Date	**15 March 2002, 10.00 to 13.00pm**
Venue	**Miners Welfare Hall, Ammanford**
Title	**Paper submitted by Stuart Matthias, Carmarthenshire College of Technology and Art**

EXECUTIVE SUMMARY

1. Coleg Sir Gâr's Welsh Language Scheme has been fully implemented since May 2000. The first Report has had a positive reception from the Welsh Language Board. Within these Reports is a record of the targets set and the level of achievement.

2. Bilingual delivery and assessment while not yet demand led is actively encouraging all students to:

- undertake units of study Welsh medium
- improve linguistic skills at the appropriate level.

3. The total number of Bilingual learning units recorded for Summer 2001 was 5248, a 27% increase on the previous year.

4. It is possible to undertake some bilingual education and training in all Faculties.

5. Staff Development has been structured and planned in order to support the training needs of staff, at all levels including

- language and communication skills and
- bilingual delivery and assessment

6. All bilingual activity is monitored systematically.

THE COLLEGE

College Mission Statement

To encourage and enable individuals and organisations to develop their capability and potential by providing stimulating, high quality bilingual learning environments and services encompassing a wide range of educational and training opportunities.

Coleg Sir Gâr is a multi-campus institution which provides education in the post compulsory sector including further and higher education and tertiary provision. The College's Welsh Language Scheme was approved by the Welsh Language Board in May 2000 and was one of the first two further education institutions in Wales to receive such approval.

The following list shows the faculties. Within each faculty there are a number of areas where skills and vocational training can, and is being, undertaken.

ADP	Art, Design and Performance
AGE	Access and General Education
BMO	Business, Management and Office Technology
CAS	Computing and Applied Science
CHB	Catering, Hair and Beauty
EAC	Engineering and Construction

FACE   Foundation and Community Education
HSC   Health, Social and Child Care
SLL   Sport, Leisure and Land Based

Bilingualism Targets and the Curriculum

Detailed targets were set within the Welsh Language Scheme. Those courses which had been targeted were identified by Faculties. It must be noted that a lot of informal work is still being conducted through the medium of Welsh, although it is less possible, at the moment, to measure this progress in an objective, constructive or progressive way. Attention must also be drawn to the changeable nature of educational establishments in general which also applies to Coleg Sir Gâr. Bilingual provision is dependent on student numbers as is all provision. The linguistic needs of students and staff are taken account of and it has not always been possible to ensure that there are sufficient students to deliver a course exclusively or that a bilingual tutor is available to support it. However, all students have the right to do their work in their chosen language and informal support is arranged for them to do so. There is evidence available of students being taught through English and submitting their assignments in Welsh. A tutor is arranged in advance to mark student work by following the set guidelines / criteria etc, and then to discuss and compare the results with the course tutor. This has worked effectively with a number of assignments. The students can also, by arrangement, discuss their work in the language of their choice with a different tutor, within the same course, if there is a need to do so. The informal element of supporting students within the classroom in their chosen language also continues to be a very common practice which is to be commended. It is also attempted to ensure suitable work experience for those students who work in vocational fields as part of their course.

There is a measurable increase in the bilingual units, per Faculty, which are recorded and claimed by the College from ELWa. The College monitors and reviews the developments carefully and they were praised for these measures and systems by Estyn in their October 2000 Report as follows:

There is a good degree of coherence to quality systems and a clear commitment to the development of quality within the College. It uses the FEFCW QA framework to underpin the evaluation of the full range of its provision, including the audit of directorates. … Faculties use a wide range of performance data to monitor course outcomes.

QUALITY ASSESSMENT REPORT – October 2000 REPORT QA01/12

FURTHER EDUCATION FUNDING COUNCIL FOR WALES March 2001-

The College continues to be fully committed to developing a bilingual curriculum and targets are continually reviewed and adjusted in accordance with the curriculum change in Further Education. Although the targets set were realistic at the time of drafting the Language Scheme, and although much of the development has been very positive, not all the targets have been achieved. This is due to a number of factors which are common to all Post 16 educational institutions and which cannot always be anticipated. The key issues include the number of students who select to undertake their course bilingually. Although most of the students are offered the opportunity to undertake some or all of their work through the medium of Welsh, only a small minority choose to do so. Therefore a combination of student needs and staff availability complicates the targets making predictions and the realisation of targets unreliable.

In addition the term 'bilingual' encompasses a vast number of connotations from being 50% Welsh and 50% English to individual modules/units, taught but not assessed and vice versa, not taught but resources being provided, and many other variables including tutorial support when necessary. Sometimes only resources are provided in order to promote and support students.

All students should be offered both their diagnostic test and the initial assessment of Key Skills bilingually. The numbers who actually undertook these are not recorded.

Bilingual units recorded, Summer 2001

Summer 2001

FACE	470
ADP	328
BMO	1467
CAS	373
CHB	504
EAC	492
GED	0
HSC	1124
SLL	590

These figures actually mean that a 27% increase has occurred in the number of bilingual units taught despite the fact that the methodology has changed.

ESTYN in their most recent reviews have also reported upon the quality and incidence of bilingual provision. The following is a quote out of their report on two Faculties (Art, Design and Performance and Business, Management and Office Technology) published in March 2001 following a survey during the Autumn term 2000.

"[Business, Management and Office Technology] Bilingual assessment is commonplace and growing quickly. This is much appreciated by students. This is very strong on the GNVQ Advanced course … where both delivery and assessment are available in Welsh, and in the FAETC".

… The Welsh language is used as a medium of instruction in a growing number of classes.

The College encourages and monitors learning through the medium of Welsh. The Welsh language working party has identified external links and set targets for the development of provision within individual courses. These developments have been identified under the topics of delivery, assessment, learning materials, tutors and work experience. The committee monitors the number of Welsh language assessments undertaken each year. This grew by 165 percent in 1998 / 99. This is good practice.

QUALITY ASSESSMENT REPORT – October 2000 REPORT QA01/12

FURTHER EDUCATION FUNDING COUNCIL FOR WALES March 2001

ESTYN has also made recommendations (which have been implemented) where they see opportunities to develop curricula provision and this was done in the most recent report about Performing Arts.

Performing Arts - Recommendations:

(vi) Further extend the use of Welsh and increase the amount of bilingual teaching;

QUALITY ASSESSMENT REPORT – October 2000 REPORT QA01 / 12

FURTHER EDUCATION FUNDING COUNCIL FOR WALES March 2001-07-10

Demand for Vocational and Skills Training

Requests from students and/or the public/private sector is not a significant factor in the development of bilingual attainment within the College. The College has, however, identified the need for promoting bilingual development bearing in mind the locality in which we live, previous educational experiences of the students, the acknowledged linguistic bias of the area and the traditional needs of employers. It has been proved that students on some specialised courses are the first to succeed in gaining employment when they have completed their studies bilingually, and this has certainly been a motivator for further development and accomplishment.

The College's Welsh Language Scheme provides detailed investigation both of provision and attainment and addresses the future planning related to identified and realistic targets.

Briefly the College is actively committed to encouraging and facilitating:

- enabling all students to work bilingually
- develop bilingual education and training
- develop the linguistic skills of participants
- assign a bilingual tutor to Welsh speaking students
- encourage students to undertake some units Welsh medium
- ensure appropriate guidance during induction
- assess students' level of literacy in Welsh
- ensure that an element of Welsh is available to all students – Welsh speakers and learners
- provision of a Welsh speaking subject tutor when requested

Continuing Staff Development

Staff are encouraged to access staff development in relation to their needs – both internally and externally and are provided with support.

The Bilingual Development Manager, who is also one of the core tutors on the PGCE programme plans these sessions and also delivers many of them. She is also accessible for continuous support via workshops, e-mail, intranet and telephone. Due to her dual role she is up-to-date with current trends and developments and is undertaking research in Teaching, Learning and Assessment in the Bilingual Classroom. Methodologies, strategies and ILT are therefore addressed comprehensively.

Staff Development opportunities include the following:

- Language Skills – Beginners
- Language Skills - Improvers
- Language Skills - Written
- Language Skills – Vocational Welsh
- PGCE Units – All units can be undertaken Welsh medium.
- PGCE Unit – Bilingual assessment
- PGCE Unit – Teaching in the Bilingual setting
- PGCE Unit – Bilingual Education
- The Role of the non-Welsh speaking tutor
- Resource preparation and ILT
- Mentoring

In addition a structured staff development plan has been agreed to identify developmental needs according to roles and responsibilities. Related to this training and support will be provided. This has been devised for three areas:

1. Directors and Managers
2. Academic Staff
3. Support Staff

This scheme is not intended to be developmental, it will be used in relation to staff reviews and identified training needs. The following are the areas which have been acknowledged as relevant for all academic staff. There are five areas of focus according to responsibilities and roles:

1. Understanding

2. Promoting
3.Developing
4.Performing
5.Mentoring

The following criteria has been used for this plan, which is currently being implemented. For all these functions some form of training/mentoring/updating will be required and provided.

UNDERSTANDING	PROMOTING	DEVELOPING	PERFORMING	MENTORING
• Awareness and understanding of the needs of the Welsh Language Scheme • Identify personal responsibilities • Able to advise and refer students to reliable bilingual support • Provide some bilingual resources e.g. acetates. • Knowledge of the provision and opportunities	• Bilingual acetates • Some information leaflets • Individual tutorials • Oral assessment • accessing the Translation unit for support	• Bilingual sessions • Bilingual resources • Some straightforward Units / Modules fully bilingual • Bilingual oral and written assessment • Target setting for developing and promoting bilingualism	• Units / modules fully bilingual on numerous courses and levels. • Provision of original resources. • Oral and written assessment at a higher level. • Developing resources. • Taking an active part	• Identify opportunities • Evaluate the provision • Develop / Promote and Monitor • Mentor others • Taking a lead part in developing bilingualism within the faculty / department / course / college etc. • Network internally and externally

Example of staff development – Academic staff

Bilingualism Monitoring Committee

A Bilingualism Monitoring Committee was established during the year under the chairmanship of the Director of Learning Services, with the Bilingualism Development Manager as Secretary. The committee's aim is to monitor and promote bilingualism.

A number of different approaches were used in order to ensure the success of the College's Language Scheme. As the Scheme is a comprehensive one there was a need to review a number of systems which were already in existence so as to update some, and adopt others. The primary aim was to ensure that students could study in their chosen language and that the College can communicate with the general public in the language of their choice. Thus the priorities dealt with the students' education and the college's public face, ensuring equality to both languages by adopting bilingualism as a norm in all activities of the institution. The active support of the Principal and the Director of Learning Services was key to progress and the development of the systems.

New policies (Cross College and Curricular) respond to requirements of Government through bodies such as the National Assembly for Wales, ELWa, and the DfEE. These requirements are discussed at regular meetings and any requirements that impact upon the College's Language Scheme is an integral part of the process.

A survey was made of the posts that were advertised during the whole of the months of January, February and March 2001 with the co-operation of the Personnel Officer. When the Senior Management Team discussed the requirements and the job description of every post, the linguistic requirements of that post were raised and agreed. Among the considerations is the number of bilingual staff which are already within the department

The following tables shows the statistics:

POSTS ADVERTISED

Part time	Full time
7	22

STATUS OF POSTS

Temporary	Permanent
9	20

STATUS OF THE WELSH LANGUAGE

Welsh Desirable	Welsh essential
23	6

ACTUAL STATUS OF THOSE EMPLOYED

Number employed with linguistic skills	Number employed without linguistic skills
16	13

'Welsh an advantage' was sometimes noted rather than 'Welsh essential' as some members of staff believe that Welsh speakers with good linguistic skills are afraid of making an application for posts where Welsh is essential. They feel this means that the College maybe misses applications from have made a very positive start towards achieving a high percentage of the targets set, although we also realise that the Scheme was very ambitious.

March 2002