

WELSH LANGUAGE SCHEME

Prepared under the Welsh Language Act 1993

Coleg Powys 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 Coleg Powys will give effect to that principle when providing services to the public in Wales.

Contents

1.) Introduction and Context	02
2.) Planning and Delivery of Services	07
3.) Dealing with the Welsh Speaking Public	II
4.) The Public Face of the College	13
5.) Implementation and Monitoring	14
Appendix 1: Postcode analysis	
Appendix 2: Summary of provision	
Appendix 3: Action Plan	

1.) INTRODUCTION

1.1 College Position and Context

1.1.1 The County of Powys covers 2,000 square miles and hence accounts for 25% of the land area of Wales. The topography includes a broad mountainous spine running from North to South cut by long river valleys. No centre of population exceeds 10,000 people.

1.1.2 It is a very diverse, environmentally sensitive area containing large areas of upland farming and a network of small towns, villages, hamlets and single farms. A web of main and minor roads covers the landscape and, as public transport is extremely limited, there is a high dependence upon car ownership. There remains the need to achieve a balance between college provision at a local level and the increased efficiency of centre based provision.

1.1.3 Agriculture and tourism remain major sources of employment and these industries are the most significant in their effects upon the countryside in Mid Wales. Environmental conservation schemes to encourage sustainable systems of farming and development, such as Tir Gofal, are assisting in maintaining the landscape while enabling a living to be made. Clearly, these industries have both been severely affected by the Foot and Mouth Disease crisis and Powys was the worst affected county in Wales.

1.1.4 In addition to the agriculture and service industries, there are pockets of manufacturing industry in several parts of the County, particularly in the upper Severn valley. These industrial estates have, generally been sensitively integrated into the landscape but do increase the heavy traffic using narrow and winding country roads with an inevitable detrimental effect on the environment.

1.1.5 The exceptional environment and strong community networks are major strengths to the area and provide an important backdrop to current and future patterns of economic and social development together with employment and training opportunities

1.1.6 Data from the 2001 census has recently been published and will provide up to date information on a range of indicators that should better inform future years' strategic planning of provision.

1.1.7 The population in Powys was estimated to be 122,300 as at July 2001. These are distributed by age as follows:

	0-14	15-29	30-44	45-64	65+
Powys	18.0%	17.5%	20.3%	25.0%	19.3%
Wales	19.3%	18.9%	20.7%	23.8%	17.3%

1.1.8 A significant number of young people - around 2% of those aged 15-24 - leave the County to live and work (or not work) elsewhere. The overall population is growing

at around 0.15% per annum, including in-migration, which is higher than the Wales average although the net effects of migration is the loss of younger people and an increase in the older age ranges with predictable consequences upon health and social care services as well as for the college provision that is appropriate.

1.1.9 The number of 16 year olds over a 5 year period within the County is estimated as follows:

	00/01	01/02	02/03	03/04	04/05
No of 16 year	1510	1433	1577	1502	1500

In September 2001 45% of pupils reaching school leaving age remained in the sixth form while 33% entered Further Education within the College.

1.1.10 A number of studies show that women are under-represented in the Powys workforce which implies potential to draw increasing numbers of women returners into the labour market. There has been an increase of around 9% in the last decade with a further similar figure predicted by 2006.

1.1.11 The Education Authority (up to age 19) and the County Council's Social Services Department (for those over 19) identify a significant number of people with moderate, severe or profound learning difficulties and disabilities. The College provides a substantial range of educational services appropriate for this client group but there is no clear strategy apparent within the Local Authority as to how educational provision can be coherently linked with other day services or an integrated language policy developed.

1.1.12 Distinct from those with SLDD there are Adults who require support in the development of basic skills, both communications and numerical skills. Research from the Basic Skills Agency predicts that around 13% of the population may require basic skills support, including a significant proportion of those in employment whereas only round 6% of the local population are receiving it at present. Further detailed research is also available at electoral ward level.

1.1.13 The extreme rurality of the region renders inappropriate many of the measures that might otherwise be applied to address these problems. Comparative population densities show

Powys	0.2 persons per hectare
Wales	1.4 persons per hectare (x 7)
England and Wales	2.6 persons per hectare (x 13)
Cardiff	20.0 persons per hectare (x 100)

1.1.14 Economic trends in Powys are particularly difficult to predict in view of the small population and the range and number of employers. Developments within one or two companies may alter the economic performance of the region significantly as recent high profile closures have illustrated clearly. Coleg Powys remains one of the 10 largest employers in the County.

- 1.1.15 Despite adverse circumstances in some areas, registered unemployment remains low (3*1% in May 2001 compared with a Wales average of 5.2%) although it is suspected that underlying the headline rate conceals substantial under-employment, pluriactivity and low wages. In some areas, such as Newtown, the figure is as low as 1.9% which is below the generally accepted irreducible minimum; other areas such as Ystradgynlais have a higher rate.
- 1.1.16 Gross Domestic Product is 70% of the U.K. average and weekly earnings 78%. These figures result in part from the mix of industrial sectors in Powys with a high preponderance of agriculture and tourism but also inefficient working methods and a lack of use of advanced technology. The Powys Regeneration Partnership has set as a key action “*encouraging an increase in skills levels and added value in all parts of the Powys economy and in increased use of advanced technology, production, management and general working techniques is the top priority/or this Action Plan*”
- 1.1.17 Powys has a predominance of small businesses and a high dependence on only a few large employers. Statistics available from the Labour Market Assessment that underpinned the East Wales Objective 3 Operational Programme, show that there are some 56,000 people economically active in Powys, 14,500 of whom are self employed. There are approximately 8,000 businesses registered for VAT thus giving an average business size of 7 employees. In fact, 90% of Powys businesses employ less than 25 people and 58% employ less than 5 people. These figures demonstrate clearly the effect of low population density on economic growth. The high level of self employment (c.25%) which is primarily the result of the remaining strong agricultural presence. However, the recent crises in the livestock and associated industries are now driving some farms out of business and reducing the numbers entering the industry.
- 1.1.18 The extreme rurality of the region causes a number of open labour markets to develop rather than a single pool of labour. This makes coherent, rational planning for the needs of individuals and their communities a very uncertain exercise.
- 1.1.19 The *Future Skills Survey* in 1998 highlighted the significance of education and training in improving economic performance. Over the next decade it is anticipated that there will be: fewer jobs in . agriculture, although the high average age of farm owners does imply a future training needed
- . public utilities
 - . banking, finance and insurance
 - . public administration and defence
- more jobs in . manufacturing
- . retail and distribution
 - . hotel and catering
 - . other business services
 - . IT and graphic art and design
 - . health and social care

1.1.20 In anticipation of new practices in service delivery, the Mid Wales Partnership was established some years ago comprising the Local Authorities in Mid Wales, the WDA, the TEC and Further and Higher Education sectors and others. They established a Skills and Training Working Group with a brief to make recommendations concerning these activities. A report was commissioned from Newidiam, a firm of consultants, which further analysed the findings of the Future Skills Wales survey and place them within a local context. The three main themes considered necessary for the area were:

- the need for measures to change the learning culture among individuals and employers
- the need for improved methods of predicting the economic and social structure of Mid Wales in the medium and long term so that strategies for developing an appropriate skills base could be devised
- a major development in the use of computer and communication technologies among those of working age.

The significance of the Mid Wales Partnership for college planning is the recognition that the FE sector also needs to take a regional approach to delivering educational services rather than one based on local considerations.

1.1.21 The Newidiam Report demonstrated that there remains a low appreciation among both individuals and employers regarding the importance of enhancing skill levels. This is particularly so at higher levels and only 15.6% of the employed population in Powys have qualifications at NVQ level 4 and above compared with 19.6% across Wales as a whole. This contrasts with the finding that a high proportion of young people in Powys progress to University and indicates that a significant proportion do not return to deploy their skills locally. Management development is a specific example of an area where higher level skills would be advantageous.

1.1.22 The County Council Community Services Department continues to offer a range of programmes and to support the partnership arrangements with the College for the delivery of
.Adult Basic Education
.Welsh Language for Adults
.Non Vocational Courses
.Services through Theatr Hafren

1.2 Language Statistics

1.2.1 A **postcode** analysis of the numbers of Welsh speakers in Powys is attached as Appendix 1.

1.2.2 This indicates that some 18% of the post-16 population of Powys has Welsh language skills at a level accepted for the purposes of the 1991 census. Clearly this figure will have altered since 1991 in view of the increasing numbers studying the language at secondary school levels although this may not lead to a significant increase in usage.

1.2.3 Secondary schools in Machynlleth, Llanidloes, Llanfair Caereinion, Builth and Brecon have specific responsibilities for secondary education delivered through the

medium of Welsh to age 16 but the range of curriculum offered in this way is very small. This implies that there is not significant educational development of Welsh language skills at key stage 4 other than through the classes that lead to the first or second language GCSE qualifications. These formal qualifications will lead to an increasing number of young people who have the required competences for further study through Welsh language.

- 1.2.4 The distribution clearly indicates some pockets of very high Welsh language capability e.g. SA9, SA10, SAil (Ystragynlais area) and SYI9, SY20 (Machynileth area) and some with very low capability e.g. NP7 (Crickhowell) and LD1 (Llandrindod Wells). This distribution will be taken into account in planning the priorities for development of services in community locations.
- 1.2.5 The key public agencies have no reliable statistics that provide information about the language needs and usage of Powys employers. This is mainly on account of the plethora of micro-enterprises and the dearth of major employers that have a major influence on the local skills base. Public sector employers have language policies that have increased the proportion of posts with specifically Welsh language requirements.
- 1.2.6 The Future Skills survey for Mid Wales followed the national picture in that employers rated the significance of Welsh language skills at a very low level of priority in their requirements, placing these only marginally higher than modern foreign languages. Other studies suggest that c. 33% of employers recognise that they need staff with Welsh language skills.

1.3 Analysis of staff and student skills

- 1.3.1 The college has conducted **a detailed survey** of its student and staff receiving returns from 22% of the students and 45% of the staff.

1.3.2 The results of the student survey indicate that:

- less than 3% of responding students use only Welsh in the home while another 3% use both Welsh and English.
- 16.4% of students claim to have studied at least one subject (other than Welsh) through the medium of Welsh at school.
- 3.8% of students would attend classes held through the medium of Welsh or bilingually if available
- 13% students would use study materials in Welsh if available
- less than 3% students would prefer support services to be available in Welsh
- 9.7% students stated that they had no preference between Welsh and English language support services

The levels of ability and interest in receiving services through the medium of Welsh are significantly below the reported level of ability within the communities of Powys and reflects the fact that some of the main Welsh language communities lie on the periphery of the area served by the college and close to other colleges with wider Welsh language services.

- 1.3.3 The results of the staff survey (254 returns) indicate that:

- Only 8 members of full and part-time *staff* (less than 4%) are fluent in Welsh such that they are capable of delivering a public service (teaching or administration) through the language.
- a further 12 members of staff (5%) claim to speak Welsh moderately or quite well
- 67 members of staff (25%) speak a little Welsh
- In several curriculum areas on each site there are no full or part-time members of staff with any capability to support learners through the medium of Welsh. In Llandrindod there is only one part-time member of staff within the whole campus who is competent in the language.
- 169 staff (over 50%) have an interest in attending Welsh language classes to improve their skills, usually at beginners level.

1.4 Current Welsh Language provision within the College

- 1.4.1 No whole course provision is available in the Welsh language or bilingually within the college. Some modules have been taught bilingually within Performing Arts, where Welsh language capability provides additional career development opportunities in Wales, and also in Care courses where it is necessary to be able to communicate readily in the language of client choice.
- 1.4.2 Information, guidance and tutorial services are generally provided through the medium of English although the member of staff and the client will readily communicate in Welsh where this is comfortable for both of them.
- 1.4.3 Where there is a preference for a student to have a placement that uses predominantly either Welsh or English, then this will be arranged wherever possible. It is likely that students preferring Welsh language placements will come from communities within which such opportunities may be found more readily and so this has not been a source of special difficulty.
- 1.4.4 As flexible remote learning techniques become more prevalent, material can readily be provided in the language of choice. The college is a major provider of e-learning within the communities of Powys and has access to a wide range of materials that are duplicated in both English and Welsh. This does enable students to be presented with language selection on the basis of equality between them and their choices then truly reflect their personal preferences.

2.) PLANNING AND DELIVERY OF COLLEGE SERVICES

2.1 New Policies and Initiatives

- 2.1.1 Since incorporation, the College has developed a comprehensive range of policies and procedures that relate to the nature and scope of its activities. At the present time the future arrangements for post-16 learning are under consideration by the National Council for Education and Training for Wales. Consequently, there are likely to be a number of new policies and initiatives that will be undertaken during the lifetime of this Welsh language Scheme.

- 2.1.2 As each existing policy is due for review, the linguistic consequences will be assessed against a language framework that
- will facilitate the use of the language preferred by the service client
 - make progress towards achievement of the principle of equality between the two official languages of Wales
 - will ensure consistency with the College's Welsh Language Scheme
- 2.1.3 All new policies, procedures and initiatives will be assessed against the same framework as in 2.1.2 above. No new policy, procedure or initiative will be adopted without that assessment having been undertaken, and documented.
- 2.1.4 The arrangements relating to new policies and initiatives will be made known to all appropriate staff as part of the standing policy formulation and review procedures.
- 2.1.5 Any proposals that would affect the College's Welsh Language Scheme or that of other organisations will be the subject of consultation with the Welsh Language Board and no changes will be implemented without the Board's agreement.

2.2 **Planning and Management**

- 2.2.1 The College has an internal planning cycle that results in a three-year strategic plan being produced annually with a detailed operational plan, that includes budget and resource deployment, for the year ahead.
- 2.2.2 All Programme Areas contribute to the plan through their review of the programme area during the preceding year and their proposals for development during the lifetime of the forthcoming plan. The Programme Area co-ordinators are responsible for producing these development proposals against a standard framework. This will be amended to ensure that the provision of bilingual services is specifically considered at each stage. Therefore, each Programme Area will have an action plan for the development of bilingual provision.
- 2.2.3 The Programme Area co-ordinators are responsible for considering the provision not only on each main college site but that which takes place in outreach centres throughout the community and remotely through the use of technology. Consequently, the plans will take account of the geographic location of provision so as to ensure that both Welsh and English services are accessible.
- 2.2.4 Each Programme Area plan considers the totality of provision available including all modes of attendance and all age ranges. Consequently, there is no distinction in the process by which the needs of young people and of adults are identified and plans formulated to meet them.
- 2.2.5 It may be seen from the foregoing paragraphs that the key unit for segmenting the educational and training services is the Programme Area. Each of these may require subdivision into activity related to each of three main college sites plus consideration of the outreach community provision. This will enable the plans to take into account

the distribution of Welsh speakers throughout the 2000 square miles of the County of Powys.

2.3 **Delivery**

2.3.1 The limited extent of Welsh medium provision is cited in para. 1.4.1 above. The clear aim of this Scheme is to treat both official languages of Wales with equality and hence to increase access to bilingual college services.

2.3.2 At the time of initial negotiation of an individual learner's study programme, information regarding the learners preference as to language of communication for different course elements (e.g. tutorial, delivery, work experience, assessment etc.) will be obtained for implementation within the terms of Appendix 2. This maybe at the stage of application or enrolment or induction, depending upon the course of study and the mode of attendance.

2.3.3 As part of its formal induction procedures, the college will include a language awareness element. This will be developed further within programme areas as appropriate. For example, where courses include elements of communication or customer care of any aspect of interpersonal interaction, the significance of the bilingual nature of Wales will be emphasised. Specific materials will be prepared to enable this to be achieved.

2.3.4 To enable progress to be made towards increasing bilingual education and training services, it is helpful to identify six elements of the provision that generally apply across the curriculum offer:

- Information and Guidance
- Tutorials
- Resources (printed externally, produced internally, and electronic)
- Delivery systems
- Work Experience
- Assessment (formative and summative)

For each of these, the levels of service to be attained by Programme Area and site are listed in Appendix 2.

2.3.5 During the lifetime of this Scheme, the college will guarantee an element of Welsh within one or more of the above curriculum elements for any student that requires it.

2.3.6 The College is currently reviewing its information and guidance services as a whole in order to ensure a consistent, high standard of service across the College. This is linked to changes to voice and data communications systems. This review will, therefore, include in its terms of reference the need to ensure that the team has full Welsh speaking capability that is accessible to any college client, regardless of geographic location. It is expected that this will be achieved through a central specialist team.

- 2.3.7 Tutorials will be available bilingually wherever there is an existing member of full-time staff with the required levels of skill. It is very unlikely that staff development will result in the necessary linguistic ability to conduct tutorials in complex vocational or academic disciplines. In response to identified need or demand, a part-time member of staff with the required language will be engaged to conduct this work.
- 2.3.8 The personnel department will maintain a database of potential part-time staff with the appropriate abilities. This database will also extend to support assistants for students with learning difficulties or disabilities who require their services.
- 2.3.9 The College library will keep catalogues of both printed and electronic resources that are available to support the education and training services of the college in both English and in Welsh. This resource base will be available for use when selecting the appropriate materials for use by each student. Specialist material produced in the college as a course progresses will have regard to the language of choice of each student. Materials will be translated where necessary.
- 2.3.10 The delivery of education and training services is a highly diverse function that encompasses a wide range of teaching and learning techniques. In selecting the programme of support for each student, the College will have regard for language preference. This will result in an appropriate package of lecture, tutorial, electronic and printed material appropriate to their individual needs. As in 2.3.7 above, the availability of staff qualified professionally and linguistically to deliver in Welsh will enhance that learning delivery package but alternatives will need to be considered where this is not practicable.
- 2.3.11 The proportion of Work Experience providers that meet the required educational, supervisory, health and safety and disability criteria is lower than in many parts of Wales in view of the preponderance of micro enterprises. The college will add Welsh Language to the list of criteria to be considered in matching student to work experience placement and will seek to secure placements that will enrich a student's experience in all aspects. A database of employers supporting Welsh Language or bilingual placements will be developed.
- 2.3.12 Assessment can be as diverse an activity as the delivery of education and training. Where identified in Appendix 2, students will be given the opportunity to present assignments and other pieces of work through the medium of Welsh for assessment. This will only be possible initially where there are the necessary language skills among the vocationally qualified staff. The College will undertake trials into the reliability and validity of assessment of work that has been independently translated prior to assessment by a monolingual specialist. There is some positive experience of this in the Higher Education sector but the applicability of this to FE requires additional evidence.
- 2.3.13 College students receive careers information and guidance from Careers Wales, Powys. The language scheme of this organisation ensures that services are available in the language of the student's choice. The College will also work with Careers Wales Powys in ensuring that students are informed of the benefits of bilingual skills in the workplace.

2.4 Collaboration and Partnership

- 2.4.1 The provision of college services will take place within the context of the new arrangements for post-16 learning. This will require the Community Consortium for Education and Training (CCET) in Powys to have regard to the distribution of services in both Welsh and English throughout the County. The College is committed to work with CCET partners, including schools, training providers and voluntary sector organisations in ensuring equality of treatment for both languages.
- 2.4.2 Through its membership of Fforwm, the college has contributed in principle and financially to the establishment of Sgiliaith, the post-16 Welsh bilingual development centre based at Coleg Meirion-Dwyfor. The centre will be expected to provide services and materials that will support the curriculum and other college activities through the medium of Welsh.

2.5 Promotion and Publicity

- 2.5.1 Students from all areas will be made aware of the range of bilingual provision in the college and encouraged to use the language of their choice. The availability of services will be identified in the prospectus, student handbook and other information points.
- 2.5.2 Access to Welsh Language classes will be made available to students at each of the main college sites and participation encouraged.
- 2.5.3 A member of staff will be identified on each site to whom a student can refer for assistance and support with language issues.

3.) DEALING WITH THE WELSH SPEAKING PUBLIC

3.1 Written communication

- 3.1.1 The college will welcome correspondence in Welsh as well as in English.
- 3.1.2 Correspondence with individuals shall be in the language preferred by the external correspondent.
- 3.1.3 The college will apply the same standards of speed of response to both Welsh and English correspondence
- 3.1.4 Correspondence initiated from the college following a telephone communication will be in the language of the telephone communication.
- 3.1.5 Circular and standard letters to the public in Wales will be issued bilingually

3.2 Telephone communication

- 3.2.1 The college will welcome telephone calls in Welsh as well as English
- 3.2.2 Telephone operators at each site will be recruited or trained to a level that enables them to answer external calls with a bilingual greeting and to initiate a transfer to an appropriate extension
- 3.2.3 Callers that wish to conduct the telephone call in Welsh will be transferred to an officer that is Welsh speaking although that officer may not have the specialist expertise relating to the subject of the call. If required, the college officer will have to arrange for an appropriate specialist with the necessary language skills to return the call.
- 3.2.4 The college answer machines or initial voice-mail messages will be bilingual

3.3 Public meetings

- 3.3.1 At public meetings organised by the college, contributions will be welcomed in either Welsh or English
- 3.3.2 Notices, invitations and papers for such public meetings will contain an invitation to those proposing to attend to notify the college beforehand if they wish to speak in Welsh.
- 3.3.3 From the responses received, an assessment will be made in advance of the need for simultaneous translation services which will be commissioned from an external agency if required. This assessment will also be used to determine whether it is appropriate to ensure the presence of Welsh speaking reception staff
- 3.3.4 If a participant wishes to speak in Welsh without having given prior notification to the college, a Welsh speaker will be commissioned at short notice, wherever possible, to provide consecutive translation.

3.4 Non-public meetings

- 3.4.1 Invitations to members of the public to attend a face-to-face meeting with college representatives will invite them to notify the college beforehand if they wish all or part of the meeting to be conducted in Welsh. This includes invitations to interview for a college place or discussions concerning the progress of a student
- 3.4.2 From the response received and the Welsh language skills of the college representative to be involved in the meeting, an assessment will be made of the need for a translator to be present.
- 3.4.3 Each Programme Area within the college is developing its expertise and ability to conduct tutorials and interviews through the medium of Welsh (2.3.5 above). Consequently, there is an emerging basis for each Programme Area to have speaking members of staff who can conduct non-public meetings through the medium of Welsh if required

3.5 Other dealings with the public

- 3.5.1 As the college interacts with the public and other agencies increasingly through electronic means, the college will remain sensitive to the language preferences of the other participants. Two current examples are as follows:
- 3.5.2 Emails will receive a response, if any, in the same language as that of the initiator.
- 3.5.3 Meetings held by video-conference techniques will be subject to the same considerations as in other public or non-public meetings as in 3.3 and 3.4 above.

4.) THE PUBLIC FACE OF THE COLLEGE

4.1 Corporate identity

- 4.1.1 The public face and corporate identity **of** the college shall be fully bilingual
- 4.1.2 The name and logo of the college shall be in Welsh only but its letterhead, fax cover sheets, compliments slips and other corporate stationery shall be bilingual.
- 4.1.3 The college will develop its website in bilingual format

4.2 Signage

- 4.2.1 The college shall use unworded signs wherever possible in accordance with international standards.
- 4.2.2 All worded signs erected by the college or on its behalf shall be bilingual.
- 4.2.3 Wherever possible, the Welsh and English words shall appear together on the one sign with equal form and size.
- 4.2.4 Where it is necessary for separate Welsh and English signs to be used, they will be equal in terms of size, form, legibility, shape and prominence.

4.3 Publishing and printing materials aimed at the public in Wales

- 4.3.1 Official general correspondence and publications aimed at the general public in Wales shall be produced bilingually, usually within a single document.
- 4.3.2 Where Welsh and English versions are published separately, they will be issued simultaneously, distributed together and be equally accessible. If a document is priced, then the price of each version will be the same.

4.4 Forms and associated explanatory material

- 4.4.1 Forms and associated explanatory material shall be produced bilingually, usually within a single document
- 4.4.2 Where separate forms are produced in English and Welsh, each will include a statement that a form is available in the other language.
- 4.4.3 Where Welsh and English versions are published separately, they will be issued simultaneously, distributed together and be equally accessible.

4.5 Press notices

- 4.5.1 Press releases will be sent out in accordance with the receptors language choice. Press releases sent to all schools, colleges and education establishments will be bilingual, regardless of the subject matter. Press releases on the College website will also be bilingual. Press releases in the Welsh language press will be issued bilingually or in Welsh only. Press releases in the non-Welsh medium press will be in English.

4.6 Advertising and publicity activities

- 4.6.1 All forms of college advertising to appear only in Wales shall be bilingual. This applies to advertisements for students, staff and other college services.
- 4.6.2 All forms of college publicity, including displays, marketing campaigns and public surveys, to appear only in Wales shall be bilingual.
- 4.6.3 Advertisements and publicity to be placed in media that circulates throughout the U.K. e.g. Times Educational Supplement, Sunday Times, will be in English only. Advertisements to be placed in Welsh language media shall be in Welsh only.
- 4.6.4 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.

4.7 Official notices

- 4.7.1 Official and public notices shall appear in Wales with Welsh and English versions shown together, equal in terms of size, format, legibility and prominence.

5.) IMPLEMENTATION AND MONITORING

5.1 Human resources strategy

- 5.1.1 The college is committed to increasing the number of Welsh speakers who possess the appropriate skills to provide college services through the medium of Welsh.
- 5.1.2 The college will identify the workplaces that have contact with the public in Wales and through recruitment, staff development or other appropriate arrangement, ensure that a full service can be provided in the preferred language of the member of the public.
- 5.1.3 From the analysis in 5.1.2, it will be possible to identify the level of proficiency that is either required or is desirable within each post or within a staff team and to take appropriate action to achieve this as part of the overall college human resource strategy.
- 5.1.4 In order to give practical effect to the strategy as early as possible, consideration will be given in each case to whether it is appropriate to reassign staff duties, to recruit additional staff or to provide further staff development.
- 5.1.5 The human resource strategy will identify the priorities for action and identify the budgetary consequences. It will also contain monitoring and evaluation systems that provide information at college Board level.

5.2 Staff development

- 5.2.1 The college will continue its programme of Welsh language classes for staff. These may be accessed without charge by both teaching and support staff and staff are encouraged to attend by their line managers.
- 5.2.2 The distributed nature of the college means that it is not possible to provide bespoke training programmes for different job roles although as much role specific support will be given within generic programmes.
- 5.2.3 The Welsh Language Scheme will be incorporated within the College's staff induction programme.
- 5.2.4 A Welsh language tutor will be commissioned to provide some consultancy support to staff who have individual queries.

- 5.2.5 A budget will be identified annually for a Welsh language staff development and support programme.

5.3 Recruitment

- 5.3.1 For all posts for which Welsh language ability is considered either essential or desirable, the advertisement and personnel specification will state this explicitly.
- 5.3.2 The human resources strategy will contain specific reference to the bilingual policy and that both English and Welsh speakers are welcome as members of the college staff. The staff handbook will also make this clear.
- 5.3.3 If it is necessary to appoint a non-Welsh speaker to a post for which Welsh language is an essential requirement, it will be a condition of appointment that a defined standard of Welsh is attained within a specified timescale. Support will be provided to the postholder to achieve this and formative and well as summative monitoring will take place.

5.4 Vocational training

- 5.4.1 The college will assess the need for vocational training for its staff through the medium of Welsh.
- 5.4.2 In those subjects where there is vocational training provided through the medium of Welsh to the public staff will also have access to this provision.

5.5 Administrative arrangements

- 5.5.1 This Welsh Language Scheme has been prepared by the management team of the college, in consultation with others throughout the organisation and approved by the Board of Governors of the College.
- 5.5.2 The Principal is the senior officer with responsibility for co-ordinating the scheme but with delegated responsibility and authority to academic and support staff managers for implementing those aspects that relate to their operational areas.
- 5.5.3 Policies and procedure relating to the scheme will be prepared and issued in the staff handbook, on the staff intranet and other locations as appropriate. In this way, the scheme will become integrated within the normal operational procedures of the college.
- 5.5.4 The requirements of the scheme will be considered as part of any specification for the procurement of computer systems and software.

- 5.5.5 The quality of translation services procured by the college will be monitored and evaluated against defined standards.
- 5.5.6 The implementation of the scheme will be one of the procedures that are monitored regularly by the management team which consists of senior and middle managers drawn from all parts of the geographical and functional parts of the college. The college Personnel Officer will monitor and report on progress with regard to recruitment and staff development targets.
- 5.6 **Third party providers**
- 5.6.1 The college uses third party providers to deliver education and training services in different parts of the community. This is done through formal contractual agreements. These will be reviewed in order to ensure that they include the requirement to provide services that are consistent with the requirements of this scheme.
- 5.6.2 All agreements for the use of other third party or contracted-out services, including publicity and marketing, will also contain the requirement to conform to the scheme. Staff negotiating such agreements will be aware of the policy through the processes indicated in paragraph 5.5.3.
- 5.6.3 The college will monitor the contractor's implementation of the requirements.
- 5.7 **Review and Monitoring**
- 5.7.1 The College will monitor the implementation of the scheme and regularly measure the extent to which objectives are met. The college has a comprehensive quality assurance and planning framework within which the monitoring and evaluation of all policies takes place. The Welsh language scheme will formally be included as part of this framework.
- 5.7.2 The elements to be monitored are those included in the first five columns of the action plan that forms Appendix 3 of this document. It is not considered to be practicable to determine initial numerical targets against each performance indicator in the action plan but it may be appropriate to develop these as part of the annual review process.
- 5.7.3 The annual review process will include a focus group meeting on each main site. Questions concerning students satisfaction with the implementation of the Welsh Language scheme will be included in the "regular" surveys undertaken.
- 5.7.4 The Principal is the officer responsible for overall monitoring and evaluation of the scheme.
- 5.7.5 At the time of preparation of the scheme, the college does not provide sufficient Welsh language services for there to be implementation, monitoring or review responsibilities delegated to staff at levels other than the management team. The management team will,

therefore, include this scheme among their team responsibilities. A cross-site working group, chaired by the Principal, will be established.

- 5.7.6 The college complaints procedure is designed to encompass all types of complaint. Any complaint regarding the implementation of the scheme will use this standard procedure.
- 5.7.7 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 (see 5.7.3)
- 5.7.8 In the third year of implementation of the Scheme the College will review and revise the Scheme and produce a revised document. The College will also produce an evaluation report which will analyse performance in implementing the Scheme over the first three years. The evaluation report will include:
- an overview and thematic analysis of performance and compliance with the Scheme over the three years in terms of the quality of the Welsh medium service and Scheme management.
 - an outline of the College's further aims, objectives and targets for the following three years with a revised implementation timetable. In addition, the report will outline the reasons for any amendments, additions or deletions to be included in the revised Scheme.

5.8 Publication of information and publicity

- 5.8.1 An annual review of the scheme will be produced and submitted to the Welsh Language Board annually following consideration by college management and governors.
- 5.8.2 The review report will include information on compliance and performance against the targets as indicated in 5.7.2 above. This will be evaluative in that it will explain any under-performance and identify actions to address these, where appropriate.
- 5.8.3 The report will enable the College to achieve the following objectives:
- measure compliance with the Scheme
 - measure the quality of the Welsh medium service
 - measure the effectiveness of the Scheme's management procedures
 - measure the sufficiency of the College's linguistic skills capacity by comparing current resources and need
 - measure overall resource allocation to Scheme implementation and development
 - analyse performance across sites and programme areas to ensure consistency
 - identify key weaknesses with a costed action plan, timetable and risk analysis
- 5.8.4 The scheme will form an annexe to the college institutional plan.
- 5.8.5 A copy of the scheme and the annual review reports will be made available to all governors, staff and members of the public that require it through the college website. This will be drawn to the attention of all stakeholders.

5.8.6 The existence of the Welsh Language scheme will be publicised in the college prospectus, on the website and will be featured in all open days and similar events.

5.9 Timetable

5.9.1 The timetable for the key actions is included within the action plan (Appendix 3).

5.9.2 The resource implications included in the action plan (Appendix 3) are indicative only and are not binding commitments by the college since it may be possible to achieve some of the objectives by other means.

WLScheme DCJ