fluctuation from the average is observed for manual staff where only 42% had Welsh language skills – however it needs to be noted that only 12 manual staff responded to the survey.

Furthermore, learning support staff (67%) and managers (64%) were most likely to have Welsh language skills.

The percentage of respondents with Welsh language skills in most occupation groups is very similar to the overall percentage (59%) of responding staff with these skills.

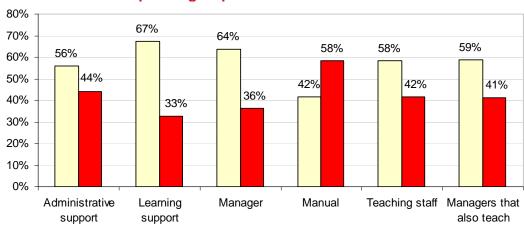


Figure 4.4: Percentage of responding staff with and without Welsh language skills in each occupation group

□ Welsh Language Skills ■ No Welsh Language Skills

4.5 Levels of Welsh language and bilingual skills

All **staff survey** respondents who had Welsh language skills were asked to self-assess their competency in speaking, listening/understanding, reading and writing by selecting a level between 1 and 5. A description of each level was given to respondents to help them answer consistently. This can be found in Appendix 6. It is worth noting that these levels do not represent or relate to the national qualification levels.

Out of the 723 staff with Welsh language skills, 645 individuals responded to this question. Figure 4.5 shows the skills levels (1-5) by skills area (speaking, listening/understanding, reading and writing) of teaching staff and all other staff. It illustrates that around half of staff across both these groups were competent to level 1 in the different skills areas.

Between 50-60% of all responding staff were competent to level 1 in each of the skills areas.

Furthermore, the percentage of staff reporting various skills levels in the different areas was similar when comparing teaching staff with all other staff. The **largest variation was observed for writing skills** where there was a five percentage point difference between teaching staff and all other staff who responded to the staff survey, with the latter more likely to report having this skill at level 1.

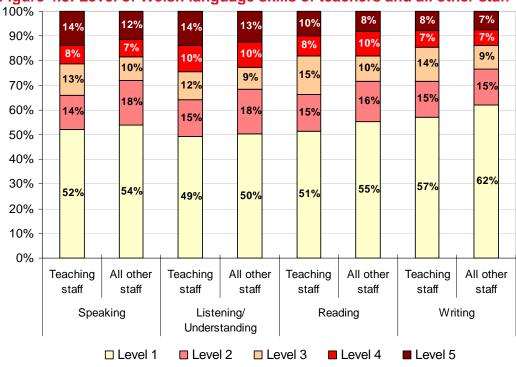


Figure 4.5: Level of Welsh language skills of teachers and all other staff

NOTE: Managers who also teach have been included in teaching staff

Further assessment of the graph shows that a slightly higher percentage of non-teaching staff reported having skills at levels 1 and 2 for all skills areas whereas teachers were more commonly selecting higher levels. This could be because teaching staff require higher levels (4 and 5) of Welsh language and bilingual skills in order to teach through these mediums. Therefore, only teachers at levels 4 and 5 should be considered as those who have sufficient skills to be able to teach through Welsh/bilingual mediums.

4.5.1 Levels of Welsh language and bilingual skills by region

The skills levels of individuals that responded to the **staff survey** are presented for each **region** in the graphs below.

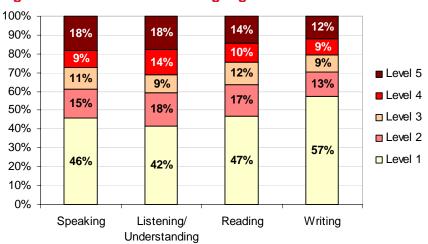


Figure 4.6: Level of Welsh language skills of staff in North Wales

NOTE: Based on responses from 211 staff

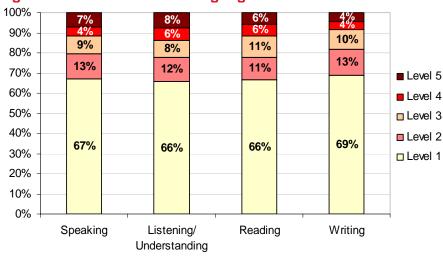


Figure 4.7: Level of Welsh language skills of staff in South East Wales

NOTE: Based on responses from 158 staff.

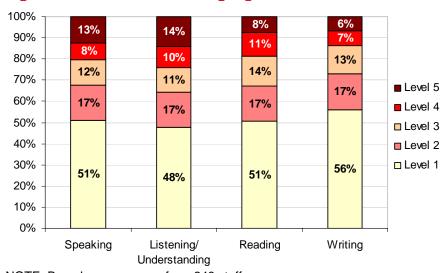


Figure 4.8: Level of Welsh language skills of staff in South West/ Mid Wales

NOTE: Based on responses from 248 staff.

The equivalent graph for **South Wales** has not been included here because only 28 individuals responded to this question from this region. However, reference to the breakdown of skills levels and areas for these staff will be made where possible.

The percentage of staff competent to various levels was similar in North Wales and South West/ Mid Wales. It was further observed that staff in North Wales were more

likely to be competent to levels 4 and 5 than staff in the other regions. The percentage of staff competent to level 1 is noticeably higher in South East Wales when compared with the other regions. This is more consistent with the distribution of the general population with Welsh language skills, as discussed at the beginning of Section 4 and in Appendix 3.

Staff in North Wales were most likely and staff in South East/ South Wales were least likely to be competent to levels 4 and 5 in the different skills areas.

4.5.2 Levels of Welsh language and bilingual skills by sector

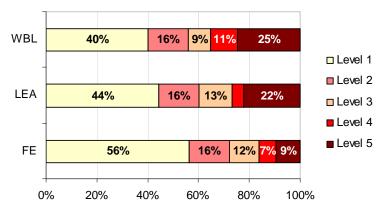
A further breakdown of skills levels of respondents by their **organisation type** is illustrated in the graphs below. These show similar patterns across all skills areas. Similar to the previous findings (see Figure 4.5), more staff generally tended to have skills at level 1 across all areas.

In most cases, levels 2, 3 and 4 did not fluctuate greatly between the three organisation

types and skills areas. The main exceptions to this were differences between WBL and LEAs. However, the largest differences occurred at levels 1 and 5 – responding FE staff were more likely to be competent to level 1 in each skills area than responding staff in LEAs and WBL. The finding was opposite at level 5 where FE staff were least likely, and LEA and WBL staff were most likely to be competent to this level.

Responding FE staff were more likely to be competent to level 1 and less likely to be competent to level 5 in each skills area than responding staff from LEAs and WBL.

Figure 4.9a: Level of Welsh language skills of staff by organisation – speaking



NOTE: Percentages below 5% have been removed from the graph for presentational purposes.

Figure 4.9b: Level of Welsh language skills of staff by organisation – listening/understanding

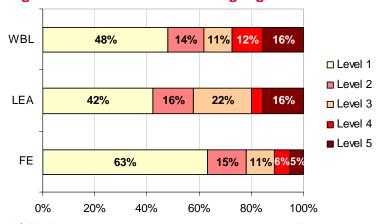


NOTE: Percentages below 5% have been removed from the graph for presentational purposes.



Figure 4.9c: Level of Welsh language skills of staff by organisation - reading

Figure 4.9d: Level of Welsh language skills of staff by organisation – writing



NOTE: Percentages below 5% have been removed from the graph for presentational purposes.

4.5.3 Welsh language and bilingual skills of assessors/verifiers

Fifty responding staff indicated that they worked as **assessors or verifiers** through the medium of Welsh or bilingually. Skills levels of these staff by skills area are shown below.

Figure 4.10: Levels of Welsh language skills of staff that work as assessors/verifiers through the medium of Welsh and/or bilingually

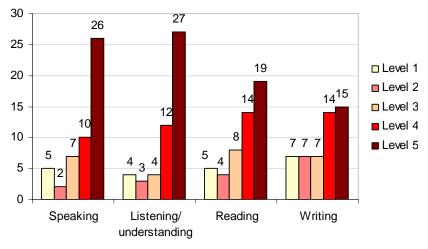


Figure 4.10 illustrates that, these members of staff had high levels of Welsh language skills with over half competent to level 5 in speaking and listening/understanding, and over half also indicated being competent to levels 4 and 5 combined when asked about reading and writing skills.

4.6 Welsh language qualifications and training

Respondents of the individual **staff survey** with Welsh language skills were asked about their past, current and highest Welsh language qualifications as well as training they had undertaken or were undertaking at the time of the survey. This section presents findings from data relating to these aspects.

4.6.1 Past qualifications and training

In regards to Welsh language qualifications **achieved** and/or training **completed** by individuals, the staff survey results show that 60% of responding staff with Welsh language skills had either achieved a relevant qualification (27%), received relevant training (17%) or had completed both (16%) – see Table 4.3.

The table also shows that just over 40% of responding FE and WBL staff had **not achieved** a Welsh language qualification whereas a smaller percentage (29%) of LEA staff answered this way. On the other hand, 44% of LEA staff had **achieved** a Welsh language qualification, followed by WBL staff at 33% and FE staff at 24%.

60% of all responding staff with Welsh language skills had achieved a Welsh language qualification and/or received relevant training.

Table 4.3: Welsh language qualification achieved and/or training received by all responding staff with Welsh language skills

		FE	LEA	WBL	Total	
Achieved Welsh	Count	95	16	29	140	
language qualification	%	24%	42%	33%	27%	
Received Welsh	Count	71	6	10	87	
language training	%	18%	16%	12%	17%	
Both of the above	Count	66	5	11	82	
Both of the above	%	17%	13%	13%	16%	
None of the above	Count	161	11	37	209	
None of the above	%	41%	29%	43%	40%	
Total	Count	393	38	87	518	
IOlai	%	100%	100%	100%	100%	

Figure 4.11 shows the percentage of responding **teaching staff** and **all other staff** with Welsh language skills who had achieved a Welsh language qualification and/or received relevant training. In most cases the percentage who had achieved a qualification, received relevant training or completed both was similar across both occupation groups. There was however a ten percentage point difference between teaching staff (45%) and other staff (35%) that had **not** achieved a qualification or received any training.

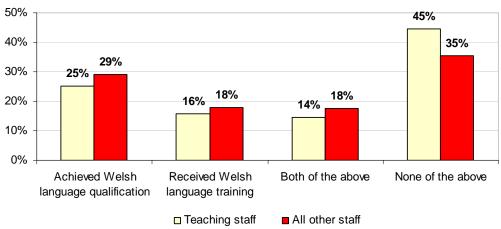


Figure 4.11: Welsh language qualification achieved or training received by responding teaching staff and all other staff with Welsh language skills

Respondents were asked to specify the qualifications they had achieved and the training they had undergone. The evaluation of this information indicated that a little over half of respondents had GCSE or O level Welsh qualifications⁷, around 12% had OCN and 10% had A level Welsh qualifications. Where training was concerned, many respondents identified undertaking some form of training for beginners. Training through schools, colleges or work was commonly reported by staff with some completing related training specific to teaching. A summarised list of qualifications and training specified can be found in Appendix 7.

4.6.2 Highest qualification achieved

Staff survey respondents were also asked about the **highest level of Welsh language qualification** that they had achieved. It is clear from Figure 4.12 that many responding staff **did not** have a formal qualification in Welsh – 33% in FE, 28% in LEA and 24% in

WBL. The percentage of respondents holding qualifications at each level did not vary greatly between the sectors. The main exception was GCSE grade A-C⁷ or equivalent, which was selected by almost half of all WBL staff compared with around a third of staff in FEIs and LEAs that chose this category.

The highest Welsh language qualification held by the largest proportion of responding staff was GCSE/O level grades A-C.

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⁷ This includes GCSE/O level Welsh first language and GCSE/O level Welsh second language. The former is more advanced and in-depth than the latter but these could not be separated.

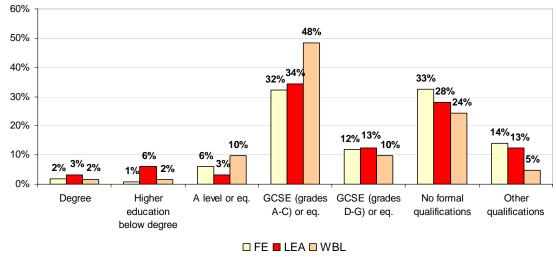


Figure 4.12: Highest Welsh language qualification achieved by respondents

NOTE: Higher degree or equivalent is not shown on the graph because only one respondent from a FEI choose this option, which equated to less than 1% of the total response to this question.

In comparing qualification information for responding teaching staff and all other staff, similarities were observed between the two groups at most qualification levels. For example, the largest difference was less than two percentage points – 11.6% of teaching staff and 13.4% of non-teaching staff indicated that they had an 'other qualification'.

The respondents that selected the 'Other' answer option were asked to specify their highest Welsh language qualification. The assessment of this information revealed that 23 out of the 42 respondents that specified a qualification had an OCN qualification.

4.6.3 Current study and training

Of the 209 staff survey respondents that **had not** achieved a Welsh language qualification or undertaken any relevant training in the past (as identified in Section 4.6.1), none were studying towards a Welsh language qualification or undergoing any appropriate training at the time of the survey. Furthermore, the majority of staff from each organisation type were **not** studying towards a Welsh language qualification or receiving any Welsh language training – FE 90%, LEA 89% and WBL 95%.

When making a similar comparison between responding **teaching staff** and **other staff**, it was found that the latter (12%) were more likely to be studying towards a qualification and/or undertaking Welsh language training than the former (7%).

In total, 29 respondents specified which course they were undertaking. Most of these were doing a WJEC or an OCN related course. The main training being taken was introductory work based training or short courses for beginners.

4.6.4 Teaching qualification

According to the **individual staff survey**, three-quarters of responding teachers had a teaching qualification, one-in-ten were working towards this qualification, and the remaining 15% did not have or were not studying towards the qualification. The breakdown of this information by sector shows similarities between FE and LEA staff, but differences between these and WBL, as shown in the figure below.

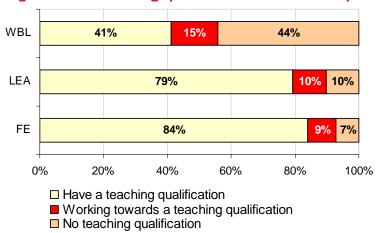


Figure 4.13: Teaching qualification status of responding teaching staff

4.7 Teaching and other related tasks through the medium of Welsh or bilingually

This section deals with various aspects of teaching and performing other related tasks through the medium of Welsh and/or bilingually.

4.7.1 Past and present teaching through the medium of Welsh or bilingually

According to the **individual staff survey**, 11% of the 681 teaching staff (teachers, tutors, trainers, instructors, assessors, verifiers and managers who also teach) that responded to the WLS audit had **taught through the medium of Welsh or bilingually in the past**. The percentage of teaching staff that had taught through these mediums in FE, LEA and WBL was 12% of 434, 6% of 78 and 12% of 169 respectively. The Centre for Welsh Medium Higher Education HE data indicated that 60% (108 out of 181) of responding staff had taught through the medium of Welsh in the past. This percentage was much higher than the other sectors probably because the HE study was specifically designed for staff who could contribute towards Welsh medium or bilingual teaching, which was not true for staff responding to the WLS audit.

The **staff survey** also indicated that 9% of the 681 responding teaching staff **were teaching through the medium of Welsh or bilingually at the time of the survey** whereas 91% were not teaching through these mediums. In terms of the breakdown by type of organisation, the following percentage of teachers who responded were teaching

through these mediums within each sector - 9% of the 434 FE teachers, 6% of the 78 LEA teachers and 11% of the 169 WBL teachers. Similarly, the HE data indicated that 67% (122 of 181) of respondents were teaching through the medium of Welsh. Again, the percentage is higher than the other sectors possibly because of the reason given earlier.

Staff survey: 9% of 681 responding teachers were teaching through medium of Welsh or bilingually.

- 9% of the 434 FE teachers
- 6% of the 78 LEA teachers
- 11% of the 169 WBL teachers

A similar comparison of responding managers who also teach and other teaching staff again found similar percentages - 8% of the former and 9% of the latter were teaching through the Welsh and bilingual mediums at the time of the survey.

Analysis of the **organisational survey** data found that 10% (505) of the 5,176 teaching staff, who worked in the responding

organisations, were teaching through the medium of Welsh or bilingually at the time of the survey. This percentage is almost identical to that reported in the staff survey (9%) above.

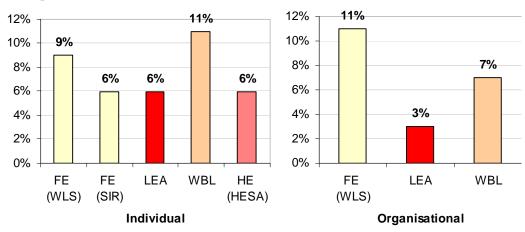
In addition, relevant information was obtained from the **Higher Education Statistics Agency's** (HESA) Staff Record for 2006-07 and the FE **Staff Individualised Record** (SIR) for 2005-06 (WAG, 2007).

Organisation survey: 10% of the 5,176 teachers from responding organisations were teaching in Welsh/bilingually mediums.

- 11% of the 3,828 FE teachers
- 3% of the 685 LEA teachers
- 7% of 663 WBL teachers

The information relating to 'current' teaching from both WLS audit and the other sources is summarised in the figures below. These show the percentage of teachers teaching through the medium of Welsh and/or bilingually within each sector, that is, the percentage of all teachers **within a particular sector** teaching through these mediums. It illustrates differences between the WLS audit and other sources (HESA and SIR).

Figure 4.14a and 4.14b: Percentage of responding teachers teaching through the medium of Welsh and/or bilingually in each sector



According to the **HESA Staff Record**, 6% (421) of the 6,763 academic professionals across the 13 HEIs in Wales were teaching through the medium of Welsh. Similarly, **SIR** figures indicate that 6% (500) of the 7,375 teaching staff across the 25 FEIs in Wales were teaching through the medium of Welsh and/or bilingually during the relevant period.

6% of FE staff (FE SIR) and 6% of HE staff (HESA Staff Record) were teaching through the medium of Welsh or bilingually.

The largest difference of 5 percentage points was observed in FE where 11% of teaching staff were teaching through both mediums according to the **organisational survey** compared with the **SIR figure** of 6%. However, the equivalent percentage in the WLS audit **staff survey** was 9%, which is somewhat closer to the SIR figure.

This information shows that responding teachers who 'teach' through Welsh and bilingual mediums and the FEIs that are more likely to employ these members of staff, are likely to be slightly **overrepresented** in the WLS audit.

The **organisational survey** also captured information about the number of staff teaching through the medium of Welsh, bilingually or both. Figure 4.15 shows the percentage of teachers (working in the responding institutions) within each sector who were teaching:

- only through the medium of Welsh (no English used)
- bilingually (concurrent use of both Welsh and English)
- through both these mediums (a class/course delivered only through the medium of Welsh and another class/course delivered bilingually)

12% 438 505 10% 4% 8% 4% 47 1% 6% 4% 4% 20 6% 5% 2% 2% 3%

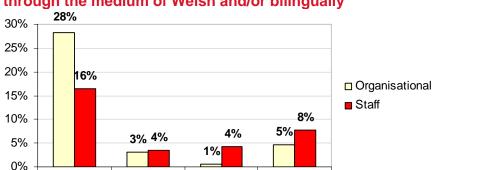
Figure 4.15: Percentage of teaching staff in each sector teaching through the medium of Welsh and/or bilingually (breakdown of Figure 4.1.4)

NOTE: Percentages below 1% have been removed from the graph for presentational purposes.

1% 0% FΕ LEA WBL Total □ Currently Teaching bilingually ■ Currently Teaching in Welsh □ Currently Teaching in Welsh and bilingually

Overall, it can be seen that the percentage of teachers delivering learning purely through the Welsh medium is relatively low across all sectors. The proportion teaching bilingually is the same for FE and WBL at 4% but lower for LEAs at 2%. However, figures for those teaching through both mediums tended to vary more between the three organisation types. For example, 6% of FE teachers, who worked in responding institutions, were teaching through both mediums whereas the equivalent figure for LEAs was only 1%.

Information on the number of staff teaching through the medium of Welsh and/or bilingually from both the organisation and staff surveys was further assessed by region.



South East South Wales South West/

Figure 4.16: Percentage of all responding teachers in each region teaching through the medium of Welsh and/or bilingually

Mid Wales

North Wales

Wales

The graph above clearly illustrates that responding teachers in **North Wales** were most likely to be teaching through the Welsh medium and/or bilingually. Teaching staff in the other regions, particularly in South East Wales and South Wales, were less likely to be

teaching through these mediums. According to the **organisational survey**, 28% of all teaching staff in North Wales were teaching through relevant mediums whereas 16% of all teaching staff who participated in the **staff survey** were in the same position. This reflects the expectation that demand for Welsh medium or bilingual provision is likely to be highest in North Wales as discussed at the beginning of Section 4 and in Appendix 3.

Organisation and staff surveys indicate that teaching staff in North Wales were most likely to be teaching through the medium of Welsh or bilingually.

4.7.2 Ability to teach and perform other related tasks through the medium of Welsh or bilingually

The **organisational survey** findings indicated that 5% (244) of the 5,176 teaching staff, who worked in the responding institutions, were **able to teach** through the medium of Welsh and/or bilingually but were **not** teaching through these mediums at the time of the survey. Similarly, around 4-5% had this ability in each of the four **regions** of Wales. In terms of sector breakdown, 3% (115) of FE teachers, 4% (25) of LEA teachers and 16% (104) of WBL teachers were able to teach through relevant mediums. The WBL percentage was surprisingly higher than the other two sectors. A further breakdown of staff able to teach through the medium of Welsh, bilingually or through both these mediums is illustrated in the figure below.

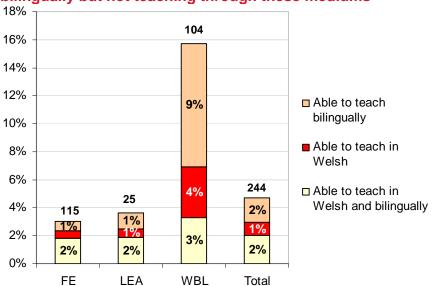


Figure 4.17: Staff able to teach through the Welsh medium and/or bilingually but not teaching through these mediums

NOTE: Percentages below 1% have been removed from the graph for presentational purposes.

In this comparison, there were similarities between the percentage of teachers in FEIs and LEAs (captured in the organisation survey) who were able to teach through Welsh and/or bilingually mediums. However, these were somewhat different to the breakdown of staff in WBL, for example, a higher percentage were able to teach bilingually in WBL.

In order to further assess the **ability of teaching staff**, a number of statements were presented to **teachers with Welsh language skills** in the **staff survey**. Some of these statements were also used in the Centre for Welsh Medium Higher Education HE study. Results from both studies are presented in the table below.

Table 4.4: Percentage of responding teaching staff with WLS who selected each statement relating to their ability

Relating to Welsh provision 1 I don't currently teach through the medium of Welsh but I could with relevant training (*) 2 I could teach through the medium of Welsh if the situation arose or if there is a demand for provision (*) 3 I don't currently teach through the medium of Welsh but I would be willing to develop Welsh medium materials in my field (*) 4 I don't currently teach through the medium of Welsh but I could offer tutorial/seminar sessions (*) 5 I could be an external examiner through the medium of Welsh (*) 6 I could be an assessor/verifier through the medium of Welsh (*) 7 I don't currently teach bilingual provision 7 I don't currently teach bilingually but I could with relevant training 8 I could teach bilingually if the situation arose or if there is a demand for provision 9 I don't teach bilingually at present but I would be willing to develop bilingual materials in my field 10 I don't currently teach bilingually but I could offer tutorial/seminar sessions 5 % 3% 4% N/A 5% 11 I could be a bilingual external examiner 2 % - 4% N/A 2% 12 I could be a bilingual assessor/verifier							
1 I don't currently teach through the medium of Welsh but I could with relevant training (*) 2 I could teach through the medium of Welsh if the situation arose or if there is a demand for provision (*) 3 I don't currently teach through the medium of Welsh but I would be willing to develop Welsh medium materials in my field (*) 4 I don't currently teach through the medium of Welsh but I could offer tutorial/seminar sessions (*) 5 I could be an external examiner through the medium of Welsh (*) 6 I could be an assessor/verifier through the medium of Welsh (*) Relating to bilingual provision 7 I don't currently teach bilingually but I could with relevant training 8 I could teach bilingually if the situation arose or if there is a demand for provision 9 I don't teach bilingually at present but I would be willing to develop bilingual materials in my field 10 I don't currently teach bilingually but I could offer tutorial/seminar sessions 5 % 3% 4% N/A 5% 11 I could be a bilingual external examiner 2 % - 4% N/A 5% 12 I could be a bilingual assessor/verifier			FE	LEA	WBL	HE	Total
l could teach through the medium of Welsh if the situation arose or if there is a demand for provision (*) I don't currently teach through the medium of Welsh but I would be willing to develop Welsh medium materials in my field (*) I don't currently teach through the medium of Welsh but I could offer tutorial/seminar sessions (*) I could be an external examiner through the medium of Welsh (*) I could be an assessor/verifier through the medium of Welsh (*) Relating to bilingual provision I don't currently teach bilingually but I could with relevant training I could teach bilingually if the situation arose or if there is a demand for provision I don't teach bilingually at present but I would be willing to develop bilingual materials in my field I don't currently teach bilingually but I could offer tutorial/seminar sessions I don't currently teach bilingually but I could offer tutorial/seminar sessions I could be a bilingual external examiner I could be a bilingual external examiner I could be a bilingual assessor/verifier		Relating to Welsh provision					
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8 I could teach bilingually if the situation arose or if there is a demand for provision 9 I don't teach bilingually at present but I would be willing to develop bilingual materials in my field 10 I don't currently teach bilingually but I could offer tutorial/seminar sessions 11 I could be a bilingual external examiner 12 I could be a bilingual assessor/verifier 38 PWA N/A 59		Relating to bilingual provision					
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my field 10 I don't currently teach bilingually but I could offer tutorial/seminar sessions 5% 3% 4% N/A 5% 11 I could be a bilingual external examiner 2% - 4% N/A 2% 12 I could be a bilingual assessor/verifier 3% - 13% N/A 5%	8	I could teach bilingually if the situation arose or if there is a demand for provision	6%	3%	9%	N/A	6%
11I could be a bilingual external examiner2%-4%N/A2%12I could be a bilingual assessor/verifier3%-13%N/A5%	9		11%	13%	8%	N/A	11%
12 I could be a bilingual assessor/verifier 3% - 13% N/A 5%	10	I don't currently teach bilingually but I could offer tutorial/seminar sessions	5%	3%	4%	N/A	5%
Toolar 20 a 2 mily and account of the control of th	11	I could be a bilingual external examiner	2%	-	4%	N/A	2%
N 286 32 79 181	12	I could be a bilingual assessor/verifier	3%	-	13%	N/A	5%
		N	286	32	<i>7</i> 9	181	

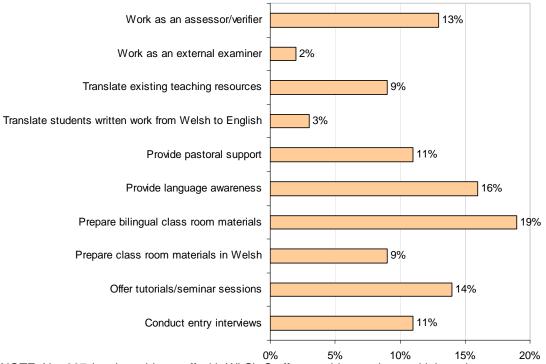
NOTE: Those marked (*) were also given as answer options to respondents of the HE study. Teaching staff were able to select more than one option.

Statements 1 and 7 were selected most frequently by responding staff from FEIs, LEAs and WBL providers and the proportion (mostly around a third) that selected these statements was somewhat consistent across these sectors (excluding HE). Hence, staff believed they could teach through the medium of Welsh and/or bilingually through relevant training. However, staff who participated to the HE study were less likely to select these statements but more likely to select other statements such as 'I could be an external examiner through the medium of Welsh' and 'I could teach through the medium of Welsh if the situation arose or if there is a demand for provision'. Differences could again be due to dissimilar target populations of the HE study and the WLS audit.

4.7.3 Tasks conducted by teaching staff

Teaching staff with Welsh language skills were also given a list of tasks in the **staff survey** and asked to select all those they performed or conducted through the medium of Welsh and/or bilingually. The overall results are presented in the figure below.

Figure 4.18: Percentage of all teaching staff with Welsh language skills that conducting specific tasks through the medium of Welsh or bilingually



NOTE: N = 397 (total teaching staff with WLS). Staff were able to select multiple options.

Figure 4.18 shows that 'preparing bilingual classroom materials' was most commonly chosen by respondents followed by 'provide language awareness', 'offering tutorials/seminar sessions' and 'working as an assessor/verifier'.

Respondents were least likely to be 'working as an external examiner' or 'translating students' written work from Welsh to English'.

The following table shows a more detailed breakdown, that is, by type of organisation, of the tasks conducted through the medium of Welsh and/or bilingually.

Table 4.5: Percentage of responding teachers with Welsh language skills conducting specific tasks through the medium of Welsh or bilingually

	FE	LEA	WBL	Total
Conduct entry interviews	10%	3%	14%	11%
Offer tutorials/seminar sessions	14%	13%	15%	14%
Prepare class room materials in Welsh	9%	9%	8%	9%
Prepare bilingual class room materials	20%	9%	22%	19%
Provide language awareness	16%	9%	16%	16%
Provide pastoral support	11%	3%	15%	11%
Translate students written work from Welsh to English	3%	-	5%	3%
Translate existing teaching resources	8%	3%	16%	9%
Work as an external examiner	2%	6%	1%	2%
Work as an assessor/verifier	9%	6%	28%	13%

NOTE: Teaching staff were able to select more than one option.

These numbers indicate that the most commonly selected task 'preparing bilingual classroom material' was carried out less by responding LEA staff (9%) than staff in the other two sectors (20% in FE and 22% in WBL). Furthermore, FE and WBL teachers with Welsh language skills were more likely than those in LEAs to be doing the tasks listed above with the main exception of 'Working as an external examiner'.

4.7.4 Subjects taught through the medium of Welsh or bilingually

Organisations had to specify which broad subject areas were being delivered through the medium of Welsh and/or bilingually through their institutions at the time of the WLS audit. A list of priority subject areas was presented to respondents to select from but they were given the opportunity to specify other subjects as well. The priority subject areas have been selected by the Welsh Assembly Government as sectors where Welsh medium and bilingual development should be focused. These are: Arts, Media and Publicity; Business Administration, Information and Communication; Early Years and Childcare; Health and Social Care; Land-based Studies and Agriculture; and Leisure, Travel and Tourism.

The results are presented in Table 4.6 below. These indicate that the subjects of interest

were more likely to be taught bilingually than just through the medium of Welsh. It is also apparent that most priority subject areas were being delivered by FEIs in both mediums than responding organisations in other sectors. However, the extent of provision varies by subject area. The delivery of the priority subject areas seems to be somewhat limited through LEAs and to some extent through WBL providers.

Early years and childcare was taught most by responding organisations through the medium of Welsh and bilingually.

Table 4.6: Number of responding organisations teaching each subject through the medium of Welsh or bilingually

Subjects taught through the medium of Welsh	FE N=13	LEA N=11	WBL <i>N</i> =27	Total N=51
Arts, Media and Publicity	2	1	-	3
Business Admin/Information/Communication	1	-	-	1
Early Years/Childcare	4	-	1	5
Health and Social Care	1	-	1	2
Leisure, Travel and Tourism	1	-	-	1
Other	7	-	2	9
Subjects taught bilingually				
Arts, Media and Publicity	5	1	-	6
Business Admin/Information/Communication	6	2	3	11
Early Years/Childcare	8	-	4	12
Health and Social Care	6	-	3	9
Land-based Studies/Agriculture	3	-	-	3
Leisure, Travel and Tourism	5	-	2	7
Other	6	4	8	18

NOTE: If priority subjects are not included in the table above then they were not selected in the survey. Organisations may be delivering more than one subject area through relevant mediums.

At the end of the **organisational survey**, respondents were given the opportunity to provide relevant comments in addition to their answers. Some WBL providers and a couple of LEAs indicated that demand for Welsh medium provision was low despite efforts to promote bilingual courses through course literature, partnership working, advertising, and websites.

According to an internal survey within one of the responding organisations, less than one per cent of learners expressed an interest in learning through the medium of Welsh. The equivalent figure for another organisation was around five per cent. Other providers indicated that none of their learners had expressed such an interest.

"...we do not find that there is a huge demand for Welsh Language provision."

"...our learners do not want to undertake their qualifications in Welsh."

"Recent internal audits have shown that the main restriction in delivering bilingually is a lack of willingness amongst our learners to access Welsh medium or bilingually."

"We do try to run Welsh medium courses but have so far never had enough uptake."

In the **staff survey**, individuals were given the same list of priority subject areas and asked if they 'teach' or taught these through either or both mediums. Similar to organisational survey findings, a variety of subjects were taught through both mediums by responding FE staff whereas provision by staff in LEAs was somewhat limited. Many respondents reported delivering 'other subjects' through the medium of Welsh and bilingually.

'Business administration, information and communication' and 'Health and social care' were delivered bilingually by the highest number of staff survey respondents.

Table 4.7: Number of responding teachers teaching each subject area through Welsh/bilingual mediums

	FE	LEA	WBL	Total
Subjects taught through the medium of Welsh	N=39	N=5	N=18	N=62
Business Admin/Information/Communication	2	-	-	2
Early Years/Childcare	-	-	1	1
Health and Social Care	1		1	2
Other	6	3	2	11
Subjects taught bilingually				
Arts, Media and Publicity	2	-	-	2
Business Admin/Information/Communication	7	-	5	12
Early Years/Childcare	4	-	3	7
Health and Social Care	7	-	3	10
Land-based Studies/Agriculture	1	-	-	1
Leisure, Travel and Tourism	2	1	-	3
Other	24	2	12	38

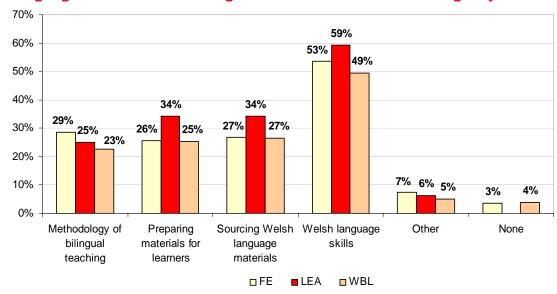
NOTE: If priority subjects are not included in the table above then they were not selected in the survey. Some teaching staff may have selected more than one subject area. N is the number of teaching staff currently teaching through the medium of Welsh (Section 4.7.1)

Respondents to the organisation and staff surveys were asked to specify subject areas being delivered through the medium of Welsh and/or bilingually but not covered by the priority list of subjects. A summary list of the specified subjects can be found Appendix 8.

4.7.5 Support and training

Teaching staff who responded to the **staff survey** were asked about the support or training they needed in order to teach through the medium of Welsh or bilingually. Of the **255 teaching staff with Welsh language skills that answered this question**, the vast majority (98%) identified the need for some training or support in order to teach through these mediums. The figure below presents the findings from this question.

Figure 4.19: Support/training needed by responding teachers with Welsh language skills to teach through the medium of Welsh or bilingually



NOTE: Staff were able to select more than one option.

Support and training needs do not vary greatly between the sectors. Higher levels of 'Welsh language skills' was the most commonly identified area of need. Responding staff in LEAs were more likely than staff in the other sectors to need support or training in preparing materials for learners and for sourcing Welsh language materials.

The most frequently identified support or training need was higher levels of Welsh language skills - 53% of responding teachers with Welsh language skills identified this as a need.

The 'other' support and training needs specified by respondents are summarised below.

- Confidence building through practice
- Intensive language course
- Language classes from beginners through to advance level
- Help with technical terminology associated with specific subjects
- Online training and support
- Administrative support / immediate translation / easy access to dictionary

A small number of teaching staff also specified **not** wanting to learn Welsh or teach through the medium of Welsh or bilingually in addition to their increasing workload.

4.8 Skills gaps in relation to Welsh language skills

In the organisational survey, institutions were asked to identify five key **skills gaps**⁸ that existed within their organisation amongst teaching staff and assessors/verifiers from a given list of skills areas.

The majority (44 out of 51) of respondents reported a skills gap amongst **teaching staff** (excluding assessors/verifiers). The breakdown is presented in the table below.

Table 4.8: Number of responding organisations that reported Welsh language or bilingual skills gaps amongst teaching staff

	FE <i>N</i> =13	LEA N=11	WBL <i>N</i> =27	Total N=51
Teaching and tutoring	10	8	12	30
Conduct entry interviews	1	2	6	9
Offer tutorials/ seminar sessions	4	2	4	10
Prepare class room materials in Welsh	6	5	10	21
Prepare bilingual class room materials	5	5	11	21
Provide language awareness	3	2	6	11
Provide pastoral support	2	-	3	5
Translate students written work from Welsh to English	4	2	7	13
Translate existing teaching resources	6	5	7	18
Work as an external examiner	6	1	2	9
Work as an assessor/verifier	3	4	16	23
Other	2	-	1	3

Overall, responding organisations were most likely to report a Welsh language/bilingual skills gap in 'teaching and tutoring' amongst teaching staff. Although this was the most reported skills gap in FE and LEAs, WBL providers were most likely to indicate that teachers lacked the ability to work as assessors/verifiers through these mediums.

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⁸ Skills gaps are where current employees are perceived to be lacking the appropriate levels or types of skills to enable them to be fully proficient in their post.

Preparing Welsh and bilingual class room materials was another area where employers tended to experience skills gaps.

In regard to **assessors/verifiers**, organisations were asked to specify the three main skills gaps and 35 responding institutions reported a skills gap amongst their staff in this occupation group. The findings are presented in the table below.

Table 4.9: Number of responding organisations that reported Welsh language or bilingual skills gaps amongst assessors/verifiers

	FE N=13	LEA <i>N</i> =11	WBL N=27	Total N=51
Assessing	9	4	15	28
Verifying	8	5	16	29
Mentoring	3	1	2	6
Teaching and tutoring	5	4	8	17
Providing feedback, information, advice and support	-	-	3	3
Negotiating assessment plans	1	-	1	2
Questioning candidates during observation	2	1	4	7
Other	2	-	-	2

Assessing and verifying were the two areas where respondents were generally most likely to report a skills gap – 28 and 29 institutions respectively. Respondents also identified teaching and tutoring as an area where assessors/verifiers lacked Welsh language and bilingual skills both overall and within the sectors.

Similar to the skills needs identified by respondents of the staff survey as discussed in the previous section, employers also specified that staff lacked confidence in communicating through the Welsh medium or bilingually.

"Several staff have Welsh language skills but lack confidence in interacting bilingually with students."

"Staff who can speak Welsh fluently often lack the confidence to use Welsh as a written language."

4.9 Skills shortages and recruitment difficulties in relation to Welsh language skills

Organisations also had to indicate whether they experienced any difficulties in recruiting teaching staff or assessors/verifiers with Welsh language or bilingual skills, or skills shortage⁹ amongst applicants for these roles.

Overall, 39 of the 51 responding institutions experienced **difficulties in recruiting teaching staff** with Welsh language and bilingual skills. This, together with the sector breakdown, is shown in the figure below.

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⁹ Skills shortages are where applicants for vacant posts do not have the required skills, work experience or qualifications required for the post.

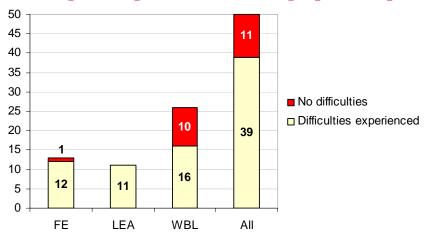


Figure 4.20: Number of organisations that experienced difficulties in recruiting teaching staff with Welsh language or bilingual skills

NOTE: 1 WBL provider did not answer this question

This shows that all 11 LEAs, 12 of the 13 FEIs and 16 of the 26 WBL providers that responded to the organisational survey were experiencing difficulties in recruiting teaching staff with Welsh language and/or bilingual skills at the time of the audit.

Again, 44 of the 51 respondents reported experiencing **skills shortages amongst teaching role applicants**. The table below shows the number of institutions within each sector that reported such shortages when asked to specify the five main shortage areas experienced by their organisations.

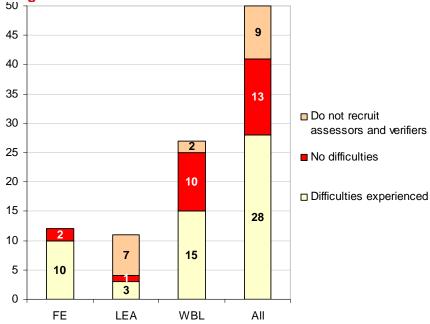
Table 4.10: Number of responding organisations that reported Welsh language or bilingual skills shortages amongst teaching role applicants

	,			
	FE	LEA	WBL	Total
	N=13	N=11	N=27	N=51
Teaching and tutoring	11	9	16	36
Conduct entry interviews	4	3	7	14
Offer tutorials/seminar sessions	5	3	4	12
Prepare class room materials in Welsh	8	5	10	23
Prepare bilingual class room materials	8	4	12	24
Provide language awareness	5	1	6	12
Provide pastoral support	4	1	4	9
Translate students written work from Welsh to English	5	1	8	14
Translate existing teaching resources	8	3	9	20
Work as an external examiner	3	1	2	6
Work as an assessor/verifier	5	4	12	21
Other	-	-	1	1

Teaching and tutoring was again an area which many responding employers from across the sectors reported as lacking amongst applicants for teaching roles. Similar to skills gaps, skills shortages were frequently identified in preparing Welsh/bilingual classroom materials and working as assessors/verifiers. Overall, FEIs were more likely than LEAs and WBL providers to report skills shortages in the different areas.

When asked about **difficulties in recruiting assessors/verifiers**, nine respondents indicated that their organisation did not recruit staff for such roles. Of these, seven were LEAs and two were WBL providers, as shown in the figure below. The figure also shows that from those that did recruit assessors/verifiers, many experienced difficulties in recruiting staff for such roles.

Figure 4.21: Number of responding organisations that experienced difficulties in recruiting assessors/verifiers with Welsh language or bilingual skills



NOTE: 1 FEI did not answer this question

The table below shows the number of respondents within each sector that reported Welsh language and/or bilingual **skills shortages amongst applicants for assessor/verifier** roles when asked to specify the three main skills shortage areas in their institutions.

Table 4.11: Number of responding organisations that reported Welsh language or bilingual skills shortages amongst applicants for assessor/verifier positions

	FE <i>N</i> =12	LEA N=4	WBL N=25	Total N=41
Assessing	10	3	17	30
Verifying	10	3	16	29
Mentoring	6	1	4	11
Teaching and tutoring	9	3	7	19
Providing feedback, information, advice and support	4	1	6	11
Negotiating assessment plans	5	1	5	11
Questioning candidates during observation	6	1	6	13
Other	0	0	1	1

NOTE: N based on the number of organisations that recruit assessors/verifiers

Again, findings were somewhat similar to those for skills gaps amongst assessors/verifiers. Respondents were most likely to report applicants lacking Welsh language and bilingual skills in assessing, verifying and teaching/tutoring.

One of the respondents also provided additional information: "There is a shortage of Welsh speaking people with the required occupational skills, i.e. hairdressing and teaching/assessing skills." Another made a similar point by saying that "Despite efforts to recruit Welsh speakers, applicants need to prove both occupational competence as well as Assessor/ Verifier competence..." and that there is not enough Welsh language training available through necessary occupational training routes. In order to deal with this issue, one of the institutions recruited Welsh speaking people from a particular profession and then developed their teaching and assessing skills.

Most common skills gaps and shortages amongst teachers:

- Teaching and tutoring
- Work as an assessor/verifier
- Preparing classroom materials in Welsh
- Preparing bilingual classroom materials
- Translate existing teaching resources

Most common skills gaps and shortages amongst assessors/ verifiers:

- Verifying
- Assessing
- Teaching and tutoring

4.10 Steps to increase levels of Welsh language/bilingual skills within organisations

In the **organisational survey**, respondents identified steps being taken to increase levels of Welsh language/bilingual skills of teaching staff (including assessors/verifiers) within their institutions. They were asked to select relevant steps from a list presented to them or by specifying other steps not listed but being taken.

Of the 51 respondents, 45 indicated taking steps to increase the levels of Welsh language and/or bilingual skills of staff in their institutions. The figures below present the findings for this question. These clearly show that 'introducing, increasing or improving training of existing staff' was the most widely used method to meet the Welsh language/bilingual skills needs within organisations. Furthermore,

- Around a third of employers across all sectors shared staff between institutions to increase the levels of Welsh language skills.
- FEIs were more likely to improve recruitment processes than employers in the other two sectors.
- Most organisations were not increasing the use of contract or agency staff.

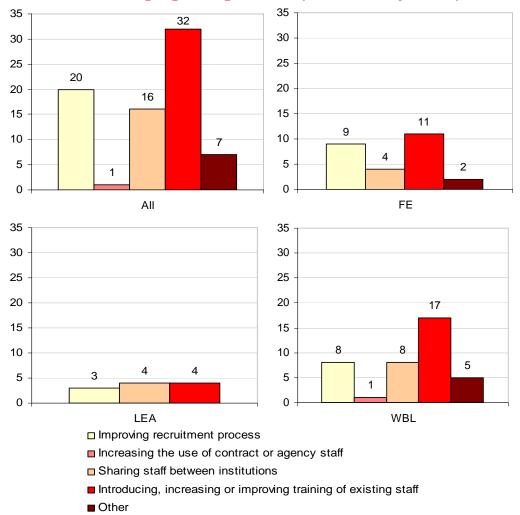


Figure 4.22: Number of responding organisations taking steps to recruit staff with Welsh language/bilingual skills (overall and by sector)

NOTE: The graphs above have been rescaled for consistency purposes. Categories may be missing from graphs if these were not selected by respondents in a particular sector.

Two other methods were specified by FEIs and WBL providers as:

- more advertising which stated that knowledge of Welsh or Welsh language skills is advantageous or preferable
- sending staff in Welsh sabbatical schemes

Additional comments given at the end of the questionnaire by respondents to the **organisational survey** provided further information about steps being taken and problems faced by institutions. Certain organisations specified that they were trying to increase opportunities for staff to learn Welsh through staff development initiatives and training to improve staff assessing and verifying skills through the medium of Welsh.

Other respondents indicated:

- the need for financial support to enable them to recruit bilingual staff to meet the expected future increase in demand for this provision
- experiencing difficulties in recruiting teaching staff and assessors with these skills (as also identified earlier).

5. SUMMARY OF FINDINGS AND CONCLUSION

This section provides a summary of the key findings from the Welsh language skills (WLS) audit, which have been presented in this report.

- Total staff working within the responding organisations was 8,803:
 - o 77% worked for FEIs, 10% for LEAs and 13% for WBL providers
 - o 11% were assessors/verifiers and 47% were teaching staff
- In the staff survey, 57% of respondents were teaching staff.
- The following types of provision was provided by organisations:
 - Around a third of FEIs and three quarters of LEAs provided <u>LEA funded ACL</u>
 - Almost all FEIs were involved in delivering 'other publicly funded ACL'
 - All WBL providers, most FEIs and a quarter of LEAs provided WBL
 - All responding FEIs were delivering <u>other FE provision</u>
- The following percentage of staff were involved in the various provision types:
 - o Organisational survey 24% in ACL, 24% in WBL, 52% in other FE provision
 - Staff survey 35% in ACL, 30% in WBL, 35% in other FE provision
- The staff survey found that 59% of respondents had some level of WLS whereas the
 organisational survey indicated that only 17% of staff in their institutions had these
 skills. The difference could be a result of limited information about the WLS of staff at
 an organisational level and/or the staff survey attracted more individuals with WLS.
- Between 50-60% of responding staff were competent to level 1 for each Welsh language skills areas (speaking, understanding/ listening, reading and writing). A slightly higher percentage of responding non-teaching staff reported having skills at levels 1 and 2 for all skills areas whereas teachers were more commonly selecting higher levels.
- Staff survey respondents in North Wales were most likely and those in South East/ South Wales were least likely to be competent to levels 4 and 5 in the different skills areas.
- Responding FE staff were more likely to be competent to level 1 in each skills area whereas LEA and WBL staff who responded were more likely to be competent to level 5.
- The staff survey also indicated that 60% of the responding workforce with WLS had achieved a relevant qualification and/or received relevant training. The highest Welsh language qualification held by the largest proportion of staff was GCSE/O level grades A-C.
- According to the staff and organisation surveys, 9% and 10% of all teachers
 respectively were teaching through the medium of Welsh or bilingually. Furthermore,
 the percentage of teachers within particular sectors teaching through these
 mediums was as follows:
 - Staff survey 9% in FE, 6% in LEA and 11% in WBL
 - o Organisation survey 11% in FE, 3% in LEA and 7% in WBL
 - Staff Individualised Record (2005-06) 6% of FE staff
 - Higher Education Statistics Agency's Staff Record (2006-07) 6% of HE staff

- The organisational survey data indicated that 5% (244) of all teaching staff, who
 worked in the responding institutions, were able to teach through Welsh and/or
 bilingual mediums but were not teaching through these mediums at the time of the
 survey.
- The WLS audit respondents were most likely to believe they could teach in both
 mediums through relevant training. However, HE staff were more likely to suggest
 that they could work as an external examiner through the Welsh medium or could
 teach through this medium if there was demand and they had the opportunity.
- Responding teachers mostly indicated 'preparing bilingual classroom materials'
 through the medium of Welsh or bilingually and were least likely to be 'working as an
 external examiner' or 'translating students' written work from Welsh to English'.
- Early years and childcare was the subject area taught most by responding
 organisations through the medium of Welsh and bilingually. 'Business administration,
 information and communication' and 'Health and social care' were delivered
 bilingually by the highest number of staff survey respondents.
- The vast majority of responding teaching staff with Welsh language skills identified
 the need for some training or support in order to teach through both mediums. The
 most commonly identified support or training need was higher levels of 'Welsh
 language skills'.
- The main areas identified by responding employers as skills gaps and shortages amongst teachers were the same: teaching and tutoring, working as an assessor/verifier, preparing classroom materials bilingually and in Welsh, and translating existing teaching resources. This was also true for assessors/ verifiers, where the main gaps/shortages were verifying, assessing, and teaching and tutoring.
- In terms of steps being taken by responding institutions to increase levels of Welsh language/bilingual skills of teaching staff (including assessors/verifiers), 'introducing, increasing or improving training of existing staff' was the most widely used method to meet the relevant skills needs within organisations. Other measures being taken included sharing staff between institutions and improving recruitment processes.

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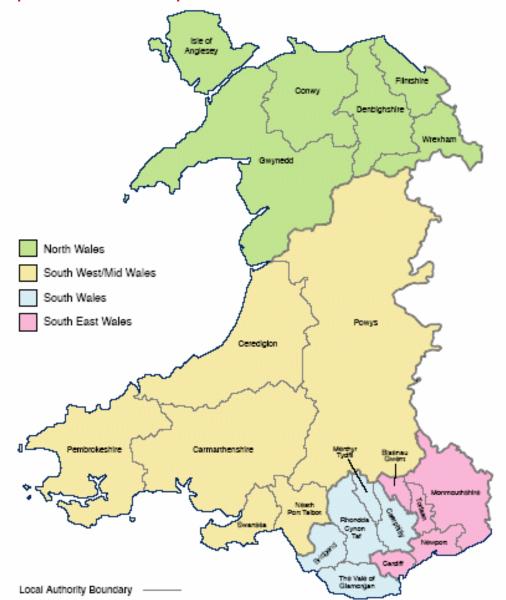
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APPENDIX 1: REGIONS OF WALES

The 2007 regional breakdown of Wales, as formed by the Department for Children, Education, Lifelong Learning and Skills (DCELLS), is shown on the map below. The four regions have been identified as North Wales, South East Wales, South Wales and South West/Mid Wales. All regional breakdowns presented in this report have been based on these.



Map A1: DCELLS area improvement team boundaries for Wales

SOURCE: Department for Children, Education, Lifelong Learning and Skills (DCELLS)

Appendix 1

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APPENDIX 2: INSTITUTIONS IN EACH SECTOR BY REGION

Each of the 95 eligible institutions across the three sectors (FE, LEAs and WBL) was assigned a region in which it mainly operated (primarily based on the number of branches in each region). The names of all organisations by region are shown below.

Table A1: Further education institutions in Wales by region

Region	FEI
	Coleg Harlech/WEA (North)
	Coleg Llandrillo
	Coleg Llysfasi
North Wales	Coleg Meirion-Dwyfor
Worth Wales	Coleg Menai
	Deeside College
	Welsh College of Horticulture
	Yale College
	Coleg Glan Hafren
	Coleg Gwent
South East Wales	Saint David's Catholic College
	WEA (South)
	YMCA
	Barry College
	Bridgend College
South Wales	Coleg Morgannwg
	Merthyr Tydfil College
	Ystrad Mynach College
	Coleg Ceredigion
South West/ Mid Wales	Coleg Powys
	Coleg Sir Gâr
	Gorseinon College
	Neath Port Talbot College
	Pembrokeshire College

NOTE: Based on DCELLS area improvement team boundaries - Appendix 1

Table A2: Local Education Authorities in Wales by region

Region	LEA
	Conwy County Borough Council
	Denbighshire County Council
North Wales	Flintshire County Council
North Wales	Gwynedd Council
	Isle of Anglesey County Council
	Wrexham County Borough Council
	Blaenau Gwent County Borough Council
	Cardiff Council
South East Wales	Monmouthshire County Council
	Newport City Council
	Torfaen County Borough Council
	Bridgend County Borough Council
	Caerphilly County Borough Council
South Wales	Merthyr Tydfil County Borough Council
	Rhondda Cynon Taff County Borough Council
	Vale of Glamorgan Council
	Carmarthenshire County Council
South West/ Mid Wales	Ceredigion County Council
	City & County of Swansea
	Neath Port Talbot County Borough Council
	Pembrokeshire County Council
	Powys County Council

NOTE: Based on DCELLS area improvement team boundaries - Appendix 1

Determining the region for FEIs and LEAs was easier than that for WBL providers because the latter were more likely to have branches in different regions and addresses for all branches had to be obtained in order to make the decision on the main region of operation. Therefore, addresses were obtained through the Internet, and where this was not possible, the address registered in the contact list provided by WAG was used to determine the main region. The WBL providers in each region are shown below.

Table A3: Work based learning providers in Wales by region

Region	WBL provider	
	Arfon Dwyfor Training Ltd	
	Branas Isaf Training	
	Coleg Llandrillo	
	Coleg Llysfasi	
	Coleg Meirion Dwyfor	
	Coleg Menai	
	Deeside College	
	Hyfforddiant Gwynedd	
North Wales	Hyfforddiant Môn Training - Isle of Anglesey County Council	
	NACRO	
	North Wales Training	
	TWL	
	University of Wales Bangor (WBL)	
	VT Plus Training plc	
	Welsh College of Horticulture	
	Wrexham ITEC	
	Yale College	

Table A3: Work based learning providers in Wales by region (continued)

Acom Business Services Ltd Acom Learning Solutions Limited ACT Ltd Age Concern Training Aspiration Training Ltd Blaenau Gwent CBC Cardiff College Training Coleg Glan Hafren Cardiff ITEC Carillion Construction Training Carter and Carter Group Plc Coleg Gwent CSV Focal Training Ltd Focussed Ltd T/A Focus Training HCTC Ltd Icon Vocational Training Ltd Immtech Training Ltd JHP Group Ltd Newport & District Group Training Association Newport & Gwent (UK) Ltd The Women's Workshop Torfaen Training Total People Ltd Tr-Solutions TRW Ltd AAE Wales Ltd Atlantic College BP1 Training Ltd Bridgend College CITB-Construction Skills Coleg Morgannwg Dash Training JTL League Football Education Merthyr Tydfil College No.4 School of Technical Training Protocol Skills Qualtech Services Ltd Rathbone South Wales Vales Ltd Training The College PTT Talk Training Trust Wales Tydfil Training Consortium Ltd Vale of Glamorgan Training Association		ed learning providers in Wales by region (continued)
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Training Trust Wales Tydfil Training Consortium Ltd		
Tydfil Training Consortium Ltd		
		Training Trust Wales
Vale of Glamorgan Training Association		
		Vale of Glamorgan Training Association

Table A3: Work based learning providers in Wales by region (continued)

Region	WBL provider
	Accenture UK Ltd
	ACO Training
	Best Ltd
	Cambrian Training Company
	Coleg Ceredigion
	Coleg Powys
	Coleg Sir Gâr
	Employment Training City & County of Swansea
	Gorseinon College
	Gwendraeth Valley Community Enterprise T/A Jobforce Wales
	Hyfforddiant Ceredigion Training
	Learnkit Ltd
	Llanelli Rural Council
South West/ Mid Wales	Mid & North Wales Training Group Ltd
	Neath Port Talbot County Borough Council
	Network Training Services Ltd
	Pathways Training @ Neath Port Talbot College
	Pembrokeshire College PTV
	Pembrokeshire County Council
	Powys Training
	Professional and Technical Development Ltd
	PRP Training Ltd
	South Wales Assessment & Training Services (SWATS Ltd)
	Sport Train Wales Ltd
	Swansea College
	Swansea ITEC
	Welsh Learning and Skills Consortium

NOTE: Based on DCELLS area improvement team boundaries – Appendix 1. Region for 6 WBL providers in the sector could not be identified. Although, these organisations did not respond to the organisational survey, they had to be distributed across the four regions to keep their names confidential in this table.

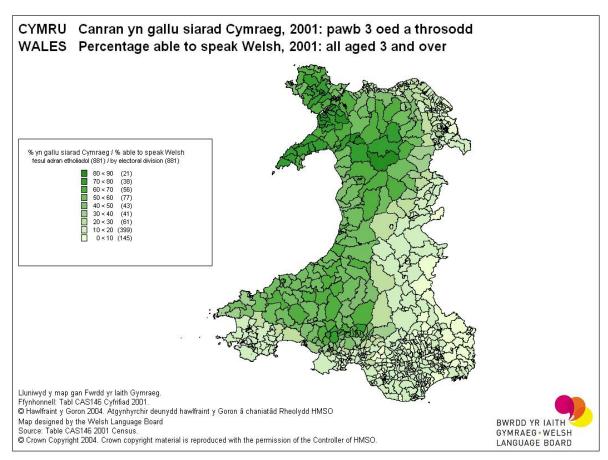
APPENDIX 3: WELSH LANGUAGE SKILLS OF THE GENERAL POPULATION OF WALES

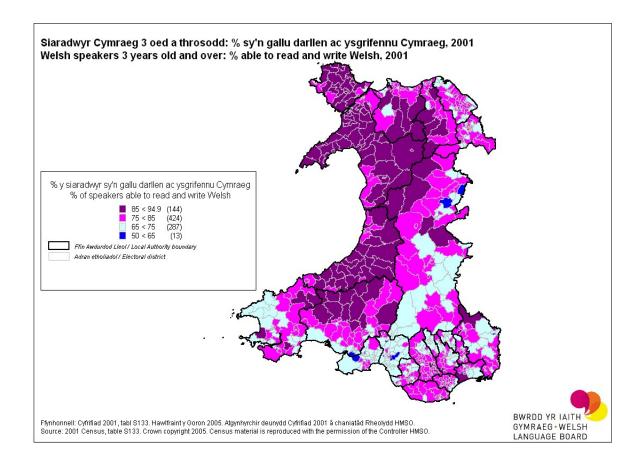
To help contextualise and better understand some of the findings in this report, the distribution of the **general population** with Welsh language skills was assessed across the regions of Wales. This helped envisage areas where staff in the concerned sectors were more likely to have Welsh language skills in general and where demand for learning delivery was likely to be higher.

Based on the findings from the 2004 Welsh language use survey and the Census 2001 (Welsh Language Board, 2006), it can be said that the percentage of people able to speak Welsh was generally much higher in North Wales and somewhat higher in South West/ Mid Wales when compared with percentages in South and South East Wales.

When Welsh language ability of the population was considered further using Census tables, it was apparent that the above finding was consistent across all skills areas. Hence, people in North Wales and South West / Mid Wales were generally more likely to be able to speak, understand, read and write Welsh than people in the other two regions. Consequently, people in South and South East Wales were more likely to have 'no knowledge of Welsh'.

The maps below graphically reiterate these findings, that is, more people with Welsh language ability in the North and to some extent in South West / Mid Wales. However, it needs to be noted that these are based on information from 2001.





APPENDIX 4: GROUPING OF FEIS BY LEVEL OF WELSH LANGUAGE/BILINGUAL PROVISION

In order to provide more information about the types of organisations that responded to the WLS audit surveys, FEIs in Wales were divided into **two groups**:

- **Group 1** little or no Welsh medium provision
- Group 2 offer Welsh medium and bilingual provision

The division was based on the number of learning activities delivered through these mediums within each institution. This information was obtained through the 2005-06 Lifelong Learning Wales Record (LLWR). However, this grouping was only possible for FEIs, based on one year's data and used broad groups, so should be considered with caution.

As the grouping was based on learning activities, it gives an idea about the supply of Welsh medium provision of FEIs and FE staff that responded to the organisational and staff surveys respectively. It also suggests that at least some teaching staff working in the organisations in group 2 had Welsh language skills to enable to them to deliver learning through this medium. However, it does not give any clear indication about these skills of staff working for organisations in group 1 because an organisation in group 1 may have staff with Welsh language skills but due to low demand (and so supply) for Welsh medium provision would be classified in this group. The regional distribution is considered to be a better indicator for the Welsh language skills of staff, as discussed at the beginning of Section 4 and Appendix 3.

Table A4: Grouping of FEIs by level of Welsh language/bilingual provision

	Welsh College of Horticulture
	Ystrad Mynach College
	Barry College
	Gorseinon College
	Coleg Glan Hafren
GROUP 1:	Coleg Morgannwg
Little or no Welsh	Coleg Gwent
medium provision	Deeside College
	Bridgend College
	Pembrokeshire College
	Coleg Powys
	David's Catholic College
	Merthyr Tydfil College
	YMCA
	Coleg Meirion Dwyfor
	Coleg Ceredigion
	Coleg Harlech/WEA (North)
GROUP 2:	Coleg Menai
Offer Welsh medium	Coleg Llysfasi
and bilingual provision	Coleg Sir Gar
and biningual provision	WEA South
	Swansea College
	Neath Port Talbot College
	Yale College
	Coleg Llandrillo

SOURCE: DCELLS, WAG using LLWR

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APPENDIX 5: TYPE OF PROVISION BY TYPE OF ORGANISATION

Table A5: Number and percentage of staff working in institutions that responded to the organisational survey by type of provision and type of organisation

organisation					
		FE institution	LEA	WBL provider	Total
	Count	762	831	-	1,593
ACL	Row total (%)	48%	52%	-	100%
	Column total (%)	16%	90%	-	24%
WDI nublish	Count	409	90	1,136	1,635
WBL - publicly funded	Row total (%)	25%	6%	69%	100%
Tanada	Column total (%)	9%	10%	100%	24%
Other FE	Count	3,500	-	-	3,500
provision	Row total (%)	100%	-	-	100%
provision	Column total (%)	74%	-	-	52%
	Count	50	-	-	50
Don't know	Row total (%)	100%	-	-	100%
	Column total (%)	1%	-	-	1%
	Count	4,721	921	1,136	6,778
Total	Row total (%)	70%	14%	17%	100%
	Column total (%)	100%	100%	100%	100%

Table A6: Number and percentage of staff who responded to the staff survey by type of provision and type of organisation

		FE institution	LEA	WBL provider	Total
ACL - LEA	Count	199	102	-	301
funded	Row total (%)	66%	34%	-	100%
1411404	Column total (%)	25%	97%	-	26%
ACL - other	Count	109	-	-	109
publicly	Row total (%)	100%	-	-	100%
funded	Column total (%)	14%	-	-	9%
WBL - publicly	Count	86	3	263	352
funded	Row total (%)	24%	1%	75%	100%
Tallada	Column total (%)	11%	3%	100%	30%
Other FE	Count	412	-	-	412
provision	Row total (%)	100%	-	-	100%
p. c violoi.	Column total (%)	51%	-	-	35%
	Count	806	105	263	1,174
Total	Row total (%)	69%	9%	22%	100%
	Column total (%)	100%	100%	100%	100%

APPENDIX 6: DESCRIPTION OF WELSH LANGUAGE SKILLS' LEVELS

All **staff survey** respondents who had Welsh language skills were asked to select a level between one and five in order to give an indication of their Welsh language competency in speaking, listening/understanding, reading and writing. A description of each level (as shown below) was given to all respondents to help them answer consistently. It is worth noting that these levels **do not** represent or relate to the national qualification levels.

Level 1 - very basic knowledge, for example, able to say greetings and place names; able to read short or simple signs and notes; able to write basic messages; able to understand basic enquiries 'Where is...'.

Level 2 - basic knowledge, for example, can understand simple work-related enquiries; able to read simple material; able to prepare simple one-to-one correspondence with help; able to follow basic social conversation

Level 3 - routine knowledge, for example, able to speak Welsh with some hesitancy on a one-to-one basis; can read routine material with some reliance on a dictionary; can answer simple one-to-one correspondence with help; can follow routine work conversation between Welsh speakers.

Level 4 - advanced knowledge, for example, able to engage relatively freely in conversation; able to read most material in own or related field; can prepare most types of written material in own field with some checking, able to follow most work related conversations in Welsh.

Level 5 - fluent, for example, can speak and answer at length; fully understand written work material; can complete complex written work without checking; full understanding in all work situations.

In order to decide on the levels and the associated descriptions, various sources of information were considered, some of which include:

- Skills levels identified in the Welsh Language Scheme for the Welsh Assembly Government Consultation Document (WAG, 2006) and also the WAG Welsh Language Skills Workplace Assessment
- 2. CILT (2005) General Framework part of the National Language Standards
- 3. Skills levels discussed in the ELWa (2004) report on the research of Welsh language skills needs of employers
- 4. Questions used in various surveys: the LLUK Youth Service Profile and Skills Survey (LLUK, 2006), the 2007 Census test (Office for National Statistics, 2007) and the Welsh Language Use Survey (Welsh Language Board, 2004).

Although these sources were looked at, the levels and related descriptions used in the WLS staff survey were largely based on the **first source – WAG (2006)**. The breakdowns used by WAG allowed the development of a question that provided the level of detail needed and that respondents were able to answer.

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APPENDIX 7: SUMMARY OF QUALIFICATIONS ACHIEVED AND TRAINING COMPLETED

Table A7: List of qualifications achieved and training completed

Qualifications achieved	Training completed
A levels / AS level	12 week starter course
A levels / AS level (second language)	Audio CD / form with popular Welsh phrases
A levels Welsh for Adults (WfA)	Bilingual business skills
A level through medium of Welsh	Cloncian - intensive training
C & G	Conversational Welsh – Beginners / Intermediate
C & G Level 2 Welsh communication skills	Cwrs Mynediad (Entry level)
CSE	Evening/night classes
CSE Welsh Language and Literature	Informal training with a friend
Cwrs Cymraeg Graenus	Intensive course - Popeth Cymraeg Ysgol Pasg
Cwrs Estyn	Intensive Welsh Language Course - at university
D32 D33	Language Refinement – on-line training
Degree level or module	Llanllawen (Club for Welsh learners)
GCSE/O level	OCN
GCSE/O level first and second language	Primary/Secondary school (formal / informal)
GCSE/O level language and literature	Sabbatical Scheme for Welsh Language Training
GCSE/O level WfA	Short courses - 1 day, 1 week, 2 weeks
GNVQ/ GNVQ first language	Studied through medium of Welsh at university
Higher bilingual diploma in Admin	Summer School / courses
NVQ levels 1 and 2	Teaching - 3 day language skills training workshop – bilingual teaching methodology
O level - Welsh as a modern language	Teaching - INSET
O level - Key skills	Teaching - PGCE
OCN / OCN levels 1 and 2	Teaching - Training for Tutors
OCN credits - WfA	Teaching - primary teachers course
Prosesu Geiriau (word processing)	Welsh For Adults / Language Refinement
RSA Typing Part 2 in Welsh	Welsh for beginners
Sabbatical course with DCELLS	Welsh is First Language
Summer course	WJEC
The Association of Welsh Translators and Interpreters' Exams	WLPAN - intensive summer course
Use of Welsh language	Work based - basic Welsh language training event
Welsh for beginners	Work based - lessons, sessions, courses and training
WfA beginners / Levels 1 & 2	Work based - Cymraeg Graenus course
WJEC Welsh - Level 1	
WJEC Use of Welsh - Entry Level	
= 5 000 0 Entry Love	
WLPAN Level 1 / Level 1 (WfA))	

APPENDIX 8: SUBJECTS DELIVERED BY ORGANISATIONS AND STAFF THROUGH THE MEDIUM OF WELSH AND BILINGUALLY

A variety of subjects not covered under the priority subject areas were identified as being delivered through the medium of Welsh and/or bilingually by institutions that responded to the **organisational survey**. These included:

- Welsh construction, engineering, floristry, hairdressing, history, IT with Welsh baccalaureate, literature, sugar craft, vocational Welsh and yoga
- Bilingual advice and guidance, care, catering, certificate in education for graduates (TAR), construction, customer service, electronics, engineering, family learning, hairdressing and beauty, ITQ, key skills, law, literacy and numeracy, management and distribution, mechanics, mechanisation, performing manufacturing operations, plumbing, retail, sciences, Spanish, team leading, warehousing, Welsh and yoga

Respondents of the **staff survey** were also asked to specify the subjects they were teaching through the medium of Welsh and/or bilingually in addition to those covered under the priority subject areas. These included:

- **Welsh** basic skills, electrical science/electronics, key skills, language delivery, speaking Welsh with young children (OCN module) and vocational Welsh language
- Bilingually agricultural engineering, basic conversation, basic and key skills
 catering, computing, construction, PGCE sessions, cookery, customer service,
 hairdressing, hospitality, IT and ICT, mechanics, motor vehicle technologies,
 numeracy and literacy, retail, TAR, teaching and training, technical certificate, vehicle
 department skills, welding and fabrication, Welsh and work preparation

Appendix 8

ACKNOWLEDGEMENTS

Lifelong Leaning UK would like to thank:

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- the organisations and staff that responded to the surveys
- the individuals that participated in the survey pilot and testing for evaluating the questionnaire