

Coleg Cymraeg Cenedlaethol Board of Directors

Tuesday, 25 May 2021

14.00 - 16.15

Microsoft Teams

Present:

Directors:

Gareth Pierce
Ann Beynon
William Callaway
Nia Elias
Meri Huws
Dr Anwen Jones
Gwilym Dyfri Jones
Dr Rhodri Llwyd Morgan
Llinos Roberts
Angharad Roberts
Professor Enlli Thomas

Observers:

Meg Hughes, Higher Education Funding Council for Wales (HEFCW)
Branwen Thomas, Welsh Government
Iwan Evans, UCMC/NUS Wales

Officers:

Dr Ioan Matthews, Chief Executive
Dr Dylan Phillips, Coleg Secretary
Dr Dafydd Trystan, Registrar
Dr Lowri Morgans, Further Education and Apprenticeships Manager
Gwenllian Griffiths, Chief Engagement and Communications Officer
Nia Brown, Governance Officer

Apologies:

Pedr ap Llwyd
Professor Jerry Hunter

Item	Main points of discussion	Actions	Timescale
1. Welcome and opening remarks	<p>1.1 All those present at the meeting were welcomed, and especially Ann Beynon and Professor Enlli Thomas who were attending as full members.</p> <p>1.2 The Board's condolences were extended to Ann Beynon following her recent bereavement.</p> <p>1.3 The Board's condolences were extended to the family and friends of Leigh Bracegirdle, University Secretary at the University of Glamorgan until 2008.</p> <p>1.4 Apologies were noted as above.</p>		
2. Declarations of interest	<p>2.1 Members were reminded of the procedure by which they are asked to note any declarations of interest additional to those already noted in the Register of Interests.</p> <p>2.2 Dr Anwen Jones noted that one of her children was studying at Coleg Sir Gâr.</p> <p>2.3 William Callaway stated that he had a connection with Merthyr Tydfil College through the University of South Wales.</p> <p>2.4 Dr Rhodri Llwyd Morgan stated that he was Chair of the Mudiad Meithrin Board of Directors.</p>		
3. Chief Executive's Report (Item 3)	<p>3.1 The Chief Executive's written report, which provided the context for the discussion at the meeting, was received.</p> <p>3.2 The Chair noted that the report and the presentation to</p>		

	<p>follow would lead to a discussion and a decision on the timetable between now and the next Board meeting, keeping in mind that the Further Education institutions were waiting to learn whether their applications for a share of the grant were successful. He also noted that the Board is answerable to the Welsh Government for the use of the £810,000 grant and that the Coleg would need to provide further support and assistance to the institutions.</p>		
<p>4. Presentation and update on developments in further education and apprenticeships</p>	<p>Presentation by Dr Dafydd Trystan and Dr Lowri Morgans</p> <p>4.1 Dr Dafydd Trystan and Dr Lowri Morgans gave a presentation on developments in further education and apprenticeships.</p> <p>4.2 They outlined the context to the extension of the Coleg's responsibilities and the launch of the Action Plan by the Education Minister in January 2019.</p> <p>4.3 An ambitious strategy had been drawn up that could, with the appropriate resources, contribute to the goal of reaching a million Welsh speakers.</p> <p>4.4 The following were reported:</p> <ul style="list-style-type: none"> • an action plan to implement the pyramid framework at local, regional and subject level in order to target all learners to increase their awareness, understanding, confidence and fluency • six pillars to the strategy: learners; staff; provision; resources; qualifications; employers – although there is relevant activity within all six, there are some significant challenges, e.g. in qualifications • the priority areas of Health and Care; Childcare; 		

	<p>Public Services; Construction; Agriculture; Sport and Leisure; Creative Industries and Business</p> <ul style="list-style-type: none"> • learner attitudes to the language and the need to build confidence • that 11% of FE teachers and 9% of work-based learning practitioners, compared to 30% of school teachers, have the ability to teach through the medium of Welsh • that Further Education subject panels in three priority areas already contribute to creating a staff community across the sector • the resources commissioned separately by the Coleg, the Welsh Government and qualifications bodies • that guidelines are in place to develop processes to identify Welsh-medium qualifications and the close collaboration with Qualifications Wales, WJEC, City & Guilds and Pearson • specific consideration regarding staff training and mentoring is the need for assessors, including second internal assessors and external assessors • the collaboration with employers through the North Wales Regional Skills Partnership, the South West and Mid Wales Regional Skills Partnership, and the Cardiff Capital Region Skills Partnership • the distribution of funding, with over half being awarded as grants to the colleges, and the remainder being distributed between training, resources, language promotion, apprenticeships, and a fraction on employing the Coleg's staff • it was noted that the next steps required confirmation of specific short term priorities; identification of medium term priorities; the correlation between the grant finance that is provided through the Welsh language provision "uplift" for Further Education; and 		
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	<p>the contribution of the (yearly) development grants towards sustaining jobs in the medium term.</p> <p><i>At this point, Gwilym Dyfri Jones joined the meeting</i></p>		
<p>5. Discussion</p>	<p>Discussion</p> <p>5.1 Board members considered and responded to the presentation as follows:</p> <ul style="list-style-type: none"> • Members expressed their appreciation for the breadth of work already undertaken, especially given the limited resources • Members discussed how to recruit learners and increase their confidence • Teaching methods, including translanguaging skills • The greatest differences between Further Education and Higher Education • It was inquired whether offering Scholarships was a proper course of action • The link between the Coleg's work and the national language strategy, Cymraeg 2050 (including differing views on the use of the term 'fluency') • The need for meaningful targets as well as the expectations on other bodies • That the Welsh Government's grant letter stated the need to identify and target learners who have studied GCSE as a first language • The importance of the Coleg's partnership with workplaces in the context of lifelong learning • What are the main risks in this agenda? • The impact of grants to fund teaching posts, especially in Health and Care • The need for a significant piece of work with employers to raise the status of Welsh language 		

	<p>skills in general – the Welsh Government’s responsibility; the piece of work could recognise the arguments that motivate employers</p> <ul style="list-style-type: none"> • The need for a full consideration of the funding formula • The importance of attracting individuals to work in the field • The Coleg’s capacity to undertake the work • If there was money left over, consideration should be given to the risk of it being spread too thinly; also identifying whether there are specific gaps, including in deprived areas; and being aware of the significant challenge of appointing staff who are confident in the Welsh language, good educators and experienced in their professional fields. <p>5.2 The officers responded to the comments as follows:</p> <ul style="list-style-type: none"> • the task of recruiting learners differs depending on their position on the pyramid, but all learners are targeted at awareness level, and linguistic support takes different forms • the fact that some colleges have as few as seven Welsh-medium learners, and the importance of providing support and developing confidence; and the fact that the aim is encouragement rather than fluency • there is a commitment to create targets in the planning process and a need to work closely with the Welsh Government in the context of the national language strategy, Cymraeg 2050 • 11 pilot development grants have been allocated in order to support staff; and from these only one had failed due to a lack of desire by a student, but there was also one field (Agriculture) where a lack of Welsh medium qualifications was a barrier 		
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	<ul style="list-style-type: none"> • A number of considerations regarding offering scholarships – would only fluent learners be eligible or all those at awareness level? One possibility would be a pilot scheme • translanguaging is difficult as there are no Welsh language qualifications • the challenges of meeting bilingual needs and a shortage of staff to deliver Welsh-medium provision • there had been a pilot project to develop videos for Construction • that new contractors will provide apprenticeships from 1 August, 10 instead of the previous 19, and six of which are colleges • the need to build contacts with employers within the priority sectors (E.g. Health Service and WLGA) and also more widely (CBI, FSB) <p>5.3 It was anticipated that most of the additional funding received in 2021/22 could be allocated to college development grants.</p> <p>5.4 It was agreed that officers could recommend to the Board, in the paper to be circulated for the June meeting, how to spend the rest of the funding strategically where the Coleg could identify gaps in provision.</p> <p>5.5 It was recommended that the Board receive information on the Coleg's capacity to implement the strategy as part of the paper.</p> <p>5.6 It was agreed that the Board could receive further information on necessary steps by correspondence should funding decisions need to be made before the June meeting, as it would be advantageous to the</p>		
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	colleges if they could receive confirmation of successful applications as early as possible within the month.		
6 Date of the next meeting	<p>6.1 The date of the next meeting was noted:</p> <ul style="list-style-type: none"> • 30 June 2021: virtually <p>6.2 Osian Rhys was thanked for providing simultaneous translation.</p>		