



Case study

Adult Community Learning Partnerships Tool for Effective Practice and Delivery

Effective Practice Vignettes: Conwy and Denbighshire Adult Community Learning (ACL) Partnership

Developing Bilingual Practice in Community Learning

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Summary

Following an Estyn inspection that identified a need to strengthen Welsh language provision, the Conwy and Denbighshire ACL Partnership launched a targeted improvement programme. By using Learning and Work Institute's (L&W) Tool for Effective Practice and Delivery and securing training through Sgiliath, the Partnership has moved the majority of its community courses from English-only delivery (E1) to purposeful bilingual sessions (B3 and B2 codes) for the 26/27 academic year.


About the Partnership

The Conwy and Denbighshire ACL Partnership brings together local authorities, colleges, and third-sector providers to deliver adult learning across the region. The Partnership focuses on providing accessible community-based courses that help residents improve their skills, wellbeing, and employability, while supporting the cultural and linguistic priorities of North Wales.

The challenge it faced

The 2024 Estyn inspection found that while the Partnership was performing well in many areas, there were limited opportunities for learners to use or hear Welsh in their sessions. Most delivery was categorised as E1 (English medium), with Welsh limited to basic incidental greetings.

The main barriers were a lack of staff confidence and a need for a clearer framework to help tutors move beyond English-only teaching.

A man with glasses and a blue shirt is leaning over a woman with pink hair who is sitting at a table. They are looking at a drawing on the table. The background is a classroom setting with a whiteboard and other people. The image has a blue and pink color overlay.

Many staff felt they weren't "**fluent enough**" to deliver **bilingually**, which **created a gap** between the Partnership's strategic aims and the actual classroom experience.



Effective practice response

To close this gap, the Partnership implemented a practical, step-by-step plan:

- **Self-Assessment:** The team used L&W's Tool for Effective Practice and Delivery to audit current teaching. This helped identify exactly which courses could move to a bilingual model and what specific support tutors needed.
- **Targeted training:** The tutors worked closely with the Sgiliaith team to move beyond basic language sessions and focus on practical pedagogy. Central to this was the use of the Bilingual Delivery Codes as a reflective tool for tutors. The training empowered the tutors to audit their own sessions and identify exactly where they sat on the E1 to B2 Bilingual Delivery Codes.
- **By using the codes as a benchmark,** tutors began to adapt their existing resources—moving from English-only materials to purposefully designed dual-language hand-outs. They practiced "micro-changes" in the classroom, such as alternating languages during practical demonstrations or introducing key vocational terms in Welsh first. This reflective approach helped staff realise that strengthening bilingualism wasn't about rewriting their entire curriculum, but about making intentional, manageable shifts in how they delivered their expertise.
- **Funding and collaboration:** This training was funded through Coleg Cymraeg Cenedlaethol and delivered by the Sgiliaith team to tutors within Grŵp Llandrillo Menai, who directly deliver courses funded by the Community Learning Grant on behalf of the local authorities.
- **Resource development:** The team is now moving away from simply translating English materials. Instead, they are developing their own bespoke Welsh-language resources that are designed specifically for the subjects they teach, making the language feel more relevant and natural to the learners.



Effective practice response

The implementation was not without friction. A key challenge, which the Partnership is still actively addressing, is the need to support diverse learner linguistic profiles:

- **Digital & Written Literacy Gap:** While many older-generation learners are fluent Welsh speakers, their formal education was predominantly English-medium, leading to very little experience of writing through the medium of Welsh.

Resource availability: Scaling the production of bilingual (B-level) resources to meet curriculum transitions required a significant time investment. Tutors frequently had to adapt existing materials or develop new content from scratch. To ensure linguistic accuracy, staff leveraged TROSI, the centralised Grŵp translation service—a vital asset for maintaining high standards across all bilingual provisions.

How it has made a difference

The focus on the B3 (Moderate Welsh) and B2 (Significant Welsh) codes has changed the feel of the Partnership's provision:

- **For the Partnership:** Using the L&W tool has created a more consistent approach. Partners now have a shared understanding of what "good" bilingual teaching looks like and how to measure it.
- **For provision:** By the 26/27 academic year, the majority of courses delivered by Grŵp Llandrillo Menai will have successfully moved up the delivery codes. Welsh is now a functional part of the learning environment rather than an afterthought.
- **For the learners:** Learners report increased confidence and a sense of "Welshness" in their education.