

# Recording of Welsh-medium learning - Lifelong Learning Wales Record

## Background:

To support work based learning providers to develop their Welsh-medium and bilingual provision and to give confidence in how activity completed in Welsh or bilingually can and should be recorded on LLWR; the following guidance provides examples and scenarios of learning in practice and how they would relate to the Lifelong Learning Wales Record (LLWR).

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

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

(Note: Fields C1 and B1 are used to determine the funding uplift available for provision which is delivered bilingually or through the medium of Welsh.)

## E1: All Learning and assessment in English only.

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

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

### E1 Notes:

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

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

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

The learner is matched with an assessor with Welsh language skills and although all assessments are completed in English, some of the interactions include elements in Welsh which contribute to the learning experience; these are relevant to the qualification. These are recorded on the learner's evidence portfolio.

Learner C is completing a level 3 qualification within the hospitality sector. He has a Welsh second language GCSE qualification but has no confidence to complete a significant proportion of his learning in Welsh and while working in an environment where English is the predominant language, there is little opportunity to submit written evidence to his learning portfolio in Welsh. The assessor also has limited or no Welsh language skills.

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

**B3 Notes:**

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

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

Learner D is completing a level 3 qualification within the construction sector. She has a Welsh first language GCSE qualification, is fluent but is reluctant to complete written assessments in Welsh. The learner is working in an environment where Welsh is used on a daily basis. The assessor is comfortable to talk to the learner in Welsh but is reluctant to complete formal assessments and to record activity in Welsh.

Some of the interactions between the learner and assessor are undertaken in Welsh and some activities that contribute to the learning are undertaken in Welsh. The learner is presented with worksheets and activities in Welsh which highlight relevant vocabulary and phrases used within the industry which she could use when talking to customers etc. Although all written assessments are completed in English, a significant proportion of the interactions with the assessor have been in Welsh.

Learner E decided to undertake an apprenticeship in customer care while working for a retail company. He is fluent in Welsh although working in a region and within a setting where Welsh is only occasionally used.

While not using Welsh with his family and friends, the learner is fluent but lacks confidence and there is reluctance to use Welsh within the learning. Having paired the learner with an assessor that can speak Welsh, the learner is introduced to activities in Welsh and the assessments include elements of Welsh. As the learner progresses, additional Welsh elements are introduced and the learner starts to complete formal assessments in Welsh. Some of the discussions that contribute to the assessments are recorded and the audio file saved onto the learner's electronic evidence portfolio.

Learner F – has a Welsh first language GCSE qualification and works in a Welsh-medium childcare environment. He uses Welsh on a day to day basis with colleagues, children and parents; but his assessor does not speak Welsh. The assessor observes the learner using Welsh as part of his daily work but all discussions and written assessments are completed in English. As the learner is observed working in Welsh and completing the criteria of his qualification in Welsh, but does not exceed 50% of work in Welsh, the learning activity is recorded as B2.

Notes:

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

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

Learner G studied all of her GCSEs through the medium of Welsh and is studying for a level 3 childcare qualification. Although she is currently employed in a childcare setting which is predominantly English speaking, she appreciates how valuable maintaining her Welsh language skills could be if she was to change employment or further her career.

The learner is paired with an assessor who can complete all assessments and reviews through the medium of Welsh. To support the development of language skills in English as well as Welsh, some worksheets and learning activities have been completed in English or bilingually, but assessments have been in Welsh. Although the setting is predominantly English speaking there are some parents and children who speak Welsh which have contributed to the learning experience and provided the opportunities to be observed using Welsh within the workplace.

Learner H has no formal Welsh language qualification but has studied Welsh as a first language to GCSE level. She is studying for a hairdressing qualification and is employed in an area where many of the customers speak Welsh and her employer encourages her to respond to customers in their preferred language. With support from a Welsh speaking assessor, Welsh-language elements are introduced to the learning and during assessments. The learner is observed orally in Welsh and some assessments are completed in Welsh. This results in exceeding the 50% Welsh-medium assessment threshold. The learner maintains oral communication skills in Welsh.

Learner I is a fluent Welsh speaker but has not spoken Welsh since leaving school. His parents' and friends speak English. Studying for an apprenticeship within the media sector; his employer has not asked him to speak Welsh or use Welsh in the workplace. The learner is made aware by the assessor that there is a strong Welsh-medium media sector in Wales where speaking Welsh would be an advantage but the learner initially feels that he already speaks Welsh and learning through the medium of Welsh would be of no further advantage.

The assessor is a Welsh speaker and introduces Welsh element into the learning and encourages the learner to respond during assessments in Welsh. Written evidence and assessments are submitted in Welsh or bilingually. As the learner progresses and his confidence develops the interactions in Welsh increases.

Notes:

- *To be eligible a minimum 50% of assessments to be completed in Welsh.*
- *The assessment could be written or verbal.*
- *Provider needs to be comfortable that they can evidence language of assessment.*
- *Majority of learning completed in Welsh and Welsh-medium resources available to support the learning, especially in areas which were assessed in Welsh.*

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

Learner J is a teaching assistant in a Welsh-medium primary school. She is a fluent Welsh speaker but has some reservations when reading or writing in Welsh although her English language skills are good. Her employment is dependent on her ability to speak Welsh and she knows that as she is given more responsibility in the workplace she will be asked to write and communicate with parents in Welsh.

Partnered with a Welsh speaking assessor the learner is encouraged to complete all assessment in Welsh, this is supported by learning materials in Welsh and supplemented by some English-medium materials to support the learning. All assessments were completed in Welsh; where the learner also completed the essential skills elements in Welsh. At the end of the learning her confidence in using Welsh in a more formal setting has been improved.

Learner K is a fluent Welsh speaker and uses Welsh everyday as her main language of communication with family and friends. While completing a level 3 qualification in business management she is aware that she will need to be confident in both English and Welsh to give her the best possible opportunity when competing for jobs in the future. She would rather complete all assessments and formal writing in Welsh and a Welsh speaking assessor supports this request. The learner is encouraged to complete essential skills element in English and Welsh and in support of the main qualification the learner completes all assessments that are available in Welsh through the medium of Welsh.

### Notes:

- *If an assessment is available in Welsh, that assessment should be completed in Welsh.*
- *If an individual assessment is not available in Welsh, then it would be expected that all of the learning towards that assessment would have been completed in Welsh with, in some instances some English content to support assessment preparation.*
- *Learning completed in Welsh and Welsh-medium resources available to support all learning.*
- *All available assessments for each separate activity must be completed in Welsh for the activity to be considered as C1.*

### **Additional information and Policy documents:**

*Welsh-medium Education Strategy (2010); Cymraeg 2050 – A million Welsh speakers (2017) Welsh language strategy.*

<http://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf>

The Lifelong Learning Wales Record user support manual for learning providers 2018/19.

<http://gov.wales/docs/dcells/publications/180502-llwr-manual-2018-19-v1.pdf>