Welsh Language Scheme

Prepared under the

Welsh Language Act 1993

MISSION STATEMENT
Pembrokeshire College's mission is to provide the highest quality education, training and support services for all its learners

DATGANIAD CENHADAETH
Cenhadaeth Coleg Sir Benfro yw darparu'r addysg, hyfforddiant a gwasanaethau cefnogi o'r radd flaenaf i bob un o'i ddysgwyr

INVESTOR IN PEOPLE

POSITIVE ABOUT DISABLED PEOPLE

CHARTER MARK

INVESTOR IN CAREERS

This Welsh Language Scheme has received the approval of the Welsh Language Board under section 14 (1) of the Act on 23rd January 2012.

'Pembrokeshire College has adopted the principle that in the conduct of public business in Wales it will treat the English and Welsh Languages on the basis of equality. This Scheme sets out how Pembrokeshire College will give effect to that principle when providing services to the public in Wales.'

'The Governing Body fully supports the aims and objectives expressed within the plan and confirms that it has been consulted and closely involved in drafting the College's third Welsh Language Scheme for Pembrokeshire College.'

Sharron Lusher   _____
Principal

Derek Lloyd   _____
Chairman

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1   INTRODUCTION

Pembrokeshire College has operated a Welsh Language Scheme since 2003, with the previous revised Scheme operating from 2006. During that period continuous progress has been made in:

- developing the College's bilingual ethos
- raising Welsh language and cultural awareness both within the organisation and within the curriculum
- building proactive measures into the College's policies, procedures and systems in order to develop bilingual service provision and promote and encourage the use of the Welsh language – both internally with staff and learners, and externally with the public and other education and training providers
- increasing opportunities for both learners and staff to develop Welsh language skills
- increasing opportunities for Welsh speaking learners to undertake elements of their main programme either through the medium of Welsh or bilingually

Notable achievements under the College's second Scheme have included:

- an increase in the number of learners completing an element of assessed work through the medium of Welsh from 6 in 2008/09 to 26 in 2009/10. For 2010/11, 35 learners have already completed an aspect of their work through the medium of Welsh
- development of the bilingual mentor role who has implemented a bilingual mentoring programme. Ten academic staff have been supported to increase Welsh-medium/ bilingual opportunities for learners within their courses under this initiative. The bilingual mentor has also delivered an accredited language awareness unit to 72 members of staff during 09/10 and 10/11, with 15 staff progressing to complete an OCN Level 1 Welsh language unit
- during 2010/11, 58 learners have completed an OCN Welsh language unit in order to improve their Welsh language skills
- the introduction of the bilingual support tutor role in Child Care, supporting Welsh speaking learners to complete elements of their course either through the medium of Welsh or bilingually, developing the Welsh language skills of all Child Care learners and also supporting the development of bilingual provision within Child Care
- in 2009/10, 106 staff participated in Welsh language/bilingual staff development activity

These developments have been acknowledged by the Welsh Language Board in their annual feedback reports and also in previous Estyn reports. Estyn 2011 inspection of the College's FE provision also acknowledged good progress made in developing learners' bilingual skills. It commended the new developments in Child Care with the implementation of the role of bilingual support tutor role. However, it felt the provision for Welsh language development and the promotion of the Welsh dimension varies markedly across courses and learning areas and that not enough learners complete their coursework or assignments in Welsh. These recommendations will be the main priorities for the College's revised Scheme.

This third Welsh Language Scheme seeks to build on the above and has been developed in the context of the following key national and organisational documents:

- the Welsh Government's Welsh-medium Education Strategy published in April 2010, with particular focus on strategic aim 2:

    - *To improve the planning of Welsh medium provision in the post-14 phases of education and training, to take account of linguistic progression and continued development of skills*

- Colegau Cymru's National Strategy for Bilingualism in FE – this strategy is concerned in the main with developments for the 14 – 19 age groups, in line with the Estyn inspection framework and the Learning & Skills (Wales) Measure. Member colleges of Colegau Cymru have agreed the following desired outcomes:
    - learners will experience a bilingual ethos in all colleges in Wales, irrespective of their locations
    - learners will leave the post-14 education system in Wales with the linguistic skills needed to access further study or employment in a bilingual Wales
    - learners will have bilingual skills (that may have been developed by Welsh-medium or bilingual learning in their main course or by the development of bilingual communication skills)
    - colleges will play an integral part in the planning and delivery of Welsh-medium or bilingual provision throughout their local communities
    - colleges will work in partnership with other providers to allow learners (in all post-16 establishments) to access bilingual or Welsh–medium learning

    Developments will be prioritised in three strands:

    Strand 1: The development of a Welsh ethos at the College
    Strand 2: The development of bilingual communication skills to augment English medium provision
    Strand 3: The development of Welsh-medium or bilingual provision for post-14 learners

- Estyn's new Common Inspection Framework in relation to bilingualism and the recommendations made following the College's 2011 inspection

- The Welsh Language Board's revised guidelines for FE colleges when producing Welsh Language Schemes, which include the three strands, as outlined above, and also recommendations made by the Welsh Language Board for future bilingual development in its feedback reports

- Sgiliaith recommendations following their visit in July 2010 to discuss developing an action plan in response to Colegau Cymru's National Strategy on Bilingualism. These recommendations have been included in the Scheme's action plan

- The College's own strategic goals and operational aims and objectives in relation to the Welsh language and bilingualism which are:
    - to further increase the profile of the Welsh language and culture within the College (Strategic Plan 2011-14)
        i.   to increase the number of students accessing bilingual learning opportunities to 100 and
        ii. to increase the take-up of assessment opportunities in the medium of Welsh to 70 in 2011/12 (Operational Plan Objectives 2011/12)

During the lifetime of this Scheme the College will remain committed to the Welsh Language Act 1993 and will continue to embrace the following principles in all its activity:

- treat both the English and Welsh languages on an equal basis and continue to provide and develop high quality services through both mediums

- position itself as a leading educational institution with a welcoming, encouraging and bilingual environment which enables the people of Pembrokeshire to fulfil their potential

- continue the development of a curriculum offer which is broad, flexible, responsive and bilingual to support the learning needs of the community and industry

- ensure that the public at all times have the right to decide which language they would like to use to conduct their business with the College

- publicise and promote a bilingual ethos and use of the Welsh language within the College, endorsing its commitment to the Welsh Language Act 1993

2   COLLEGE PROFILE

Pembrokeshire College is a college of further education and offers a range of further, higher, adult community learning and work based learning programmes at the main campus in Haverfordwest, at the Marine and Information Technology Centre (MITEC) in Milford Haven and at around 50 community venues. There is also extensive provision in businesses and through third party arrangements with partner organisations.

Learners' Linguistic Profile

The College has approximately 2,000 full-time learners and 6,500 part-time learners from a wide geographical area including Pembrokeshire itself, and the neighbouring counties of Carmarthenshire and Ceredigion. Around 85% of learners on full-time programmes are aged 16 – 19 and the majority of learners are studying programmes at levels 2 and 3.

September 2010 enrolments indicate around 7.5% of full-time and 5.1% of part-time learners at the College speak Welsh fluently. Further analysis shows that around 9% of our FE full-time learners are fluent Welsh speakers and a further 9.6% are able to speak Welsh but not fluently.

It is interesting to note of the 9% able to speak Welsh fluently, 32% indicated that Welsh is their first language whilst the remaining 68% indicated that English is their first language. Of the total number of fluent Welsh full-time FE learners (approx 170), 40% come from Ysgol y Preseli and 13% come from Ysgol Bro Gwaun.

Under the College's revised Scheme, it will continue to improve its systems and procedures to identify and target Welsh speaking learners at an early stage in the Admissions process in order to encourage them to engage in Welsh-medium/bilingual learning opportunities.

Population and Linguistic Profile of Pembrokeshire

Pembrokeshire's population is in the region of 119,000. The county has an above average number of elderly residents and by 2030 it is anticipated that a third of the county's population will be over 60. In fact, the population over retirement age has increased by 11% since 1991. The county's population continues to rise, mainly due to the large number of mostly older in-migrants, however it is declining for those under 16.

The 2001 Census, updated by the Annual Population Survey of 2009, showed that of the 113,300 residents aged over 3 years:

- 29,100 were able to **understand spoken Welsh**, representing **25.7%** of the population

- 23,100 were able to **speak Welsh**, representing **20.4%** of the population

- 21,400 were able to **read Welsh**, representing **18.9%** of the population

- 20,000 were able to **write Welsh**, representing **17.7%** of the population

The 2001 Census illustrates that the number of Welsh speakers in the Pembrokeshire area has increased by over 3% since the 1991 Census. This is primarily due to the inclusion of the Welsh Language in preschool, primary and secondary education.

Twenty percent of the population is classified as deprived. These communities are spread around the county with notable concentrations in Milford Haven and Pembroke Dock. The north is more rural, with greater dependence on agriculture and contains the large majority of Welsh speakers. Over 50% of North Pembrokeshire's population is able to speak Welsh, with the highest percentage of 63% in Crymych and the surrounding area.

In South Pembrokeshire, in areas such as Pembroke, Pembroke Dock, Milford Haven and Tenby the number of Welsh speakers is around 11% to 12%, increasing to 16% in the Haverfordwest area and 21% in Narberth, which is similar to the county and national percentage.

Economic Environment of Pembrokeshire

Economic activity is currently based on agriculture, tourism, the oil and energy industry, public administration and services, light industry and local retailing, commerce and business. Large employers are Pembrokeshire County Council, providing 6,500 jobs from a total workforce of 38,600; the Hywel Dda NHS Trust and the College itself. It is recognised that tourism, leisure, arts and crafts are future economic growth areas, alongside the range of energy-based developments.

Unemployment rates are around 6% and are lower than the rest of Wales. Economic activity rates are similar to the rest of Wales at around 23%.

The College basis its curriculum planning on the county's economic development and works very closely with partners, agencies, employers and employees in order to identify and meet their skills and training needs requirements. As an education and training provider, it has an obligation to raise the basic and vocational skills levels of the excluded and the poorly qualified and provide qualifications desired by all at post-16 to enable them to prosper in the employment market.

The College also recognises that all public sector organisations have a Welsh Language Scheme and are required to provide a bilingual service. This requirement has led to an increased demand for bilingual skills, in particular the service industries such as: health and social care, child care, education, business and administration, tourism, hospitality and catering, hair and beauty and media. The College's priority areas for bilingual development are based on these areas, and through the implementation of its Welsh Language Scheme, it will continue to encourage Welsh speaking learners, members of the public and staff to use the language in all aspects of College life.

It will endeavour to provide opportunities for them to do so within either their course of study, in their work or in their dealings with the College. It will also continue to raise awareness and introduce the Welsh language to non-Welsh speakers and contribute towards increasing the number of Welsh speakers, in line with the Welsh Government's national strategy.

Catchment Area

The College provides a progression route from eight secondary schools in the county, with only one school being a Welsh-medium school, Ysgol y Preseli in Crymych. There is one primarily English secondary school where substantial use is made of Welsh, Ysgol Bro Gwaun in Fishguard, and six primarily English-medium secondary schools, Sir Thomas Picton and Tasker Milward Schools in Haverfordwest, Ysgol Dewi Sant in St Davids, Milford

Comprehensive in Milford Haven, Bush School in Pembroke Dock and Greenhill School in Tenby. The Welsh Language Board is currently supporting local authority developments to increase the number of pupils studying subjects through the medium of Welsh at Ysgol Bro Gwaun.

Strategic and national developments in Welsh-medium education mean that every 16 year old pupil currently sit either a Welsh First Language or Welsh Second Language GCSE examination, with some pupils progressing onto AS/A2 Welsh. Therefore pupils in Pembrokeshire and Wales are now up until the age of 16 partaking in various Welsh language courses and are, as a result, entering the College with varying degrees of fluency in the Welsh Language.

In 2008/09, 14.5% of Year 9 pupils were taught Welsh as a First Language in Pembrokeshire. This figure is expected to rise in future years. The College recognises that linguistic continuity and progression from statutory education is a growing issue for the post-16 sector in the county and has therefore placed much of this Scheme's focus on:
- the development of Welsh language skills
- the development of Welsh-medium/bilingual opportunities in post-14 education
- the development of collaborative initiatives with partners, schools and other FE colleges in order to extend Welsh-medium/bilingual learning provision

3   IMPLEMENTATION AND MONITORING

3.1   Responsibilities for Implementation and Monitoring

3.1.1   The College's Board of Governors is responsible for approving this Welsh Language Scheme. It will have the full authority of the Board of Governors.

3.1.2   The Principal will have full responsibility for the implementation of the Welsh Language Scheme within the College and the Director of Learner Services will be the Senior Manager responsible for the Scheme's progress.

3.1.3   Senior Management Team members will continue to undertake responsibility for the compliance and implementation of the Scheme relevant to their own Directorates.

3.1.4   The College's Welsh Language Development Officer will continue to be responsible for co-ordinating and facilitating the implementation of the Scheme.

3.1.5   The College's Welsh Language Steering Group, chaired by the Principal, will continue to oversee, monitor and review the implementation of the Scheme and regular reports will be submitted to the College Senior Management Team. The steering group membership includes the Principal, Assistant Principal for Curriculum, Director of Learner Services, Director of HR, Director of Health, Care & Business, Welsh Language Development Officer, academic staff representing the two academic directorates. Meetings will be scheduled once a term but a meeting will be convened at any time should a need arise.

3.1.6   The Principal will continue to regularly report to the Board of Governors on the College's progress in the implementation of its Scheme.

3.1.7   The College will continue to negotiate and consult with the Welsh Language Board.

3.1.8 Anyone wishing to comment upon any aspect of the Scheme as outlined in this document may do so by contacting:

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3.2   Administrative Arrangements

3.2.1   The success of the Scheme is the responsibility of all College staff, both Welsh speaking and non-Welsh speaking. All staff will be made aware of the revised Scheme, the commitments contained within it and the systems, procedures and services in place to meet those commitments. This will be achieved via the induction and team briefings process.

3.2.2   Staff will have access to the Scheme via the College intranet and will be issued with appropriate guidance and instruction through corporate Induction, the staff handbook, staff development activity and the intranet.

3.2.3   The implementation of the Scheme will be one of the procedures monitored regularly by the management team which consists of senior and middle managers.

3.2.4   Translation Services – the College will utilise appropriate translation services either from the Welsh Language Development Officer or an external translator who is suitably qualified and able to provide the institution with a high quality service. The Welsh Language Development Officer will co-ordinate translation work and will support and advise lecturing staff in the translation and preparation of learning and assessment materials. Priority will be given to the translation of learning and assessment materials for use in the delivery of Welsh-medium and bilingual courses.

3.3   Policies and New Initiatives

3.3.1   All College policies, procedures and initiatives when reviewed and formulated will continue to demonstrate a commitment to the principles of the Welsh Language Scheme. They will also promote and facilitate the use of Welsh whenever possible.

When policies are approved, the Equality Impact Assessment will take account of linguistic needs. Every opportunity will be taken to move the College towards implementing the principle of equality during this process.

3.3.2   Staff engaged in developing policies and initiatives will be made aware of this Scheme and the requirements of the Welsh Language Act and will incorporate it within all new policies and processes.

3.3.3   The College will consult with the Welsh Language Board in advance of any proposed changes or developments that may affect the Scheme. No changes will be made to the Scheme without the Board's agreement.

3.3.4   The Management Team will monitor the compliance of new policies and initiatives with this Scheme.

3.4 Third Party Compliance

3.4.1 The College works in partnership with public bodies, organisations from the voluntary sector and other agencies. It will therefore ensure that any agreements or third party arrangements that it has for any education and training services will be consistent with the requirements of this Scheme and in accordance with the national procurement guidance for FE colleges.

This will be explicit in the contract and/or service level agreement and will be monitored by the appropriate department, in conjunction with the Welsh Language Steering Group.

3.4.2 The College will ensure through contracting arrangements that the agent, contractor or sub-contractor implements any applicable elements of the College's own Scheme when providing services to the public on its behalf or under its supervision. This will be monitored and reviewed regularly by the College's Quality systems that contractors and sub-contractors are subject to, and through relevant meetings i.e. the College's Welsh Language Steering Group, the WBL Consortium's Welsh Language Working Group, Quality Assurance Group and SMT meetings.

3.4.3 Within any partnership, the College will offer advice and support to other partner organisations in relation to Welsh Language Schemes, language policies or the means by which they will operate bilingually.

3.5 Staff Linguistic Profile

Pembrokeshire College currently employs a total of 596 staff of which 29 (4.8%) are fluent Welsh speakers, 36 have either intermediate or advanced knowledge of Welsh (6%) and 207 with a very basic knowledge of Welsh (34.7%). Fourteen members of the lecturing staff are fluent Welsh speakers with 8 nearly reaching fluency level as illustrated below.

Teaching Directorates	Welsh speaking academic staff		
	Lecturers		Assessors/Instructors
	Fluent	Nearly fluent	Fluent
Health Care & Business	6	4	3
Technology	8	4	6
Total	14	8	9

Within Business Support, 8 members of staff are fluent Welsh speakers and 6 with intermediate Welsh language skills.

The College realises that a strong representation of Welsh speakers within the Senior Management Team and at senior levels across the College are key to ensuring the status and full implementation of the Scheme. We will maintain the numbers of Welsh speaking staff within the Senior Management Team and the Board of Governors.

Previous staff perception survey results have shown that staff awareness has increased year-on-year. In the 2010 survey 86% of the academic staff and 88% of the business support staff stated that they were clear about how to access support to meet the needs of Welsh speaking students and members of the public. Furthermore, 56.2% of academic staff and 40% of business support staff had sought bilingual support during 2009/10.

As recommended by the Welsh Language Board, future staff perception surveys will include a question regarding the use of Welsh language skills amongst staff in order to provide data on how many staff use Welsh in their everyday work at the College.

Staff participation in Welsh language training and bilingual development has also increased year-on-year in recent years. In 2009/10, 106 members of staff enrolled on various Welsh language training, including language awareness and the bilingual mentoring programme.

During the lifetime of the new Scheme, Welsh language training within the College's staff development programme will continue to be a key area in order to ensure successful implementation of the Scheme and achieve the national targets, as laid out in the Welsh-medium Education Strategy.

Staffing Issues

3.5.1   The College understands that its staff are pivotal in ensuring that the intentions stated in this Scheme are carried out. In order to provide quality and efficient services to the Welsh speaking public, the College will endeavour to ensure a sufficient supply of Welsh speaking staff.   Such staff should have suitable skills and appropriate responsibility to ensure that the College provides a comprehensive Welsh-medium service.

3.5.2   The College will ensure that the current level of staff who are Welsh speaking will be maintained when posts become vacant. This will include teaching staff, support staff as well as administrative departments and the Senior Management Team. It will also seek appropriate representation of Welsh speakers on the College's Governing Board.

3.5.3   A linguistic skills requirement framework will continue to be implemented within the Recruitment Policy to assess and identify the linguistic needs of posts in relation to academic and service needs. Nature of the post, the service provided, frequency of contact with the Welsh speaking public, if a teaching post falls within one of the College's priority areas for bilingual development would all be taken into consideration in making the assessment.

3.5.4   All job descriptions will state that Welsh skills are desirable or essential for vacant positions in order to encourage more applicants with Welsh language skills to apply and also as a means of promoting bilingual skills in the workplace.

3.5.5   The College will encourage Welsh speakers to join the workforce by ensuring that advertisements, job descriptions, recruitment information packs and interviews are bilingual. Applications will be welcomed from Welsh speakers. All appointments will be made on merit and in accordance with equal opportunity policies and employment legislation.

3.5.6   Where a non-Welsh speaker is appointed to a post where the ability to speak Welsh is considered essential, a condition of employment will be to learn the language, to an agreed level within an agreed timescale, with the full support of the College. This will be incorporated in the individual's performance review and appraisal documentation and development will be monitored and evaluated via the appraisal system on an individual basis.

3.5.7   The College will maintain a database of employees' current linguistic skills. This information will be collated and kept centrally by the HR department and will be

updated on a regular basis. This will enable the College to identify staff who are able and willing to teach, assess and provide tutorials through the medium of Welsh.

3.5.8 The College recognises that it must continue to develop the Welsh language skills of its staff in order to be able to provide bilingual services and teach bilingually. It will therefore produce:
- an annual analysis of staff linguistic skills to enable targeted training of staff, in conjunction with the College's plans for developing Welsh-medium/bilingual provision
- a linguistic skills strategy, based upon current skills levels of staff and the College's priorities

3.5.9 An on-going programme of staff development training will be operational during the lifetime of this Scheme, which will include: accredited language awareness training; development of Welsh language skills at beginners *(Mynediad)*, foundation *(Sylfaen)*, intermediate *(Canolradd)* and advanced *(Uwch)* levels, and bilingual development via the bilingual mentoring programme.

3.5.10 The College's bilingual mentoring programme will continue to be implemented by a designated bilingual mentor to provide support for teaching staff to:
- develop a bilingual ethos within the learning environment
- increase the Welsh-medium/language/bilingual opportunities within courses
- increase staff confidence to teach through the medium of Welsh or bilingually

The mentoring programme will be planned to address the College's priorities for the development of Welsh-medium and bilingual courses. Academic staff will be encouraged and supported to participate in this mentoring programme.

3.5.11 The College will also access external training such as Sgiliaith's Bilingual Teaching Methodologies and Swansea University's Welsh for Adults provision.

3.5.12 At least 1 member of teaching staff will participate in the Welsh Government's three-month Welsh Language Sabbatical Scheme. The purpose of this will be to enable staff members to teach through the medium of Welsh and/or bilingually. Following the training, these teaching staff will work closely with line managers to ensure their new skills and knowledge will be used to increase Welsh-medium and/or bilingual delivery and assessment.

3.5.13 All staff, in particular frontline staff, will continue to be supported through the staff development's meet and greet programme to provide an initial bilingual greeting when answering telephone calls.

3.5.14 Further staff training needs in relation to fulfilling the requirements of the Welsh Language Scheme will be identified through the College's performance review system. This system will steer future staff development plans in order to develop staff Welsh skills.

3.5.15 Staff Welsh language awareness and training needs will be identified through annual staff perception surveys and these results again will steer future staff development plans.

3.5.16 Staff members will be encouraged and supported to attend appropriate Welsh language training and/or bilingual development in order to enable them to fulfil the Scheme's requirements relating to them.

3.5.17 Staff who are learning Welsh will be encouraged to use it whenever possible. Welsh speaking staff will be encouraged to speak Welsh whenever possible to Welsh learners within the organisation in order to instil confidence in using the language. Welsh speaking staff will also be encouraged to wear the *'Iaith Gwaith'* badges, indicating Welsh speakers. Staff will also be made aware of any social Welsh language events such as *Y Clonc Mawr, Bore Clonc, Sadyrnau Siarad, CYD* in order to provide them with increased opportunities to practise their Welsh language skills.

3.5.18 The College offers a PGCE programme which includes an optional module on bilingualism. This module will be strongly encouraged for any member of College staff that enrol on the course.

3.5.19 All Welsh language/bilingual development training opportunities will be advertised in the College's staff development programme, the staff induction programme and on the College intranet.

3.5.20 The College will continue to seek ANDP funding and any other sources of funding to enable it to develop the Bilingual Support Tutor role and disseminate best practice demonstrated in Child Care to other vocational areas such as Hairdressing and Catering.

3.6 Monitoring and Reviewing Processes

3.6.1 The implementation of the Scheme will be monitored and reviewed on a termly basis by representatives of the Welsh Language Steering Group. An action plan has been prepared and identifies actions and staff responsible for ensuring progress of those actions. The implementation of the Scheme will be measured against this action plan.

3.6.2 As recommended by the Welsh Language Board, a programme of compliance checks will be compiled and distributed annually to College departments by the Welsh Language Steering Group, in collaboration with the Marketing department. These checks will look in particular at key departmental publications, leaflets, forms and correspondence to ensure full compliance with the Welsh Language Scheme.

3.6.3 It will also be monitored and reviewed in SMT meetings, Resources and Curriculum Cluster meetings, Directorate Management Team meetings and Course Team Meetings.

3.6.4 Regular review updates will be provided by the Principal and the Assistant Principal for Curriculum Planning to the Board of Governors.

3.6.5 The Scheme will be included in the College's comprehensive Quality Assurance processes. Directorate and functional area quality reviews will be required to provide updates on progress in terms of bilingual development and bilingual activity.

3.6.6 Questions relating to the College's Welsh Language Scheme will be included in the annual learner and staff perception surveys. The results of these surveys will enable the College to effectively monitor and review current levels of bilingual demand and activity and also enable it to identify areas for further bilingual development.

3.6.7 An annual monitoring report of the Scheme will be produced and submitted to the Welsh Language Board following consultation and approval by SMT and the Board of Governors. The report will include information on compliance levels and

performance against the actions in the action plan. This will be evaluative in that it will explain any under-performance, identify actions to address these where appropriate and also draw attention to progress and good practice.

3.7   Quality

3.7.1   The College has a commitment to deliver an equally high quality service in Welsh and English in both the classroom and in the provision of service on the campus. The College's academic and functional operations therefore are subject to a rigorous system of self-assessment. It aims to focus specifically on learning and teaching processes, placing the learner at the heart of its services and systems. This system has been aligned to meet Estyn's Common Inspection Framework and incorporates the Welsh language and bilingualism.

3.7.2   Throughout the period of this Scheme the College, through its quality mechanisms and cycles, will continue to monitor the implementation of the Scheme and will ensure that all the quality documentation such as course team review agendas, mid and end of year reviews, SARs, functional area service level agreements, peer observation documentation, staff and learner surveys and other quality tools include bilingualism.

3.8   Comments and Complaints

3.8.1   The College has a formal complaints procedure in place. The College's Welsh Language Scheme and associated activities are subject to this standard procedure.

3.8.2   The College will record and monitor all complaints in relation to the Welsh Language.

3.8.3   The College welcomes suggestions for improving its services delivered through the medium of Welsh. These may be made through any member of staff or other channel and will be reported to the Principal for consideration by the management team.

3.9   Publication of Information and Publicity of the Scheme

3.9.1   The College will raise awareness of its Scheme to the public by referring to it in the various College prospectuses, newsletters and other publications; on its website and will be featured in all open days and similar events.

3.9.2   The College will publish the Welsh Language Scheme on the intranet and internet and annual review reports will also be published on the intranet, showing the level of attainment of the aims and targets.

3.9.3   The College will publicise its Welsh language service and curriculum provision to the public and it will ensure that people who deal with the College are aware of the Scheme and of where they can converse with the College in Welsh.

4   THE DEVELOPMENT OF A WELSH ETHOS AT THE COLLEGE

In line with the Colegau Cymru National Strategy on Bilingualism for FE, the College will continue to develop a Welsh ethos throughout the organisation (Strand 1), based on six key themes as identified by Sgiliaith:

- Increase the use and impact of visual / written Welsh on learners and the public at large
- Increase the use and impact of spoken Welsh in public and college-wide events
- Make the best use of staff to enhance a Welsh language ethos
- Increase learners' understanding and appreciation of their Welsh identity
- Learner support provision through the medium of Welsh
- The role of key corporate activities in improving the use of Welsh in the College

Many of these aspects are well established in the College since the first implementation of the Language Scheme. However, the College recognises that there is room for improvement in its commitment to:

- conduct checks to ensure compliance with the Scheme and
- working closely with the Marketing department to ensure no further cases of non-compliance, particularly relating to the website and printed materials

The College, under its new Scheme Plan, will give considerable attention to developing and building on these aspects.

4.1   Administrative Arrangements

4.1.1   The Welsh Language aspects of the College's services will be integrated within its normal administrative processes.

4.1.2   Following the Principal's initial staff briefings, all staff will be updated by members of the Welsh Language Steering Group and be sufficiently trained in the implementation measures of the Scheme's contents. A desk guide will be produced and distributed to raise staff awareness.

4.1.3   The Welsh Language Development Officer will have the responsibility of ensuring effective implementation of this Scheme although each Director will be responsible for aspects of the Scheme pertinent to their own work.

4.1.4   All Welsh speaking staff and those who are learning Welsh will be encouraged to wear the Welsh Language Board's 'Working Welsh/*Iaith Gwaith*' badge in order to be identified and promote the use of the Welsh language.

4.1.5   Teams will be required to take an overview of Welsh language and cultural matters within each academic and functional area. This will foster greater awareness and ownership of the Scheme and facilitate better two-way communication between those responsible for overseeing and those charged with delivering.

4.2   Developing a Welsh Ethos within the Curriculum

4.2.1   When conveying any information and professional advice and guidance about the College's curricular and learner support provision in events such as open days, parents meetings, interviews, career days/evenings and taster sessions, every effort will be made:

- to ensure that potential learners are informed of the College's Welsh-medium/ bilingual provision and the opportunities available to use and develop Welsh language skills

- to encourage Welsh speaking staff and potential learners to use the Welsh language at such events

4.2.2 As part of the College's formal induction programme, all learners will be informed of the College's Welsh language/bilingual opportunities and the benefits of bilingualism – the economical advantages, the cultural and social context and the need for Welsh speakers in certain vocational fields. Welsh speaking students will be identified and targeted to complete the accredited Induction unit through the medium of Welsh.

4.2.3 Welsh language and cultural awareness will be developed further within vocational courses which include elements of communication or customer care and within the core elements of the Welsh Baccalaureate Qualification.

4.2.4 The College will explore means of developing the role of the Bilingual Support Tutor currently in Child Care into other vocational areas in order to enhance the bilingual ethos and Welsh language skills development opportunities for learners, in line with Estyn's recommendations.

4.2.5 Course tutors will be required and supported to create a bilingual and Welsh cultural ethos within their learning environments by, for example, providing bilingual greetings, including cultural references, using examples pertaining to Wales (as recommended by the *Cwricwlwm Cymreig*) and, depending upon the learners' ability, provide bilingual handouts/task sheets. Schemes of work and lesson plan templates will require tutors to identify appropriate Welsh language and cultural opportunities. Tutors will be able to access support to enable them to do this from the Bilingual Mentor, via the bilingual mentoring programme.

4.2.6 The College will display more posters promoting Wales, the Welsh language and bilingualism. The Welsh Language Board *'Siarad Cymraeg'* posters are currently displayed on staff room doors where Welsh speaking staff reside.

4.2.7 As part of the College's Enrichment and Enhancement programme, cultural activities such as Dydd Gŵyl Dewi and Diwrnod Santes Dwynwen will continue to be held every year to raise cultural awareness and learners will be encouraged to participate.

4.2.8 The College will continue to work in partnership with Menter Iaith Sir Benfro. They participate in the College's Freshers' Fair during Induction; they sponsor the College's annual Student Bilingual Award and hold the *Bore Clonc* (monthly Welsh chat mornings) at the College.

4.2.9 The College will also develop its links with Urdd Gobaith Cymru via the Pembrokeshire Youth Development Officer and also with Twf, working with the Child Care team to raise bilingual awareness.

4.3 Dealing with the Welsh Speaking Public

4.3.1 Telephone Communication

4.3.1.1 The College welcomes telephone calls in Welsh and in English and operates an automated bilingual switchboard.

4.3.1.2 Frontline staff will continue to answer external calls with a bilingual greeting and all new staff will be supported through the College's staff development 'meet and greet' programme in order to be able to comply with this requirement.

4.3.1.3 A list of all College staff with their level of ability in spoken Welsh is available on the College intranet. This list will be regularly updated.

4.3.1.4 Callers wishing to conduct the telephone call in Welsh will be transferred to a Welsh speaking member of staff (as identified on the telephone list). If a Welsh speaker is not available, the caller will be given the choice of either having a Welsh speaking member of staff return their call or continuing the call in English. In situations when an enquiry is of a particular complex or specialist nature, and no Welsh speaking staff can adequately deal with it, the choice will be given to either continue the conversation in English or to present the query in writing in Welsh.

4.3.1.5 Guidance on handling telephone calls from Welsh speakers, including details of staff able to deal with calls in Welsh is included in the College's Communications Policy. A desk guide will be produced to further support and encourage staff to do this.

4.3.1.6 Frontline staff will continue to be supported to include a bilingual greeting on their voice mail messages.

4.3.2 Written Communication

4.3.2.1 The College welcomes letters and other communication e.g. electronic communications in Welsh and in English.

4.3.2.2 Letters received in Welsh will receive a signed reply in Welsh. The College will apply the same standards of speed of response to both Welsh and English correspondence. Corresponding in Welsh will not in itself lead to a delay.

4.3.2.3 Where it is made known to the College that an individual, organisation or employer works mainly in Welsh and prefers to receive correspondence in Welsh the College will continue to communicate through this medium and will log on the database to ensure future communications are through the preferred medium.

4.3.2.4 Where the preferred language of the recipient is not known the College will initiate bilingual correspondence.

4.3.2.5 The College will correspond in Welsh following face-to-face or telephone communications in Welsh, unless the member of the public has indicated otherwise.

4.3.2.6 Circular and standard letters to the public in Wales will be issued bilingually.

4.3.2.7 Procedures for dealing with Welsh communications are issued to staff via the College Communications Policy, the new staff induction programme, staff briefings regarding the Scheme and through staff development activity, focussing in particular on front line staff.

4.3.2.8 A standardised message will be included on official paper and e-mail noting that correspondence is welcomed in both Welsh and English. In addition, staff will be required to include a bilingual electronic signature on their outgoing e-mail communications and a template will be distributed to achieve this development.

4.3.3 Meetings

4.3.3.1 The public who attend the College's public meetings will be given the right to speak through the medium of Welsh or English.

4.3.3.2 Appropriate documentation pertaining to these meetings will inform the public that they are welcome to contribute through the medium of Welsh and ask those who are proposing to do so to notify the College beforehand. An assessment will be made in advance of the need for simultaneous translation services which will be commissioned from an external agency if required. The College will however endeavour to ensure that at least one member of staff with bilingual skills is present at every meeting.

4.3.3.3 If a member of the public wishes to speak in Welsh without having given prior notification to the College, a Welsh speaking member of staff will be commissioned at short notice, wherever possible, to provide consecutive translation.

4.3.3.4 Every chairperson and key speaker(s) will be encouraged to welcome or greet everyone in Welsh in public meetings organised by the College in order to create a bilingual ethos to the proceedings and to encourage the use of Welsh during the meeting.

4.3.3.5 Public minutes of meetings will be made available in Welsh on request.

4.3.3.6 Videoconferencing meetings will be available bilingually upon request.

4.3.3.7 Internal meetings will be held through the medium of English or Welsh dependent upon the skills and wishes of those involved.

4.3.3.8 Invitations to members of the public to attend face-to-face meetings with College representatives will encourage contributions through the medium of Welsh.

4.3.3.9 Interviews for learner places on courses within the College will be conducted in the chosen language of the interviewee, where the learner has indicated his/her language choice in advance. The Admissions department will inform potential learners of their entitlement on their letters inviting them to interview. Where a course team does not have a Welsh speaker available, arrangements will be made for access to Welsh-speaking staff from another area.

4.3.4 Other Contact with the Public

4.3.4.1 The College will continue to develop its bilingual ethos, focusing in particular on the reception desks and other waiting areas where there is a direct contact with the public. These frontline areas will be required to ensure that official College notices, materials and computerised messages are shown in both languages.

4.4 The Public Face of the College

4.4.1 Identity

4.4.1.1 The College's public image and corporate identity, including its logo, name – Pembrokeshire College/Coleg Sir Benfro – and address is bilingual.

4.4.1.2 The College will continue to adopt and present a bilingual corporate identity.

4.4.1.3 The College's letterhead, fax cover sheets, business cards and compliment slips are bilingual.

4.4.1.4 Staff are given guidelines on the College's corporate identity and the College's Marketing department oversee the production of all corporate documentation to ensure equality and consistency.

4.4.1.5 The College will complete the development of a bilingual website as a matter of priority within the revised Scheme. A new website will be officially launched in January 2012 and the opening page will provide the user with a choice of which language they wish to read the information. The main pages will be available in Welsh and English when launching the website and the Welsh Language Development Officer will work closely with the Marketing department to develop systems to ensure that the information on the website is up-to-date. Other web pages will also be identified and prioritised for translation during the following weeks.

The production of bilingual course information sheets will also be prioritised, focusing initially on courses where there are Welsh speaking tutors, where the percentage of Welsh-speaking students is higher and those that fall within the College's priority areas.

Due to the immediate nature of the section containing Latest News the College will aim to provide Welsh translations of news items within days of releasing the news in English. If however the news item relates to a Welsh aspect then the Welsh version will be provided simultaneously with the publication of the English version.

The website will also include promotional information about the College's Welsh' medium/bilingual provision and opportunities as well as links to other useful websites. This information will be in both Welsh and English.

The development of the bilingual website will be monitored within the College's regular internal compliance checks made by the Welsh Language Steering Group. It will also give a detailed account of the progress being made in its annual report to the Welsh Language Board.

4.4.2 Signs

4.4.2.1 All public signs around the perimeters and internally within the College will be bilingual. Wherever possible, the Welsh and English will appear together on one sign. Where it is necessary for separate Welsh and English signs to be used, they will be equal in terms of format, size, quality, legibility and prominence and will respect the principle of equality.

4.4.3 Publishing and Printing Material

4.4.3.1 All College official documents and publications such as prospectuses, newsletters and other official material aimed at the public in Wales will be bilingual. Where there are separate Welsh and English versions of publications each version will contain a statement that the publication is available in the other language and will be equally accessible.

As stated in 3.6.2, a programme of compliance checks will be compiled and distributed internally by the Welsh Language Steering Group, in collaboration with the Marketing department to ensure publishing and printing material is compliant with the Welsh Language Scheme.

4.4.3.2 Information about the College that is accessed through the Internet will be bilingual.

4.4.3.3 Forms and associated explanatory material will be produced bilingually, in a user-friendly format, using plain English and Welsh. Compliance with this requirement will be monitored through the Service Level Agreements of functional areas as part of Quality procedures. In cases where separate Welsh and English versions are considered more appropriate, both versions will be published simultaneously, will be equally available, and will carry a message stating that the form is also available in the other language. If the recipient's preferred language is unknown, the Welsh and English versions or the bilingual version will be issued.

4.4.3.4 All initial application forms will include a question to establish the individual or organisation's language choice.

4.4.3.5 Guidance will be issued to staff and others involved in designing and producing forms.

4.4.4 Press Releases, Advertisements and Publicity

4.4.4.1 Press releases and advertisements will be sent out in accordance with the recipients' language choice. In Welsh language newspapers e.g. *papurau bro*, press releases and advertisements will be in Welsh only. Other newspapers such as the 'Western Telegraph' and especially those in the major UK newspapers, will normally be in English except where there is a requirement for it to be in Welsh, such as recruiting staff where proficiency in Welsh is essential. Advertisements placed in the 'Western Mail' or other newspapers widely circulated throughout Wales will be bilingual.

4.4.4.2 Press releases sent to all schools, colleges and education establishments will be bilingual.

4.4.4.3 Advertising activities and public notices in Wales will be bilingual, with both languages treated on a basis of equality. This provision will extend to statements, leaflets, posters, notice boards, advertisements, electronic messages, public surveys, exhibitions and public information stands produced by the College for use in Wales.

4.4.4.4 Staff and others involved in planning, designing and conducting advertising, publicity or market research campaigns will be made aware of the requirements of the Scheme.

4.4.4.5 Where members of the public respond to a bilingual advertisement requesting further information, this will be provided either bilingually or in the language of their response.

4.4 Marketing and Promotion of Services Available in Welsh/Bilingually

4.4.3.2 The College will ensure that current and accurate information about its Welsh language/bilingual provision is readily available to potential learners – in the College's prospectuses, its intranet and internet sites, course information sheets and in open days, careers fairs and other Welsh festivals and shows.

4.4.3.3 This information will be shared with Careers Wales West, local schools and any other interested stakeholders.

4.4.3.4 In a specific attempt to increase the take-up of Welsh/bilingual learning provision course information sheets will identify which aspects of the course will be available in Welsh/bilingually.

5 THE DEVELOPMENT OF BILINGUAL COMMUNICATION SKILLS TO AUGMENT AN ENGLISH-MEDIUM PROVISION

5.1 A range of generic Welsh language provision will be offered to all groups of students, which will include Key Skills Communications through the medium of Welsh, an initial short Welsh language Meet and Greet programme delivered within Key Skills Communications, Agored Cymru (OCN) Welsh units at Levels 1, 2 and 3 and Welsh language delivery on the language unit of the Welsh Baccalaureate.

5.2 This type of generic provision will be considered as a priority for development in those vocational areas where:

- Welsh is identified as a useful skill and
- where there would otherwise be few or no opportunities for Welsh-medium/ bilingual learning, or
- where learner activity has been low in the past.

5.3 Programmes offered to develop learners' language skills will be accredited such as the Agored (OCN) units and will be offered within the main programme and also as part of the College's Enrichment and Enhancement programme.

5.4 The College will introduce the WJEC's *Yr Iaith ar Waith* to learners on vocational courses. Entry Level 3 is suitable for learners who previously studied GCSE Welsh Second Language whilst Levels 1, 2 and 3 are aimed at learners who previously studied Welsh First Language.

5.5 Learners' language skills will be developed in the context of the subject and assessment requirements of the main programme in order to enable learners to perceive relevance in the language skills in relation to their main programme.

5.6 The College will investigate offering Welsh language skills provision 'in common' in all students following appropriate courses, as opposed to splitting groups along language lines. Such an approach offers the advantage of including all learners and excluding none.

5.7 The College will investigate as recommended by Sgiliaith a 'vocational Welsh' tutor working closely with subject specialists to design a scheme of work and assessment plan which embeds vocational Welsh development and assessment within mainstream provision. This will most likely be effective alongside customer care units or optional arranging events units.

5.8 The College will aim to designate the 20-hour language unit of the WBQ as an opportunity to develop Welsh language skills. This would be a practical approach for areas where generic customer care language skills are useful.

5.9 Child Care has specialist subject-relevant language skills needs (ie Foundation Phase requirements) and the Bilingual Support Tutor within the Child Care Team will continue to address the linguistic needs of all Child Care learners.

5.10   Informal learning activities will be developed in collaboration with Menter Iaith Sir Benfro and Urdd Gobaith Cymru to support and complement the formal process of developing Welsh language skills.

5.11   The College will establish a Welsh-medium/bilingual tutorial group for A Level Welsh speaking learners, assigned to a Welsh speaking personal tutor.

5.12   The Welsh language skills development provision will be supported by:

- awareness raising activity for learners through admissions and enrolment, induction and the tutorial system, and for staff through induction and staff development sessions

- marketing the provision in the College prospectus, on the website, in course information sheets, at open day and information-giving events, poster campaigns, talks to learner groups

- staff training through the College's bilingual mentoring programme, other Welsh language staff development sessions, the national Sabbatical Scheme

- ensuring that all MIS data includes the learners' linguistic profile, to include details re first/second language, previous language of study, level of fluency, school attended, GCSE Welsh grades to enable effective identification and targeting of learners.

6   THE DEVELOPMENT OF WELSH-MEDIUM OR BILINGUAL PROVISION FOR POST-14 LEARNERS

6.1   Planning and Management of College Curriculum

6.1.1   Pembrokeshire College is committed to being proactive in the planning and delivery of a post-14 education and training system that provides appropriate opportunities for learners to study and learn through the language of their choice, thereby preparing them for work and life in a bilingual Wales.

6.1.2   Pembrokeshire College's curriculum is extensive with courses ranging from FE provision across all subject sector areas (SSAs) and at all levels, alongside a suite of vocational, work based learning, HE and post-graduate programmes which reflect College expertise and local need. The Curriculum is arranged through two academic directorates:

- Directorate of Health Care and Business (HCB)
- Directorate of Technology

Its framework allows progression both within and outside the institution, to create opportunities to progress from craft to technical skills in areas such as engineering and to encourage the integration of vocational and academic study within individual learner programmes. The College offers courses through open and distance learning and programmes carrying OCN credit values have been developed to create a range of short and attractive provision at community locations.

6.1.3   The College has a well established annual planning process that results in a three-year strategic plan being produced and a detailed annual operational plan that includes budget and resource deployment for the year ahead.

The Annual Plan is produced in conjunction with directorate management teams (DMTs), identifying the needs of the community from:

- labour market intelligence
- learner surveys
- employer surveys
- national and regional strategic requirements

6.1.4   Directors and their teams are responsible for producing development plans against a standard framework. This framework will ensure that these plans consider the provision of bilingual services at each stage, taking into account factors such as:

- the subject area and the demand for bilingual skills within that area
- the geographic location of provision
- the distribution of Welsh speakers

so as to ensure that appropriate Welsh and English services are accessible.

6.1.5   Each area will have an action plan prioritising courses and areas for development of bilingual provision and Welsh-medium/bilingual delivery, based on:

- trends in learners' linguistic profile (gained from application and enrolment forms)
- surveys of provision both within the College and the wider community to review current levels of bilingual demand and activity
- national, regional and local requirements

6.1.6   Specific, measurable targets for growth of Welsh-medium/bilingual delivery will be negotiated annually with each Director. These targets will be in line with the targets set out in the Welsh Government's Welsh-medium Education Strategy as tabled below:

Outcome 4: More learners aged 16 – 19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning						
Indicators			Targets			
Learners learning activities by medium of delivery*	2007/08		2015		2020	
	WM**	B**	WM	B	WM	B
Schools	**9.6%**	**5.3%**	**12%**	**6%**	**14%**	**6%**
FEIs	**0.2%**	**4.5%**	**1%**	**6%**	**2%**	**8%**
WBL	**0.2%**	**1.2%**	**0.5%**	**2%**	**1%**	**3%**

*   excluding Welsh-language learning (LLWR, LA26)
**   WM = Welsh-medium; B = Bilingual

6.1.7   Targets will be shared with the relevant Heads of School and Curriculum Team Leaders to progress. They will be monitored by SMT and the Welsh Language Steering Group and will be reviewed in appraisals and the College's quality systems.

6.1.8   Teams will be supported by the Welsh Language Development Officer, the Bilingual Mentor and the Bilingual Support Tutor to achieve the annual targets.

6.1.9   The College, under its Welsh Language Scheme, will continue to encourage and include bilingualism in all aspects of planning College provision, focusing in particular on the vocational priority areas as identified by DfES (see 6.3.3).

6.2   Current Provision at the College

6.2.1   To enable progress to be made towards increasing bilingual education and training services, six elements of provision have been identified that generally apply across the curriculum offer:

- Tutorials
- Work experience
- Assessment
- Advice and guidance
- Learning resources

During the lifetime of this Scheme the College will ensure access to one or more of the above curriculum elements through the medium of Welsh for any student that requires it.

6.2.1.1 Tutorials

▪   Wherever possible, the College aims to assign Welsh speaking tutors to Welsh speaking learners. Bilingual tutorials are currently provided by a limited number of staff and the Welsh Language Development Officer, the Bilingual Mentor and the Bilingual Support Tutor are available to support staff with this activity. The intention is to extend the capacity, range and number of Welsh-medium and bilingual tutorials.

▪   Individual learner abilities, aspirations and linguistic needs are discussed and analysed within tutorial sessions and recorded on the Individual Student Learning Agreement (ISLA). This forms the basis for planning a learning programme for the individual.

6.2.1.2 Work experience

▪   A list of employers able and willing to offer appropriate bilingual work experience placements is compiled by the College's Work Placement Officer. Full-time Welsh speaking learners, in particular Child Care learners are encouraged to consider Welsh-medium work experience placements. These placements contribute towards raising awareness of the benefits of bilingual skills amongst learners and staff.

6.2.1.3 Assessments

▪   Learners are given the opportunity to present assignments and other pieces of work through the medium of Welsh for assessment. This requires staff having the necessary language skills. Where these skills do not exist among the course team, arrangements are made for the work to be translated by the Welsh Language Development Officer prior to assessment by a non-Welsh speaking subject specialist.

▪   The College will be more proactive in encouraging students to complete assessments through the medium of Welsh by improved targeted planning of Welsh-medium and bilingual provision and providing more Welsh learners with opportunities to be mentored.

6.2.1.4 Advice and Guidance

▪   All courses are supported by services provided by the Directorate of Learner Services. This Directorate manages the modern Learning Resource Centre and learner support staff, as well as a careers, advice and guidance service in partnership with Careers Wales West. College learners receive careers information

and guidance from Careers Wales West. Careers interviews are arranged in Welsh for those learners who express the preference for an interview in the Welsh language.

▪ The College will continue to work with Careers Wales West in ensuring that students are informed of the benefits of bilingual skills in the workplace and the needs of occupations for Welsh language skills.

6.2.1.5 Learning Resources

▪ The College has developed bilingual learning resources in a number of its priority areas ie Child Care and Care, Beauty Therapy, Hairdressing, Catering, Animal Care, Motor Vehicle, Carpentry and Key Skills, supported by ANDP funding. These resources have been placed on Moodle for learners and staff to access them.

▪ The College LRC keeps catalogues of both printed and electronic resources that are available to support the education and training services of the College in both English and Welsh. This resource database is available for use when selecting the appropriate materials for use by learners.

▪ The College's bilingual mentor via the bilingual mentoring programme provides support for lecturing staff to identify learning materials, assignments and task sheets for bilingual development. Translation work is either co-ordinated or undertaken by the Welsh Language Development Officer.

▪ The College aims to further increase materials available through the medium of Welsh and will set targets for resource development in each academic year.

▪ It will also contribute resources to the National Grid for Learning (NGfL) and Rhannu and collaborate with other colleges via Colegau Cymru's Bilingual Development Network and other providers to share bilingual resources.

6.3   The College Curriculum

6.3.1   One bilingual course is currently available at the College, namely the Level 3 CACHE Diploma in Childcare and Education, facilitated by the Bilingual Support Tutor role. As stated in 6.2, all students are given the opportunity to undertake their tutorials, assessments, work placement, Basic/Key Skills, learning support and any other aspects of their course through the medium of Welsh or bilingually.

6.3.2   Bilingual units and classroom resources have already been developed within various curriculum areas and are listed in the table overleaf. The table also shows the location of Welsh speaking members of staff within the various areas who are able to offer tutorials, assessment, delivery and other classroom opportunities either through the medium of Welsh or bilingually.

6.3.3   The Welsh Language Development Officer, the Bilingual Mentor and Course Teams will continue to identify units for bilingual development within courses, with particular focus on the priority areas as identified by DfES.

SSA	Course	Units developed bilingually	Welsh speaking staff
1 Health, Public Services & Care	CACHE Award / Certificate / Diploma in Child Care & Education	Mandatory Units: ▪ An Introduction to Working with Children ▪ Development from Conception to Age 16 Years ▪ Supporting Children ▪ Keeping Children Safe ▪ Principles Underpinning the Role of the Practitioner Working with Children ▪ Promoting a Healthy Environment for Children ▪ Play and Learning in Children's Education ▪ Caring for Children ▪ Developing Professional Skills in Children's Education ▪ Working with Parents Optional Units: ▪ Developing Children's Mathematical Skills ▪ Developing Children's Communication, Language and Literacy Skills ▪ Working with Babies from Birth to 12 Months	1 x Child Care Bilingual Support Tutor
	Diploma in Sport	*Some task sheets developed bilingually*	1 x Tutor
3 Agriculture, Horticulture & Animal Care	BTEC Extended Diploma / Diploma / Subsidiary Diploma / Certificate in Animal Care	▪ Animal Management ▪ Animal Welfare ▪ Body Systems ▪ Breed Development	1 x Tutor
4 Engineering	Diploma / NVQ Motor Sport	▪ Engines ▪ Transmission *Some assignments have been developed bilingually*	1 x Tutor
	Diploma in Engineering	*Bilingual Engineering Terms booklet available*	1 x Tutor
5 Construction	NVQ Carpentry / Bricklaying / Plumbing Diploma in Construction	▪ Health & Safety ▪ Working Safely in the Workplace	1 x Tutor (able to conduct tutorials, not delivery) 1 x Instructor

SSA	Course	Units developed bilingually	Welsh speaking staff
6 ICT	Diploma in IT / Applied ICT	*Some handouts developed bilingually*	1 x Tutor
7 Retail & Commercial Enterprise	NVQ/VRQ Beauty Therapy	▪ Reception Duties ▪ Recognising and Responding to Clients' Needs ▪ Improve and Maintain Facial Skin Condition ▪ Health & Safety ▪ Develop and Maintain Your Effectiveness at Work ▪ Manicure and Pedicure ▪ Eye Care, Salon Services	2 x Tutors
	NVQ/VRQ Hairdressing	▪ Recognising and Responding to Clients' Needs ▪ Salon Services	
	VRQ Diploma in Professional Cookery	▪ Customer Care	1 x Tutor
8 Leisure, Travel & Tourism	Diploma in Travel & Tourism	*Some handouts and task sheets developed bilingually*	
9 Arts, Media, Publishing	Diploma in Art & Design Diploma in Media Production	*Some task sheets and assignments developed bilingually*	1 x Tutor (able to conduct tutorials)
12 Languages, Literature & Culture	Welsh language provision A Level provision / WBQ	OCN Welsh units A Level Welsh 2nd Language via Federation *Some bilingual materials developed within WBQ*	2 x Tutors 1 x Tutor (able to conduct tutorials)
14 Preparation for Life & Work	Key Skills	▪ Communications and AON materials and assignments	1 x Tutor learning Welsh (*Sylfaen*)
15 Business, Administration & Law		*Bilingual Business & Management Terms booklet plus some PowerPoint presentations and task sheets developed bilingually*	
Work-based Learning	NVQs in Child Care & Education	*Bilingual materials developed*	

These priority areas include:

- Animal Care
- Catering
- Child Care
- Health & Social Care
- Hairdressing
- Beauty Therapy
- Tourism
- Office IT
- Key Skills

6.3.4 Three subject areas from the above priority areas will be targeted each year for bilingual resources development, with the aim of developing at least one bilingual unit in each subject area. The Welsh Language Development Officer and the Bilingual Mentor will produce an action plan identifying which areas and units will be targeted at the beginning of each academic year.

6.3.5 Bilingual provision at Pembrokeshire College is strongest in the field of Child Care. This is due to the development of the Bilingual Support Tutor role in this subject area, currently funded by the 14 – 19 Learning Pathways Network. This funding will continue in 2011/12.

6.3.6 Opportunities for bilingual development will continue to be identified and implemented in other vocational areas, dependent upon learners' linguistic ability, staff skills, and employment needs.

6.3.7 All teaching staff will be required to identify and create opportunities to introduce Welsh language and culture themes in their lessons. This will be supported by appropriate staff development training and the bilingual mentoring programme.

6.3.8 Welsh speaking tutors and support workers will continue to be identified within academic and functional areas to ensure that students are able to undertake aspects of their course through the medium of Welsh/bilingually if requested.

6.3.9 The College will continue to work closely with other partners, agencies and FE colleges in order to increase Welsh-medium/bilingual curriculum provision and meet the needs of Welsh speaking learners.

6.3.10 The College, through the 14 – 19 Pathways programme will continue to offer the present levels of Welsh-medium provision for post-14 learners, in partnership with local secondary schools.

6.3.11 The College will continue to seek sources of funding for developing Welsh medium/bilingual provision.

6.3.12 The College, through its work based learning team, will continue to establish the need for bilingual provision with employers and, wherever possible, will also raise employer awareness of the advantages of bilingual skills in Wales.

6.3.13 The College's delivery of Essential Skills recognises bilingualism as an effective form of communication studies in Wales. It will continue to enhance the Welsh-medium or bilingual opportunities within this provision and will target Welsh speaking learners to complete elements of their Essential Skills through the medium of Welsh. The

College will also continue to work closely with Basic Skills Cymru in its delivery of basic skills programmes to its learners.

6.3.14 Bilingualism will continue to be addressed within the teacher training programmes i.e. PGCE, City & Guilds 7302 Delivering Learning and the Teaching Assistant programmes.

6.3.15 The College acknowledges the need (in accordance with the national Welsh-medium Education Strategy and the subsequently published National Bilingual Strategy by Colegau Cymru) to increase year-on-year the number of learners studying and being assessed in their main programmes through the medium of Welsh and bilingually.

6.3.16 The College will continue to identify Welsh speaking students through the admissions and enrolment processes.   Once identified, these students will be targeted and encouraged to take up bilingual learning provision either with the support of departmental staff or the WLDO, the Bilingual Mentor and the Bilingual Support Tutor. During Induction all students will be informed of the linguistic support services available to them.

6.3.17 Developing the learners' Welsh communication skills will be a main priority as set out in Section 5 of this Scheme.

6.3.18 The College will remain informed of developments and curriculum opportunities offered via video-conferencing with providers located in other areas of Wales, and consider whether these would provide a means to offer otherwise unavailable subject choices through the medium of Welsh.

6.4   Collaboration and Partnership

6.4.1   The College considers its position as the main provider of post-16 Education and Training as a significant and vital one in the county of Pembrokeshire. The College also recognises the significant contribution that other providers play within the county and the importance of networking and partnership to increase Welsh-medium and bilingual provision.

6.4.2   Through its membership of Colegau Cymru, the College will make use of the services provided by Sgiliaith. The centre provides services and materials that support the curriculum and other College activities through the medium of Welsh. In 2009/10 the College was commissioned by Sgiliaith to pilot a bilingual mentoring programme and both organisations continue to work closely together to develop this programme further and identify best practice.

6.4.3   The College will continue to attend Colegau Cymru's Bilingual Development Network and Sgiliaith meetings, conferences and workshops in order to work with other FE colleges and work towards sharing bilingual/Welsh medium resources and initiatives to promote and develop bilingual provision.

6.4.4   The College will continue to collaborate with local secondary schools via the 14 – 19 network to identify and develop vocational Welsh-medium/bilingual provision for learners, in line with the Learning and Skills (Wales) Measure.

6.4.5   The College will seek to collaborate with Ysgol y Preseli and Ysgol Bro Gwaun. This may involve the College providing the services of suitable members of staff to local schools or vice versa in order to provide a course or course modules through the medium of Welsh/bilingually.

6.4.6 The College is a member of the Mid and West Wales Forum for the Development of Welsh-medium/Bilingual Education, charged with identifying, planning and developing delivery across local authority boundaries.

6.4.7 The newly formed Work Based Learning Consortium (known as the South West Wales Skills Academy) which includes the College as the lead provider, Coleg Sir Gâr, Prince's Trust and PRP (a private training provider) will also be committed to promoting and increasing Welsh-medium and bilingual provision for work based learners. A Welsh Language working group including representatives responsible for the Welsh Language in each partner organisation has been set up to ensure the Consortium's Welsh Language Policy and action plan are fulfilled, as per the requirements of the WBL contract.

6.4.8 The College will maintain close links with organisations such as Menter Iaith Sir Benfro, Twf, Urdd Gobaith Cymru, Gyrfa Cymru/Careers Wales, Swansea University's Welsh for Adults Centre and the LEA Welsh for Adults in order to maximise opportunities for the promotion and use of the Welsh language.

6.4.9 The College will work proactively with all examination and accreditation bodies to ensure they provide support to all providers and learners who wish to study bilingually or through the medium of Welsh.

7   TIMETABLE / ACTION PLAN

7.1   This Welsh Language Scheme will cover a period of three years from the academic year starting September 2011 until June 2014.

7.2   The College will commence implementation of the Scheme from the date of its approval by the Welsh Language Board and will be fully compliant within three years.

7.3   An action plan is attached as an appendix to this Scheme illustrating identified actions, staff responsible for their implementation and progress within an agreed timescale. The implementation of this Scheme will be measured against this action plan and timetable (see 3.6 for Monitoring and Reviewing).

7.4   The College will continue to assess and review the resources needed to implement and sustain the services required to implement this Scheme.

COLLEGE ACTION PLAN FOR IMPLEMENTATION OF THE WELSH LANGUAGE SCHEME : SEPTEMBER 2011 – JUNE 2014

1 IMPLEMENTATION & MONITORING

Action	Responsibility	Deadline	Target set and progress to date with evidence
1.1 Undertake initial briefings on the College's third Scheme, and further staff briefings following the Welsh Language Board's approval	Principal / SMT WLDO	September 2011	
1.2 Communicate all commitments made under the revised Welsh Language Scheme (WLS) to staff teams to ensure they understand their roles and responsibilities within the Welsh Language Act 1993	SMT WLDO	October 2011	
1.3 Include information about the College's revised Scheme in the staff and student handbooks respectively, on the College intranet and website and in key publications. A desk guide to also be produced and distributed to raise staff awareness	SMT WLDO	September 2011	
1.4 Monitor and review the implementation of the Scheme by the Welsh Language Steering Group on a termly basis	WLSG	Up to and including 2014	
1.5 All College policies when reviewed and formulated to demonstrate a commitment to the principles of the WLS and promote the use of the Welsh language wherever possible. Guidance to be issued to staff involved with policy formulation and report progress to the Board of Governors	SMT	Up to and including 2014	
1.6 SMT members to oversee that the agreed commitments for their areas in the Scheme are being met	SMT	Up to and including 2014	
1.7 The WLDO to continue to co-ordinate and facilitate the implementation of the Scheme	WLDO	Up to and including 2014	
1.8 The Director of Learner Services and WLDO to provide termly reports to SMT on the progress being made under the Scheme	DLS WLDO	Up to and including 2014	
1.9 The Principal to provide updated reports to the governing body regarding progress in implementing the Scheme	Principal	Up to and including 2014	
1.10 Any third party agreements or partnerships to be consistent with the terms of the Scheme	APR APC	Up to and including 2014	
1.11 Include the requirements of the WLS in all Quality Assurance processes and systems	SMT	October 2011	

Action	Responsibility	Deadline	Target set and Progress to date with evidence
1.12 Submit an annual monitoring progress report to the Welsh Language Board	WLSG WLDO	July 2012 / 2013 / 2014	

2 THE DEVELOPMENT OF A WELSH ETHOS AT THE COLLEGE			
Action	**Responsibility**	**Deadline**	**Target set and Progress to date with evidence**
Theme 2.1: Increase the use and impact of visual/written Welsh on learners and the public at large			
2.1.1 Maintain public visual and corporate use of Welsh as required by the WLS - All public signs around the perimeters and internally within the College to be bilingual, with both languages equal in format, size, quality, legibility and prominence - Any corporate replacement exhibition and public information stands to be produced bilingually	Estates Director Marketing Director	Up to and including 2014	
2.1.2 Maintain availability of publicity and promotional materials in Welsh and English - to include specific mention of Welsh language opportunities in prospectuses and consider whether this information could be made available at other initial points of contact with present and potential learners - publicise advantages associated with Welsh language skills in the local and national work market	Marketing Director WLDO	Up to and including 2014	
2.1.3 Complete the development of a bilingual website and ensure systems to maintain the updated presence of both languages. Bilingual website development will be subject to regular internal checks to monitor compliance	Marketing Director / WLDO	Up to and including 2014	
2.1.4 All advertisements and public notices in the media in Wales will be bilingual	Marketing Director	Up to and including 2014	
2.1.5 Continue to develop forms, questionnaires, standard letters and mail shots bilingually – compliance monitored through the College's Quality system, via service level agreement documentation and also internal compliance checks	Quality Director WLDO	Up to and including 2014	
2.1.6 Issue written procedures to ensure staff comply with these processes and reinforce through staff development sessions. Desk guides will be produced and distributed to facilitate this	HR Director WLDO	Up to and including 2014	

Theme 2.2: Increase the use and impact of spoken Welsh in public and college-wide events			
2.2.1 Maintain Welsh language 'presence' in public and all-college (staff and students) meetings by encouraging Chairs/Key Speakers to welcome or greet in Welsh/bilingually in order to create a bilingual ethos to the proceedings; to also include the availability of translation facilities if required	SMT	Up to and including 2014	
2.2.2 Consider how to encourage the active presence of Welsh in such meetings, and to establish a measure of success in relation to the amount of Welsh used during such events, especially by people from outside the College	SMT WLDO	Up to and including 2014	
2.2.3 Continue to ensure the presence of Welsh-speaking teaching and support staff around students as early as possible in their contact with the College, in order that learners associate the College with use of Welsh	SMT	Up to and including 2014	
2.2.4 Continue to support staff through the Staff Development programme to develop their Welsh language skills at all levels	HR Director WLDO Bilingual Mentor	Up to and including 2014	
2.2.5 Encourage all College staff who are Welsh speakers or who are learning Welsh to wear the Welsh Language Board's 'Working Welsh/*Iaith Gwaith*' badges in order to be identified and promote the use of the Welsh language	SMT WLDO Bilingual Mentor	Up to and including 2014	
2.2.6 Include a standardised message on official paper and e-mail noting that correspondence is welcomed in both Welsh and English. Staff to include a bilingual electronic signature on their outgoing communications and a template to be distributed to achieve this development			
2.2.7 Establish use of Welsh language skills amongst staff via the staff perception survey in order to provide data on how many staff use Welsh in their everyday work at the College	Quality Team WLDO	Up to and including 2014	
Theme 2.3: Make the best use of staff to enhance a Welsh language ethos			
2.3.1 Assess and identify the requirement for bilingual skills in posts by utilising the linguistic skills requirement matrix in order to achieve the Scheme's objectives	SMT	Up to and including 2014	
2.3.2 Maintain a list of job descriptions stating Welsh skills essential/ desirable. Ensure that messages concerning skills shortages are relayed internally and externally as appropriate (ie that the 14 - 19 network appreciates the need to train Welsh speakers for specific	SMT	Up to and including 2014	

vocational areas)			
2.3.3 Maintain an up-to-date central database of staff language skills and develop a language skills strategy	HR Director WLDO	December 2011	
2.3.4 Maintain and strengthen the bilingual mentoring role as a mechanism to influence and support new or key teaching staff in their day-to-day work	Bilingual Mentor	Up to and including 2014	
2.3.5 Ensure that using Welsh language skills in the professional context is beneficial to staff members	SMT	Up to and including 2014	
2.3.6 Include language awareness training for all new staff as part of induction training	WLDO Bilingual Mentor	September 2011	
2.3.7 Encourage staff, in particular frontline staff, to attend meet and greet staff development sessions	HR Director WLDO	Up to and including 2014	
2.3.8 Continue to encourage non-Welsh speaking staff to learn Welsh through Welsh for Adults provision	SMT WLDO	Up to and including 2014	
2.3.9 Provide support for academic staff to create a bilingual ethos within the classroom	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.3.10 Encourage at least 1 member of teaching staff to participate in the Welsh Government 3-month Sabbatical Scheme	SMT	Up to and including 2014	
Theme 2.4: Increase learners' understanding and appreciation of their Welsh identity			
2.4.1 Ensure that information is available to make evident the significance of Welsh language skills in the Pembrokeshire, Ceredigion and Carmarthenshire areas and throughout Wales. Research could be commissioned through the 14 – 19 Network, however the College will engage with the task if no other source of information is available	SMT WLDO	Up to and including 2014	
2.4.2 Ensure that all teaching staff present a positive appreciation of Welsh language skills to learners, especially those following courses in vocational areas where customer services and/or public sector services are significant	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.4.3 Ensure availability of Welsh language awareness sessions for learners, especially those following programmes where skills in Welsh are identified as being beneficial, to be delivered within communications, customer care and equality and diversity related modules and within the Welsh Bacc and Enterprise programmes	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	

2.4.4	Continue to provide 'Meet and Greet' provision for key student groups	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.4.5	Facilitate opportunities within formal learning or in an informal context where learners are expected to speak Welsh to their peers (as opposed to using Welsh with teachers or lecturers); investigate the potential of establishing links with other colleges and schools across Wales to permit Welsh-medium communication between peer groups	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.4.6	Ensure teaching staff make best use of visiting speakers, visits and other arranged events to raise learners' appreciation of the Welsh language and Welsh identity. Video conferencing technology can facilitate this	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.4.7	Provide tutorials through the medium of Welsh for A Level students from Welsh-medium education background	Welsh speaking A Level Tutor	September 2011	
2.4.8	Continue to recognise students' achievements with an annual Bilingualism Award	WLDO	Up to and including 2014	
2.4.9	Continue to hold Welsh themed events such as Diwrnod Santes Dwynwen, Dydd Gŵyl Dewi	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.4.10	Make the best use of Welsh language opportunities in work experience placements	WLDO Bilingual Mentor Bilingual Support Tutor Work Placement Officer	Up to and including 2014	
2.4.11	Continue to work with other organisations (Menter Iaith Sir Benfro, Urdd Gobaith Cymru, Swansea University) to provide Welsh language events, such as Bore Clonc	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
2.4.12	Inform learners of the needs of occupations for Welsh language skills within the careers and guidance programme	DLS WLDO	June 2012	
Theme 2.5: Learner support provision through the medium of Welsh				
2.5.1	Continue to assess learners' basic skills (or equivalent) in both languages at Induction, and plan support accordingly	WLDO Bilingual Mentor Bilingual Support Tutor	September 2011	

2.5.2	Provide learner support through the medium of Welsh	WLDO Bilingual Mentor Bilingual Support Tutor	June 2012	
2.5.3	Provide advice about opportunities to progress to HE and further training through the medium of Welsh (Coleg Ffederal Cymru is due to start registering students in Sept 2011)	DLS WLDO	Up to and including 2014	
Theme 2.6: The role of key corporate activities in improving the use of Welsh in College				
2.6.1	Maintain the emphasis on bilingualism and Welsh culture/identity in curriculum and quality procedures (learning programme, lesson plan and teaching and learning observation), and review for effectiveness	SMT WLDO	Up to and including 2014	
2.6.2	Work with schools and the Local Authority to track linguistic progression of individual learners from one sector to another, and develop strategies in partnership to overcome shortfalls in linguistic progression if/when these become apparent	SMT WLDO	September 2011	
2.6.3	Address how to promote an institutional ethos which shifts from offering Welsh-medium/bilingual opportunities to normalising such activities as part of the learner's curriculum	APC	Up to and including 2014	
2.6.4	Continue to ensure that Welsh ethos and language matters are discussed by senior management and governors regularly and identify a governor to lead on Welsh language matters in the College	SMT Board of Governors	Up to and including 2014	
2.6.5	Estyn guidelines concerning standards and quality and the Welsh language in education in relation to the Common Inspection Framework will be distributed to all relevant staff	SMT WLDO Bilingual Mentor	December 2011	
2.6.6	Contribute to sector-wide initiatives to identify and promote solutions to enable the further expansion of Welsh-medium and bilingual provision in post-14 education (ie funding issues, future provision models etc) and the FE sector's success in achieving the Welsh Government's strategy targets	SMT WLDO	Up to and including 2014	

3 THE DEVELOPMENT OF BILINGUAL COMMUNICATION SKILLS TO AUGMENT AN ENGLISH-MEDIUM PROVISION

Action	Responsibility	Deadline	Target set and Progress to date with evidence
Theme: Offer Welsh language skills provision to students following identified courses			
3.1 Work towards offering WJEC's *Yr Iaith ar Waith* Welsh language customer services units for key vocational areas, especially those areas where the WBQ has been introduced	WLDO Bilingual Support Tutor	June 2012	
3.2 Continue to offer Key Skills units, or equivalent, through the medium of Welsh wherever possible	WLDO Bilingual Support Tutor Key Skills Tutors	June 2012	
3.3 Identify and increase number of registrations following vocational Welsh language provision between September 2010 and July 2015 - Relate targets to linguistic progression data from pre-16 education - Ensure such activities are recorded in LA26 where possible	WLDO Bilingual Mentor Bilingual Support Tutor MIS	June 2012	

4 THE DEVELOPMENT OF WELSH-MEDIUM OR BILINGUAL PROVISION FOR POST-14 LEARNERS

Action	Responsibility	Deadline	Target set and Progress to date with evidence
Theme 4.1: Development of Welsh-medium provision within the College			
4.1.1 Maintain current post-16 Welsh-medium and bilingual provision	APC	Up to and including 2014	
4.1.2 Continue to identify and map out College staff who are able to teach, assess and provide tutorials through the medium of Welsh/bilingually	SMT	Up to and including 2014	
4.1.3 Target 3 subject areas each year for bilingual resources development with the aim of developing at least 1 bilingual unit in each subject area. An action plan will be produced to identify which areas and units will be targeted for each year	SMT WLDO Bilingual Mentor	Up to and including 2014	

4.1.4	Develop access to bilingual materials via Moodle and promote staff and learners usage	WLDO Bilingual Mentor	Up to and including 2014	
4.1.5	Continue to attend Colegau Cymru's Bilingual Network and Sgiliaith meetings, conferences and workshops in order to keep abreast of developments and share best practice	WLDO Bilingual Mentor	Up to and including 2014	
4.1.6	Identify opportunities and set targets to increase uptake in 16 – 19 provision through the medium of Welsh or bilingually within the College, in line with Welsh Government's national targets (rf WMES) - Targets to be related to linguistic progression data from pre-16 education - Ensure such activities are recorded in LA26 where possible	APC MIS	Up to and including 2014	
4.1.7	Consider alternative means of offering Welsh-medium or bilingual provision (either entire programme or identified units), eg video conferencing provision or other distance learning methods, where appropriate	APC	Up to and including 2014	
Theme 4.2: Development of Welsh-medium provision across 14 – 19 network				
4.2.1	Continue to offer current levels of Welsh-medium provision for post-14 learners, in partnership with local secondary schools	APC	Up to and including 2014	
4.2.2	Monitor learners' use of language to identify whether the provision encourages the use of Welsh informally in the classroom and for formal assessment	WLDO Bilingual Mentor Bilingual Support Tutor	Up to and including 2014	
4.2.3	Continue to work with the 14 – 19 Network to develop an appropriate range of Welsh-medium options. Identify a minimum Welsh language curriculum to be offered in collaboration, and seek outside support, if necessary, to facilitate provision	APC	Up to and including 2014	
4.2.4	Language skills and academic/vocational specialities of all teaching staff within the 14 – 19 Network area to be identified and mapped	SMT	Up to and including 2014	
4.2.5	Network area and national skills in relation to Welsh to be identified	WLDO	Up to and including 2014	
4.2.6	Availability of Welsh-medium provision and progression opportunities to be established	APC	Up to and including 2014	
4.2.7	In collaboration with 14 – 19 network members, identify and put into effect solutions to any shortfalls in provision	APC	Up to and including 2014	
4.2.8	Identify staff members within the College and across the 14 – 19 region to attend the National Sabbatical Scheme	SMT	Up to and including 2014	

4.2.9	Identify and implement support arrangements for staff teaching on bilingual or Welsh-medium courses (eg mentoring, models for co-working with teachers from the Welsh-medium school and other FE colleges)	SMT WLDO Bilingual Mentor	Up to and including 2014	
4.2.10	Identify other staff training needs (eg teaching methodologies, support in incorporating Welsh language activities into Schemes of Work and Lesson Plans) and arrange appropriate training	Quality Director WLDO Bilingual Mentor	Up to and including 2014	