

Strategic Plan

2016–2020

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Y Ganolfan
Dysgu Cymraeg
Genedlaethol —
National Centre
for Learning Welsh



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Chief Executive's Foreword

Putting learners first is the aim of the National Centre for Learning Welsh, a new organisation set up to provide strategic leadership in the Welsh for Adults sector. We are keen to work as one national team providing the best service for learners and new speakers of Welsh.

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This is the first time a national planning body has co-ordinated provision. The Centre will be a strong voice for the sector. The aim is clear - to attract new learners and increase the numbers using Welsh every day.

The Centre was established in response to 'Raising our Sights', the Welsh Government review of the Welsh learning sector, and we will coordinate future provision in close cooperation with dedicated providers, tutors and partners.

The Centre will deliver up-to-date and exciting curriculum and resources and serve as a central point of contact for all information about learning Welsh. We will commission research and seek to ensure progressive learning methods.

Everyone living in Wales knows that the language is around them and Welsh belongs to us all. Approximately 11% of the population speak Welsh fluently, and another 12% less fluently. Every child and young person learns at least some Welsh and thousands of people register each year on Welsh for Adults courses. This is an excellent opportunity to bring everyone together to speak and use the language.

I would emphasise that the National Centre for Learning Welsh is a new institution and this strategic plan is produced and agreed with the sector and Government at a time when its full staffing arrangements are yet to be finalised.

I note therefore that this is an evolving document and, as a starting point, includes actions for 2016-17 to be more fully developed in the form of an Action Plan. The document sets out the Centre's direction of work for the period 2016-2020.

This document explains how we deliver our work, and we look forward to helping the Welsh Government to meet the objectives of its new Welsh Language Strategy when published. This is a period of great change and exciting possibilities. I am privileged to lead the institution and I look forward to reporting on our progress in the coming years.

Efa Gruffudd Jones
Chief Executive
National Centre for Learning Welsh
July 2016



Vision

The core outcomes set for the Centre by the Welsh Government are to:

Be a **visible institution** setting a national strategic direction for the Welsh for Adults sector.

Provide **leadership** for the Centre's providers.

Raise standards in teaching and learning Welsh.

Develop a high quality, appropriate, modern, engaging **national curriculum** and produce resources suitable for a range of learners at all levels.

The aspirations of the Centre are to:

Increase the numbers who **know** about Welsh lessons.

Increase the numbers **learning** Welsh.

Increase the numbers attaining **fluency**.

Increase the numbers who **use** Welsh.



PURPOSE

The Centre provides strategic leadership for the Welsh for Adults sector.

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VALUES

The Centre will ensure that learners of all backgrounds receive a welcome, support and encouragement on their language learning journey. The Centre will carry out its work professionally, progressively and with commitment.

VISION

The Centre will lead a Welsh learning service which will contribute to the success of the language.

STRATEGY

Five strategic objectives are set in order to accomplish this work. The Centre will cooperate closely with its providers who will offer a programme of lessons and activities for learners and with dedicated tutors to develop the sense of a single national team working towards the same aim.



Strategic Objective 1

Develop an innovative programme of attractive and suitable courses for learners making full use of the latest technology

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To facilitate learner progress, programmes must be planned which contain an appropriate variety of courses accessible to all in terms of length, content and approach to linguistic presentation. Classes need to respond to demand in terms of venue, time of day, time of year and course length.

We will need to plan at a local level and improve the online offer. The Centre will engage with providers, tutors and language experts to ensure that the experience offered for learners develops. This will be achieved specifically by the:

- ▲ production of a new curriculum;
- ▲ production of a programme of progressive courses which increase learners' contact hours as they learn;
- ▲ production of new learning resources, with interactive resources at the core;
- ▲ production of resources to support learning outside the classroom; and
- ▲ development of an innovative online system of learning, assessment and coaching.

The Centre will **produce a new curriculum** of high quality which will serve as a basis for exciting new resources for learning the language. We will ensure that the curriculum serves as a benchmark for new and experienced tutors alike, providing a standard guide. The curriculum will describe the required language content for the range of attainment levels and define abilities in Welsh in the same way as the Common European Framework. It will dovetail with national developments on the development of a language continuum and ensure relevance to the experiences of individuals of all ages who are learning Welsh.

The current situation allows the majority to learn in two-hour classes only. In order to speed up the learning process, the Centre will aim for a **programme of courses that increases learners' contact hours as they learn**. Most will be expected to set aside an additional two hours per week to support their learning in class by following new resources online. Flexibility will be required in order to ensure that individuals without access to technology can continue to learn Welsh. As well as

increasing the number of four hours per week courses, we intend to work with providers to increase the number of very intensive courses, where learners move more quickly through the levels. This may mean learning in extended blocks and encouraging learners to attend events, informal sessions and through personal contact with other learners and speakers. Two versions of the National Course are being developed: North and South.

The Centre will **commission and produce new learning resources with interactive resources at the core** to support, reinforce and build upon the content of the curriculum to ensure learners have every possible opportunity to become speakers. The aim here is to raise standards of teaching and learning in Welsh for Adults. In developing resources, relevant research in Wales and beyond will be addressed, and we will be prepared to experiment with different techniques.

In this way the Centre will consider relevant research work including comprehensive research by Cardiff University on learning methods, methodology and resources. We will also consider the obstacles to learning, including practical matters. Emphasis will be placed on the coaching role of tutors and the importance of introducing Welsh as a skill to learners.

So that learners can measure their progress consistently and objectively during their language journey, we will develop an **innovative online system for teaching, assessment and coaching** which will adopt the assessment for learning approach. This will be a scheme whereby learners measure their own progress, placing learners' needs at the heart of the assessment process. The system will furnish providers and the Centre with an excellent opportunity to measure the progress of learners throughout Wales. The Centre and its providers will be able to streamline learning resources and methods when results are analysed.



Actions

2016 - 2017

- ▲ Review and consult on existing curriculum by October 2016; ensure that there is a standard curriculum in place (consistent with the Common European Framework) which allows providers to prepare quality programmes of learning through the medium of traditional and more innovative learning experiences.
- ▲ Commission and prepare resources to accompany the new curriculum, including a strong interactive element with resources for Entry Level and Advanced 1 as a first step.
- ▲ Develop an innovative online programme whereby learners can recognise their progress as they learn, to empower them to follow the curriculum and lead on to fluency.
- ▲ Assemble and maintain a Curriculum and Resources Group and other relevant groups to consider research and methodology, consult and develop policies.

2017 - 2020

- ▲ Increase the number of viable intensive courses (at least 4 hours per week) offered across Wales.
 - ▲ Continue to develop resources to accompany the new curriculum, working on courses at Entry 2, Intermediate, Advanced 2 and Advanced 3.
 - ▲ Develop a programme of local and national training to support the introduction of the new curriculum and resources.
 - ▲ Evaluate developments.
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Strategic Objective 2

Develop innovative schemes to secure opportunities and contexts where learners can use their Welsh with confidence

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In order to increase the numbers who use their Welsh, we need to develop innovative schemes which provide further natural opportunities for learners to use their Welsh. Specific consideration will be given to the needs of less confident speakers, and former pupils of Welsh-medium schools who, for whatever reason, no longer use their Welsh. This includes opportunities to:

- ▲ use Welsh in the workplace;
- ▲ use Welsh with the family;
- ▲ use Welsh informally in the community and promote integration within communities;
- ▲ develop schemes to bring Welsh speakers and learners together; and
- ▲ enjoy radio and television programmes and new media in Welsh.

We will draw up a **Welsh in the Workplace** Strategy to support employers in preparing meaningful Welsh learning programmes in the workplace. This is one of the first priorities for the Centre, which will develop the strategy by creating partnerships with the Welsh Language Commissioner, the Public Services Staff Commission and other relevant bodies. We intend consulting with national bodies, local authorities, health boards, private sector companies and the third sector, to address the challenge of giving passive speakers confidence as well as teaching learners who have reached different stages of the language continuum.

The Strategy will include advice for employers on the best means of securing employees' progress in Welsh language skills including release from work. The aim will be to develop a recognised system where individuals can choose to learn or improve their Welsh in the workplace with a programme of tailored intensive or flexible courses, of benefit to both individual and employer. The Centre will consider approaches to finance and make recommendations.

The Centre will also prioritise provision available to individuals wishing to learn **Welsh for family** reasons. A new programme will be developed encompassing Welsh for the Family to offer more opportunities for parents to learn in order to speak Welsh with their children. Consideration will be given to the new education curriculum and to the needs of the education workforce and we will ensure that a range of suitable courses, with suitable curriculum, is available at convenient times. The Centre will be anxious to act at a strategic level with Welsh education authorities to develop this provision and seeks to work with key bodies in the third sector.

To enhance fluency, learners need to be introduced to **informal experiences in Welsh** in the community. Providers will be encouraged to make creative use of the Language Centres established throughout Wales as places where it is easier for learners to speak Welsh. The Centre also intends to work with providers to review existing informal provision. The aim will be to create new networks and opportunities supporting learners to use Welsh outside the classroom. The Centre will wish to encourage learners to take part in local and national Welsh festivals and events. The Centre will also wish to promote integration within communities where the language is strong and promote real opportunities for learners to use their language, creating new interactive and social networks where they don't naturally exist. A full programme of local activities and events for learners is an essential part of any successful learning programme.

To give learners opportunities to speak Welsh naturally, the Centre will develop transition plans to bring Welsh **speakers and learners** together in partnership with Welsh language movements and agencies, for example Merched y Wawr and Clybiau Gwawr womens' groups, the Welsh Language Initiatives, local and national eisteddfodau. Engaging online schemes will be considered to signpost learners to speakers and events. The Centre believes clear, simple Welsh should be used more often by individuals and institutions so that learners can become speakers. The Centre is also aware that Welsh speakers need to be given advice on how best to speak to learners.

We intend to work with providers and broadcasters to ensure that **learners enjoy radio and television programmes and new media in Welsh** by sharing information on the provision direct and by using content in lessons.

Actions

2016 - 2017

- ▲ Consult employers in developing a Welsh in the Workplace Strategy.
- ▲ Publish a Welsh in the Workplace Strategy.
- ▲ Run a pilot scheme with significant employers.
- ▲ Develop active partnerships with bodies in various sectors.
- ▲ Discuss informal and semi-formal provision with providers and partners.

2017 - 2020

- ▲ Create recognised guidance for Welsh in the Workplace.
- ▲ Following a review, publish a new Welsh for the Family Scheme.
- ▲ Promote informal learning in discussion with providers and map the opportunities available to learners.
- ▲ Create partnerships with S4C, Radio Cymru and the Welsh Books Council to secure an offering for learners.
- ▲ Develop a programme to bring learners and speakers together and provide guidance for institutions and speakers on how to communicate with learners.





Strategic Objective 3

Establish a network of providers to offer a service of excellence

A transparent process to rationalise the number of providers was held and providers were appointed to act on behalf of the Centre from 1 August 2016.

Performance and accountability indicators will be agreed with providers in order to direct change strategically and cohesively and bring consistency to services across Wales.

In close cooperation with providers, we aim to:

- ▲ establish a National Quality Framework in order to aim for excellence;
- ▲ plan strategically and purposefully by developing a Data Management Plan;
- ▲ develop a professional workforce by preparing a Workforce Development Plan; and
- ▲ harmonise various factors, for example tutors' fees and pay, to secure national consistency.

The Centre's priority is to secure accessible provision of consistent quality in all parts of Wales, with a range of opportunities during the day, evening, and weekend. Emphasis will be given to courses which offer an extended opportunity to use Welsh, including residential courses. The provision must be of good quality - we wish to encourage individuals to attain their personal aims and progress from one level to the next towards fluency, taking advantage of all opportunities to put their new skills to work. In order to establish and maintain quality assurance structures, the Centre will prepare a **National Quality Framework** to harmonise the service and recognise excellence. Estyn will be a key partner in developing the Quality Framework in order to ensure consistent requirements.

Acquisition of accessible, meaningful and reliable data has been hampered by the fact that sector data has for several years been submitted to the Government through different systems. The establishment of a **Data Management Plan** to monitor progress and identify significant trends is a priority. We will ensure that there is a comprehensive data system in place following learners throughout their Welsh learning journey. The system will allow for the identification, analysis and reporting of patterns in order to plan purposefully and strategically for the future.

The Centre's new interactive site will help providers by facilitating registration, data input, communication with tutors, sharing of resources and good practice. We will be able to measure the impact of investment on learners and on the language and show how many of the non-Welsh speaking population take advantage of Welsh lessons. The Centre will be able to make a detailed analysis of learners locally and nationally - how they progress from one level to the next, their background and motivation, what they have achieved and what use they make of their Welsh.

Tutors are the cornerstone of the Centre's service for learners. The role of the tutor needs to be established as a recognised career option attractive to professional individuals of all ages. The Centre will be anxious to communicate with tutors regularly and invest in tutor resources and training. This is key in order that learners receive the best possible support and become fluent. In order to support tutors and prospective tutors, we will prepare a **Workforce Development Plan** which will set out the structure for recruitment, harmonise tutors' terms and conditions and set out a qualification and training framework to plan tutors' professional development, looking afresh at how competence is defined. We will look in detail at the content of the national qualification, and consider developing a new qualification to reflect the new curriculum and resources. The Centre will also consider other forms of qualification in order to attract as many able and dedicated individuals as possible to the profession.



Actions

2016 - 2017

- ▲ Establish financial arrangements and agree performance and accountability indicators in order to set national targets, outputs and outcomes.
- ▲ Develop a sophisticated Data Management Plan through a new interactive site in order to ensure that the system for collection, storage and analysis of data is effective and efficient and to develop a national picture of the sector.
- ▲ Carry out detailed research on the nature of the workforce to analyse the current situation of tutors' terms and conditions of employment, tutors' qualifications, ratio of part- and full-time employees, and discover new ways of recruiting tutors.
- ▲ Carry out research on workforce competences, qualifications and training.
- ▲ Run and support training for tutors in the sector, including seminars and conferences at local, regional and national level.
- ▲ Recognise excellence and good practice in order to develop a National Quality Framework.

2017 - 2020

- ▲ Report on sector performance against key indicators and outputs year by year.
 - ▲ Introduce and implement a National Quality Framework.
 - ▲ Prepare a research-based Workforce Development Plan.
 - ▲ Review the National Qualification reflecting the results of research and the requirements of the new curriculum.
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Strategic Objective 4

Raise the profile of the sector and increase the numbers who start courses and continue to learn Welsh

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Raising the profile of the sector is key to ensuring learning Welsh plays a prominent part in the success of the Welsh language. Communicating positive messages about learners and learning opportunities can lead to an increase in the numbers learning and continuing to learn Welsh.

Increasing the numbers beginning and continuing to learn Welsh is a priority for the Centre. This will be achieved by:

- ▲ developing a marketing and communication plan to become a visible institution;
- ▲ improving progression rates;
- ▲ developing a powerful interactive site; and
- ▲ creating powerful partnerships that raise the profile of the sector.

We will develop a **comprehensive marketing and communication plan** in co-operation with Welsh Government and providers to attract more people to learn Welsh and more people to continue with their courses. A clear brand will be developed for the Centre and its providers. The plan will suggest following specific themes as a framework for marketing activities and offer a programme of campaigns including recruitment, informal learning and progression. We will carry out high-quality research to identify possible audiences and draw up specific campaigns to attract them to learn.

The marketing and communication plan will reinforce work done with providers to develop a comprehensive programme of courses in response to local needs. We will identify specific groups of learners who will be targeted in the most appropriate manner. These groups are predicted to include parents, people who have learned and lost the language, people in work and people who are hard to reach. The latest marketing approaches will be used.

We will **improve progression rates** by better understanding learners' reasons for failing to continue the journey towards full fluency. By understanding these reasons we can develop suitable sub-campaigns to respond to the situation and measure impact quantitatively.

A **powerful multiplatform interactive site** will be developed as a focus for the sector's marketing and communication. This site will be the main point of contact for learners and prospective learners. The site will feature an online library of accessible resources and activities. The site will for the first time provide all Welsh learners with information on opportunities for learning and offer innovative interactive experiences. This may include an opportunity to engage with a virtual tutor and Welsh speakers, and to share experiences with other learners. The site address will be dysgucymraeg.cymru or learnwelsh.cymru.

The Centre will also need to **create strong partnerships** with key bodies. We will ensure cooperation with external partners by setting up strategic partnerships and clear programmes of cooperation leading to an increase in the number of opportunities to learn and speak Welsh. The Centre will cooperate with policymakers, relevant agencies in all sectors and establish international partnerships. We will address policy developments in the post-16 education sector and respond appropriately. New partnerships will be set up offering an opportunity for the sector to be represented nationally for the first time with a view to setting out the sector's positive contribution to individuals and society.



Actions

2016 - 2017

- ▲ Develop a marketing and communication plan including the creation of a recognised national brand.
- ▲ Carry out market research to identify new learning audiences.
- ▲ Run a series of recruitment campaigns following research-based specific themes.
- ▲ Build a powerful interactive site that meets the needs of learners and prospective learners, providers and tutors.
- ▲ Develop a programme of local marketing plans that promote courses and aim to increase progression rates.
- ▲ Secure the use of a range of communication and marketing techniques including social networks, presence at events and communication campaigns.

2017 - 2020

- ▲ Review and implement the marketing and communication plan.
 - ▲ Respond to the market research by running campaigns that target specific sectors.
 - ▲ Target specific areas based on market research and trends apparent in the data.
 - ▲ Review the Centre's strategic partnerships.
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Strategic Objective 5

Establish and maintain service support procedures

The Centre respects what has already been achieved in the sector. For the first time ever, the Welsh for Adults sector is being led centrally by a national planning body. To operate successfully, the Centre will:

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- ▲ create effective governance;
- ▲ ensure appropriate use of public money;
- ▲ respond to the needs of learners, tutors and providers; and
- ▲ operate on the basis of research.

A priority for any new body is to ensure that its **governance** enables it to act effectively in terms of internal systems, to manage risk robustly and to use its resources prudently. To achieve this and to safeguard the interests of all sector stakeholders, a company has been established by guarantee with an experienced Board of Directors. The Centre will secure transparent and robust processes and systems in order to ensure **appropriate use of money**. The Centre will occasionally develop guidance to ensure consistency of provision across Wales. The Centre will monitor the efficiency of the financial investment and develop and support providers in ensuring that learners are the focus of all investment.

An Advisory Board has been established for the Centre's Company Board including members with various skills and experiences who will provide the Centre with expert advice.

In order to maintain high quality procedures, **learners, tutors and providers** will have regular opportunities to engage with the Centre. An annual study will be carried out to evaluate the experiences of learners, tutors and providers and we intend to act on the results. The study of learners' responses will be undertaken in consultation with providers and will include questions of common interest.



We need to retain what works well and introduce new ideas. In order to ensure that learners succeed, the Centre sees itself as having a clear role in commissioning **research** to increase knowledge in the sector. As the Centre develops its Data Management Plan, we see a need for further research in some areas in order to lead to policy decisions. The research could be practical in nature and measure impact or deal with more intensive factors such as behavioural change. The Centre will also make use of comprehensive research already published.

The Centre is also aware of the need to give detailed consideration to international comparators in language learning, building on what has already worked well. The Centre will develop contacts with institutions in countries which have made good progress in introducing a language to new speakers.



Actions

2016 - 2017

- ▲ Establish a robust, visible and accountable governance structure that leads change responsibly.
- ▲ Publish an annual report on expenditure and achievement.
- ▲ Introduce a standard method of gathering the opinions of learners, tutors and providers.
- ▲ Consider existing research and map further research areas.
- ▲ Develop international contacts with a view to sharing good practice.

2017 - 2020

- ▲ Secure and respond appropriately to internal and external inspections.
 - ▲ Commission an increasing programme of research to identify and respond in a structured way to learner needs, based on robust evidence.
 - ▲ Implement plans consistent with initiatives that have proved to be successful in other countries.
 - ▲ Evaluate and measure the impact of the achievement of the Centre and its providers.
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Annexes

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|---------|-------------------------------|
| Annex 1 | History and Background |
| Annex 2 | Governance |
| Annex 3 | Staffing Structure |

Annex 1

History and Background

History and Background

The timescale for development of the Strategic Plan is as follows:

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| | |
|--------------------------|---|
| 18 May | Consult Advisory Board. |
| 22 June | Submit to University of Wales Trinity Saint David Strategy Committee. |
| 1 to 6 July | Submit to Centre Company Board. |
| 8 July | Draft to Welsh Government. |
| 8 July to 18 July | Consult partners, tutors, learners and providers. |
| 21 July | Approved by Chair of Advisory Board. |
| 22 July | Final document to Welsh Government. |

Strategic context

The National Centre for Learning Welsh was established following a recommendation in the report 'Raising our Sights: a review of Welsh for Adults', a review chaired by Dr Haydn E Edwards and published by the Welsh Government in 2013.

The Government accepted the great majority of the recommendations in the report, which was the first full review of the sector since the six Welsh for Adults Centres were set up in 2006.

The report noted in particular the need for a planning body to provide strategic leadership for providers in the sector and to undertake developmental duties at national level.

In May 2016, University of Wales Trinity Saint David was awarded the task of establishing an arm's length body which would:

- ▲ be a visible institution setting a national strategic direction for the Welsh for Adults sector.
- ▲ provide leadership for Welsh for Adults providers.
- ▲ raise standards of teaching and learning in Welsh for Adults.
- ▲ develop an engaging, appropriate and high-quality national curriculum and produce resources suitable for all types of learners.

The Centre's functions include funding, planning and monitoring all aspects of the Welsh for Adults sector in Wales to 2022.

Since its inception, the Centre has been through a process of reducing the number of providers, has established a team of staff and put governance structures in place. It has started the task of putting a national marketing plan in place, and has opened discussions with providers on future performance indicators. It has ensured that no more than 15% of the regular funding grant provided by the Welsh Government is top-sliced by the receiving institutions. In most cases, the sum is smaller in order to enable more funds to reach the front line.

The Centre will receive £1,760,000 in academic year 2016-17 towards the maintenance of its structures and for investment in marketing, curriculum and resources and £8,810,000 for distribution to its providers.

Contextual Information

While the population of Wales increased 153,000 by 2011 to 3.06 million, the number of Welsh speakers fell from 582,000 in 2001 to 562,000. This was a fall of 1.8% or 20,000 amongst those aged three and over who described themselves as able to speak Welsh.

Up to the establishment of the National Centre for Learning Welsh, responsibility for coordination of the Welsh for Adults sector nationally and for strategic development of the six Welsh for Adults Centres lay with the Welsh Government. These were established in 2006 to bring together the wide range of Welsh language provision with a view to

raising standards. The six Welsh for Adults Centres set out below were responsible for both planning and provision in their regions. Each centre was required in Welsh Government grant offer letters to respond to targets for the following areas in terms of the number of learners benefitting from the following provision:

- ▲ intensive courses;
- ▲ Welsh for the family courses;
- ▲ Welsh in the workplace courses;
- ▲ entry level courses;
- ▲ foundation level courses;
- ▲ intermediate level courses;
- ▲ advanced level courses;
- ▲ proficiency courses.

The learners

In 2013-14, 15,910 learners registered on various courses across Wales using the standard registration population. Distribution by centre was as follows:

| Centre | Number of learners |
|---------------------------|--------------------|
| Aberystwyth University | 2,215 |
| Bangor University | 5,405 |
| Cardiff University | 1,630 |
| Coleg Gwent | 2,105 |
| Swansea University | 3,165 |
| University of South Wales | 1,390 |

Source: Welsh Government Statistics website based on Data from LLWR and HESA

These figures show a fall in the total number of learners on Welsh language courses since 2011-12 when 18,050 learners were recorded on courses. For example, in reports on previous progress, one Welsh for Adults centre noted a fall of 9.8% in enrolment for 2013-14.

According to the latest detailed figures available (2011-12) most learners attend Entry or Pre/Entry level courses - 8,020 out of 18,050 (44%) and this falls to 1,565 (8%) for advanced courses. Data cannot currently be used to track learners in order to measure progression from one level to another and this is obviously a defect in trying to measure progress. When the type of data to be collected is resolved, national targets could be created for aspects such as progression.

More women (68.8%) than men (31.2%) are learning the language and there is variation in terms of age and gender and in terms of motivation to learn. Numbers in the age groups of Welsh for Adults learners have been fairly consistent and quite equal in recent years.

Figures for 2011-12 are typical of the situation in the previous years in terms of learner age distribution.

| Under 19 | 20-29 | 30-39 | 40-49 | 50-59 | 60 and over | No information | Total |
|----------|-------|-------|-------|-------|-------------|----------------|-------|
| 595 | 2610 | 3800 | 3795 | 3015 | 3985 | 250 | 18050 |

In terms of motivation, a variety of research over the years shows that there are three main reasons for learning Welsh - for use with the family, for use in the workplace or because of a feeling of Welsh identity and belonging to a community.

Gwynedd, Conwy and Cardiff have the greatest number of learners with Gwynedd in the lead with 3.6% of the non-Welsh speaking population learning Welsh, equivalent to one learner for every 26 Welsh speakers. The prominence of the language in the community and education system is a definite motivation.

Effect of provision

More consideration needs to be given to the effect of the provision. The centres describe results in terms of learners reaching advanced level courses and a specific target was set to this end by the Welsh Government - '**more learners continue to improve their language skills to intermediate and advanced level**'. Only a minority are at these levels. However one centre is able to report that 42% of its learners are at intermediate, advanced and proficiency levels. At another centre



there were approximately 24% and at another this cohort was nearer 10%. In one centre 3% of its learners are at intermediate and advanced levels and this percentage had remained fairly consistent for four years. There is considerable inconsistency and variety in numbers in this cohort across Wales and we will need to find the cause.

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In terms of measuring effect in general outside the sector itself, there is not much evidence. One relevant question was asked on behalf of the Language Use Survey commissioned by the Welsh Government and the Welsh Language Commissioner about speakers' use of Welsh. The majority noted they had learnt Welsh either in the home or through the education system, with a small percentage noting they had learned through other means, including Welsh for Adults courses. Work is required to consider this further.

Staffing

The nature of the workforce delivering Welsh for Adults courses has received considerable attention in an attempt to professionalise the sector. Centres are encouraged to introduce targets for the number of tutors achieving success in the Tutors' Qualification. However, workforce data is incomplete and there is no clear national picture of who is employed to deliver or support courses. At the time of writing 'Raising our Sights', there were 587 Welsh for Adults tutors working for the centres or for the sub-providers throughout Wales. A high percentage of tutors work less than 6 hours per week and a quarter are aged over 60.

Annex 2

Governance



Governance

The National Centre for Learning Welsh is a Company limited by guarantee and not having share capital. Under the Memorandum of Association, the only member of the company is the University of Wales Trinity Saint David and in order to establish and run a company limited by guarantee, a **Board of Directors** was appointed.

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The constitutional and corporate aspects of the Centre are the responsibility of the Board of Directors of the National Centre for Learning Welsh.

The Board of Directors ensures thorough, appropriate and transparent financial management together with strong and consistent risk management.

The members of the Board of Directors are the Venerable Randolph Thomas, Maria Stedman, Eifion Griffiths and Dr Haydn E Edwards.

The Centre also has an **Advisory Board** established by the Board of Directors. Under the Memorandum of Association, the function of the Advisory Board is to ensure that the National Centre for Learning Welsh:

- ▲ implements its strategic objectives for the Welsh for Adults sector by transforming provision for learners.
- ▲ delivers services for the sector in accordance with the vision and priorities submitted in the successful bid to the Welsh Government.
- ▲ agrees national targets for the sector.

The remit of the Advisory Board is to advise the Centre on:

- ▲ achieving its strategic objectives for the Welsh for Adults sector by transforming provision for learners;
 - ▲ delivering services for the sector in accordance with the vision and priorities submitted in the successful bid made by the University of Wales Trinity Saint David to the Welsh government;
 - ▲ agreeing national targets for the sector;
 - ▲ reconfiguration of provision;
 - ▲ improving quality of provision;
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- ▲ attracting more people to learn Welsh;
- ▲ requiring performance of the highest possible standard from providers;
- ▲ improving learning approaches in the priority areas;
- ▲ introducing a curriculum that will stimulate quick progress amongst learners;
- ▲ introducing accessible, relevant and engaging methods of assessment and accreditation;
- ▲ supporting Welsh learners to take part in leisure, culture and community activities through the medium of Welsh;
- ▲ creating a healthy relationship with the Welsh Government and stakeholders in the Welsh for Adults sector.

The members of the Advisory Board are Dr Haydn E Edwards, Nia Parry, Tim Hartley, Merfyn Morgan, Ann Jones, Ann Rhian Hughes, Owain Gruffydd.

The work of the Centre is also examined by an independent **Scrutiny Committee** set up by the Government. The role of this Committee is to scrutinise the work of the Centre and advise the Government on matters such as value for money and how the Centre responds to Welsh Government policies.

Annex 3

Staffing Structure

Staffing Structure

The Centre has three directorates responsible for the development and enhancement of the Welsh learners' sector in specific areas:

- ▲ **Systems Directorate:** leading on practical aspects such as finance, human resources, performance management systems and quality assurance at a corporate level.
- ▲ **Strategic Directorate:** leading on curricular aspects, workforce development and resources.
- ▲ **Marketing and Communications Directorate:** leading on all aspects of marketing, promotion, and branding for the Centre.

