

Welsh in Professional Practise
ECAD6022
2025-26



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**Assessment and Welsh
Language Competency
Portfolio**

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Cymraeg mewn Arfer Proffesiynol 3

Welsh in Professional Practice 3

2025-26 (ECAD6022)

Module Assessment information

Presentation Date – 26.2.26



CANOLFAN
GWASANAETHAU
CYMRAEG
WELSH LANGUAGE
SERVICES CENTRE



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Welsh in Professional Practice

ECAD6022

10 Credit Module

A portfolio consisting of:

- a lesson plan
- resources
- recording of a micro-lesson
- a short lesson evaluation
- Submit through **Turnitin**.

Welsh Language Competency Portfolio

(Welsh Government requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for speaking, writing, listening and reading
- evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)
- Submit on **Pebblepad**.



Submission date

Dydd Mawrth 21^{ain} o Ebrill
Tuesday 21st April 2026



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Part 1: 10 Credit Module



ECAD6022 10 credit module

Assessment Component 1: 10 minutes

- a video recording of one micro-lesson

Assessment Component 2: 1250 words

- lesson plan
- lesson resources
- a short evaluation of the lesson. **You will need to refer to appropriate literature.**

**** Remember that the focus is on pedagogy and teaching and learning strategies, as well as your Welsh ability and accuracy. The assessment criteria can be found on Moodle.***



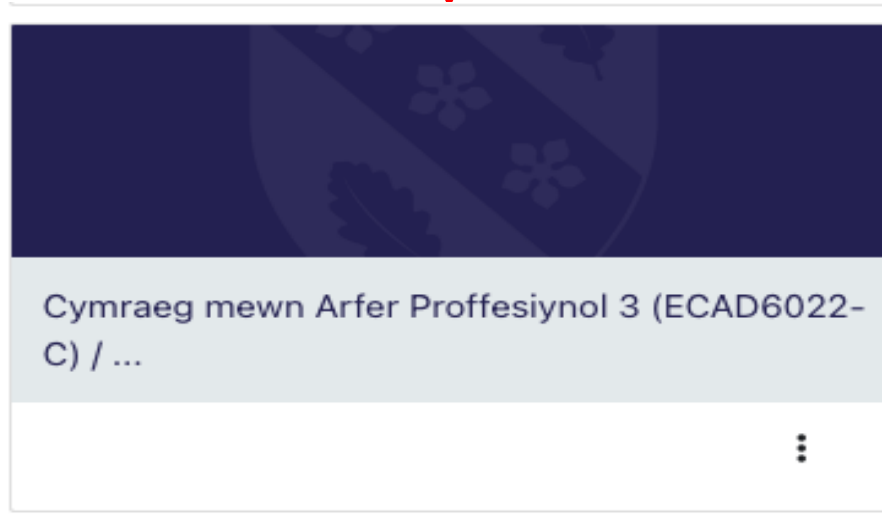
How to submit the assignment?

Step 1: Go to Moodle



How to submit the assignment?

Step 2: Open the module



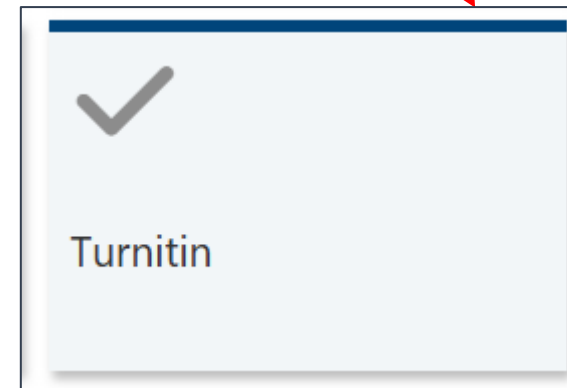
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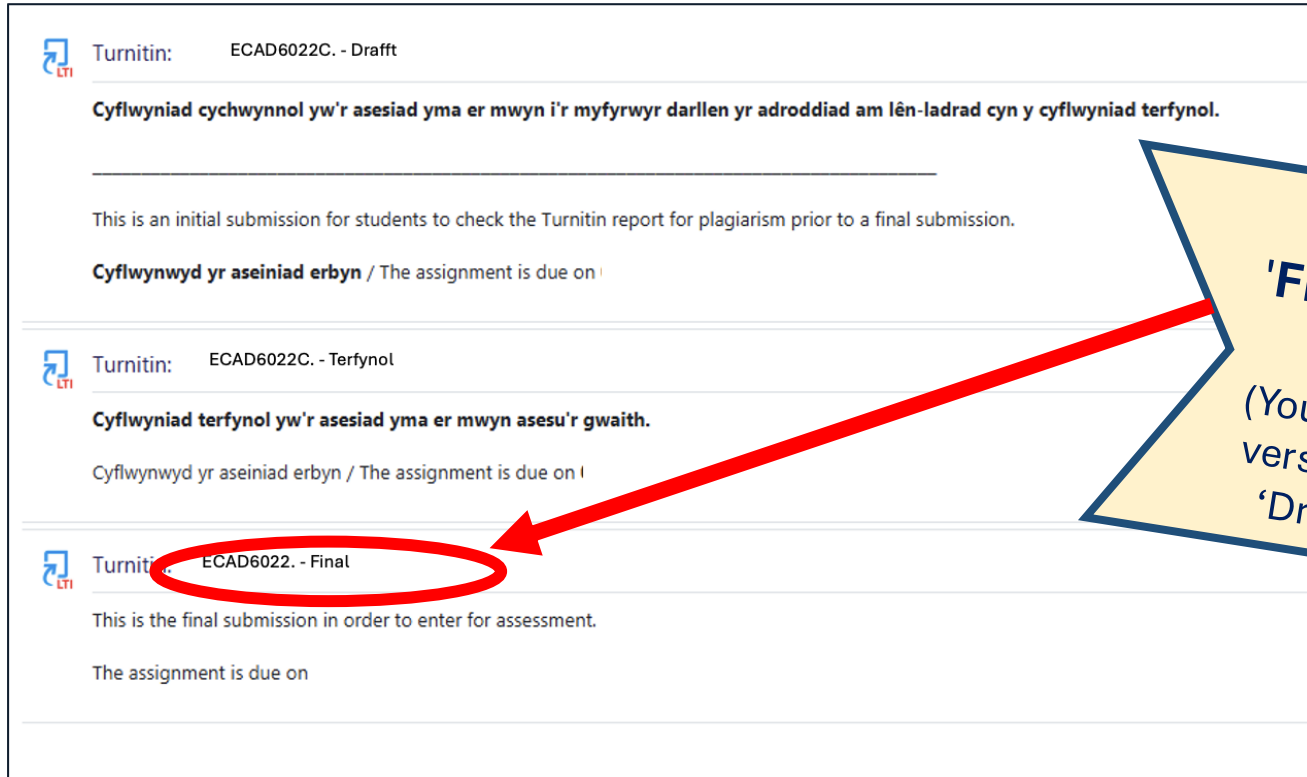
How to submit the assignment?

Step 3: Open Turnitin



How to submit the assignment?

Step 4: Open 'Final'



Turnitin: ECAD6022C. - Drafft

Cyflwyniad cychwynnol yw'r asesiad yma er mwyn i'r myfyrwyr darllen yr adroddiad am lôn-ladrad cyn y cyflwyniad terfynol.

This is an initial submission for students to check the Turnitin report for plagiarism prior to a final submission.

Cyflwynwyd yr aseiniad erbyn / The assignment is due on

Turnitin: ECAD6022C. - Terfynol

Cyflwyniad terfynol yw'r asesiad yma er mwyn asesu'r gwaith.

Cyflwynwyd yr aseiniad erbyn / The assignment is due on

Turnitin: ECAD6022. - Final

This is the final submission in order to enter for assessment.

The assignment is due on

Upload your
'Final' assignment
here.
(You can upload a draft
version to check in the
'Draft' space above)





Cofiwch!

- You will upload **ONE document**
- The ONE document will include:
Part A – the link to your filmed lesson
Part B – the lesson plan, the resources and the evaluation.
- You can upload a PPT / Word / pdf document
- You will be given 2 marks in the comments, and one final mark for the assignment at the top of the Turnitin page.
- You can upload this document as evidence for your portfolio too.
- Do not include screenshots of resources (the resources are included in the 'word count' and it is not possible to count words in screenshots)



Cofiwch!

10 Credit Module

A portfolio consisting of:

- a lesson plan
- resources
- recording of a micro-lesson
- evaluation of the lesson

You can use the content for the 10 Credit Module again for your **'Teaching and Learning'** evidence in your Welsh Portfolio

Welsh Language Competency Portfolio

(Welsh Government requirement)

A portfolio consisting of:

- evidence of your Welsh language skills for Speaking, Writing, Listening and Reading
- **evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)**

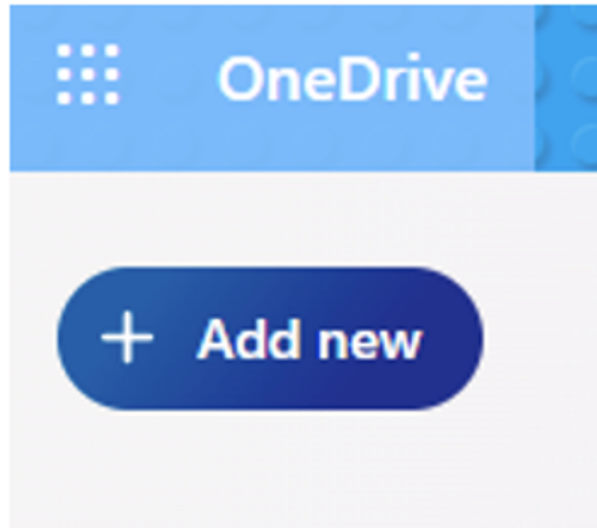
The film!

- You must submit a film (sound and picture)
- **a sound file alone is not acceptable.**
- Please ensure that the assessor can see the teacher. We do not need to see learners' faces, but we will need to clearly hear the learners responding.
- You must get permission to film in school, but you DO NOT need to include the permission forms as part of the assignment.
- You must ensure that University staff can open and view your film (details how to do this to follow)
- We advise submitting the film using the **.mp4** format.
- You must share the link from your **University One Drive account** (not from any other personal account)



How to share a link from the OneDrive?

2. Upload your file to your OneDrive.

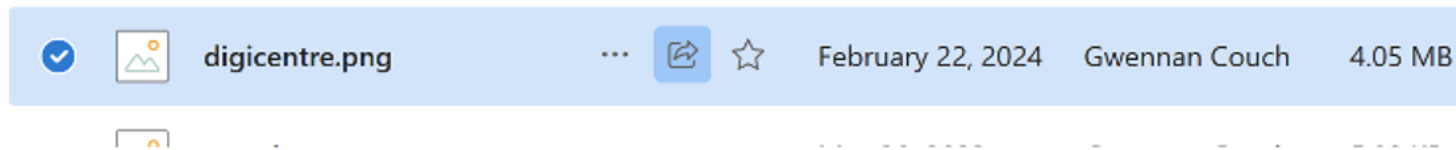


**Remember
to share
from your
University
One
Drive!**



How to share a link from the OneDrive?

3. Go to the Share icon next to your file.



Remember to share from your University One Drive!



How to share a link from the OneDrive?

4. Click the cog icon next to 'Copy link' to change the link settings.

The screenshot shows the 'Share' dialog for a file named 'digicentre.png'. At the top, there's a title bar with a close button (X) and a help button (?). Below the title bar, there's a text input field with a person icon and the placeholder text 'Add a name, group, or email'. To the right of this field is a visibility icon (an eye) and a dropdown arrow. Below this is a larger text area with a notepad icon and the placeholder text 'Add a message'. At the bottom left, there's a lock icon. At the bottom right, there are three buttons: 'Copy link' (with a link icon), a settings cog icon, and 'Send' (with a paper plane icon). A tooltip labeled 'Link settings' points to the settings cog icon.



How to share a link from the OneDrive?

5. Select 'People in UWTSD' and click 'Apply'.

← Link settings
digicentre.png

ⓘ ×

The link works for

☐

Anyone ⓘ

☐

☒

People in University o... Saint David
Share with people in University o... Saint David, organization account required.

☐

☐

Only people with existing access ⓘ

☐

☐

People you choose ⓘ

☐

More settings

☐

Can view

▼

☐

Set expiration date (MM/DD/YYYY)

×

Apply

It is your responsibility to ensure that staff are able to open and view the film. It will not be possible to check links before assessing the assignment.



How to share a link from the OneDrive?

6. Copy the link.



↪ Copy link



➤ Send



Link copied. People in your organization with the link can view.

7. Paste the link wherever you need to share it.



Lesson Plan

Strategaethau i gefnogi datblygiad iaith Gymraeg y dysgwyr /

Strategies to support learners' Welsh language development

Geirfa allweddol / Key Vocabulary:

Ffocws iaith / Language Focus:

Gweithgareddau addysgu a dysgu iaith / Language teaching and learning activities:

To reduce the word count (1250) you do not need to include the whole 'athrofa Lesson Plan' document.

You should include the parts of the plan that refer to the Welsh language only.

Remember to include your resource list under 'Activities'.



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Assignment Assessment Criteria

<i>Part 1 – The Lesson (Film)</i>	
<i>Use of Welsh naturally in the lesson, including commands and instructions</i>	25
<i>Verbal accuracy (e.g. pronunciation, sentences and patterns, mutations, terms, verb tense)</i>	25
<i>Teaching and learning strategies for developing learners' language skills including responding to learners' misconceptions</i>	25
<i>Activities and use of resources.</i>	25
Total Marks (Part 1)	100

<i>Part 2 – Lesson plan, resources and evaluation</i>	
<i>Design and demonstrate an understanding of language learning and teaching methodologies to develop the linguistic needs of the target audience</i>	25
<i>The accuracy of Welsh in presenting patterns and vocabulary to learners (planning the use of Welsh in the lesson, language focus, patterns, questions, vocab, commands)</i>	25
<i>Engagement with literature (reading, referencing, academic practices and honesty)</i>	25
<i>Critical thinking, analysis, synthesis and evaluation</i>	25
Total Marks (Part 2)	100

The assessment criteria is also
on Moodle –
ECAD6022 Assessment
Criteria



Part 1

ECAD6022 - Welsh in Professional Practice 3 Level 6	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
PART 1 – Micro Learning	0-39%	40-49%	50-59%	60-69%	70-100%
	0-9	10-12	13-14	15-17	18-25
Use of Welsh naturally in the lesson, including commands and instructions.	Very limited use of Welsh in the lesson. Without using commands and instructions.	Satisfactory use of Welsh when responding naturally in the lesson. Simply presents commands and instructions to the learners.	Good use of Welsh when responding naturally in the lesson. Presents commands and instructions concisely and fundamentally correctly to the learners.	Very good use of Welsh when responding naturally in the lesson. Delivers various commands and instructions correctly for the most part to the learners.	Excellent or robust use of Welsh when responding naturally in the lesson. Presents various commands and instructions clearly and accurately with the learners.
Verbal accuracy (e.g. pronunciation, sentences and patterns, mutations, terms, verb tense)	Numerous errors limit understanding. Unclear pronunciation.	Numerous errors constantly impair understanding. Pronunciation is clear and Welsh at times but examples of wrong/ English pronunciation at times.	Numerous errors impair understanding at times. Pronunciation is quite clear and mostly Welsh.	Some errors but without impairing understanding. Pronunciation is clear and mostly Welsh.	Only a limited number of errors. Pronunciation is completely clear and Welsh.
Teaching and learning strategies for developing learners' language skills including responding to	Teaching strategies unsuitable for learners' language development. Not responding or responding unsatisfactorily to learners' misconceptions.	Suitable teaching strategies for learners' language development. An attempt to respond to learners' misconceptions.	Bespoke teaching strategies for pupils' language development. Responding well to learners' misconceptions.	Bespoke and effective teaching strategies for pupils' language development. Responding very well to the learners' misconceptions.	Highly bespoke and effective teaching strategies that develop and extend learners' language. Responding excellently to learners' misconceptions.

learners' misconceptions.					
Activities and use of resources.	Unsuitable activities and limited use of resources to develop learners' language skills.	Suitable activities and satisfactory use of resources developing learners' language skills.	Bespoke activities and use of resources that develop learners' language skills.	Bespoke and effective activities and effective use of resources that develop learners' language skills.	Very purposeful and effective activities and very effective use of resources that develop and extend learners' language skills.

	FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
	0-39%	40-49%	50-59%	60-69%	70-100%
PART 2 – Portfolio	0-9	10-12	13-14	15-17	18 -25
To design and demonstrate an understanding of language learning and teaching methodologies to develop the linguistic needs of the target audience. <i>(Bespoke and differentiated tasks, resources, learners' language development).</i>	Lack of evidence of teaching and learning styles in planning.	Satisfactory evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Very good evidence of application and identification of opportunities to support, develop and differentiate learners' language skills.	Strong or extremely strong evidence of the application and identification of opportunities to support, develop and differentiate learners' language skills.

The integrity of Welsh in presenting patterns and vocabulary to learners. <i>(Includes accuracy in planning the use of Welsh in the lesson e.g. language focus, patterns/questions, commands/vocabulary).</i>	Numerous fundamental errors in planning.	Satisfactory accuracy in planning the use of Welsh in the lesson.	Good accuracy in planning the use of Welsh in the lesson.	Very good accuracy in planning the use of Welsh in the lesson.	Excellent or robust accuracy in planning the use of Welsh in the lesson.
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Engage with literature. <i>(includes reading, referencing, academic practices and academic honesty)</i>	There is little or no evidence of reading and/or reliance on inappropriate sources. Views and perceptions are generally unsupported and unauthoritative. Referencing practices are used in an incoherent manner or are mostly absent.	Engagement with a limited range of generally relevant and credible sources. Some negligence and minor errors. Referencing practices are obvious but not always applied correctly or consistently.	Engagement with an appropriate range of research-based literature, including independently sourced sources. Some over-reliance on texts. The referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-based literature, including independently sourced sources. A selection of relevant and credible sources. Very good use of referencing, with very little/no inaccuracies or inconsistencies.	Engagement with a wide range of relevant and credible literature, which is based on the latest research. Apply consistently accurate referencing.
Critical thinking, analysis, synthesis and evaluation.	Totally or almost completely descriptive work. Little or no analysis, synthesis or evaluation. Failed to develop arguments, resulting in irrational or invalid opinions. Unfounded	A limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support advanced arguments and opinions but these may be inadequately developed or	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. Increased awareness of different points of view,	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments and to review the reliability, validity and significance of	Excellent or exceptional critical thinking, analysis, synthesis and evaluation. Ability to investigate conflicting or incomplete information and formulate sound, persuasive arguments and

	generalizations, made without the use of any credible evidence.	with little inconsistency/misinterpretation. Asserting rather than arguing a case.	and ability to use (which may be incomplete) evidence to support the argument. Valid arguments and rational opinions on the whole. Some tendency to assert/state opinions rather than argue on the basis of reason and evidence.	evidence (which may be incomplete) in order to form an appropriate and valid opinion overall.	sophisticated opinions. Some evidence of independent thinking and an ability to 'see beyond the question', suggesting a grasp of the wider field and concepts.
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What are the expectations when planning an effective language lesson?

Key Vocab:

- List of key vocab
- Focus on introducing pattern/s and not on long lists of vocab
- Modelling correct pronunciation
- Opportunities to practise using vocab orally through various activities
- 'Mat iaith' or purposeful scaffolding to enable use of language
- Regular reference to the vocab during the lesson through modelling.

Language Focus:

- Clear from beginning of lesson
- Focus = a pattern or series of related patterns suitable for learners' language level
- Weaves with subject content of lesson
- Regular reference to pattern/s during lesson through modelling
- Regular opportunity for learners to use pattern
- Revise language focus at end of lesson
- Consideration of wider school literacy plans while planning language focus.



What are the expectations when planning an effective language lesson?

Language teaching and learning activities (including resources):

- Activities and planning to show progression in the skills
- Focus on enabling learners to use the target language with a variety of activities
- Modelling the set task to ensure clear expectations
- Clear, purposeful and useful resources to support learners to complete activities
- Effective scaffolding through various means
- Various differentiation techniques according to learners' language ability.

Incidental use of Welsh:

Beyond the main Welsh language focus of the lesson, students in the English medium sector should also:

- greet in Welsh
- use Welsh words/phrases to praise and give feedback
- consistent use of commands during the lesson
- ask questions that are suitable for the language level of the learners and the prospective teacher
- include simple bilingual headings on slides
- use numbers in Welsh
- use a Welsh timer for tasks
- use the Welsh colours (coch/oren/gwyrdd) when using the 'traffic





Some advice!

- You should submit **your own original work only** for this assessment.
- You should be completely satisfied that the work you submit does not excel on anything that you personally could produce.
- Where there has been use of AI, you should acknowledge it in the usual way at the beginning of the assignment.
- You should keep copies of drafts, notes and other resources that you use – you may be asked to provide these as evidence of the originality of your work.



Part 2: Portffolio



Welsh Language Competency Portfolio *(Welsh Government requirement)*

A portfolio consisting of:

- evidence of your Welsh language skills for Speaking, Writing, Listening and Reading
- evidence of 'Teaching and Learning' strategies (work for 10 Credit Module)



What can you include in your
Portfolio as evidence of
your personal Welsh
language skills?

Framework Requirements Guide

Here are examples of the type of evidence you could include in your portfolio to fulfil each skill requirement. You are not expected to include each example within every box however make sure that you have enough evidence for all the skills.

	Pre-Entry	Entry A1	Foundation A2	Intermediate B1	Higher B2	Proficiency C1
Speaking	A recording of simple greetings at the start of a lesson e.g. <i>Bore da</i>. A recording of some familiar words.	A recording of yourselves reading a simple book/text to the children and asking questions. A recording of a short micro-lesson. A pair discussion asking and answering simple questions, or having a short conversation.	A recording of yourselves reading a book/text to the children, using a variety of patterns to ask questions. A recorded micro-lesson. A pair discussion, conversation or asking and answering questions.	A recording of yourselves reading a book/text to the children, and holding a simple discussion with them. A recorded micro-lesson. A group discussion based on a suitable topic.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other. A recorded lesson which demonstrates an extended contribution by the individual. A mock interview. A recording of a TSI speaking presentation.
Reading	A recording of a very simple piece or reading book being read – a sentence or two.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book or instructions to the children. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content. A comprehension task.	A recording of yourselves reading a dialogue after listening to it many times. A recording of yourselves reading a book to the children and discussing the content or expressing an opinion on the book.	An academic assignment with Welsh-medium sources (more than one). A recording of reading a Welsh-medium novel and discussing the content or the character/s in depth within a group e.g. a Reading Club.	An academic assignment with a variety of Welsh-medium sources. A recording of reading a Welsh-medium novel and discussing the content extensively within a group e.g. a Reading Club.

		Translation activities.	Translation activities. Completed Foundation level reading past papers (<i>Defnyddio'r Gymraeg : Sylfaen</i>) on the WJEC website*.	A comprehension task. Completed Intermediate level reading past papers (<i>Defnyddio'r Gymraeg : Canolradd</i>) on the WJEC website*.		
Writing	Answering simple questions – one word or one sentence. Some simple sentences written on resources. Simple vocabulary resource e.g. flashcards	Educational resources – a language mat/poster. Create a list of questions in a lesson plan to ask the children. Writing a simple script. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster. Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a self-portrait. Screenshots of the questions in the Microsoft Forms where you are required to write/organise simple sentences correctly.	Create original educational resources – a language mat/poster / Quizlet Create a list of questions to ask the children or language patterns you intend to use in a lesson plan. Write a lesson plan through the medium of Welsh.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.	An academic assignment. Personal statement – a job application. A formal letter e.g. to school parents. A report on pupils' work.
Listening	A recording of responses to simple questions e.g. <i>Pwy wyt ti?</i>	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. A recording of yourselves doing listening exercises e.g. listening to a conversation then	A record of quiz/Forms results which include listening exercises. Listen to a Welsh medium conversation and translate the content.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.	A group discussion (e.g. based on an article or current affairs topic within education) - listening and responding to each other.

		answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	answering questions / filling in gaps. A recording of yourselves responding to simple questions from learners in the classroom e.g. a microlesson where you are responding to the children.	Record a “natural” conversation – asking and answering questions.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.	A recorded lesson which shows an extended response to the pupils (note - at this level, this is insufficient evidence on its own). A recording of a TSI speaking presentation – the questions at the end.
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Make sure that you have enough evidence for each of the language skills (maximum of 5 pieces of evidence for each skill).

Possible tasks for the portfolio ...

<https://www.porth.ac.uk/>

1. Choose “teacher” in the resource search.
2. The resource name is: **Tasks to develop and assess Teachers' Language Skills**
3. Search for suitable tasks for your level: Entry, Foundation, Intermediate, Higher.



Further guidance - evidence

- How long should speaking evidence be? Evidence should clearly show the skills you wish / show your skills at their best. There is no min/max amount of time for this.
- Remember, 'reading' evidence is different to 'speaking' evidence. **Speaking evidence should not be scripted.**
- One piece of evidence can evidence more than one skill – be wise in choosing your evidence. You will only need to upload the piece of evidence once to the Pebblepad if it is appropriate to more than one skill. Remember to note this on the cover document.
- Group discussion are acceptable, but please make sure they are filmed (not sound files only) so that the assessor can see who's contributing. Remember to introduce yourselves at the beginning.

Teaching and Learning aspect of the Portfolio

Use the content used for the 10 credit module for this
aspect of the Portfolio:

1. 10 minute film recording of a lesson which has a clear language focus;
2. lesson plan for the lesson that was filmed;
3. teaching resources for the lesson that was filmed;
4. written evaluation of the above lesson;
5. any other relevant evidence.



Welsh Language Competency Framework for Teachers Portfolio

Student number: _____

Programme (tick the relevant box):

Primary PGCE	Secondary PGCE	BA Education
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	Type of evidence	Reasons for submitting the ev
SPEAKING		
LISTENING		
READING		
WRITING		
Teaching and Learning		

Cover sheet

You will need to complete this cover sheet at the start of your portfolio so that it's clear to the assessor what evidence you are submitting for each skill.

Advice whilst planning your portfolio

- **RELEVANT** evidence of your personal Welsh skills- the evidence submitted must be relevant to the level descriptions.
- **ENOUGH** evidence of the 4 skills and your ability regarding teaching and learning, but don't overload it. You shouldn't submit more than 5 resources for any individual skill. Think about WHY you have included each piece.
- Listening – if you submit listening tasks as evidence, you must submit the audio file along with your answers to the questions, or the evidence will not prove your listening ability.
- Writing – make sure you have sufficient evidence of your written work
- Teaching and Learning: You should submit your portfolio of teaching resources for the 10 credit module here including the video recording. You can also submit any additional teaching and learning evidence beyond the module assignment here if relevant.
- If you submit evidence which is relevant to more than one skill, please note this in the table above. You will only need to upload the file to the PLP once.
- Showcase yourself at your best in the portfolio – choose your evidence wisely!

How to upload evidence to your PebblePad?

<https://uwtsd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e703ca74-e6ee-4b27-937e-b26d00f57e2f>



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Dyddiad Cyflwyno Popeth: *Submission Date for everything:*

Dydd Mawrth 21st April 2026
Tuesday 21st April 2026



Oes cwestiwn?

Any questions?



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