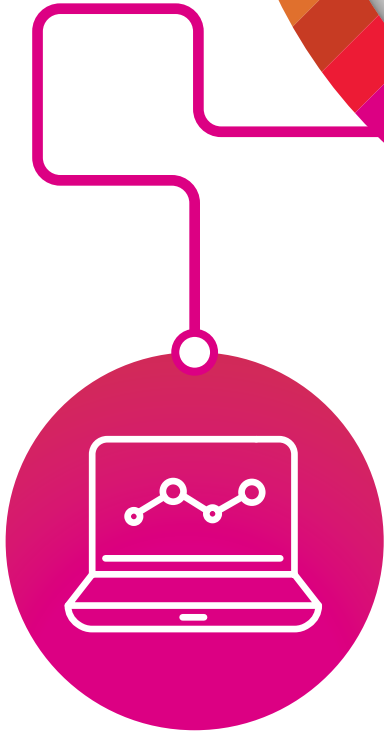




**THE WELSH
LANGUAGE
STANDARDS
ANNUAL REPORT
1 AUGUST 2024 -
31 JULY 2025**



Introduction

Coleg Cambria is fully committed to promoting the Welsh language. This report demonstrates how we have implemented the standards and strived to improve our Welsh language services during 2024/25.



During this period we:

- achieved the targets in our strategic plan in relation to the Welsh language
- continued to support staff to develop an awareness of the requirements of the Welsh Language standards and provided bespoke training and Welsh-medium resources and materials for all college departments
- worked in partnership with departments across the college and external stakeholders to provide valuable opportunities for learners to develop and use their Welsh language skills within the curriculum and informally

Background

The Welsh Language Standards set out by the Welsh Government under Section 44 of the Welsh Language (Wales) Measure 2011 were applied to Coleg Cambria on April 1 2018.

The standards are a set of legally binding requirements that aim to improve the bilingual service that the people of Wales can expect to receive from a number of public and statutory bodies, including Coleg Cambria. The standards clearly set out what our responsibilities are in terms of providing bilingual services, ensuring the Welsh language is not treated any less favourably than the English language.

A compliance notice was issued to Coleg Cambria on 29 September 2017 setting out which standards apply to the college.

The Standards that we are required to comply with are in four categories:-



Service Standards -

the Welsh language services we provide to the public.



Policy Standards -

ensuring that Welsh language forms part of the decision-making process to ensure that there is no adverse effect on the opportunities to use the Welsh language.



Operational Standards -

promoting and facilitating the Welsh language in our internal processes.



Record Keeping Standards -

keeping records for compliance with the requirements of the standards.

To support our staff work bilingually, we have developed a Welsh Language policy and guidance document which is available on our staff platforms and published on our website. The policy provides guidance for our staff on how to deal with and consider the Welsh language in their everyday work.

Implementing and Monitoring

The Director of Welsh Language Development has overall responsibility for the implementation and monitoring of the Welsh Language Standards. She reports directly to the CEO and is a member of the college's Senior Management Team (SMT). This raises the status of the Welsh language throughout the college.

The college's [Strategic Plan](#) includes an aim to:

“Ensure that the college maximises the opportunities of being a key educational provider in Wales, supporting its language and culture and responding to national policies innovatively and collaboratively.”

The Welsh Language is also a standard item on the monthly Senior Management Team Curriculum and Quality and the People Experiences and Culture Groups. This ensures that the Welsh Language is integrated into all college decision making.

Individual managers are responsible for implementing and reviewing those aspects of the Standards relevant to their own departments and functional areas.

The Welsh Department at the college fulfils a core function to promote the Welsh language, in line with Welsh Government policies and employs 49 members of staff.

The Department includes:

- Welsh for Adults provision (Learn Welsh North East) delivered on behalf of the National Centre for Learning Welsh which delivers community and Work Welsh classes across north east Wales.
- A Welsh Skills Unit which supports staff and students to develop and use their Welsh language skills.
- A Translation Unit which also offers advice on bilingual document format/design, grammar and spelling to support the college's implementation of the Standards.

Service Delivery Standards

This section relates to standards 1-93 and supplementary standards 163-168, which include all means of communication, documents, corporate identity and learning opportunities.

During the reporting period we:

- Continued to support all departments across the college to ensure consistency and compliance e.g. proofreading publications, advertising material, to maintain the college's bilingual identity.
- Carried out termly mystery shopper exercises to test compliance of the college website, reception and signs, recruitment website, app, out of office messages, and award ceremonies which led to additional training and support to strengthen our practices.
- Ensured that the college website is fully bilingual and tested compliance through monthly sample audits.
- Provided ongoing support to curriculum teams to ensure all learners had consistent opportunities to develop their Welsh language skills.
- Implemented a detailed tracking system to monitor the progress of fluent Welsh-speaking learners from enrolment, ensuring they were encouraged and supported to continue studying in Welsh or bilingually.
- Provided a translation/Welsh reading service for Welsh speaking students sitting exams.

- Provided opportunities for students and staff to use Welsh in a social and informal context.
- Continued to hold monthly Strategic and Operational Bilingual Curriculum Development Group meetings to plan and develop opportunities to meet learner and employer needs in line with the targets in the strategic plan and Cymraeg 2050.

Case study 1 - Translation Unit

The Translation Unit continued to drive bilingual excellence with a dedicated team of six (three full-time and three part-time). During this reporting period, output rose by 15% to nearly 2 million words, spanning corporate documents and educational resources. In addition to their core translation duties, the team managed website audits and collaborated on web development tasks not captured in formal word counts. Their impact extended to pedagogy as well, where they maintained bilingual standards across all curricula and developed a specialized Welsh-language feedback tool for tutors to enhance learner support.

Resource requests spanned a diverse range of disciplines, including STEM, the arts, and vocational sectors such as Agriculture, Law, and Construction. Beyond documentation, the Unit provided targeted 1-to-1 support for learners in Performing Arts, Childcare, Health and Social Care, and Media.

To ensure equitable assessment, the team transcribed and translated verbal assessments for IQA and Work-Based Learning students, allowing them to demonstrate proficiency in their preferred language. A similar approach supported a Business Studies student through written translation and technical linguistic feedback, guaranteeing a robust marking process.

Collaboration with the Marketing Department remained a priority; the Unit produced bilingual guidance videos, voice-overs, and digital resources to ensure parity of access. This commitment to inclusion was further evidenced by the translation of wellbeing resources and Agored workbooks for Novus Cambria, supporting learners at HMP Berwyn. Finally, the team provided simultaneous translation services to celebrate student achievements at the Llysfasi Awards Ceremony.

Case study 2 - Promoting opportunities to use the Welsh language

During the reporting period, the department continued to actively promote a wide range of opportunities for learners to practise, develop, and enjoy using the Welsh language across both academic and vocational provision.

A team of experienced Welsh-speaking tutors delivered engaging Welsh language sessions across a broad range of vocational areas, including Media, Sport, Public Services, Business, Beauty Therapy, Hairdressing, Barbering, Art and Design, Health and Social Care, Performing Arts, Music, Hospitality and Catering, Floristry, Construction, Animal Care, and Jobs Growth Wales. Each session was carefully adapted to reflect the professional context of the course area, reinforcing the relevance of Welsh as a practical and desirable workplace skill. The provision was delivered to a high standard, with learners successfully completing the sessions and receiving certificates to support employability and future higher education applications.

In partnership with the Marketing team, a new series of Learn in Welsh promotional videos was developed, showcasing subject areas including Media and Agriculture. These short films featured learners studying through the medium of Welsh or bilingually, sharing their experiences and highlighting how using Welsh has enhanced their confidence, skills, and career aspirations. The videos served as effective promotional tools for prospective learners, illustrating the tangible benefits of Welsh-medium and bilingual learning within creative and vocational industries.

Learn in Welsh Case Studies:

[Magi Roberts, Media](#)

[Mared Edwards, Agriculture](#)

[Naomi Parry-Diaz, Art & Design](#)

A dedicated case study was also developed within the Art department, focusing on learners who successfully completed elements of their coursework in Welsh. This case study demonstrated how creative subjects can naturally and effectively embed Welsh-language work, encouraging wider adoption of bilingual approaches across the curriculum. Learners further benefited from a wide range of bilingual enrichment opportunities that extended learning beyond the classroom. These included residential and cultural visits such as Glan Llyn and Theatr Clwyd, which provided authentic contexts for learners to use Welsh confidently in real-world settings. Learners described these experiences as enjoyable, confidence-building, and highly supportive of their language development.

Collaboration with Bangor University's Welsh Department further enhanced academic progression, with subject-specific workshops deepening learners' understanding of literary and film texts while strengthening their sense of belonging to the wider Welsh academic community.

Creative and cultural engagement was a particular strength during the year. A Level learners participated in live performance sessions with artists Morgan Elwy and Mared Williams, and several learners were interviewed for Heno on S4C to discuss the National Eisteddfod in Wrexham. These experiences demonstrated high levels of confidence, fluency, and enthusiasm for using Welsh in public and professional contexts. Vocational learners across all sites developed their bilingual skills, confidence, and wellbeing through a rich programme of activities designed to promote employability and personal development. Welsh Skills and Employability workshops, creative industry visits, and guest speaker sessions helped learners to recognise the value of Welsh within a range of professional settings. Events such as the Caerau Uchaf Welsh Skills Day and Mythical Wales Week provided interactive and inclusive opportunities to engage with Welsh language and culture through creative, physical, and collaborative activities. Feedback from learners was overwhelmingly positive, with many reporting increased motivation, confidence, and enjoyment in using Welsh. Guest speakers from sectors including Health and Social Care and the creative industries further inspired learners to consider the advantages of bilingualism for future careers. Partnerships with employers and external organisations, including the National Eisteddfod, provided learners with practical insight into the use of Welsh in professional environments. Learners also took part in community and volunteering initiatives such as Menter Iaith's Santa's Grotto and the Mind Our Future project, applying their Welsh language skills in meaningful, community-focused contexts.

Across both A Level and vocational provision, learners demonstrated growing confidence, improved wellbeing, and a strong sense of pride in their Welsh identity. They engaged positively with bilingual opportunities and clearly understood the value of Welsh for education, employment, and personal development. The department's well-planned pastoral and enrichment programme ensured that learners were supported holistically — academically, culturally, and emotionally — within a safe, inclusive, and supportive learning environment.

Case study 3 - Urdd Success

The team worked in partnership with the Urdd to create meaningful opportunities for learners to build confidence in using the Welsh language in informal and cultural settings. A-Level Music and Performing Arts learners took part in the Urdd Eisteddfod county round, delivering high-quality performances and achieving outstanding results. Learners secured multiple first-place wins across a wide range of categories, including piano, woodwind, string and guitar solos, folk choir, monologue, and vocal ensemble.

Art and Design learners also achieved exceptional success at the Urdd Eisteddfod and other Art and Design competitions.

Learners were awarded 1st place in the Comic Strip category and achieved a clean sweep in the Design and Technology (pin badges) competition, securing 1st, 2nd, and 3rd places.

Yale Art learners further excelled in the Arts and Crafts competition, winning both 1st and 2nd place in the prestigious Young Person's Art Scholarship — a national award recognising creative excellence and supporting artistic development.

In addition, two Welsh A-Level learners achieved 1st place in the Welsh Recorded Conversation competition and 2nd place in the Medal y Dysgwr competition, which celebrates exceptional dedication and skill in learning Welsh.

Actions for 2025/26

- Maintain the delivery of activities for staff and students to practise and use the Welsh language across all college sites.
- Provide ongoing support to curriculum teams in priority areas, ensuring all learners consistently have opportunities to develop their Welsh language skills.
- Identify, encourage and support learners who have previously studied in Welsh to continue to study in Welsh/bilingually
- Develop additional promotional videos highlighting Welsh as a valuable skill for employment within key curriculum areas.
- Continue to carry out a mystery shopper exercise plan to assess compliance across all college areas and monitor its impact.

Policy Making Standards

This section relates to standards 94-104 and supplementary standards 169-174. These include considering the Welsh language when formulating any new policies and awarding grants/financial assistance.

During the year we:

- Conducted an Impact Assessment on every new/revised policy.
- Through the college's Communications and Culture Group we continued to ensure that our responsibility to comply with the Welsh Language Standards was included in the monitoring and review of all college policies and procedures.
- Ensured that the Welsh language was considered in all strategic decisions through the college's Senior Management.

Case study 1 - Welsh Language Centre of Excellence - Camu

At the heart of Coleg Cambria's strategic mission is the commitment to expand Welsh-medium education and vocational training. The development of our new bilingual hub at the Yale campus represents a significant milestone in this journey. This project is not merely an infrastructure update; it is a strategic investment in our bilingual identity and a direct contribution to the Welsh Government's Cymraeg 2050 strategy of achieving one million speakers.

By addressing the surging demand for a bilingual workforce in the North Wales region, the project reinforces the College's role as a primary driver of the regional economy. We are ensuring that our learners are not only professionally qualified but linguistically equipped to meet the needs of modern Welsh employers.

A core priority for the Yale facility is supporting the 200+ learners on-site who have transitioned from Welsh-medium secondary schools. To prevent "language erosion" during post-16 education, we have created an environment where Welsh is the natural choice for both study and socialising:

- Immersive Learning Environments: State-of-the-art interactive areas designed for both formal curriculum delivery and informal language development.
- The Café Culture: A dedicated social space where students, staff, and visitors can converse freely in Welsh, bridging the gap between academic study and real-world social fluency.
- Community Integration: Facilities are designed to host Adult and Community Learning (ACL) provision, bringing our resources in line with national targets for adult Welsh-language acquisition.

Actions for 2025/26

- Continue to ensure that the Welsh language is considered in every policy decision.

Operational Standards

This section relates to standards 105-153 and supplementary standards 175-180 which involve promoting and facilitating the Welsh language in our internal processes and encouraging more staff to use the language internally.

To build on established good practices during the reporting period we:

- Carried out an assessment regarding Welsh language skills in relation to every new or vacant post with every post being advertised as Welsh essential or desirable. In the reporting period 22 posts were advertised as Welsh essential and 289 as Welsh desirable.
- Ensured that staff language skills and their language preference is recorded on the internal HR system which facilitates the recording and authorisation of holidays and absences from work through the medium of Welsh.
- Continued to deliver a Staff Professional Learning Programme to increase the number of staff who have Welsh language skills in line with the Welsh Skills KPIs in the HR strategy as well as meeting the requirements of Cymraeg 2050 - progress can be seen in the data on page 7.
- Continued to request that all staff with no Welsh language skills follow one of the National Centre for Learning Welsh's 10 hour on-line taster courses.
- Ensured that Welsh speaking staff and students can be easily identified by including the Work Welsh badge on our lanyards.

Case study - Addysgwr Dwyieithog Pilot

The Addysgwr Dwyieithog pilot, a college-wide initiative that encouraged teaching and learning practitioners to deliver bilingually by offering a financial incentive, was implemented successfully.

Eligibility for the payment was assessed through observations and interviews, which focused on:

- The effective use of bilingual resources.
- Tracking learners who completed work in Welsh or bilingually.
- Ensuring all learners have opportunities to develop their Welsh language skills.

Twenty-five members of staff met the necessary bilingual delivery requirements of the pilot and were awarded payment. The initiative was underpinned by an effective training programme. Practitioners with higher skills levels were awarded two hours of timetable remission to facilitate attendance at Welsh language classes, which seventeen staff members completed.

The scheme was recognized as best practice by both Estyn and the Welsh Government. The impact on learners was clear and led to a 7% increase in the number of learners following their courses fully bilingually (B1) across the college.

Actions for 2025/26

- Launch a Hyrwyddwr Dwyieithog Scheme for business support staff to promote Welsh language use - this programme will offer financial rewards to fluent Welsh speakers who go the extra mile to promote the language at work.

Record Keeping Standards

This section covers our response to standards 154-162 and supplementary standards 181-182.

We kept records of:

- the number of complaints, and copies of any written complaints we received regarding our compliance with the standards, and the Welsh language
- the steps taken to ensure compliance with the policy making standards
- the number of staff with Welsh language skills, and the levels of those skills
- the number of staff which attended training courses provided in Welsh
- every assessment that was made regarding Welsh language skills in relation to a new or vacant post
- the number of posts advertised with the Welsh language skills being essential, desirable and the need to learn Welsh when appointed.

Complaints

No complaints were received in the reporting period

Policy Making

Every new policy or policy being reviewed/revised was subject to a Welsh Language Impact Assessment. The Welsh Team supported this by providing an expert opinion when assessing the effects of changes to policies or restructuring services.

Staff Welsh Language Skills

The oracy and reading skills of fluent Welsh speakers has remained static over the last year but the number fluent in writing has increased slightly.

Fluency			
	Oracy	Writing	Reading
2022/23	16%	13%	14%
2023/24	15%	12%	14%
2024/25	15%	13%	14%

However the number of staff with basic skills has increased considerably due to the successful delivery of our Welsh Language Staff Training programme including ensuring that all staff complete the 10 hour online course and designating all new roles as ‘Welsh desirable’.

Basic			
	Oracy	Writing	Reading
2022/23	60%	50%	52%
2023/24	73%	62%	64%
2024/25	79%	67%	69%

During the year the HR Department worked with college directorates and departments to ensure that we accurately captured and assessed the language skills of every member of staff. This was monitored on a monthly basis by the college’s Senior Management Team and resulted in full compliance with data available for the 1349 members of staff employed by the college.

Data for the Welsh language skills of staff within the college directorates / support areas as follows:

Welsh Oracy						
Directorate	Level 0	Level 1 Easy	Level 2 Basic	Level 3 Intermediate	Level 4 High	Total
Academic Studies	4	55	13	8	8	88
Commercial Operations	6	64	18	4	7	99
Cymraeg	0	0	0	0	49	49
Customer Services & PA	1	13	1	0	4	19
Estates & Facilities	21	77	7	4	1	110
Executive	0	2	1	1	0	4
Finance	0	9	5	1	0	16
Governance	0	0	0	0	1	1
Human Resources	0	16	1	2	2	21
Inclusion	8	98	30	8	4	148
Information Systems	7	35	2	2	3	49
Institute of Technology	17	119	20	7	10	173
Learner Services	2	22	8	2	2	36
Library & Academic Skills	0	12	3	0	1	16
Life Skills & Adult Learning	2	131	14	10	8	165
Marketing, Admissions & Digital	0	12	2	0	1	15
Quality	0	11	0	0	0	11
Technical Studies	4	97	25	12	23	161
Technology (IT)	0	19	1	0	1	21
WBL & Employer Engagement	2	107	17	8	14	147
GRAND TOTAL	74	899	168	69	139	1349

Welsh Literacy - Writing

Directorate	Level 0	Level 1 Easy	Level 2 Basic	Level 3 Intermediate	Level 4 High	Total
Academic Studies	7	52	16	6	7	88
Commercial Operations	24	50	15	5	5	99
Cymraeg	0	0	0	0	49	49
Customer Services & PA	2	12	1	1	3	19
Estates & Facilities	27	71	8	3	1	110
Executive	3	0	1	0	0	4
Finance	1	10	4	1	0	16
Governance	0	0	0	0	1	1
Human Resources	8	8	3	1	1	21
Inclusion	35	82	21	5	5	148
Information Systems	14	29	1	2	3	49
Institute of Technology	60	83	17	4	9	173
Learner Services	9	16	10	0	1	36
Library & Academic Skills	2	10	3	0	1	16
Life Skills & Adult Learning	18	121	15	4	7	165
Marketing, Admissions & Digital	2	10	2	1	0	15
Quality	1	10	0	0	0	11
Technical Studies	14	100	17	12	18	161
Technology (IT)	0	19	1	1	0	21
WBL & Employer Engagement	42	76	10	8	11	147
GRAND TOTAL	269	759	145	54	122	1349

Welsh Literacy - Reading						
Directorate	Level 0	Level 1 Easy	Level 2 Basic	Level 3 Intermediate	Level 4 High	Total
Academic Studies	7	50	18	6	7	88
Commercial Operations	17	56	15	5	6	99
Cymraeg	0	0	0	0	49	49
Customer Services & PA	2	11	2	0	4	19
Estates & Facilities	25	72	8	3	2	110
Executive	3	0	1	0	0	4
Finance	1	9	5	1	0	16
Governance	0	0	0	0	1	1
Human Resources	8	7	3	1	2	21
Inclusion	32	80	24	7	5	148
Information Systems	13	29	2	2	3	49
Institute of Technology	49	89	22	5	8	173
Learner Services	8	17	9	1	1	36
Library & Academic Skills	0	12	3	0	1	16
Life Skills & Adult Learning	15	120	16	7	7	165
Marketing, Admissions & Digital	1	11	2	0	1	15
Quality	1	9	1	0	0	11
Technical Studies	10	92	27	12	20	161
Technology (IT)	0	19	1	1	0	21
WBL & Employer Engagement	32	81	13	8	13	147
GRAND TOTAL	224	764	172	59	130	1349

Board of Governors Welsh Language Skills

Level	Oracy	Writing	Reading
0	10	12	12
1	5	4	4
2	3	2	2
3	0	0	0
4	3	3	3
TOTAL	21	21	21

Welsh Medium Training

We recorded the number of staff who attended training courses provided in Welsh as well as the number of staff who followed Welsh language courses.

Course	Date	Number	The number of staff who completed the course in Welsh
Safeguarding our Learners: Our Shared Duty (Cymraeg)	August 2024 - July 2025	89	42
Coleg Cambria AI Toolkit & AI Misue Guidance	August 2024 - July 2025	67	24

Welsh Language Training

We implemented a staff training programme to include Welsh language skills development and language awareness.

Course	Date	Number
FE Work Welsh Scheme	August 2024 - July 2025	59
Community Learn Welsh Courses	August 2024 - July 2025	24
10 Hour Online Course	August 2024 - July 2025	42
Welsh in the Workplace - Business Support	August 2024 - July 2025	64
Using Incidental Welsh in the classroom	August 2024 - July 2025	101
Embedding Welsh in the curriculum	August 2024 - July 2025	151
	TOTAL	441

Language assessment for new or vacant posts

An assessment was made regarding Welsh language skills in relation to every new or vacant post.

Welsh essential / desirable role

All posts were advertised as with Welsh language skills as essential or desirable as follows:

Welsh Essential	22
Welsh Desirable	289

Fluent Welsh speakers were appointed to 19 out of the 22 Welsh essential positions. The 3 roles that we were not able to appoint were all lecturer roles in priority areas. The roles were advertised externally on a number of occasions using job boards aimed at recruiting Welsh speakers such as Lleol.net but no suitable candidates applied. The roles were readvertised as 'Need to Learn Welsh' roles and 3 candidates were successful - they are now in post and learning Welsh has been stipulated as a condition of their employment with a training plan provided and monitored.



**THE WELSH
LANGUAGE
STANDARDS
ANNUAL REPORT
1 AUGUST 2024 -
31 JULY 2025**



WWW.CAMBRIA.AC.UK