



Cynllun Iaith Gymraeg 2005

A Baratowyd yn unol a Deddf yr Iaith Gymraeg 1993

Welsh Language Scheme 2005

Prepared under the Welsh Language Act 1993



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Coleg Llandrillo's original Welsh Language Scheme received its approval from the Welsh Language Board in May 2001. Coleg Llandrillo has adopted the principle that in the conduct of public business in Wales, it will treat the English and Welsh languages on a basis of equality. This Scheme sets out how Coleg Llandrillo would give effect to that principle when providing services to the public in Wales.

The responsibility for the Scheme lies within The Planning and Standards Directorate under the direct control of the Deputy Principal Planning and Standards with overall responsibility for the work of the Welsh and Bilingual Development Officer. Since the approval of the Scheme, significant developments have enabled the College to develop the concept of a learning network with a range of venues across the counties of Conwy and Denbighshire; this has enabled the College to take education and training into the community to serve all people across central North Wales.

The growth of the Coleg Llandrillo Learning Network reflects a growing commitment to communities, businesses and individuals. Developments include the opening of Coleg Cymunedol Dinbych with further initiatives and developments at Coleg Cymunedol y Rhyl, Abergele and The Elwy Centre, St Asaph and future development of a community learning initiative in Llanrwst and Llandudno. It is also important to note over the years the ever changing nature of the environment in which the Learning Network operates in and that change is inevitable.

The development of the Learning Network has required the College to review its structures in order to facilitate delivery of its objectives. Structural changes during the years include the development of the Participation and Development Learning Network, and constant restructuring of the organisation of the Curriculum Areas and Programme Areas.

As the Learning Network has developed the college has embedded and implemented the Welsh Language Scheme into its systems and procedures. In 2001 a Welsh and Bilingual Development Officer was appointed and further development within the Curriculum Areas has taken place. There are now thirteen Bilingual Champions within the Curriculum Areas. These Champions' responsibility is to encourage and monitor the development of the bilingual curriculum within their Curriculum Areas which will enhance and increase bilingual learning and assessment opportunities.

The evidence shows that the original Scheme has served the College well for the past four years and in many areas progress has gone beyond the spirit of the Scheme. In updating the Welsh Language Scheme for the next four years it is imperative that the original Scheme's commitment is re-affirmed and that the original aims now become the foundation stones and the building blocks of the future. With this in mind the College is committed to continuous improvement in all areas laid down within this Scheme.

LLANDRILLO COLLEGE - MISSION AND STRATEGIC AIMS.

MISSION

To establish the College as a centre of excellence, innovation and a community resource which provides comprehensive education and training.

STRATEGIC AIMS

Within the period of this Scheme we shall aim to:

- position Llandrillo College as a leading educational establishment with a welcoming and encouraging corporate ethos and identity
- continue the development of a curriculum offer which is comprehensive, flexible and responsive to local/regional needs
- enhance opportunities for access and progression at all levels including higher education and employment within a credit based curriculum
- achieve planned levels of growth
- provide a caring and supportive learning environment which promotes the personal and intellectual development of students and enhances employment opportunities
- strengthen the College as a bilingual institution, with Welsh and English medium services offered on the basis of equality
- improve quality and service to clients
- promote and develop the skills of staff to meet the demands of a continually changing competitive environment
- continue the improvement of the existing College sites and further develop physical and learning resources
- develop the role of the College in the local community including establishing and maintaining strategically located outreach sites
- develop partnerships with educational institutions and other appropriate bodies to maximise the service to the local community
- encourage and support entrepreneurial and commercial activity and extend the services offered to local business.

The Strategic Aims of the College operate within a framework of good equal opportunities practice which applies to all participants in the educational process. The College is committed to developing good practice in the context of learning support which will be available to all students.

1 INTRODUCTION

COLEG LLANDRILLO

COLLEGE PROFILE

1.1. The College

Coleg Llandrillo is one of the largest further and higher education colleges in Wales with statutory responsibility for the provision of post -16 education and training. It has over 40,000 enrolments and total student numbers in excess of 22,000. Nearly a third of all further education enrolments in North Wales are at Coleg Llandrillo (Elwa).

The main campuses at Llandrillo yn Rhos, Colwyn Bay, Rhyl, Denbigh, Abergele and St Asaph, support the diverse needs of a substantial part of North Wales and constitute the Coleg Llandrillo Learning Network.

The main College site is situated on the North Wales coast, on the outskirts of Colwyn Bay, in the area administered by Conwy County Borough Council. The Conwy County Borough Council area and that of neighbouring Denbighshire have a combined population of almost 220,000 and represent a mature and well-populated core catchment area for the College. The College also attracts students from Flintshire and Gwynedd. Conwy is an area which consists of a densely populated coastal strip where the main industry is tourism and a rural hinterland where the main industry is agriculture and the population more scattered.

The main centres of population (from west to east) are on the coastal belt:

Llanfairfechan, Penmaenmawr, Conwy, Llandudno, Colwyn Bay, Abergele and Kinmel Bay.

The smaller populations in the rural hinterland to the south of the coastal belt are:

Llanrwst, Trefriw, Betws y Coed, Pentrefoelas, Cerrigydrudion, Llansannan, Llangwm and Llanefydd.

The coastal areas are strongly anglicised in speech and the rural areas to the south of the coastal belt are the most Welsh speaking. There are communities where the percentage of Welsh speakers is very small, for example, the percentage of Welsh speakers aged 3+ in Conwy is 30%. In Denbighshire it is 26.9%. These figures hide very wide variations. In Rhos itself the figure is 15%, in Llanrwst it is 64%, and in Rhyl it is 11% and there are communities where the percentage of Welsh speakers is very high for example Pentrefoelas (78.65) and Ysbyty Ifan (81%). The table below shows the percentage of Welsh speakers and the geographical spread in greater detail.

Community	% Welsh Speaking 1991 (Aged 3+)	% Welsh Speaking 2001 (Aged 3+)
Llanrwst	64.3	64.7 (+.7)
Rhos- on- Sea	15.4	18 (+2.6)
Llandudno	20.5	21.5 (+1)
Llanddoged and Maenan	71.1	62.4 (-8.7)
Penmaenmawr	40.5	37.8 (-2.7)
Trefriw	57.8	50 (-7.8)
Pentrefoelas	84.8	78.6 (-6.2)
Ysbyty Ifan	89.7	81 (-8.7)

The percentage of Welsh speakers aged 3+ in Conwy is 30%.

Denbighshire with a population of 90,000 is also a part of the College's catchment area. The coastal belt is densely populated with the main industry being tourism. The main centres of population (west to east) from along the coastal belt are Rhyl and Prestatyn.

Denbighshire has a large rural hinterland where there are smaller centres, (from north to south) they are St Asaph, Denbigh, Ruthin, Corwen and Llangollen.

The percentage of Welsh speakers aged 3+ in Denbighshire is 26.9%.

It is clear that the geographical distribution of Welsh speakers within the areas the College Learning Network serves is indeed a complex one. The distribution in terms of the numbers and percentages vary from place to place. It is therefore critical that this Scheme and the standards it offers will be consistent throughout the College's Learning Network.

1.2. Local Economy

The College is a major contributor to the local economy, employing over 800 full-time and part-time academic and business support staff. The region is dominated by small and medium enterprises (SMEs) and within this framework is a high level of self-employment. Tourism and leisure are very important with an emphasis on the hotel and catering industries. Work based training, e-learning and e-commerce are rapidly expanding areas. The College falls within an Objective One area.

Coleg Llandrillo's bilingual course provision will be tailored to suit the needs of the local economy and that of The Welsh Language Act 1993.

1.3. Provision

Programmes of learning are offered in all 18 Elwa funded programme areas (PAs). The scope of the provision across the Learning Network ranges from Foundation to Masters Level.

The College has designed and developed its provision to be as flexible and wide-ranging as possible to suit the needs of all the community. Courses are in the main modular, allowing interesting and relevant combinations of units to be studied. There is a significant amount of provision that supports widening participation, inclusiveness and the up-skilling of the local economy. The College has been recognised as the Wales Centre of Excellence for Hotel and Catering training.

The Learning Network

The College has developed a network of learning centres across the counties of Conwy and Denbighshire which complement the major centre at Rhos on Sea. The centres are strategically located to support more localised and community based demand. The Llandrillo Learning Network currently includes five key Campuses and numerous outreach centres supporting the diverse needs of the region. The sites include:

The Abergele Community College

The Denbigh Community College

The Elwy Centre

The Rhyl Community College

The Rhos Campus (administrative centre)

The Llandudno Learning Centre

Plans are being developed to extend the learning centre network in Llanrwst, which will also be fully bilingual.

Curriculum provision is delivered primarily through six Curriculum Areas, each under the direction of a Curriculum Director. The Curriculum Areas are:

Business, Computing & Tourism.

Technology and Innovation

Hospitality

Health and Holistics

Arts and General Education

Learner Services

1.4 Quality

Coleg Llandrillo is one of the largest, and most successful College in Wales. We have won many awards and achievements, including Investors in People (IIP) and, for the last three years, the Wales Quality Award: Learning Prize in 2002 and 2004 and the North Wales Prize in 2003.

Our quality systems and procedures have proved to be excellent in the past: we have the highest quality profile in Wales, with 70% Grade 1s, 30% Grade 2s.

Recommendations with regard to Quality from the last inspection were as follows:

Recommendation	Actions Taken	Current Position
Continue to make the evaluation of teaching and learning in class observations more effective	<ul style="list-style-type: none"> • Observation Policy introduced in September 2003 • All staff involved with teaching and learning to be observed annually • Clear recommendations for improvement provided to observees • Staff training opportunities developed 	<ul style="list-style-type: none"> • Observations carried out across the College network • Less than 8% of observations awarded below Grade 2 • Reports provided at Quality Academic Standards Committee (QASC) summarising grades, outstanding features and areas for improvement • Significant Staff Development opportunities introduced on a regular basis to promote improvement and sharing of good practice
Ensure that the recommendations in the self-assessment reports are sufficiently challenging	<ul style="list-style-type: none"> • Self-assessment systems revised and developed at all levels • Greater emphasis on action planning and 	<ul style="list-style-type: none"> • On-line self-assessment piloted at Course and Programme Area levels. • Improved action

	review of impact	planning
Promote the full convergence of the quality systems for Welsh for Adults with those of the College	<ul style="list-style-type: none"> • Quality systems and procedures revised and developed at all levels to include partnerships • Quality Manual revised to embrace all aspects of provision 	<ul style="list-style-type: none"> • Quality Manual issued • Observations undertaken, including Welsh for Adults

The College is genuinely committed to:

- the development of high quality provision
- maintaining and raising standards
- improving retention
- exceeding client needs

The introduction of the new Common Inspection Framework (CIF) brought with it new methods of inspecting and a reduction in notice of inspection. There is a greater emphasis on outcomes, which also affects the cross-college grades. Therefore it was necessary to undertake a comprehensive review of all the quality systems and procedures to ensure improved compliance, evidence and “inspection readiness”.

The review was undertaken in consultation with all staff at all levels across the College Network. Those procedures have been implemented and are continuing to be developed further. There is more emphasis on rigour, impact and outcomes: what we do impacts on students, partners, staff and our inspection outcomes; and an increased emphasis on quality being the responsibility of all staff. The new systems are helping to bring about improvement in the monitoring and evaluation of the quality of provision as well as bringing about improvement in the quality of learner provision and outcomes. They assist in keeping leaders and managers well informed about the performance of the areas for which they are responsible and ensure that information is used effectively.

The Quality Cycle is an integral part of the planning cycle and is a continuous annual process. Self assessment, using a bottom-up approach, is used at all levels to help improve planning and to address areas requiring improvement. The quality of our provision is monitored through self assessment, with more emphasis on learner outcomes – using key performance indicators, statistics and comparators; identifying strengths and areas for improvement; effective action planning, which is implemented, monitored and reviewed for impact.

The developing on-line systems to improve quality assurance currently consist of:

On-line Course Self Assessment (CSA)

An on-line Course Self Assessment has been introduced which provides automatic data, thereby allowing the completion of CSAs to concentrate on analysis, strengths, areas for improvement and action planning rather than the gathering of data. This incorporates targets, triggers and national comparators. Targets and triggers are set and reviewed annually by teams with the help of the Quality Advisers, taking into account past performance and national comparators. They are realistic but challenging and are used effectively to review performance. Activated upper triggers enable Quality Advisers to investigate and disseminate good practice; lower triggers activated enable Heads of Programme to investigate and action appropriately.

Quality Scorecard

We have also introduced the Quality Scorecard at course level, which automatically generates indicative grades for the five course key performance indicators (enrolment against target, retention, attendance, client perception, completion and attainment) based on Estyn criteria. During the course self-assessment process, teams consider the automatic indicative grades and discuss whether they have evidence and justification to modify those grades. The Quality Scorecard is being further developed to provide grades on the main Programme Area provision key performance indicators and will be used to monitor and benchmark across the Network, and as a means to identify and address issues at Programme Area level.

On-line Programme Area Self Assessment

CSAs automatically feed into the Programme Area Self Assessment (PASA) and help managers at all levels to plan improvement and monitor provision. The PASA is, therefore, a compilation of data, key strengths, areas for improvement and actions from the CSAs. For the first time this year, the PASA has been piloted as an on-line system to further streamline the process.

PASAs are used to inform the Functional Area Self Assessment (FASA) and the Directorate Self Assessment Reports – all of which feed into the College Self Assessment Report (SAR). The first Annual College SAR was produced this year.

Personal Target Setting

Target setting for students was piloted in a small area last year. This year Personal Target Setting has been extended to all Level 3 courses and for courses where lower triggers for retention have been activated, as a pilot on-line system.

On-line Student Perception of Programme Surveys (SPOPs)

Client perception is vitally important to us – we check the views of learners, employers and staff; we take action where appropriate; and we provide feedback on actions we have taken. On-line SPOPs, completed bi-annually, are administered and facilitated by impartial members of staff outside of the normal classroom environment. College-wide targets are set for completion and satisfaction rates (full-time and substantial part-time students).

Quantitative and qualitative results are made available on-line to course teams and managers and are discussed in team meetings. These feed automatically into the self assessment reports. Results are also analysed by the Quality Team and reported upon.

Customer care awareness is raised at New Staff Inductions. Formal complaints are recorded, reviewed and analysed, with a review undertaken annually of actions taken and their impact.

In September 2003 a new role of **Quality Advisers** was introduced. One Quality Adviser has been appointed to each Programme Area (20 in total). The main functions of this role are to:

- provide a support mechanism for academic staff;
- co-ordinate and develop improved Student Induction and Personal Tutorial provision, providing benefits to students and improving retention and attainment;
- provide the necessary expertise to assist improving quality compliance within the Programme Area.

Quality Adviser meetings are held at least once every half term, via video - conference and the work of this team is already having an impact in taking forward key developments (see Annual Quality Report 2004 for full report on this new role).

The Annual Quality Report is an assessment of the educational effectiveness of Further Education within the institution. It is based upon the outcomes of the quality cycle, which includes data for key performance indicators. Produced annually and presented at QASC, Academic Board and Governance and Quality Committee, it provides statistical trends and identifies actions to be taken.

The **Observation Policy** was also introduced in September 2003, with observations commencing in January 2004. There are over 40 trained observers within the College, over half of whom have been trained by Estyn as Peer Assessors and all of whom have received further in-house Observation training. Training has also been provided across the College network for observees. The feedback from observations provides staff with clear recommendations for improvement and reporting is provided to QASC on a regular basis. In conjunction with the Staff Development team, significant staff development opportunities have been developed and are being provided on a regular basis. These sessions are based on the major recommendations from observations; in addition, drop-in sessions are provided for staff to discuss on an individual or small group basis in order to improve. "**Grade 1 Teaching Stars**" have been identified by observers and these members of staff are providing sessions across the network in order to disseminate good practice.

Following the review of quality systems and procedures, the **Quality Manual** has been completely revised, to incorporate all aspects of provision. It provides clear and comprehensive guidance to staff at all levels on the quality systems and procedures, including self-assessment. The Quality Manual is

also available to all staff via the internal drive and the intranet. The Quality team are actively involved in raising awareness regarding quality and provide an input at New Staff Inductions, offer training and support sessions throughout the year, with regular Quality Clinics across the College Network.

Summary

The evaluation of quality and standards is undertaken rigorously by leaders and managers, who put into place effective action planning to drive improvement. They are well informed about performance of their areas and use information effectively. Self-assessment arrangements are comprehensive, systematic and based on first-hand evidence, with views of learners, staff and other partners sought and taken account of. All staff are invited to contribute to consultations, are kept informed of systems and procedures, and are fully involved in the self-assessment process. Leaders and managers set clear priorities, with appropriate action planning supported through allocation of adequate resources. Where appropriate, review of impact to identify measurable improvements is undertaken.

1.5 Facilities

Facilities across the Learning Network rank amongst the best in the country with over 1600 networked computers and computer based resources available to staff and students, including e-mail, and access to the both the intranet and the internet. The Library and Information Centre at Rhos site and Learning Centres at Rhos and Community Colleges provide excellent facilities to aid students with their studies.

There is a purpose built Arts and Media Centre including a theatre on the Rhos Campus. The College Sports Centre and related student areas provide exciting new opportunities for students. Within the last few years virtually all the vocational areas of the College have been developed to commercial standards.

Facilities at the College now rank amongst the best in the country. Extensive computer-based facilities are available to all students, including e-mail and access to the INTERNET. A Library and Information Centre and a large Learning Support Workshop aid students with their studies. A purpose built Arts and Media Centre has also been opened on the main campus. The College Sports Centre, and related student areas, provide exciting new opportunities for students. Within the last few years virtually all the vocational areas of the College have been developed to commercial standards.

1.6 Higher Education Links

Coleg Llandrillo is a mixed-economy college and Higher Education is seen as an integral part of the comprehensive, community mission of the Institution.

The College has a number of partnerships with Higher Education Institutions, including The University of Wales Bangor (UWB), The University of Wales Newport (UWN) and The University of Glamorgan (UoG) and NEWI.

Currently, the vast majority of the College's HE provision is franchised through UoG including Management and Business, Computing, Childhood Studies, Hospitality, Legal Studies, Media and Travel and Tourism. The College has Accredited College status with UoG which is the closest form and highest level of partnership granted.

The College is one of only two Further Education Colleges in Wales to be directly funded (DF) by the Higher Education Funding Council for Wales (HEFCW).

The College is also a partner of the Community University of North Wales; it is also a very active partner of the North Wales Reaching Wider HEFCW Initiative which aims to provide new and innovative opportunities to support learners who have the potential to benefit from Higher Education.

1.7 Links with Industry

Links have also been formed with local and national industry. The College provides in-house courses on employers' premises and has made significant investment in work-based assessment. The College has a number of Consultative Committees, each chaired by a member of the Governing Body.

1.8 Links with Secondary Schools

There are 14 secondary schools and 4 independent schools in the traditional catchment area of the College and all have sixth forms. Despite strong competition at post 16 the College has maintained good relationships and has established a range of successful collaborative arrangements. This was highlighted by Jane Davidson, Minister for Education and Lifelong Learning, Welsh Assembly Government in a session in Chamber, 12 May 2004, in a statement on partnerships between schools and colleges.

The College plays a leading and active role on the 2 Community Consortia for Education and Training for Conwy and Denbighshire – CWLWM and Dolen Dysg. In addition the College is a key member of the Conwy 14-19 Area Network Group, Conwy Young Peoples Partnership, Denbighshire 14-19 Area Network Group and Denbighshire Young Peoples Partnership. The college therefore works positively and closely at strategic level with schools and LEAs to take forward a 14-19 partnership agenda.

There are 7 Conwy LEA secondary schools in close proximity to the Rhos campus, Ysgol Aberconwy, Ysgol John Bright, Ysgol Dyffryn Conwy, Ysgol y Creuddyn, Ysgol Bryn Elian, Ysgol Emrys ap Iwan and Ysgol Uwchradd Eirias.

Ysgol y Creuddyn, Penrhyn Bay is a Designated Welsh Medium school where Welsh is the main medium of life and work in the school. Ysgol Dyffryn Conwy is a Natural Welsh School where Welsh is the main medium for a proportion of the pupils and English is the main medium for the others. The other schools are English Medium schools where English is the main teaching medium and

Welsh is taught as a second language in accordance with the requirements of the National Curriculum.

The College draws students from 7 Denbighshire LEA schools, Ysgol Brynhyfryd, Denbigh High, St. Brigid's, Ysgol Glan Clwyd, Prestatyn High, Blessed Edward Jones and Rhyl High. Ysgol Glan Clwyd is a Designated Welsh Medium school where Welsh is the main medium of life and work in the school. Ysgol Brynhyfryd is a Natural Welsh School. The other schools are English Medium schools.

Against this background and in the context of the Education and Training Action Plan, 1999, Learning Country – Learning Pathways 14-19 Consultation Document, October 2002 and Welsh Assembly Governments Draft Guidance, Learning Pathways 14-19, July 2004 the College has actively pursued a policy of partnership working.

Vocational Futures enables key stage 4 pupils to spend 9 hours a week over 2 days for 1 or 2 years pursuing a vocational option. The College offers a number of pathways including Construction, Hairdressing and Beauty, Engineering, Hospitality and Catering, Information Technology and Health and Social Care. Schools have welcomed this partnership arrangement and Ysgol y Creuddyn and Ysgol Dyffryn Conwy have placed 45 pupils on this programme.

Education Otherwise than at School (EOTAS) arrangements with Conwy and Denbighshire LEAs allows pupils the opportunity of becoming full time students at the College. This scheme has been running since 1991 and included pupils from all schools including Ysgol Brynhyfryd, Ysgol Glan Clwyd, Ysgol y Creuddyn and Ysgol Dyffryn Conwy. Conwy and Llanidloes Working Together (CALWT) is an arrangement where the LEA has a base at the college to give 14-16 year olds who have had problems at school but who have a positive approach to learning a long-term placement within a small supportive setting. Pupils from Ysgol y Creuddyn and Ysgol Dyffryn Conwy have gained from this opportunity. An ESF Community Enterprise Project under 4.2 Social Inclusion provides Enterprise opportunities for 14-16 year olds excluded from Conwy schools for behavioural problems and in addition Conwy LEA has bespoke programmes on the Rhos campus for pupils based at its pupil referral units.

At post 16 level, sixth formers can access the cross College timetable grid for Rhos campus which is made available to schools and LEAs and Welsh speaking students from the College have taken AS and A2 subjects at Ysgol y Creuddyn as part of these joint timetabling arrangements.

Equally, the 3 community colleges have links with their neighbouring schools at pre and post 16. Joint planning and timetabling arrangements between Denbigh Community College and Ysgol Glan Clwyd, Ysgol Brynhyfryd and Denbigh High allows sixth formers the opportunity of following AS or A2 at

Denbigh Community College in subjects not available at school. A link with Ysgol Plas Brondyffryn, Denbigh which provides for pre and post 16 students with Autism and Asperges syndrome gives pupils access to provision and facilities at the community college. Denbigh Community College has run a Homework Study Club for pupils in the Denbigh area. A further post 16 link within the Vale of Clwyd involves the College delivering A Level Electronics at Ysgol Glan Clwyd. Rhyl Community College has arrangements with Prestatyn High school to deliver key skills to A Level students. Abergele Community College has an Edging Ahead programme in partnership with Ysgol Emrys ap Iwan enabling year 12 and year 13 students to gain additional qualifications and skills after school and in the community college.

Other links with schools include year 10 pupils from Ysgol Glan Clwyd and Ysgol Brynhyfryd working in the College kitchens and restaurants for the work experience element of GCSE Catering. The college holds year 11 taster days attended by pupils from all schools. For the past 4 years the whole year 10 cohort from Ysgol Glan Clwyd have spent 3 days on the Rhos campus following vocational tasters as part of their careers advice and guidance programme. Building on these links, College tutors recently gave careers talks to year 11 pupils at the school. In 2004 the College hosted the Wales Skillbuild competition attended by pupils from all schools and the College has been invited to host the 2005 competition. A recent development has been giving talks and presentations on National Apprenticeships and these have been presented in Welsh at Ysgol y Creuddyn and bilingually in all Conwy schools.

The college is continually building on its links with schools and there is joint working on a number of projects through the CCETs and the 14-19 Area Networks including further exploring common timetabling, planning the implementation of the Learning Coach, development of options menu, a care sector project and developing e-learning programmes for minority AS/A2 subjects. These projects will benefit 14-19 learners across Conwy and Denbighshire.

1.9 Examination Boards.

The College is in dialogue with Examination Boards to offer end of unit tests and assessments in Welsh and are constantly developing links with awarding bodies and put pressure on them to supply a fully comprehensive bilingual service.

1.10 Links with other organisations in the Development of the Welsh Language

The College has developed links with the following organisations:

Popeth Cymraeg/Welsh Unlimited
Gwynedd Consortium
Clwyd Consortium
Canolfan Bedwyr
North Wales Bilingualism Forum

Menter Dinbych-Conwy
ELWa
Careers Companies
Sgiliaith
Cyfle

1.11 Management of the College

The College management structure consists of the Policy Group and the Senior Management Team. The Policy Group is chaired by the Principal, and includes three Assistant Principals.

The main College Directorates are Planning and Standards, Business & Central Services, Learning Networks and Personnel Services. The Senior Management Team includes the eight Curriculum Area Directors and the Head of Rhyl College, Head of Abergele College and the Head of Denbigh College with representatives from Finance and CSU.

A Group has been established to steer Welsh language and bilingual issues within the College and to monitor the implementation of the Welsh Language Scheme. It is called the Bilingual College Steering Group and this will meet bimonthly. This Main Group will be chaired by the Deputy Principal Planning and Standards and advised by the Welsh Medium and Bilingual Development Officer. It will report to the Academic Board of the College, which will in turn report to the Governing Body.

The remit of the Steering Group is as follows:

- ❖ *Oversee and steer the development of an acceptable and effective Welsh Language Scheme.*
- ❖ *Advise on its implementation and ensure its communication.*
- ❖ *Monitor its impact on the provision of a bilingual service.*
- ❖ *Support and encourage bilingual and Welsh initiatives within Llandrillo College and its partners.*

Thus the group will seek to action the following:

- ❖ *Report regularly to Academic Board – including minutes*
- ❖ *Report to relevant groups i.e. Policy Group, SMT, Staff Development Committee as required*
- ❖ *To identify and support staff development need*
- ❖ *To review and evaluate the progress for each programme area*
- ❖ *To ensure the objectives and targets of the Welsh Language Plan and Programme Area action plans are being met.*

Representation.

Representation reflects a stakeholder approach. All functional and operational areas are represented together with all layers within the College and the Bilingual Champions. This is in order to ensure full discussion and involvement of all sectors within the College.

Bilingual Champions

The College has developed the concept of the 'Bilingual Champions'. A team of some 13 Bilingual champions attached to each curriculum area with the remit to encourage support and monitor Welsh language development in their area for staff and students, provide tutorial support to students where required, mark student's work when required, and liaise with external bodies.

2 THE CONTENTS OF THE SCHEME

This is a Welsh Language Scheme prepared by Coleg Llandrillo in accordance with the requirements of the Welsh Language Act, 1993. The College sets out in this Scheme how it intends to give effect to the principle of equality, as laid down in Section 5 of the Act, i.e. the principle that requires that the College should treat the Welsh language and English language “on a basis of equality”.

2.1 Reference to the Timetable

The College is committed to the implementation of the Welsh Language Scheme. Where current circumstances do not allow the immediate and full implementation of the Scheme, details are provided of the actions to be taken by the College, over a period of time, to address the situation. Details are also included as to how the aims and objectives are to be achieved, how progress is to be monitored and how the effectiveness of the Scheme is to be measured.

3 SERVICE PLANNING AND DELIVERY

3.1 New Policies and Initiatives

The College provides and delivers services to the public, and is often involved in formulating policies, schemes of work, plans and new initiatives to facilitate, improve and expand those services.

The College is committed to assessing the linguistic consequence for any new measures of this nature as they are formulated. Care will be taken to ensure that any new policies and initiatives will promote and facilitate the use of the language. This means that an integral part of service planning will be to plan for bilingual provision so that the College may move closer towards implementing the principle of equality.

In developing and implementing measures of this nature, the College will ensure that they are consistent with the aims of the Welsh Language Scheme, and will take every opportunity to promote its objectives.

The College will ensure that the Scheme's measures are implemented as new policies and initiatives are put into operation. The College will not implement any measures which may undermine the Welsh Language Scheme and its aims.

All senior staff at the College have a duty to ensure that the commitments made in the Scheme are observed. Staff also have a responsibility to ensure that full account is taken of the commitments made in the Welsh Language Scheme, when new developments are planned and implemented.

The College will consult with the Welsh Language Board on any proposed changes or developments which may impact on the Welsh Language Scheme. The Welsh Language Scheme shall not be altered without prior agreement of the Welsh Language Board.

3.2 The Standard of Service in Welsh

The College is committed to delivering an equally high quality service in Welsh and English throughout the work of the College. This principle will be stated in key documents such as The Strategic Plan, The Operational Plan the Annual Report, and the Prospectuses as well as the Scheme itself. It will also be stated on recruitment advertisements, in personnel literature and in other situations where statements on equal opportunities and service quality are made. Standards relating to the College's provision of services and dealings with the public in Welsh will be set, publicised and regularly implemented and monitored. The standards will include having the same response deadlines for correspondence or for processing documents and other internal services in Welsh as in English.

The College will ensure that the quality of services offered in Welsh, in all areas, is consistent through our rigorous self-assessment procedures.

4. Education and Training Provision

Given the linguistic pattern of Conwy and Denbighshire, the College will ensure that, students and other members of the public are able to use their preferred language, whether this is Welsh or English. For the purpose of this document students are deemed to be 'members of the public' when they are:

- prospective students who contact the College, and who have not enrolled on any course;
- enrolled students.

The College is committed to providing its services to the public, who live in Wales, in the language of their choice wherever possible. As part of this provision, the College will also take steps to consult its public (students and employers) through its on-going liaison channels to ascertain the demand in advance for such provisions so that resources are used in the most effective way.

4.1 Services to Students

Pre-course Services to Students

Initial enquiries are welcomed in Welsh as they are in English, course information and advice and guidance is available in Welsh centrally and within Schools of Study. Students are invited to be interviewed in the language of their choice and diagnostics and follow up information is offered through the medium of Welsh. Student induction packs which include a Student Diary are bilingual. The Welsh Medium and Bilingual Development Officer and Bilingual Champions give a formal presentation to all full time and substantial part-time students (substantial part-time: students following a course of more than 6 hours duration per week) in their tutor groups during induction week to raise students' awareness of the importance of bilingualism, the employment opportunities available in the area and to promote the free Welsh language training opportunities available to all students within the College.

On-course Services to Students

Teaching support is offered to all staff by means of a regular programme staff development events within the College. The Welsh Medium and Bilingual Development Officer and the Staff Development Manager work closely to prepare a staff development strategy and sessions using the results of the updated Survey of Staff Skills in Welsh as a guide to meet the needs of individual members of staff and to ensure that sufficient numbers of bilingual staff are available to further the objectives of the Welsh Language Scheme.

Students are offered assistance by bilingual tutors within their programme area when completing their work in Welsh. Teaching support has been provided to students who have chosen to complete their GCSE Mathematics through the medium of Welsh.

Key Skills through the medium of Welsh are offered to all students and the College will ensure that bilingual members of staff who specialises in Key Skills through the medium of Welsh will be available in the Learning Resources Centre to act as a mentors to students.

Every student within Coleg Llandrillo completes a n Enrolment Form in order to ascertain the students' competency in the Welsh language and determine whether they would like to be assessed bilingually or in Welsh on any of their chosen programmes. The Welsh Medium and Bilingual Development Officer, in liaison with the Bilingual Champions and course tutors ensures that students will be assessed in their chosen language or bilingually. Bilingual external test papers are provided when they are available. The College is in dialogue with Examination Boards to offer end of unit tests in Welsh and is constantly developing links with awarding bodies and put pressure on them to supply a fully comprehensive bilingual service.

The College ensures that students who prefer to complete their work bilingually or in Welsh are provided with bilingual assignments. It is the College's aim to offer training on the use of the Welsh spell-checker to all who wish it. Every student is offered the opportunity to go on bilingual work placements.

Personal tutorials are offered in Welsh when the tutor is bilingual. When the tutor is not bilingual every effort is made to put the team dimension in place to offer a Welsh tutorial. (The curriculum planning sheet identifies tutors strategies for Welsh).

Careers advice and guidance is offered in Welsh to all students. The College has appointed a bilingual Student Councillor who can offer counselling, financial and personal support through the medium of Welsh.

Post course Services to Students:

Post-course support with career advice and guidance is offered in Welsh as in English.

Other Services to Students:

Marketing and publicity activities are carried out bilingually. Advertisements which promote College services appear in Welsh and English in the press in Wales and the UK. Interviews to promote the College are given in Welsh as in English on the local radio stations.

Public relation activities which include the College's summer tour of events in the region are staffed by bilingual members of staff. Open Days and Evening are staffed by bilingual staff.

Public meetings are conducted in Welsh and English with the assistance of external translators.

The College employs professional translators and, when necessary commissions the services of translation agencies.

However, currently, all areas within the College are not always able to offer services through the medium of Welsh because staff do not possess the relevant bilingual skills to offer a bilingual service; the main reason for this is that the College draws its workforce, primarily from the anglicised North Wales coastal strip, where the majority of people speak English and not Welsh. Nevertheless, the College is committed to putting into effect a linguistic skills strategy which will eventually enable it to provide equally effective, convenient and comprehensive services, to the public in both languages.

To this end each Curriculum and Functional Area will regularly consider the ways in which each of its services to the public is organised, in order to determine how it may best proceed towards implementing the principle of equality with an annual review cycle. A method will be developed which may include one or more options from the following list depending on which part of the College this is being applied to :

- organising and developing the service team so that Welsh -speaking staff are able to deal with the Welsh speaking public;
- Welsh speaking officers in one workplace being made available to assist another workplace when required;
- sharing services for Welsh speakers with neighbouring organisations providing the same services, or purchasing the service from them;
- establishing a specialist team to support those who are delivering the College's various services to the public;
- employing professional internal/external translators.

Each Curriculum Area and Functional Area, in collaboration with the Personnel Services Directorate, will give initial priority to the need to ensure that staff who come into frequent contact with the public, face to face, by telephone, through correspondence or other media, are able to perform their duties bilingually whenever possible. The Welsh Language and Bilingual Development Officer and The Bilingual College Steering Group will provide appropriate advice to all relevant staff on these issues.

Each school of Curriculum Area have met with the Welsh Medium and Bilingual Development Officer to agree a Welsh Language Development strategy and operational plan for the future. These proposals were then further agreed in discussions with the Assistant Principal Academic Planning. A twice yearly review of each school's Welsh Language Development strategy will take place to identify progress and agree further development. This review will form part of the school of study's operational planning process and be verified by the Policy Group, bilingual College Steering Group and Academic Board.

4.2 The College Curriculum

The College is strongly committed to bilingualism rather than separate Welsh or English provision. We sincerely believe that bilingualism is the best way of supporting the Welsh language and we know that students use their Welsh more in a

bilingual context. We believe this is the best approach to prepare our students for the bilingual world in which they will live and work.

Over the past few years we have encouraged all our students across the Learning Network to use both the Welsh and the English languages within the learning environment, by offering them the opportunity to be assessed bilingually. The aim is to provide the opportunity, where possible, to have access to External/Internal Assessments, Course Notes, Assignments, Workbooks and Work Experience, all bilingually. In brief, they have access to both languages simultaneously. This encourages 'trans-languaging' which encourages and develops students' skills in both languages while normalising the use of both in the learning environment and bridging into the workplace and the community (National Assembly Target, Iaith Pawb)

The population of the College contains a declared 14% with some knowledge of the language, of which approximately 6% are fluent Welsh speakers. This proportion is falling slowly. Those claiming no knowledge or not responding to the question has risen from 67% to 86% in the last 2 years.

1% of the College's intake identifies Welsh as their preferred language of delivery.

Our numbers of Welsh medium assessments stood at 3700 in 04/05, the third largest number in Wales after Coleg Meirion Dwyfor and Coleg Menai. That represented a service to approximately 300 students, or around 1.4% of our population. We have set targets to increase that to around 420 students, around 2% of the population. We hope that an increasingly comfortable bilingual ethos will attract more Welsh speakers.

The College aims to provide education and training in both languages. In further developing this provision, the following considerations will be taken into account:

- the level and nature of demand from students – an audit of the students' linguistic background will be made before they commence their courses;
- the needs of individuals, and the availability of bilingual teaching staff and other essential resources;
- the needs of the local community, and the local industry of the area via questionnaires and by working closely with Menter Iaith Dinbych Conwy and the Unitary Councils of the catchment area..

In general terms the College commits itself to pursuing the following action:

- to offer Welsh language training, and an awareness of the Welsh Language and Welsh culture and history, to all full time students;
- to offer and provide Welsh/bilingual assessment to all full time students, and to all part-time students with Welsh as their first or preferred language;
- to provide bilingual teaching and learning, wherever possible and whenever requested in any case.
- to implement a staffing strategy that ensures staff capabilities match demand and need;

- to develop that capability in the staff, where there is demand but inadequate capability;
- to promote provision, where there is capability but inadequate demand. .

The College recognises that there will be a need to flexibly deploy methods of delivery and assessment in order to secure an acceptable balance between the programme of study of individual students and the general pressure on human and material resources in the College.

Provision will be planned and demand estimated by considering the following factors:

- the linguistic nature of the courses in the different Key Stages in the secondary schools from which the students are recruited, and the numbers studying subjects through the medium of Welsh in years 10 -11 and/or years 12-13;
- the numbers taught through the medium of English (or another language) but who would benefit from pursuing a proportion of their college education through the medium of Welsh;
- surveying numbers and the specific linguistic needs of mature students.
- the selection of students to pursue Welsh -medium or bilingual courses;
- the increasing demand among employers for staff able to operate professionally in both languages;
- the need and demand for Welsh -medium training and for learning Welsh in the workplace.

The College has undertaken a staff language skills audit and it needs to move to a position where:

- all provision with adequate potential demand and the appropriate staff skills, is offered;
- all provision with staff skills and inadequate demand, is promoted;
- all provision with adequate demand but lacking appropriate staff skills, is being addressed through Human Resources in the medium term, with appropriate action points in Functional Area plans.

4.3 Potential Partners in the development of Welsh Medium and Bilingual Provision

Local Secondary Schools

The opportunities for collaboration, in post-16 provision, have been discussed in meetings with local secondary head-teachers. These possibilities include Welsh medium provision.

Popeth Cymraeg/Welsh Unlimited

Llandrillo College and Popeth Cymraeg work closely together. It has been agreed that Popeth Cymraeg/Welsh Unlimited's remit is to provide Welsh

language skills training and not vocational training through the medium of Welsh. They are willing to promote Coleg Llandrillo's provision. There is a great deal of potential for such developments, and for shared provision in premises planned by Popeth Cymraeg/Welsh Unlimited Clwyd in Colwyn Bay and Llanrwst. The latter in particular should be developed jointly, as both organisations have an interest in developments in the town centre which could be the basis for a substantial amount of Welsh medium provision. Future developments with our partners include a complete revamp of the Welsh for Adults agenda with a dramatic modernisation of the whole concept focusing on a student centred, age inclusive, 24/7 one-stop-shop approach.

The College has particularly developed working links with Popeth Cymraeg and Coleg Digidol Cymru. Currently Popeth Cymraeg's FEFCW funded Welsh learning provision is operated via franchise with Llandrillo. Discussion are currently underway to offer joint provision of Welsh medium vocational delivery – particularly in the Denbigh and Llanrwst regions and we have identified joint opportunities for the development of new Information Communication Technology based Learner Centre in Llanrwst.

4.4 Past, Present and Future Provision

The following information is a synopsis of the Welsh/bilingual provision offered by the College over the last 3 years. This information is included in the Scheme to show a baseline from which the College is developing and extending its bilingual provisions.

In order to explain what is meant by bilingual provision the College offers the following definition:

where individual modules which form part of a full or part-time course are taught concurrently through the medium of Welsh or English to a mixed group of English and Bilingual students;

where teaching and assessment materials are available bilingually and also work experience when available;

where students are given the option of submitting their work in English or Welsh.

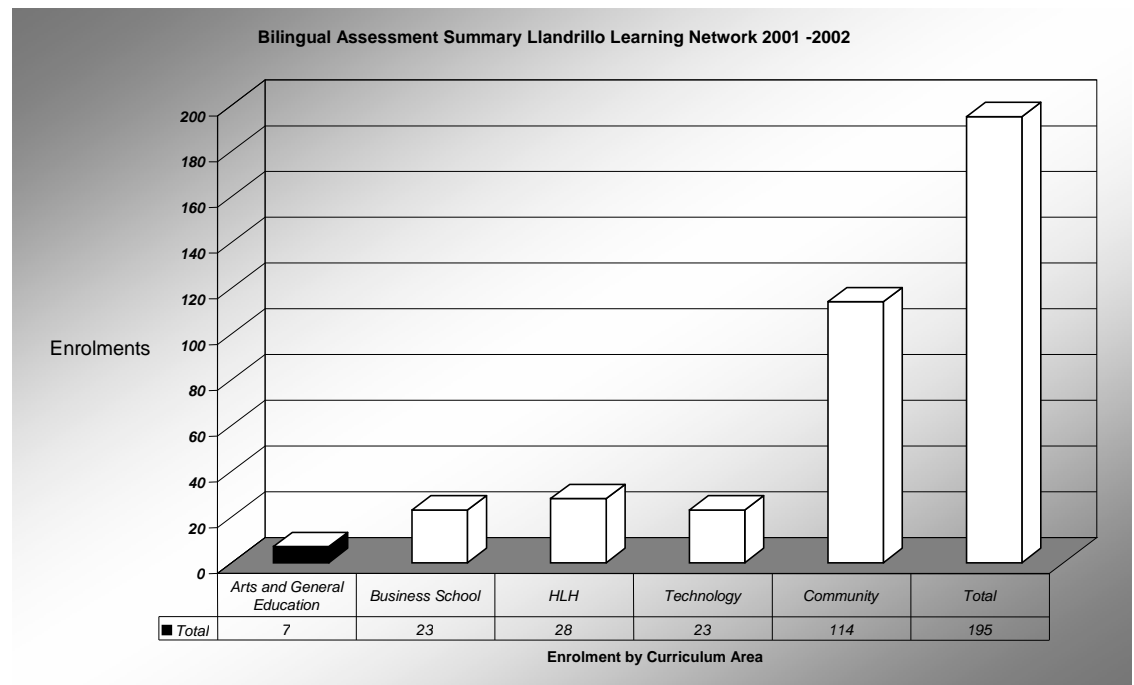
where any element of the Welsh Language is used.

The College offers all its students the opportunity to be assessed bilingually or through the medium of Welsh.

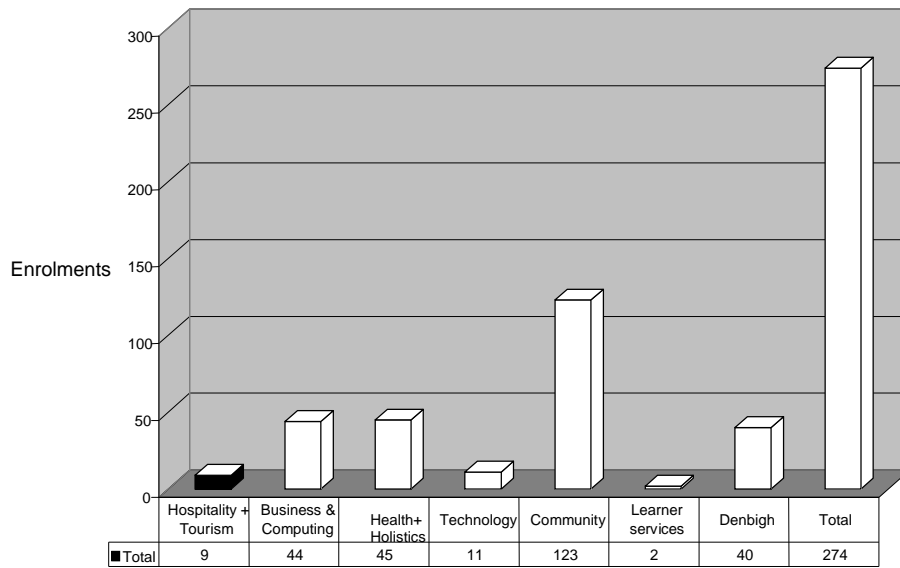
Bilingual Assessment by Enrolments.

Year	99 - 00	00 - 01	01 - 02	02 - 03	03 - 04
Enrolments	103	108	162	254	290*

Growth in Student enrolment by Curriculum Areas 2001 - 2004.

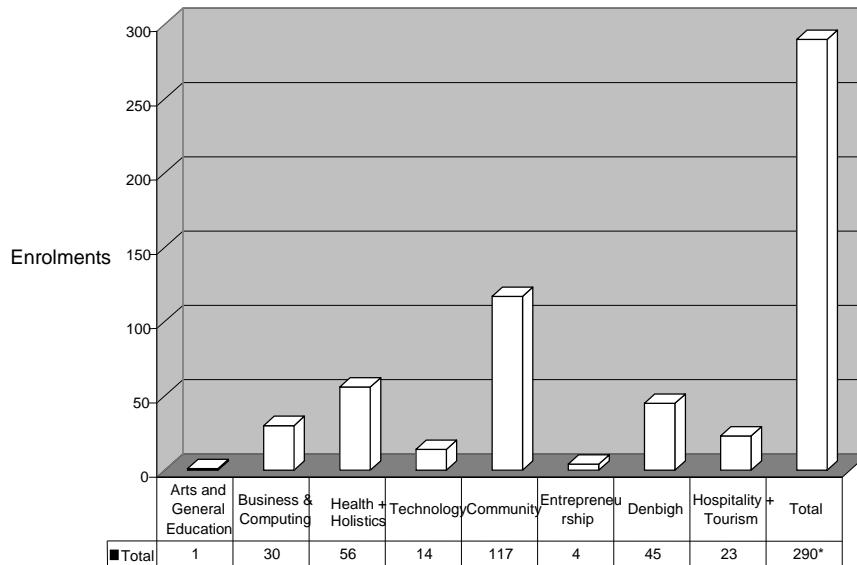


Bilingual Assessment Summary Llandrillo Learning Network 2002 -2003



Enrolment by Curriculum Area

Bilingual Assessment Summary Llandrillo Learning Network 2003 -2004



Enrolment by Curriculum Area.

(Graph Data based on actual enrolments which are subject to minor changes after processing by Elwa, chart data based on funded units).

Future Provision and Targets

The College is strongly committed to bilingualism rather than separate Welsh or English provision. We sincerely believe that bilingualism is the best way of supporting the Welsh language and we know that students use their Welsh more in a bilingual context. We believe this is the best approach to prepare our students for the bilingual world in which they will live and work.

The College is committed to continually developing the curriculum on offer to its students and uses the opportunity of presenting the following targets for bilingual provision as a means of demonstrating that commitment. The targets set are based upon the information from the survey of staff skills in Welsh and from the survey of students during the enrolment procedure. The Scheme and its curriculum targets are not static, but are a dynamic and evolving way of supporting greater linguistic achievement by the College's students. The targets set are realistic and achievable within the three year period and aim to build upon existing skills for staff and support their language development to achieve growth planned for subsequent years. The targets outlined have resulted from a process of prioritising a number of factors that include student entitlement and choice, current provision, potential for development, availability of resources, staff development and consultation internally, so as to ensure the Scheme is understood and owned by all.

To do this the College invests significant resources, including:

- A full time Welsh Medium and Bilingual Development Officer
- A full time and a number of part time professional translators and the services of translation agencies
- A team of some 13 Bilingual champions attached to each curriculum area with the remit to encourage support and monitor Welsh language development in their area for staff and students, provide tutorial support to students where required, mark student's work when required, and liaise with external bodies.

The targets have been established through a process of consultation with staff, discussions at the Bilingual College Steering Group meetings and discussions at middle and senior management level. They represent in realistic and operational terms the strategic vision for the College's Curriculum Areas. In particular, they also reflect the determination of the College through its curriculum areas to contribute progressively to the needs of the economy and local community by equipping students and trainees with the requisite linguistic skills to work and pursue careers within a bilingual workplace and increasingly bilingual society.

The College is pursuing a broad generic strategy of bilingual development across the whole curriculum. Thus a linguistic and cultural awareness programme will be drawn up. This programme will be OCN accredited and will be implemented from September 2000 across all curriculum areas for all full time and substantive part time students as part of their induction programme. Additionally, as identified, there will be programme areas which have specific targets relevant to their own areas having considered linguistic

skills of staff and skills needs of the locally community and vocational area. In particular, the areas of Health and Holistics, Business Tourism and Computing, Technology and The Learning Network have identified the need to more rapidly progress bilingual provision to reflect the particular bilingual demands of the Sector.

Proffil Targed Unedau Dysgu Dwyieithog 2004 -2007
Bilingual Learning Units Target Profile 2004 -2007

Mae'r Coleg wedi targedu y proffil twf canlynol at 2004 – 2007.
 The College has targeted the following growth profile for 2004 -2007.

Curriculum Area Targets 04 -07					
	02/03	03/04	04/05	05/06	06/07
Technology	500	500 <i>(627)</i>	650	700	750
Hospitality	500	500 <i>(476)</i>	500	550	600
Business Tourism and Computing	500	500 <i>(457)</i>	750	800	850
Health and Holistics	500	500 <i>(1296)</i>	1400	1500	1600
Arts and Gen Ed	400	400 <i>(72)</i>	100	200	350
Learning Network	400	400 <i>(609)</i>	700	750	800
Learner Services	200	200	50	50	50
Target	3000	3000	4150	4550	5000
Actual	3354	3559*			

**Dros dro Medi 2004*

** Provisional as of Sept 2004*

(Perfformiad gwirioneddol 2003-2004 mewn cromfachau)
(Actual Performance 2003-2004 in Brackets).

For our purposes a tight and prescriptive definition of bilingualism is not appropriate. Our belief is that the use of any element of Welsh is a good thing; the more the better, depending on the mix of the student group. Although we are developing an ethos in which all staff and students are comfortable with the most appropriate blend of English and Welsh for the group, in which barriers to the use of Welsh are no longer in place. We recognise that for funding purposes a clearer and more restrictive definition is necessary. We are working closely with WAG/Elwa to move to a definition which is workable within a funding regime but does allow a reasonable funding stream to providers who need to support the development of a bilingual ethos.

The College will adopt an innovative approach to planning the deployment of resources to overcome some of the restrictions caused by numbers or by shortage of expertise. Models of delivery will be examined with consideration being given to the provision of courses containing a combination, of the following arrangements as appropriate:

- parallel Welsh-English medium teaching;
- oral work in Welsh with written work in English or in bilingual form, or vice versa with oral work undertaken in English and the written work in Welsh;
- particular elements of the course or some specific modules in Welsh;
- work experience in a situation where the language is different from that of the course;
- the provision of notes in both languages, including terminology, where precedence will be given to the Welsh Language.

Coleg Llandrillo has examples of courses where these methods are being used successfully. The College is willing to share information about good practices with others so that they can use the same techniques with confidence. The College will work with other organisations to plan the provision of Welsh-medium or bilingual provision on a joint basis.

The College realises the importance of offering the student continuity in the language used for teaching. The demand from students for Welsh -language and bilingual courses will be considered when organising appropriate provision. Equally, the College's curriculum development strategy will take a proactive role in promoting and developing such provision.

When advising current and prospective students, action will be taken to ensure that students are aware of the demand for bilingual skills in the workplace and appreciate the benefits which will accrue from developing their linguistic skill, in a vocational and academic context, in creating wider opportunities in work and leisure in Wales. Students will have the opportunity to discuss the benefits of bilingual skills with their tutors and leaflets will be issued to them giving good reasons why they should consider improving their bilingual skills.

In order to secure appropriate resources, arrangements will be made to ensure high quality teaching materials; internal support services, such as a service for translating or adapting notes or resource technician support. Advice and support will be given from external experts in bilingual and Welsh -

medium education. In this context, other measures concerned with aspects of administration and management and external liaison may also contribute to consolidating the teaching provision.

On courses for Students with Learning Difficulties and/or Disability (SLDD), where the tutor is not bilingual, efforts are made to utilise bilingual learning support assistance who support the student on a one to one basis.

An individual assessment is made of every SLDD student's individual needs which includes language.

We offer Welsh medium assessment to all students. We can provide bilingual teaching and learning materials and provide bilingual tutorial support.

Most of our SLDD students are referred by Social Services and other agencies so we have comprehensive information on their needs prior to their enrolment. Our Learning Support Consultative Committee has representatives from Conwy and Denbighshire Local Education Authorities and other local agencies and assist in guiding our curriculum offer. There will be a standing item on Welsh Medium Provision and Development.

Additionally, there are working arrangements with specific local authorities, social services and other agencies which enables the College to plan future need and provision. This linguistic pre-planning will entail meetings between officers from the relevant agencies such as local authority special needs officers and the College's SLDD Managers and Coordinator who are both Welsh speaking, this arrangement will continue into the future.

Consideration will be given as to how to ensure that appropriate bilingual provision will be available across the Coleg Llandrillo Learning Network. Development opportunities will be available in order to ensure that staff possess the necessary skills, which enable them to provide education and training in both languages.

The College has appointed a Basic Skills Development Co-ordinator who has the ability to communicate and teach through the medium of Welsh.

Adult education and part time courses are primarily organised by the College's Lifelong Learning Directorate and the following statement is proof of their commitment to development:

Widening participation forms an integral element of the College's strategy. To be relevant to need this has to include the development of Welsh language and bilingual provision. Research has been carried out to identify user need in the community including linguistic need- by BIC Eryri. This research has focused on the Denbigh area. Similar research is planned for the community-based areas such as the Conwy Valley and the Vale of Clwyd. Equally, discussions have taken place with Popeth Cymraeg with a view to developing joint provision on vocational courses through the medium of Welsh in Denbigh, Llanrwst and Colwyn Bay. The discussions are continuing and will form part of the College's Strategic Plan –published in August 2000. It is intended to establish Welsh medium vocational provision in the Denbigh

and Llanrwst areas from January 2001. The specific vocational areas currently being considered include Business Administration and Information Technology. Detailed discussions between Coleg Llandrillo and Popeth Cymraeg with the intention of drawing up a common strategy by June 2000 have taken place. Details of the targeted vocational areas will be presented to The Welsh Language Board for inclusion in the Scheme.

5 DEALING WITH THE WELSH SPEAKING PUBLIC

5.1 Correspondence

Coleg Llandrillo welcomes letters and other written communication in Welsh and English alike. In order to make this generally known a short statement will be included on official notepaper and publications confirming that communication is welcomed in both languages. When the public choose to use Welsh, correspondence will be dealt with as follows:

- corresponding through the medium of Welsh will not in itself lead to a delay;
- letters received in Welsh will receive a signed reply in Welsh, whenever a reply is required;
- correspondence initiated by the College following face to face or telephone communication in Welsh will be in Welsh, unless the member of the public has indicated otherwise;
- all correspondence where initiated by the College with students, schools, employers, and the general public will be bilingual if the language of the recipient is not known. This will apply to letters initiated to individuals and to general standard and official letters.
- correspondence will be initiated in Welsh with those who are known to prefer corresponding through the medium of Welsh.

Staff who deal with correspondence will be issued with written guidance on how to deal with Welsh correspondence.

The feasibility of setting up a database to record the details of those who wish to deal with the College in Welsh will be investigated. This could be linked by way of computerised coding to forms and other publications as well as to personal and general correspondence. Others, for instance, mixed language families may wish to receive bilingual correspondence. This type of approach could radically improve the Welsh language service that the College can offer.

5.2 Telephone communication

Telephone calls will be welcomed in Welsh and in English alike. In order to facilitate this, staff will greet the public bilingually at the first point of contact with the College and when calls have been directed to staff within schools of study. All staff at these points who are not fluent Welsh speakers will be encouraged to be familiar with basic greetings in Welsh, and training will be provided for all staff. Over time, as a result of appointment opportunities, bilingual staff will be appointed to posts where the ability to speak Welsh and English is deemed to be essential.

If a Welsh speaking member of staff is not available to deal with a person who wishes to speak Welsh at main reception points or within Schools of study, the offer will be made to transfer the call to a Welsh speaker or arrange for a Welsh speaker to phone back as soon as possible. If this proves impossible,

the caller will be offered the option of either continuing the call in English, or of writing to the College in Welsh.

The College will consider the following options to assist Welsh speakers to deal with the College in Welsh over the telephone:

- providing an internal directory of Welsh speakers in the College to whom calls can be transferred, or indicate linguistic ability in standard internal directories;
- allocating Welsh-speaking staff to workplaces which frequently receive calls from the public;
- providing all staff with guidance on handling telephone calls from Welsh speakers, and ensuring staff are familiar with them;
- naming staff able to deal in Welsh on leaflets, forms or other literature;
- providing a dedicated line (such as a “help line”) for Welsh speakers.

Indicating Welsh speakers on internal directories has the added benefit of increasing awareness among staff, throughout the College, of colleagues who can deal with the public in Welsh.

If a dedicated line is provided it will be publicised on leaflets, letterheads and other materials, and inserted in telephone books.

Answer-phones will have bilingual greetings and messages on them.

5.3 Public meetings

When public meetings, conferences, seminars and similar events are held, the College will make it clear to those attending that they are welcome to contribute through the medium of Welsh or English. There will be circumstances where it is appropriate to conduct the entire proceedings bilingually or in either Welsh or English. In order to facilitate this, the College will offer simultaneous translation facilities at all public meetings.

Language choice will be established when making arrangements for these events. When Welsh speakers are among those invited or it is known that Welsh speakers are attending, meetings will be conducted bilingually.

The College will adopt the following approach to public meetings:

- Public notices, invitations and other papers setting out the arrangements for these events will make it clear that the public are welcome to contribute in Welsh or English without need for prior notice;

Translation will be provided by simultaneous interpretation as opposed to consecutive interpretation. The College will assess the need for Welsh-speaking members of staff to be present to welcome the public and deal with their queries on arrival. Those representing the College will make it clear of their linguistic ability when meeting the public by greeting people bilingually and using the Welsh Language Board’s “Working Welsh” badges.

5.4 Other meetings with the public

All the College services specified in the Services to Students and Other Services will be developed as bilingual services.

The College will ensure that those who wish or are required to have face -to-face dealings with the College know they are able and welcome to do so in Welsh as they are in English. The College will:

- make it known generally, in writing and in discussion, that the public may choose which language to use in meetings and discussions with the College;
- offer language choice every time a meeting is arranged;
- make arrangements in which to enable the College to respond to requests for a meeting in Welsh;
- allocate Welsh-speaking staff to workplaces where members of the Welsh speaking public often wish to discuss matters with the College (for instance, counter services, counselling points and reception duties);
- organise service teams so that Welsh speaking staff are available to deal with Welsh-speaking clients.

The degree to which this is necessary will vary from area to area and from service to service.

5.5 Other dealings with the public

The College's web site will be fully bilingual. The Intranet will be developed as a bilingual internal service, especially those parts which are accessible to the public and partner organisations.

Video conferencing will be available as a bilingual service.

6 THE COLLEGE'S PUBLIC FACE

6.1 The College's Corporate Identity

The College's corporate identity will be fully bilingual. The following are bilingual:

Name

College's logo

Address

Visual identity

Corporate Mission and other standard information used on materials and goods

Signs on buildings

Letterheads

Publications

Fax papers

Sign writing on vehicles

Business cards and identification badges will be fully bilingual.

Guidance will be provided to staff and designers to ensure that the principle of equality is given effect consistently across the College's corporate identity. This will extend to publishers, agents, contractors and others who reproduce and use the College's image.

6.2 & 6.3 Signs

Information signs within the curtilage of the College's property, including internal areas to which members of the public have access, will be fully bilingual. All other signs such as public information signs for which the College is responsible will be fully bilingual.

The format, size, quality and prominence of text on signs will respect the principle of equality. When separate Welsh and English signs are provided, they will be equal in terms of format, size, quality, legibility and prominence. The accuracy of the signs will be maintained by the College's Translator. The Welsh Medium and Bilingual Development Officer will co-ordinate this and monitor the situation, in conjunction with the Estates Department.

6.4 Publishing and Printing Material Directed at the Public in Wales

The College will, publish materials aimed at the public bilingually, with Welsh and English versions together in one document. In certain cases cost and practicality may make the issue of separate English and Welsh versions unavoidable. If publishing separately is the only option, the Welsh and English versions of any document will be issued simultaneously, distributed together and be equally accessible; both will carry a message "This document

is also available in Welsh” and “Mae'r ddogfen hon hefyd ar gael yn Saesneg”.

The College will ensure that the price of the Welsh version of a document will not be greater than the price of the English version.

The measures specified in the Scheme will reflect such matters as the size and nature of the target audience for the publication, the size and nature of the document and how widely it will be distributed, cost, timing, likely demand, prestige, value for money and other matters.

For the purpose of this document, examples of “publications” include:

Annual Reports and Accounts	Consultation documents
Brochures and leaflets	Guidance notes
Cards	Marketing advertisements
Certificates	Posters
Circulars	Procedures
Codes of Practice	Public notices
Rules and regulations	Statistical publications
Prospectuses	Invitations
Menus	Vouchers
Timetables	Recruitment Advertisements

The following publications are currently bilingual:

Annual Reports and Accounts	Consultation documents
Brochures and Leaflets produced centrally	Guidance notes produced centrally
Cards	Recruitment Advertisements
College certificates	Posters produced centrally
Circulars produced centrally	Public notices
Prospectuses	Invitations
Vouchers	

Some of the following publications are in English only:

Codes of Practice	Rules and regulations
Timetables	Procedures
Statistical publications	

Staff, designers and publishers will be provided with written guidance for dealing with bilingual publications.

Documents for students such as course notes will be bilingual see 4.1 for further details.

6.5 Forms and Explanatory Material for use of the Public in Wales

All forms and associated explanatory material for the use of the public in Wales will be fully bilingual with both language versions together in one document. If the material needs to be published in separate Welsh and English versions, they will be:

- published simultaneously;
- equally available in offices and other distribution points;
- distributed together.

They will carry a message confirming that the document is also available in the other language. Each school and functional area will be responsible for implementing this measure.

6.6 Press notices

The College will issue bilingual press releases and notices to the press and media in Wales.

6.7, 6.8, 6.9, 6.10 Advertising and Publicity Activities

The College will conduct advertising and publicity activities in Wales bilingually, in a way that treats the two languages on a basis of equality. The College will ensure that the following are bilingual:

- marketing campaigns
- literature: brochures, booklets and leaflets designed for instance to promote services, or explain schemes, policies, procedures, legislation;
- films, videos, tapes, and audio visual materials;
- exhibitions, conferences and seminars and associated display materials;
- advertising: via television, radio, electronic messages, public address systems, posters, hoardings and the press, whether national, local or specialist;
- direct mail, including promotional material;
- response mechanisms, such as telephone help lines used in conjunction with promotional campaigns and information services;
- market research, either in advance of a promotion or subsequently to monitor and assess its effectiveness;
- public surveys.

The Resource Planning directorate and the Academic Planning Directorate will ensure the implementation of these measures.

6.11 Official notices, public notices and staff recruitment advertising

The College will ensure that official notices, public notices and recruitment advertisements in Wales, whether in the press, on notice boards or otherwise, appear with Welsh and English versions shown together. They will be equal in terms of format, size, quality, legibility and prominence.

Advertisements appearing in the Welsh Language press will be in Welsh only. Where posts are being advertised for which the ability to speak Welsh is deemed essential, a Welsh-only advertisement in the English language press may be appropriate with a footnote in English explaining the purpose of the advert.

Where the ability to speak Welsh is desirable, this will appear in both Welsh and English in the Welsh and United Kingdom based papers. Where Welsh is not a pre-requisite of a post, a bilingual advertisement will appear in the Welsh based papers without reference to the need to be able to speak Welsh. Where the advertisement appears in newspapers which circulate mainly outside Wales, the advertisement will be in English only. All vacancies are held on the College Website in a bilingual format.

The College will continue to ensure that its job advertisement procedures are implemented.

7 IMPLEMENTING AND MONITORING THE SCHEME

7.1 Staffing and Recruitment

The College will ensure that it will recruit, develop and maintain sufficiently skilled Welsh speakers in order to deliver a full service through the medium of Welsh as detailed. The College will categorise posts on the basis of the required ability to understand, write, speak and read Welsh, and identify the level of proficiency required.

In order to sustain curriculum bilingual development, a linguistic skills strategy now forms an integral element of Human Resource Management policy. In particular, the use of the linguistic skills strategy will be further developed within Human Resource planning to identify bilingual curriculum needs and targets and match against staffing requirements. This linguistic skills analysis will enable the College to identify posts where the ability to speak Welsh is considered essential or desirable when identified that areas of the curriculum will be developed bilingually.

The Bilingual College Steering Group will monitor progress in implementing the staffing programme and will take action should the number of bilingual staff in Scheme related posts begin to decrease.

If Welsh language skills have been deemed essential for a post and no suitable Welsh speaking candidate with the full range of required skills is available, appointment will be made on condition of willingness to learn the language within an appropriate timescale and to an agreed level, and with the full support of the College.

The College will:

- identify workplaces and posts where the ability to speak Welsh is essential and workplaces and posts where it is desirable, to identify the level of proficiency required in each case, and to formulate team descriptions and job descriptions accordingly;
- implement a staffing policy which will incorporate strategies to prioritise and publicise the recruitment of Welsh speakers;
- conduct a survey of existing skills and attitudes;
- plan an appropriate timescale for the initiative and/or development of staff;
- provide a more detailed action plan ([Personnel Services Directorate](#)).

The College will provide training opportunities for staff to develop their skills in-house through free accredited training. This will include:

- introductory, intermediate and advanced levels;

- refresher courses, improver courses and those in specific and administrative teaching skills.

The College will develop a support programme which will include opportunities to use and practice Welsh socially.

Staff Recruitment Policy

The College is committed to recruiting the highest calibre of staff available in order to foster and encourage the ethos of continuous improvement throughout the College and to provide our learners with the best possible service.

Bilingualism

In all job descriptions, the ability to communicate bilingually is included as a desirable attribute but not essential. This is to ensure that we recruit the best possible candidate for each post and that no-one is excluded or discouraged from applying to us. The College is committed to providing bilingual front-line staff such as receptionists, administrative staff, support staff, library and IT workshop staff, etc., and staff rotas are devised to try to ensure that there is always a bilingual member of staff on duty at any time. In a minority of posts, where the need to be bilingual is essential e.g. receptionists/switchboard operators, or where the make up of an area needs a bilingual member of staff, this will be cited as an essential attribute on the job description. In the stronger Welsh speaking areas such as Denbigh, every effort is made to secure bilingual staff for all posts.

All advertisements for staff are bilingual and all College information made available to applicants is bilingual. All vacancies are put on the College website which is bilingual. The application form completed by candidates is bilingual and asks questions about the communication and writing skills of applicants through the medium of Welsh. This information is kept on an applicants' database in Personnel in order that we can monitor the number of bilingual applicants for a post and the number of successful candidates. Information is also collected on the Starter Form which all members of staff complete when appointed which asks if they are a lecturer, can they teach through the medium of Welsh.

Maes Cwricwlwm - Nifer o staff yn hyderus a bodlon dysgu drwy gyfrwng y Gymraeg.

Curriculum Area - Number of staff confident and able to teach through the medium of

Welsh.

Maes Cwricwlwm Curriculum Area	Nifer o staff yn hyderus a bodlon dysgu drwy gyfrwng y Gymraeg. <i>Number of staff confident and able to teach through the medium of welsh.</i>	<i>Enwau Names</i>	<i>Pwnc Subject</i>	Nifer o staff dysgu yn yr Adran. <i>Total Number of teaching staff in the Dept</i>	%
Computing	2	Trevor Rees Anwen Rylands	Range of Computing Subjects	23	9
Travel and Tourism	1	Nia Jones	A wide range of subjects from FE level to HE 2	Ft inc MSP =4 Pt=4	12
Business	6	Meryl Griffiths Eireen Greenwood Sian Knapper Meirwen Jones Catherine Prosser Bethan Davies	Secretarial HND Buss/Man Management. Work/Text Processing Business Studies and Law Law.	23Ft 7 Pt	20
Technology	2	O Tudur Jones David Roberts	Construction Management	16	13
	2	Lyn Davies Eryl Jones	Engineering	15	13
	3	Ieuan Davies Dewi Thomas Eifion Griffiths	MV Engineering	15	20
Creative Arts	2	Dilwyn Roberts Tim Williams	Media Photography Media		

		Pt Dylan Catleugh Pt + T			
Health and Holistics	2	Wendy Pierce Jones (Pt). Julie Howatson Broster (Pt)	Hair Dressing Theory and Prac	9	22
	1	Rhodri Davies	Sports	1	10
ILS	1	Will Jones	SLDD Inclusive Learning	17	6
Hospitality	1	Jane Roberts	Various	14	0.7
Community	2	Denise Harris Edwards	Cook and Eat Arts and Crafts	11	18
		Julia Smith			
Abergele Community College	2	Beryl Cooledge	Medical Se and Rec. Sociology. Psychology. IT Full range of provisio at level 2+3.	27	7
		Shan Taylor			
Coleg Cymunedol Dinbych	TG Williams (Pt) Ann Hughes(Pt)	2	Arts and Crafts	6	33
	Sylvia Davies	1	Computing	7	14
	Rhiannon Williams (Pt)	1	Languages	4	25
	Angharad Tucker	1	STEPS	6	17
	Gwenfai Griffiths	1	Widening Participation	1	100

Aseswyr Sgiliau Allweddol
Key Skills Assessors

Ysgol School	AoN	Cymraeg/Welsh	Comms	Cymraeg/Welsh	TG / IT	Cymraeg/Welsh
Art & Gen Ed			Llinos Evans	y		
Art & Gen Ed	Dylan Catleugh	y	Dylan Catleugh	y		
Art & Gen Ed			Dilwyn Roberts	y		
Art & Gen Ed					Arfon Edwards	y
Business	Trevor Rees	y	Trevor Rees	y		
Business			Nia Jones	y	Nia Jones	y
Business	John Pierce	y	John Pierce	y	John Pierce	y
Health & Holistics	Helen Davies	y	Helen Davies	y		
Health & Holistics			Menai Price	y		
Health & Holistics	Fiona Jones	y				
Health & Holistics	Rhodri Davies	y	Rhodri Davies	y	Rhodri Davies	y
Hospitality	Jane Roberts	y	Jane Roberts	y		
Technology	Dave Roberts	y	Dave Roberts	y	Dave Roberts	y
Technology	O Tudur Jones	y	O Tudur Jones	y		
Technology	Nefydd Davies	y	Nefydd Davies	y		
Technology	Lyn Davies	y	Lyn Davies	y	Lyn Davies	y
	11	11	14	14	6	6
Ysgol/School	AoN	Cymraeg/Welsh	Comms	Cymraeg/Welsh	TG/IT	Cymraeg/Welsh

Sgiliau Sylfaenol drwy gyfrwng y Gymraeg.
Basic Skills through the Medium of Welsh.

Enw/Name
Glyn Jones
Sarah Davies
Vaughan
Williams

Y
Y
Y

Maes Gweithredol. Nifer o staff yn hyderus a bodlon defnyddio y Gymraeg.

Operational Area. Number of staff confident and able to use welsh

Maes Gweithredol. Operational Area	<i>Pwnc/ Subject Maes/ Area</i>	<i>Enwau Names</i>	Nifer o staff yn hyderus a bodlon defnyddio y Gymraeg. <i>Number of staff confident and able to use welsh</i>	. Nifer o staff yn yr adran. <i>Total Number of staff in the Dept</i>	%
Principal's Suite	Central Administration	Anon Sampson Lynda Roberts	2	3	66
Finance	Assistant Director Finance	Alison Evans			
	Accounts Supervisor	Sian Walker			
	Payroll Administrator	Amanda Richardson			
	Purchase Order Clarke	Meirwen Jones			
	Student Finance Administrator	Chris Monks Roberts	5	13	38
ICT Services	ICT Services	Catrin Gwyn-Davies			
		Gwyndaf Williams			
		Susan Hancox	3	19	16
External Funding Unit		D Watkin A Jones	2	4	50
Technology	Construction	Ammanda Orrok	1	6	17

	Engineering	Eryl Jones	3	9	33
	Motor Vehicle	Lyn Davies Lisa Roberts	2	6	33
		Mal Evans Eifion Griffiths			
Creative Arts	Media	Dylan Catleugh	1		16
Learner Services		Refna Griffiths-Jones. Daniel Huws Chloe Smith	3 FT	11.5FTE'S	26
Business Workbased	Administration/Customer Service. Service Management and Development	Lisa Cunnah Glenda Calvert	2	14	14
Marketing	Marketing Manager	Lisa Parkhouse	1	4	25
Business and Central Services	Commercial Support Unit	JM Jones John Pierce Christine Evans Barbara Jones Pamela Headon Wynne Roberts	6	22	27
ILS	SLDD	Anwen Jones Karen Lloyd	2	44	4.5
Estates	Estates	Graeme Rich Alan Hicks	2	18	11
Health and Holistics	Health NVQ Assessor	Helen Davies Menai			

	Work Ex Coordinator Admin Sports. Supervisor	Price Wendy Farrar	3	30	10
		Tudur Morris	1	6	16
Abergele Community College	Admin Advice and Guidance Reception Library	Julie Dean Davina Jones Carol Roberts Caroline Roberts	4 Advanced/Intermedi ate Learners.	10	40
Learner Services	Advice and Guidance	Lynn Goodhew Lynda Blainy	2	9	22
	Reception	Sandar Evans Brenda Williams Ancilla Hughes	3	4	75

7.2 Learning and Developing Welsh Language Skills.

The College is committed to encouraging members of staff to learn Welsh or to improve their ability to speak Welsh, and to support and enable those who wish to do so. A rolling programme of Welsh language training for all levels will be provided based on the annual Survey of Staff Skills in Welsh results.

Learning and training programmes that focus on workplaces and posts which are important to the implementation of the Scheme will be provided as a matter of priority.

Fee waivers are offered to all staff on all in-house Welsh courses to encourage take up and development of staff's bilingual skills.

Staff are also supported in attending intensive Welsh courses at Nant Gwytherin where appropriate. The Bilingual Champions encourage staff to use and develop their skills and provide support and encouragement to those who lack confidence.

7.3 Vocational Training

The College will assess the need for vocational training through the medium of Welsh and ensure the provision is available when and as required.

The College will provide a programme of training and development to facilitate the implementation of the Scheme based on identified need.

7.4 Administrative Arrangements

The commitments and arrangements set out in the Scheme have been approved at the highest level i.e. by the Board of Governors and carry the full authority of the College in their implementation.

Welsh language aspects of the College's services will be integrated into its normal administrative processes.

The College has established a Steering Group called the Bilingual College Steering Group to develop and approve the Scheme, steer its implementation and monitor its long-term effects.

The Group is chaired by a member of the governing body, and includes the Principal, senior managers and staff representatives from across the College. A representative from the student body will be invited to join the group. All aspects of the Scheme are monitored directly by this Group and others are an integral part of the College's quality systems in particular:

- complaints and grievance procedures;
- students' perceptions of their programme;
- student and staff perceptions of the services provided by functional areas;
- student and staff perceptions of public services provided by the College such as Restaurants, and Sports Hall.

The College, has a full time Welsh Language and Bilingual Development Officer to take day to day responsibility for the development and implementation of the Welsh Language Scheme at Coleg Llandrillo. However, Managers will be responsible for implementing those aspects of the Scheme, relevant to their own School or Functional area.

The public's first point of contact is:

Huw Ieuan Davies
Welsh Language and Bilingual Development Officer
Academic Planning

Coleg Llandrillo
Llandudno Road
Rhos-on-Sea
COLWYN BAY
LL28 4HZ
Tel: 01492 546 666
E-mail: i.davies@llandrillo.ac.uk

The Welsh Medium and Bilingual Development Officer and the Bilingual College Steering Group will ensure that all members of staff are familiar with the Scheme, that staff know how it should be implemented and what is expected of them. Instructions and written guidance will be issued to all staff on the Intranet.

An Annual Report will be provided for the Welsh Language Board within 12 months following approval of the Coleg Llandrillo Welsh Language Scheme. The Annual Report, which will have been approved by the College's Governing body will contain an evaluation of the impact of the Scheme, together with information, relevant targets, performance indicators and an updated action plan, to ensure continuous improvement.

The College is increasing its use of computer generated materials for example forms, publications and other information. When the College prepares specifications for new, replacement or adapting computer programmes they will enable the College to implement the commitments in this Scheme. Where there may be a short term situation where existing computer systems used by the College to produce materials for the public cannot be adapted to produce bilingual outputs the College will produce Welsh versions manually.

The College uses internal and external translators to translate work into Welsh. The College is committed to ensuring that the College's translators are suitably qualified and able to provide a high quality service.

7.5 Services delivered on behalf of the College by other parties

If any education, training or other service is provided to the public on behalf of the College by a third party under an agreement, arrangement or contract, those services will be consistent with the terms of this Scheme. This includes (without limitation) services that are sub-contracted by them.

The College will ensure that through the contracting arrangements the third party can, will and does implement any applicable element of the College's Scheme when providing services to its public on its behalf or under its supervision.

The linguistic requirements of any services provided will be detailed in the brief when tendering or commissioning and action will be taken to ensure that the prospective contractor possess the linguistic capacity to meet the requirements of the brief.

The College will provide written procedures to staff for dealing with agents or contractors who are delivering services to the public on its behalf or under its supervision and will ensure their staff are observing them.

The requirements as to the use of Welsh will be specified in tendering documents, contract and grant or loan conditions.

The Bilingual College Steering Group will be responsible for monitoring the implementation of these measures. Regular reports will be received from agents and contractors who will be incorporated within the College's monitoring and reporting process.

7.6 MONITORING THE SCHEME

The College will monitor the implementation of each of the measures contained in the Scheme against the timetable contained in the Scheme.

The Welsh Medium and Bilingual Development Officer and the Bilingual College Steering Group will be responsible for monitoring and reviewing the Scheme.

The officer's name and address will be publicised in all documents and publications relevant to the implementation of the Scheme, so that the officer's name shall be known to all staff, all agents and contractors acting on behalf of Coleg Llandrillo, and also the public, as the officer who is answerable to the College on matters relating to the Scheme.

The monitoring process will be structured and continuous. Those who provide and administer services on behalf of the College will be monitored. The views of Welsh speakers concerning the range and quality of services provided by the College will be sought as part of the monitoring process.

An appropriate complaints procedure has been integrated into the College's complaints procedure. The Resource Planning Directorate will monitor complaints. Suggestions for improvements to the Scheme put to us by the public will be included in an Annual Report approved by the Welsh Language Board.

7.4 Targets for the Implementation of the Scheme

Measure	Date of Implementation	Responsibility
3. Service Planning and Delivery		
3.1 New Policies and Initiatives	From date of Approval	Policy Group College Corporation
4 Delivery of Services		
Pre-course	In place	Learner Services, Curriculum Area Directors and Functional Area Directors.
On course	“ “	
Post Course	On going	Curriculum Area Directors and Functional Area Directors
Organisation of Services to ensure quality		Curriculum Area Directors and Functional Directors
4.1 The College Curriculum		
Welsh Language Training and an awareness of the Welsh language and culture to all students	In place	Curriculum Area Director General Education.
Provide bilingual teaching and learning where demand and capability exist	In place	Planning and Standards, Curriculum Area Directors. Personnel Services.
Implement a staffing strategy that ensures staff capabilities match demand and need	In place	Resource Planning/Staff Development
Promote provision, where there is capability but inadequate demand	In place	Planning and Standards /Marketing

Planning of a Welsh Medium and Bilingual Curriculum	On-going	Planning and Standards and Curriculum Area Director
Making students aware of the demand for bilingual skills in the workplace	On going	Curriculum Area Directors /Welsh Medium and Bilingual Development Officer
Working with others to provide distance learning	On going	Curriculum Area Directors / Planning and Standards
Provide opportunities for employees of other organisations to learn Welsh	In place	Curriculum Area Director General Education. Staff Development.
4.2. The Standard of Service in Welsh		
Principle of equality stated in key documents	From date of approval	Planning and Standards
Implementation and monitoring of standards	On going	Planning and Standards The Bilingual College Steering Group Charter Mark Standards
5. Dealing with the Welsh speaking public		
5.1 Correspondence		
No delay with correspondence in Welsh	In place	Curriculum Area Directors and Functional Area.
Signature on correspondence in Welsh	In place	Curriculum Area Directors and Functional Area.
Issue of bilingual circulars to those whose language preference is unknown	“	Curriculum Area Directors and

<p>Welsh correspondence for those who are known to prefer corresponding through the medium of Welsh</p> <p>Guidance for staff on how to deal with Welsh correspondence</p> <p>Feasibility of setting up a database to record details of those who wish to receive Welsh correspondence</p>	<p>Bilingual Correspondence in-place.</p> <p>In-place</p> <p>On going</p>	<p>Functional Area.</p> <p>Curriculum Area Directors and Functional Areas.</p> <p>Welsh Medium and Bilingual Development Officer/ The Bilingual College Steering Group</p> <p>Finance and Business Services</p>
<p>5.2 Telephone communication</p> <p>Front-line staff to answer calls bilingually</p> <p>Training for those who are not fluent Welsh speakers</p> <p>Redeployment or appointment of front line staff</p> <p>Internal directory of Welsh speakers</p> <p>Allocating Welsh speaking staff to workplaces which frequently receive calls from the public</p> <p>Guidance to staff on handling calls from Welsh speakers and ensuring they are familiar with them</p>	<p>In place</p> <p>On going</p> <p>When appointment opportunities arise</p> <p>In-place.</p> <p>In-place</p> <p>On-going</p>	<p>Finance and Business Services</p> <p>Staff Development/General Education</p> <p>Personnel Services.</p> <p>Personnel Services.</p> <p>Personnel Services.</p> <p>Welsh medium and Bilingual Development Officer/The Bilingual College Steering Group</p>

Naming staff able to correspond in Welsh on leaflets, forms and other literature	On-going	Personnel Services.
Bilingual messages and instructions on official answer machines	In place	Curriculum Area Directors and Functional Areas.
5.3 Public meetings		
Make clear that the public are welcome to contribute in Welsh or English	In place	All Staff
Simultaneous translation facilities available at all public meetings	In place	Planning and Standards
Meetings conducted bilingually when it is known that Welsh speakers are attending	In place	Planning and Standards
Obtaining simultaneous translation equipment at short notice	Should need arise	Welsh Medium and Bilingual Development Officer
Training for staff who wish to simultaneously translate	In place	Staff Development
Welsh speaking staff to welcome the public and deal with their queries on arrival to the College	In place	Curriculum Area Directors and Functional Areas.
Welsh speaking staff to wear 'Working Welsh' badges	In place	Curriculum Area Directors and Functional Areas.
Organise service teams so that Welsh speaking staff are available to deal with Welsh speaking clients	In place	Curriculum Area Directors and Functional Areas.

<p>5.4 Other meetings with the public</p> <p>All other meetings will be treated as 5.3</p>		
<p>5.5 Other dealings with the public</p> <p>Bilingual Website</p> <p>Video conferencing</p>	<p>Welsh and English versions inputted at same time and is an ongoing process.</p> <p>Development on-going.</p> <p>When appropriate</p>	<p>The Web Master Learner Services Translator</p> <p>Learner Services Curriculum Area Directors and Functional Areas.</p>
<p>6 The College's Public Face</p> <p>6.1 The College's Corporate Identity</p> <p>Bilingual College Identity</p> <p>Guidance to staff and designers to ensure equality is given effect across the College's corporate identity</p>	<p>In-place.</p> <p>In-place and on-going.</p>	<p>Curriculum Area Directors and Functional Areas.</p> <p>Welsh Medium and Bilingual Development Officer and The Bilingual College Steering Group</p>
<p>6.2 and 6.3 Signs</p> <p>Bilingual signs within the curtilage of the College</p> <p>All other signs to be bilingual</p> <p>Implementation and</p>	<p>In place</p> <p>In-place and on-going.</p> <p>In-place and on-going.</p>	<p>The Estates Department</p> <p>The Estates Department, Curriculum Area Directors and Functional Areas.</p>

<p>quality of bilingual signs</p>		<p>Translator, The Estates Department</p>
<p>6.4 Publishing and Printing Material Directed at the Public in Wales</p> <p>Bilingual materials aimed at the public, with Welsh and English versions together in one document</p> <p>If publishing separately, the Welsh and English documents issued simultaneously and state availability in the other language</p> <p>Price of Welsh version not to be higher than the price of English version</p> <p>Guidance for designers and publishers for dealing with bilingual publications</p>	<p>Key documents such as Prospectuses and Annual Reports in place. Publications which are a priority will be bilingual, reflecting the growth in course provision. This is ongoing</p> <p>In place</p> <p>In place and on-going.</p> <p>In-place and on-going.</p>	<p>Planning and Standards Curriculum Area Directors and Functional Areas.</p> <p>Planning and Standards, Curriculum Area Directors and Functional Areas.</p> <p>Curriculum Area Directors and Functional Areas.</p> <p>Welsh Medium and Bilingual Development Officer, The Bilingual College Steering Group .</p> <p>Marketing.</p>
<p>6.5 Forms and Explanatory material for use of the public in Wales</p> <p>Bilingual forms and</p>	<p>In place</p>	<p>Marketing. Curriculum Area</p>

explanatory material directed at the public		Directors and Functional Areas. Translator
6.6 Press notices		
Bilingual Press notices	In place	Marketing. Planning and Standards
Bilingual press releases	Welsh press releases are currently provided for Welsh medium press. Bilingual press notices introduced in May 2000	Planning and Standards, Marketing
6.7, 6.8, 6.9, 6.10		
Bilingual advertising and publicity activities	In-place and on-going.	Planning and Standards Marketing
6.9 Official notices, public notices and staff recruitment advertising	In place	Personnel Services. Curriculum Area Directors and Functional Areas.
Bilingual official notices, public notices and recruitment advertisements, equal in terms of format, size, quality, legibility and prominence.	In place	Personnel Services. Planning and Standards, Marketing
Job advertisements and details	In place	Personnel Services.
Explanation where knowledge of Welsh is essential	In place	Personnel Services.
Advertisements in the Welsh press	In place	Planning and Standards, Marketing

<p>7 Implementing and Monitoring the Scheme</p> <p>7.1 Staffing and Recruitment</p> <p>Identify workplaces and posts where the ability to speak Welsh is essential, desirable and to agree level of proficiency required and formulate team descriptions and job descriptions</p> <p>Implement staffing policy which will incorporate strategies to prioritise and publicise the recruitment of Welsh speakers</p> <p>Survey staff skills and attitudes</p> <p>Programme of staff development at all levels</p>	<p>In place</p> <p>From date of approval</p> <p>Annually</p> <p>In place and on-going</p>	<p>Personnel Services.</p> <p>Personnel Services.</p> <p>Personnel Services.</p> <p>Personnel Services, Staff Development/ School of General Education</p>
<p>7.2 Learning Welsh</p> <p>Encourage staff to learn Welsh or improve their knowledge of Welsh and support and enable staff who wish to do so</p> <p>Learning and training programmes important for the implementation of the Scheme</p> <p>7.3 Vocational Training</p> <p>Provide vocational training through the medium of Welsh when and as</p>	<p>In place</p> <p>Ongoing</p> <p>From September 2001</p>	<p>Staff Development School of General Education</p> <p>Staff Development Each Curriculum Area and Functional Area</p> <p>Staff Development Each School and</p>

required		Functional Area
<p>7.4 Administrative Arrangements Monitoring implementation of Scheme</p> <p>Ensure all staff are familiar with the Scheme and know how it is to be implemented</p> <p>Provide and Annual Report on progress</p>	<p>From date of approval</p> <p>Ongoing</p> <p>Year to date of approval</p>	<p>The Bilingual College Steering Group Senior Management Team</p> <p>The Bilingual College Steering Group The Welsh Medium and Bilingual Development Officer</p> <p>The Bilingual College Steering Group</p>
<p>7.6 Services delivered on behalf of the College by other parties</p> <p>Ensure that any service provided by a third party is consistent with the Language Scheme</p> <p>Written procedures for staff dealing with agents or contractors</p> <p>Monitoring the work of contractors and receiving reports on progress</p>	<p>In-place and on-going.</p> <p>In-place and on-going.</p> <p>In-place and on-going</p>	<p>The Bilingual College Steering Group</p> <p>The Bilingual College Steering Group The Welsh Medium and Bilingual College Steering Group</p> <p>The Bilingual College Steering Group</p>
<p>Publish details of officer's name and address in documents relevant to implementation of Scheme</p> <p>Procedures for dealing with dissatisfaction or for making suggestions for improvement</p> <p>Annual Report on progress to Welsh Language Board</p>	<p>From date of implementation</p> <p>In place</p> <p>Year to date of approval</p>	<p>Planning and Standards</p> <p>Planning and Standards</p> <p>The Bilingual College Steering Group</p>

<p>8 Publishing Information</p> <p>Information comparing performance with standards and targets set out in the Scheme</p>	<p>From date of approval</p>	<p>Curriculum Area Directors and Functional Areas. Planning and Standards</p>

7.7 Publishing Information

As far as presenting information to prospective and current students is concerned, steps will be taken to ensure that the Welsh -medium and bilingual provision is thoroughly marketed.

Courses will be thoroughly marketed by using the following methods:

- Website;
- press releases;
- leaflets;
- information circulated to offer guidance and support to students;
- library;
- careers evenings;
- open days;
- school visits;
- prospectus;

Those who are able to make use of it within the College automatically receive full information about all the provision, whether full time courses or Welsh -medium modules, core courses, enhancement courses, or provision for Welsh learners and beginners.

Coleg Llandrillo will regularly publish information comparing performance with standards and targets set out in the Scheme. The information will be publicised by:

- publishing a specific periodic report and placing the information in the Annual Report;
- placing information in other documents where performance is reviewed;
- posters in public places within offices;
- newsletters.

The methods will include:

- the percentage of responses to Welsh correspondence achieved within stated deadlines;
- the percentage of publications issued bilingually;
- performance in meeting deadlines for processing claims and applications made in Welsh;
- the percentage of Welsh speakers in posts where the ability to speak Welsh is specified as desirable.

8. Publicity

The College will maintain a high profile by ensuring that the following appears on all publicity material such as the Prospectus:

‘Coleg Llandrillo operates an approved Welsh Language Scheme’

Copies of the Welsh Language Scheme will be available in key public areas such as public libraries.

The Scheme will be made available to staff, students agents and contractors on the College Intranet.

The College will provide a programme of awareness raising and sensitivity training through the staff development programme. This will also be made an integral part of new staff induction.