



WELSH
LANGUAGE
SKILLS IN YOUR
WORKFORCE

USING THEM
EFFECTIVELY

More

than just

words.....

'If you are a Welsh speaker, being able to use your own language has to be seen as a core component of care and not as an optional extra ...'



Introduction

More than Just Words is the Welsh Government's Strategic Framework for the Welsh Language in Health and Social care. It has been active since April 2013.

The aim of **More than Just Words** is to ensure that the language needs of Welsh speakers are met, to provide Welsh language services for those who need it and to demonstrate that language is an integral aspect of the quality of care, not an "add-on". It aims to ensure a more proactive approach to language choice and need in Wales, placing the responsibility for ensuring appropriate services on the service provider and not on the individual.

We have produced these resources as a direct response to requests from frontline workers in health and social care services. This pack '**Welsh Language Skills in your workforce – using them effectively**' has been designed to support you to deliver the requirements of **More than Just Words**.

As an employer or manager you will realise that being able to provide services in Welsh depends wholly on your staff. These resources will enable you to identify what Welsh language skills you already have within your workforce. Sometimes these are hidden through lack of confidence or because no value has been placed on them. This pack aims to help you make effective use of the skills as you would any other workplace skill, for the benefit and well-being of people who use your services.

We hope that you will find the resource useful in helping you to determine the Welsh language skills of your current workforce and assist in your future workforce planning.



Rhian Huws Williams

Chief Executive, Care Council for Wales

Contents

Section 1

This guidebook gives a short overview of the policy and legislation in place regarding the Welsh language in Care settings, and gives an insight into the principles of *More than Just Words*.

Section 2

Provides guidance about what action you can take to create a simple Language Skills Plan for your service and helps you decide where Welsh could be an essential skill and where it is desirable, taking into consideration the needs of those receiving a service.

Section 3

Provides advice on how you can assess and record your staff's Welsh language skills.

Section 4

Looks at recruitment issues that may arise and how to address some of these.

Easy to use Language Skills Flowcharts and Language Skills Frameworks accompany this guidebook to help you assess your own workforce.



More than Just Words contains many excellent principles to ensure individual Welsh language needs are met. However, the means to meet these needs is through the workforce that provides the care.

The first step for all employers wishing to provide good Welsh language services is to ascertain the skills their workforce already has. Being able to communicate in Welsh, at whatever level, is an important asset and a valuable skill for a care worker.

Knowing the skills of your workforce, and utilising these correctly is an essential first step in the provision of excellent care that takes account of Welsh language needs.



Cyngor Gofal Cymru
Care Council for Wales

Hyder mewn Gofal - Confidence in Care

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Section 1 - Information

Our role in the Care Council is to protect the public by ensuring that qualified workers provide quality care services. One of our main aims is to ensure that the workforce is suitably skilled and that appropriate training is provided for the sector. Welsh language skills are an integral part of these skills and knowledge.

Care providers already have a range of resources to help them provide good quality, effective services. However, there is a need to enable organisations and agencies to provide Welsh language services of an equal standard to those provided in English.

This guidebook provides suggestions about how you can plan your workforce and ensure adequate Welsh language provision in your service. It suggests some ideas and also some 'how to' steps. These include implementing a Language Skills Plan, which includes encouraging your staff to assess their own language skills in a practical manner.

Legislation, policy, and good practice

- Following recent legislation regarding the Welsh language and developments in language policy in Wales, service providers need to ensure that they have appropriate and adequate staffing arrangements in place to provide bilingual Welsh and English services for the Welsh public. Further legislation in the near future will establish new Language Standards for public bodies in Wales.
- These Language Standards will be equally applicable to third party bodies, agencies, companies and organisations that provide care services **on behalf of** public bodies such as local authorities.
- The Welsh Language Measure (2011) established the post of Welsh Language Commissioner, an ombudsman type role operating in the language sphere. Two principles underpin the Welsh Language Commissioner's work, namely:

1. In Wales, the Welsh language should be treated no less favourably than the English language.

2. Persons in Wales should be able to live their lives through the medium of the Welsh language if they choose to do so.¹

¹ Standards and the Welsh Language: What are your views? (Welsh Language Commissioner, Cardiff [not dated]).



The requirements of *More than Just Words* for your care setting

More Than Just Words requires care providers to carefully consider and ensure that they have staff with the appropriate language skills to care for Welsh speaking individuals who may often be vulnerable or fragile.

The principle of the Active Offer lies at the heart of the strategy. The Active Offer means that providers should not wait for the individual to ask for Welsh medium provision; instead they should actively identify users' language needs. The strategy notes that:

This guidebook and the suggestions within it are designed to help care providers in all areas of Wales to consider what they can do to ensure that they understand the strategy and are doing all they can to implement it.

“If you are a Welsh speaker, being able to use your own language has to be seen as a core component of care and not as an optional extra.”

Welsh language as a professional skill

- Communication skills are extremely important skills for care staff. Good communication can make sure you have a true understanding of an individual's needs, and can therefore provide a high quality and effective service to that individual. Communicating in the individual's language of choice is an important factor to consider when planning and providing excellent care.
- Recognising that the ability to speak Welsh is a skill to be valued and utilised in a positive manner in the workplace will ensure that it is seen as a professional skill. In the care sector it is a communication skill that is essential for some jobs and desirable for others. In many instances, as referenced in the *More than Just Words* strategy, it's a vital skill for working with individuals and families. ²
- It appears that there is a reserve of unrecognised and unused language skills in Wales, skills which, even if not used within the individual's private life, can be accessed and utilised for work within social care.
- The ability to speak Welsh is a professional skill like any other and it's important to ensure that your service recognises the value of Welsh language as equal to other needs when assessing and providing care services.

² Welsh Government, 2012

Why it's important to consider Welsh language needs

Risks of not considering language needs:

- You risk isolating individuals in an unfamiliar environment by failing to provide services in their own language, for example, residential provision for older people or children in care.
- Complaints could be made to the Welsh Language Commissioner about poor or deficient Welsh language services. The Commissioner has a right to hold a thorough investigation into all complaints and a right to fine organisations up to £5,000 for every case of non-compliance with their Language Scheme (and subsequent Language Standards).
- You run the risk of failing to achieve your equality standards due to shortcomings in Welsh language services.
- You could incorrectly assess an individual's needs by communicating with them in a language that isn't their first or everyday language.
- You could plan unsuitable, ineffective or harmful provision on the basis of an incorrect assessment.
- You could damage the reputation of the service as a result of failing to provide appropriately in terms of language.

First steps to consider

A Welsh Language Skills Plan will help you manage and use staff members' language skills. It involves the following simple steps:

- Deciding which language skills are needed for your workforce, for specific teams and jobs.
- Assessing and recording your staff's language skills.
- Recruiting people with Welsh language skills where necessary.



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Section 2 - Taking Action

As we have seen, legislation and policy in Wales require that Welsh language services in social care are:

- of the same standard
 - as wide-ranging and thorough, and
 - available as easily and promptly as an English-medium service.
- It is not appropriate for organisations to assume that English is the default language when providing services. When providing services to individuals who usually speak Welsh, as their first or everyday language, you should assume that they would prefer to speak Welsh with you.
 - Welsh speakers should not be required to ask for a service in Welsh. The service should be provided in the language normally used by the individual. In Welsh or English, or both. This reflects the principle of the active offer now advocated in health, social services and social care, as outlined in the Welsh Government's strategic framework for the Welsh Language.³
 - You should record the language normally used by the individual and provide services in this language at times.
 - The nature of services varies from one organisation to another, and even within organisations. To ensure an equal standard of provision in Welsh and English, the ability to speak both languages fluently will be essential for some jobs and desirable for others. The exact level of skill required will vary according to the nature of the post and the amount of contact between the employee and individuals and carers.
 - Providing a bilingual service requires you to have an appropriate number of Welsh speaking staff. This section looks at how you can plan your workforce effectively and make use of the Welsh language skills that your workforce already has.
 - Some employers are also keen to ensure that all members of staff can show basic linguistic courtesy and are sensitive to the language and culture of Welsh speakers. Basic linguistic courtesy requires the ability to:
 - Pronounce personal Welsh names correctly
 - Pronounce place names correctly
 - Give simple greetings
 - Say some simple words and phrases
 - Respond courteously to someone who speaks in Welsh
 - Staff can be trained to acquire these competencies in Level 1 Welsh (Speaking and Understanding) as described in the Language Skills Framework.

Creating a Language Skills Plan for your service is about looking at the service from the perspective of Welsh speakers.

³ More Than Just Words, Strategic Framework for Welsh Language Services in Health, Social Services and Social Care, 2012: Welsh Government

Which Welsh language skills are needed for which jobs and teams?

Jobs for which bilingual skills are essential

These are usually jobs where the employee needs to be able to speak “everyday Welsh” fluently with individuals and carers. From time to time, the ability to write fluently in Welsh will be needed. The Framework allows for differentiation between spoken and written skills; for example, some jobs may require the former but not the latter.

Being fluent generally refers to Level 3 or above in the Skills Framework. Level 3 is the lowest level of fluency suitable for jobs where Welsh is considered essential. Ideally, however, Levels 4 or above are the most appropriate levels in terms of ability to use Welsh effectively.

Work that involves contact with the public and is performed individually by a single person requires Level 3 or above in order to provide an effective bilingual service, orally and written, without any delay or inconvenience for the individual.

Work that involves contact with the public and is performed as part of a team, with all team members generally performing the same duties or undertaking similar work, requires sufficient numbers of team members with Level 3 or above. Arrangements must be made to ensure that these workers are available to provide an effective Welsh language service as required, without any delay or inconvenience for the individual.

Jobs for which bilingual skills are desirable

If bilingual skills are not essential for a job, you may still decide that the ability to communicate effectively in English and Welsh is desirable. How much emphasis you place on this will vary from post to post. Below are examples of criteria for laying greater emphasis on making effective bilingual skills desirable:

- Where it would be advantageous when providing a service for Welsh speakers, in settings where Welsh-speaking staff are already available, but where having an additional Welsh speaker would strengthen bilingual provision.
- Where it would strengthen the administrative support available to staff who use the Welsh language.
- Where it would help a team or workplace respond to the need to write short pieces of Welsh, or simple translations.
- Where it would enhance the Welsh ethos or climate of a team or workplace and help increase and normalise use of Welsh in the workplace.

Section 3 - Assessing and recording your staff's language skills

A Language Skills Framework is a way of easily assessing language skills based on the types of communication tasks (reading, writing, speaking, and understanding) which your workforce are able to undertake in Welsh.

Within this section you will find a Language Skills Framework that will enable you to be clear about the exact skills levels that you need to refer to when assessing, recruiting and planning the use of your staff's skills.

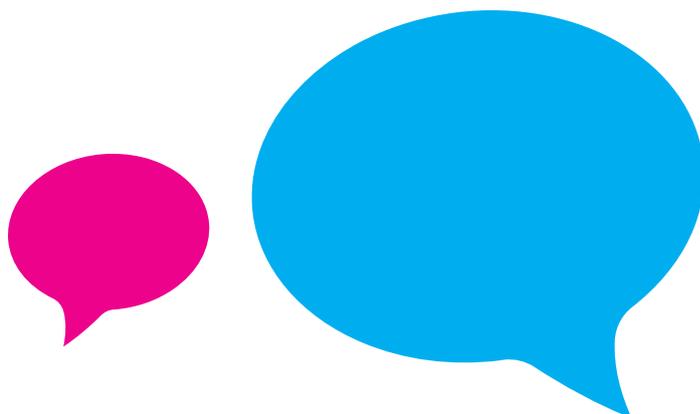
Guidance charts

The Language Skills Flowcharts provide guidance to help you decide whether fluency in Welsh as well as English is essential for a post, and which levels of fluency will be required. The first chart helps you consider whether oral Welsh language skills are needed; the second discusses the need for Welsh language writing skills.

Having followed the chart, turn to the Language Skills Framework to decide which level of skill is required in terms of speaking, understanding, writing or reading Welsh.

Please remember that this is only a guide. These Frameworks and Flowcharts should not be used in a superficial and mechanistic way to decide which skills are required; consideration must be given to the specific circumstances and requirements of each job.

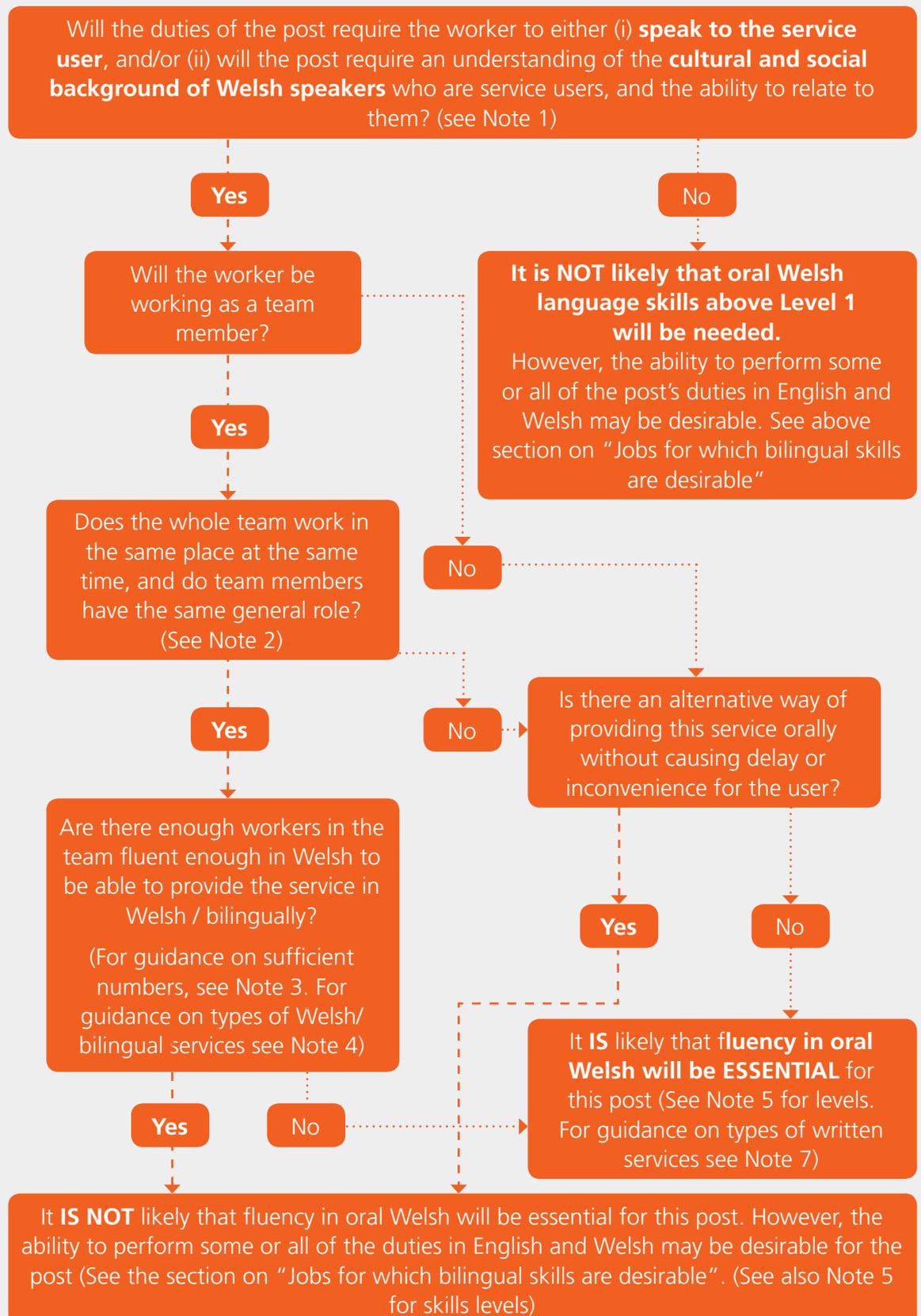
Discussions should be held with a Human Resources Manager or Service Manager, or other appropriate colleagues, to confirm your conclusions.



Language Skills flowchart

ORAL WELSH LANGUAGE SKILLS

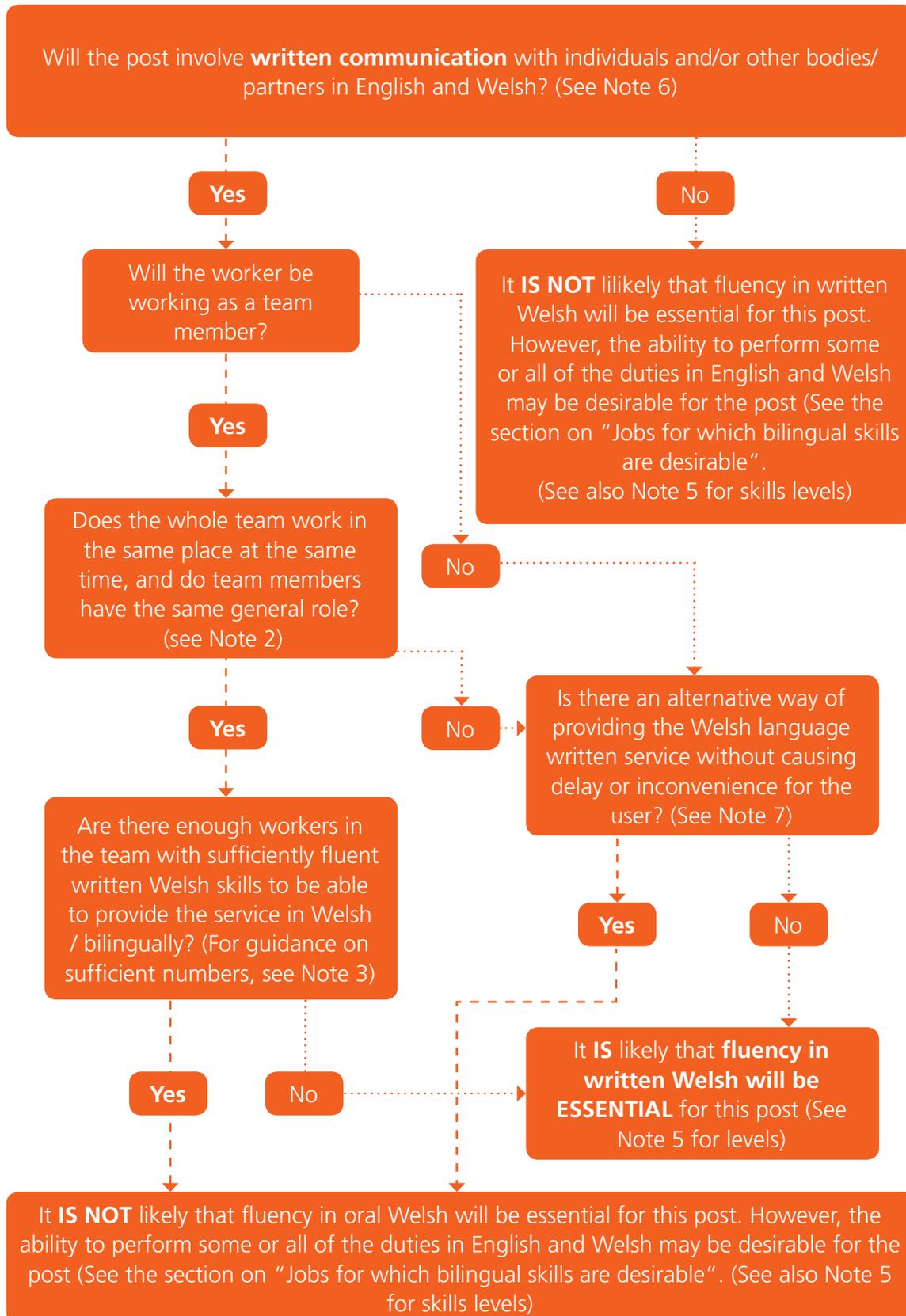
(Additional information is provided in numbered Notes at the end of this document)



Language skills flowchart

WELSH LANGUAGE WRITING SKILLS

(Additional information is provided in numbered Notes at the end of this document)



Language Skills Framework

Level	Understanding	Speaking	Reading	Writing
1	<ul style="list-style-type: none"> • Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see • Can understand information about basic personal needs; e.g. food, drink, toilet and clothing needs 	<ul style="list-style-type: none"> • Can pronounce place names and personal names correctly • Can greet individuals face to face or over the phone • Can open and close a conversation or open and close a meeting 	<ul style="list-style-type: none"> • Can read short sentences, e.g. basic signs, simple instructions, agenda items, simple information on forms 	<ul style="list-style-type: none"> • Can open and close an e-mail or letter • Can write personal names, place names, job titles • Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called

General Description of Level 1: Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.

With reference to the WJEC Framework and The Association of Language Testers in Europe (ALTE) levels

Level	Understanding	Speaking	Reading	Writing
2	<ul style="list-style-type: none"> • Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general • Can understand when people ask you to do something 	<ul style="list-style-type: none"> • Can communicate simple information or ask common questions, e.g. to acquire information from an individual, carer or colleague, or to ensure the safety of an individual • Can use Welsh to get to, and empathise with, the individual, but not able to conduct the entire conversation or session in Welsh • Can hold a short conversation with an individual when providing care or exchanging relatively straightforward information • Can contribute to a meeting, but need to revert to English for specialist terms 	<ul style="list-style-type: none"> • Can read short messages and certain letters or e-mails, e.g. those which make a request or ask you to pass on a message 	<ul style="list-style-type: none"> • Can write a short message to a colleague asking a question, thanking her/him, explaining something e.g. time and place of a meeting • Can write a short letter or e-mail to arrange an appointment

General Description of Level 2: Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; a simple plan for the future. Can write and understand messages in letters or e-mails describing familiar issues and written in short sentences.

Level	Understanding	Speaking	Reading	Writing
3	<ul style="list-style-type: none"> • Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar • Can understand a discussion at a meeting if the subject is familiar • Can understand individuals receiving care, carers and colleagues in a familiar situation or in everyday conversation 	<ul style="list-style-type: none"> • Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical • Can hold a conversation with an individual when providing care or exchanging relatively straightforward information • Can contribute to a meeting, but need to revert to English for specialist terms • Can adapt the style of language to suit the audience 	<ul style="list-style-type: none"> • Can understand most e-mail messages or letters concerning day to day work • Can guess the meaning of a word based on context if the subject is familiar • Can read a simple, straightforward article in a newspaper or magazine types of written material 	<ul style="list-style-type: none"> • Can write a letter or e-mail to an individual, carer or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event • Can write relatively accurately when drafting a short information leaflet or informal Welsh as required

General Description of Level 3: Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.

Level	Understanding	Speaking	Reading	Writing
4	<ul style="list-style-type: none"> • Can follow most conversations and discussions with individuals receiving care, carers and colleagues even if the subject matter is unfamiliar • Can understand differences in register and dialect 	<ul style="list-style-type: none"> • Can contribute effectively to internal and external meetings in a work context • Can converse comfortably with individuals and exchange information as required during assessments, planning etc • Can argue for and against a specific case • Can chair meetings and answer questions from the chair confidently 	<ul style="list-style-type: none"> • Can read most correspondence and scan long texts to find details • Can understand most newspaper articles and reports with the aid of a dictionary • Can understand novels and other texts, unless written in a very formal or colloquial form 	<ul style="list-style-type: none"> • Can produce correspondence of all types, short reports, documents and literature with the support of an editor or electronic aid

General Description of Level 4: Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and can express an opinion, take part in discussion, and talk extensively about general topics, e.g. in meetings or one-to-one situations with individuals or carers. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately to

Level	Understanding	Speaking	Reading	Writing
5	<ul style="list-style-type: none"> • Can follow all conversations and discussions with individuals, carers and colleagues • Can understand the ambiguity and nuance of language when assessing risk in work with vulnerable users 	<ul style="list-style-type: none"> • Can express yourself fully and in detail, even when discussing complex issues • Can adapt the style and register of your language to suit the audience 	<ul style="list-style-type: none"> • Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally • Can read long texts to find relevant details and can understand most types of written material 	<ul style="list-style-type: none"> • Can write reports, assessments and records in a clear style appropriate to the reader with the support of electronic language aids • Can write formal or informal Welsh as required • Can write a range of documents accurately and with confidence

General Description of Level 5: Can easily understand everything that is being said, including carrying out assessments or undertaking detailed and intensive work with individuals and their families. Can talk extensively about complex issues, presenting difficult information or information of an emotional nature; can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a cohesive way. Can express themselves spontaneously, fluently and in detail, adapting the language register to suit the audience.



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Section 4 - Recruiting Welsh speakers to specific jobs / teams / workplaces

If Welsh is desirable or essential for a post, remember to state this in the recruitment material. You should do so in a friendly way with the aim of attracting ordinary Welsh speakers and learners who have reached a good standard of Welsh.

When a post becomes vacant, or when a new post is created, you should identify the type of Welsh language skills that are needed in the job description, the person specification and the advert, making reference to the Language Skills Framework.

For historical reasons, many Welsh speakers do not feel that their skills are good enough for use at work. Making reference to the Language Skills Framework reduces anxiety and often enables individuals to realise that they already have the exact skills required. You can also note that applications are welcome from those who have learnt Welsh to a good standard.

If no applicants have the precise Welsh language skills required for a post that identifies Welsh language skills as essential, you may appoint someone with lower level skills, or a good Welsh learner, on the condition that they improve their skills to the standard needed to carry out the post within an agreed timescale. If you do so, this should be included as a condition of employment and addressed in a formal learning contract.





Notes and references

1 Speaking to service users includes, for example:

- Talking to the individual during the delivery of care
- Holding meetings with individuals and their family, individually or in a group
- Providing an answer-phone service
- Reception duties
- Giving talks or presentations to the public or to staff.

You should proactively offer language choice in all these situations from the first point of contact. Having ascertained the language normally used by the individual, all interactions should be delivered in the user's preferred language. Please bear in mind that the choice of language may differ depending on whether the service being offered is an oral or written service.

One important consideration is the amount of contact between worker and individual. Generally speaking, if the worker has contact with individuals for more than 10% of her/his working time, this is deemed significant and requires the officer to operate in the individual's first or everyday language. Ten per cent represents half a day per week of a full-time post.

In all cases, all employees should show basic linguistic courtesy towards individuals and families by offering, and responding to, simple Welsh greetings, and being able to accurately pronounce and record Welsh place names and personal names. This is not simply a matter of courtesy. The ability to understand, record and communicate place names, personal names and addresses and convey and receive simple instructions with accuracy is essential for providing a safe and effective service. It can be a key factor in ensuring effective communication and establishing good relationships with individuals, as well as ensuring that information is recorded accurately.

The question on the chart also refers to "an understanding of the cultural and social background of Welsh speakers... and the ability to relate to them". Care and social care services relate to the personal circumstances of vulnerable individuals and in order to assess needs and respond appropriately, it is vital to understand individuals' cultural backgrounds. The ability to communicate in Welsh with Welsh speakers is a key aspect. A lack of understanding may lead to insensitive or a culturally inappropriate behaviour.

2 If team members have:

- similar job descriptions, and broadly the same duties
- similar working hours
- a shared workplace, or if they work from the same location

They may be considered to have broadly the same role. This can apply, for example, to day care teams, night shift teams, administrative teams, or reception teams.

3. The key to managing language skills resources on a team basis is to plan ahead with a view to ensuring that the team has sufficient Welsh language capacity for all contact with individuals. When reflecting on the Welsh language skills required for individual jobs and teams, you should try to strike a balance between:

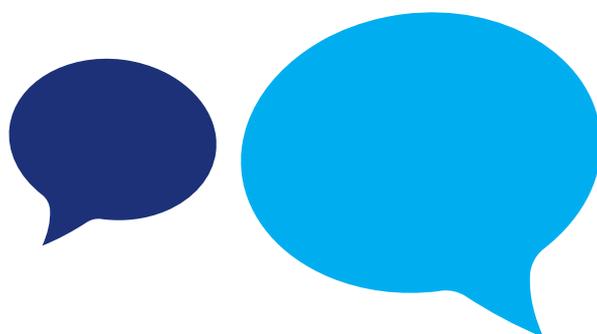
- The staffing situation of the service and the team's capacity
- The amount of contact between the post-holder and the public
- The local context vis a vis language, culture and demography

On the last point, when considering the area's demographic and linguistic complexion, it is always important to remember:

That relatively low percentages of Welsh speakers can often disguise the fact that numbers are significant;

- Managers should plan to ensure adequate numbers of staff with the necessary skills to be able to offer a real language choice, rather than planning on the basis of their own impression of assumed demand. People who receive care are very unlikely to insist on the provision of a Welsh language service. But if you offer choice in an impartial and friendly way, evidence suggests that many Welsh speakers will choose Welsh language services.
- Service teams will vary in terms of size and the amount and type of contact they have with individuals. If the team works in an area with a significant percentage of Welsh speakers and has considerable contact with the public, one Welsh speaker in the team will be inadequate. If there is only one Welsh speaker, the team will be unable to provide a service of the same standard in Welsh should the sole Welsh speaker be absent due to holidays, illness, maternity, paternity, flexible hours, or some other reason. Similarly, in a medium-sized or large team operating in such an area, 2, 3 or even 4 Welsh speakers may be inadequate. You should seek to ensure that your services are available with equal ease and to the same standard and timescale in both English and Welsh.

4. If an oral service is arranged beforehand, e.g. an arrangement is made over the phone for an individual or carer to come and talk to one of your staff members, the employee should offer them the choice of conducting the meeting in Welsh or English. Such a choice should be offered at the start of the first conversation as a matter of routine, in an impartial and friendly way, without giving the impression that it would be more convenient to conduct the meeting in English. If the individual then chooses to conduct the meeting in Welsh, the necessary arrangements should be made to ensure that a bilingual worker is available. Arrangements to provide a Welsh language service should not cause any delay or inconvenience to the individual.





As another example, you should ensure that you are able to respond in Welsh to all Welsh language telephone calls, without causing any delay or inconvenience to the caller. The caller usually makes a request for provision, and in such situations the caller will not insist on receiving a Welsh language service if it is not available immediately. In order to respond effectively to telephone calls, you should give callers every opportunity to express themselves in their preferred language. This could be achieved through having a fluent Welsh speaker answer the phone, or having arrangements in place to transfer the call without delay to a bilingual colleague.

5. Once an assessment has been made to determine whether Welsh language skills will be essential or desirable for the post, it will be necessary to decide the exact level of Welsh language skills required in terms of speaking, writing, reading and understanding Welsh. You can do this by referring to the Language Skills Framework in Section 3. The Framework offers descriptions of different communication tasks which match different skills levels. For example, if you decide that Welsh language speaking skills are needed for a particular post, look at the Framework for the oral tasks appropriate to the post, and the appropriate level of oral Welsh needed. Levels can vary from the ability to greet and welcome people at reception (minimum of Level 2 or 3), to the ability to hold a detailed conversation or contribute to a care plan meeting (Level 4 or 5). Similarly, if Welsh language writing skills are needed, it will be necessary to decide on the level of writing skills required. This can vary from the ability to write a simple note at reception to the ability to take minutes of sensitive meetings or write reports. The levels framework will help you decide which level of written Welsh language skills is appropriate for any post.
6. You should seek to take advantage of every opportunity to recruit bilingual workers who are confident enough to write simple pieces of Welsh. This is far more cost-effective than sending work to external translators. When recruiting, you can offer opportunities for the successful candidate to develop skills and confidence in written Welsh.
7. A written service in Welsh will generally be one of the following:
 - instigated by you as an organisation, e.g. correspondence, forms, newsletters or leaflets or responding to a message from an individual, another body or the public, or
 - a written record of some kind

You should ensure (via recruitment and / or staff training and development) that there is sufficient capacity within the team to at least prepare first drafts of these types of Welsh texts as required. It is often not cost-effective to send work to professional translators. It is more cost-effective for you to ensure that your own team has the capacity to write in Welsh.

With thanks to the following partner organisations for their valued input into this resource:

Anglesey County Council

Bangor University

Care and Social Services Inspectorate Wales

Care Forum Wales

Children's Commissioner

Coleg Cymraeg Cenedlaethol

Coleg Menai

Coleg Sir Gâr

Colleges Wales

Denbighshire County Council

Estyn

Glyndŵr University

Gwynedd County Council

Iaith

Individuals who use services

Llandrillo Menai Group

Menter Caerdydd

Mentrau Iaith

Mudiad Meithrin

NDNA

Older People's Commissioner

Pacey

Wales PPA

Welsh for Adults

Welsh Government

Welsh Language Board

Welsh Language Commissioner

Yale Wrexham College

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