

CYNGOR SIR CEREDIGION COUNTY COUNCIL

Report to: Language Committee

Date of meeting: 10 July 2024

Title: Welsh Language Skills of the Corporate Workforce

Purpose of the report: To provide members with an update on the procedures for assessing the Welsh language skills of corporate staff and the provision of in-house Welsh language courses

Introduction

The ALTE (Association of Language Testers in Europe) framework was adopted by the Council in 2011 as part of its statutory duty compliance with the Welsh Language Standards, in accordance with the Welsh Language Measure 2011.

Up until the introduction of the Ceri system the staff records were retained within the individual Services. Following the corporatisation of the HR function and launch of the Ceri system in 2015 it was possible to introduce a standard approach to identifying the Welsh language requirements of corporate posts and the skill levels of the post holders.

The following reports sets out the process following in assessing, recording and monitoring the Welsh language proficiency of the Corporate workforce.

Identifying the Welsh language requirements of posts

In 2011 a skills strategy guidance document was provided to managers with guidance on determining the Welsh Language requirements of posts. Posts were identified in to two categories – those where bilingual skills were essential and those where the bilingual skills were desirable.

Essential bilingual skills posts would require the post holder to be fluent in both Welsh and English where fluency is defined at being Level 3 or above on the ALTE Framework. To identify the linguistic need of the post managers would consider whether the role is public facing, whether it is a unique role or part of a team, can my team deliver an effective service in either language.

Desirable bilingual skills posts will be all other posts where it is not essential to be fluent in both Welsh and English. However, in these roles managers would also need to consider whether increasing the language skills of the post holder would strengthen the support or service provision within a particular team.

How was/is the data captured?

To populate the Ceri system a Welsh Language Skills survey was undertaken over the summer in 2015 where all services, excluding staff employed under School Governing Bodies, were required to complete a spreadsheet identifying the ALTE Levels required for all posts across the three disciplines. Using the ALTE Language Skills Framework

Can-do Statements (see Appendix A) employees were then required to self-assess their language skills and inform their manager of the outcome.

Lefel ALTE sydd ei angen ar gyfer y swydd <i>ALTE Level required for post</i>			Lefel ALTE deilydd y Swydd <i>ALTE Levels of Post Holder</i>		
Gwranddo & Siarad <i>Speaking & Listening 0-5</i>	Darllen <i>Reading 0-5</i>	Ysgrifennu <i>Writing 0-5</i>	Gwranddo & Siarad <i>Speaking & Listening 0-5</i>	Darllen <i>Reading 0-5</i>	Ysgrifennu <i>Writing 0-5</i>

This data was loaded on Ceri to provide reporting capacity for the corporate workforce and identify any gaps between the post ALTE Level and the postholder’s ALTE Language Skills. Reports on the workforce Welsh language skill levels and gaps are reported annually as part of the Welsh Language Officer’s Welsh Language Standards Compliance report.

Whilst the “can-do” statements provided by ALTE framework does provide guidance and assistance to employees and their line managers it is recognised that this is not a fail-safe process as there is a risk of over or under assessment of the correct Welsh language skill. The Welsh fluency of the line managers assessing skill level is also a consideration and prone to an inconsistent assessment. In the absence of a nationally recognised assessment then there is no current viable alternative but to continue with the current scheme.

When the original survey was conducted in 2015 employees had the opportunity of undertaking an online language assessment via WJEC “Welsh in the Workplace” where each of the three elements would be assessed in 20 minute modules and the results provided through WJEC. Whilst this particular tool is no longer available the National Centre of Learning Welsh is currently piloting the Learn Welsh Level Checker which if made available to a wider audience could provide an independent assessment of the employee’s Welsh language skills in Speaking, Listening, Reading, and Writing.

New posts and vacancies

Any new posts being created need to apply the same criteria to assess the bilingual skills requirement of the role before being considered by the LG Vacancy Panel which meet on a weekly basis.

Consideration by LG Vacancy Panel is through a Recruitment Business Case (Appendix B) which includes a specific question on the post’s ALTE requirement and whether the ALTE level is required on appointment or within 2 years. The LG Vacancy Panel will challenge the skill requirement of the role if it believes that the level is too low.

Adran 5: Manylion Ieithyddol Section 5: Language Details	
A fydd deiliad y swydd yn delio'n uniongyrchol â'r cyhoedd? <i>Is the role holder required to deal directly with the public?</i>	<input type="checkbox"/>
Beth yw'r gallu ieithyddol o fewn y tim? <i>What is the balance of language ability within the team?</i>	
Beth yw gofynion y swydd o ran yr iaith Gymraeg (ALTE)? <i>What is the Welsh Language requirement (ALTE) of this position?</i>	
Gwranddo/Siarad: <i>Listening/Speaking:</i>	Choose an item.
Darllen: <i>Reading:</i>	Choose an item.
Ysgrifennu: <i>Writing:</i>	Choose an item.
Pryd bydd angen cyrraedd y Lefel ALTE uchod: <i>Is the ALTE Level required on appointment or within 2 years?:</i>	Choose an item.

It is acknowledged that learning a language is a longer term commitment and therefore requiring employees to achieve a higher standard may need to be reviewed and a more realistic time frame put in place. Welsh Government, in their Welsh Language Education Bill consultation, refer to creating a language skills continuum “*that helps learners, teachers, parents and employers share a common understanding of the journey toward learning Welsh*”. Whilst the proposed bill relates to education in schools, the principle of taking a longer term approach to developing the language skills of our workforce can equally be considered.

The Panel monitors the ALTE requirements and will amend when required. When approved, the information from Section 5 is included in the post's Person Specification which will form part of the recruitment pack.

In-house Welsh Language Courses

The Council employs a Work Welsh Training Officer whose costs are largely funded by the National Centre for Learning Welsh. Since starting as a pilot scheme in 2018, Ceredigion's Work Welsh Scheme has become the blueprint for other Local Authorities' Work Welsh schemes across Wales. The employment cost of the Training Officer had been fully funded by the Centre but this has been frozen since 2021/22 resulting in all additional costs being borne by the People & Organisation Service. It has been indicated by the Centre that the Council should consider fully funding the role but the Service's current budget position does not allow for that without having to make savings elsewhere.

When an employee has been appointed at lower ALTE level that the post requires a condition will be placed within their contract of employment that they are to achieve the necessary standard within two years. All corporate staff are able to access the courses although line managers will need to approve their attendance at the weekly classes.

There is a considerable investment in time and costs supporting our employees through their Welsh language development and many of those learners now attending the Advanced classes have been part of the programme since it started in 2018. Learners attend a three hour lesson every week for 30 weeks per year and the Work Welsh Training Officer also provides additional support and resources, such as a weekly Clwb Cinio and monthly group events. These events are often arranged in partnership with other areas of the Council, including this year's Tours for Learners' pilot scheme at Ceredigion Museum. Using the salary costs of the current learners as

a basis, releasing employees to attend their Welsh lessons is estimated to be an £125k investment this year.

Accessing Welsh Language courses provided by Work Welsh Training Officer

All corporate Council staff (excluding schools) are able to access the Work Welsh Language courses delivered by the Work Welsh Training Officer. Approval needs to be given from Line Managers and staff need to be given the time to attend the weekly classes

The opportunity to register for any of the Work Welsh courses is promoted on CeriNet in June, Sept & January each year. Employees can register directly for the course of their choice or they are offered the opportunity to meet with the Work Welsh Training Officer in order to establish the correct course level to begin their learning journey.

The procedure is that an employee registers their interest for course and/or meets with Work Welsh Training Officer who then organises the class sizes and levels required. A plan for the different courses for the forthcoming year is then developed and learners are allocated to the relevant class: Entry, Foundation, Intermediate and Advanced. The different qualification levels correspond to ALTE and CEFR as follows:

Qualification	ALTE	CEFR
Mynediad / Entry	-	A1
Sylfaen / Foundation	1	A2
Canolradd / Intermediate	2	B1
Uwch / Advanced	3	B2

Learner attendance and progress is monitored throughout the year during lessons and with individual line managers. Progress is also demonstrated by the number of learners who opt to take exams and successfully achieve these. For this academic year (from Sept 2023) a template has been designed for use at the start and end of the course (Appendix C). The Progress Tracker is completed by the learner and Work Welsh Training Officer before a copy is shared with the line manager. The Tracker identifies the learner progress and makes recommendations for areas of further development.

In addition, monitoring meetings are held with the Work Welsh Manager in the National Centre of Learning Welsh. On an annual basis targets are set for learner numbers and additional initiatives which are reported on a quarterly basis in advance of the monitoring meetings.

The Work Welsh Training Officer has provided additional learn Welsh activities above the requirements of the grant funding, such as:

- bespoke sessions for Social Work Best Interest Assessors to learn basic Welsh in order to support assessments through the medium of Welsh.
- bespoke session for Social Work students
- scheduled to deliver a three session programme at Entry level for external Social Care providers in the West Wales region
- Scheduled to deliver bespoke sessions to residents & staff at Hafan y Waun Residential Care Home

- Collaborated with National Centre for Learning Welsh on pilot delivery of an improvement/refresher residential course for Welsh speakers

The Work Welsh Training Officer maintains a full and successful programme but is at capacity and therefore any additional learning requirements will need to be funded. The National Centre for Learning Welsh may provide funding for additional resources but the commitment to this will be on an annual basis.

In-house Welsh Language Courses – learner numbers for 2023/24

Level	Number of learners
Mynediad / Entry	8
Sylfaen (Llun a Iau) / Foundation (Mon & Thu)	23
Canolradd / Intermediate	11
Uwch 1 a 2 / Advanced	10
Total	52

Of the 10 learners currently at Advanced level, 9 have been on earlier programmes and started at the following levels:

Joining Level	Number of learners
Mynediad / Entry	1
Sylfaen / Foundation	5
Canolradd / Intermediate	3
Total	9

ALTE and CEFR Frameworks

As previously stated, the ALTE framework was adopted by the Council in 2011 and has been used to assess the language skills of the workforce ever since. In recent years however it has become apparent that public bodies in Wales, including Welsh Government, Estyn and the National Centre for Learning Welsh, are now using CEFR (Common European Framework of Reference for Languages) as the chosen framework. It is therefore timely to consider whether the Council should review the current arrangements and, depending on findings, potentially adopt the CEFR framework at some point in future. Aligning the Council's chosen language proficiency framework with that of the Welsh Government and the National Centre for Learning Welsh may allow for greater compatibility when comparing our workforce's language skills.

ALTE and CEFR are both valuable frameworks for assessing language proficiency but they do serve different purposes as the following table indicates:

	ALTE	CEFR
Purpose	Focuses on language testing and assessment. ALTE does not create its own language tests but recommends that its members' tests that meet ALTE's quality standards.	Purpose is to provide a standardised way to describe language achievements. It aims to facilitate learning, teaching, and assessment for all languages.
Levels	Five reference levels: 1 through to 5 which represent increasing	Six reference levels: A1, A2, B1, B2, C1, and C2. These levels

	proficiency from Entry (Level 1) to Proficiency (Level 5).	represent increasing proficiency from beginner (A1) to proficient (C2).
Descriptors	Each level has specific “can-do” descriptors that outline what learners can achieve in terms of listening, speaking, reading, and writing skills.	Each level has specific “can-do” descriptors that outline what learners can achieve in terms of listening, speaking, reading, and writing skills. (Appendix D)
Applicability	Provides a way to measure language skills based on communication tasks in speaking, listening, reading, and writing. Widely used in the Welsh Public Sector	Widely accepted as the European standard for grading language proficiency, the CEFR is used by educational institutions and employers to evaluate candidates’ language qualifications. Widely used in the Welsh Public Sector.
Summary	Focuses specifically on language testing. Provides a specialist approach	Provides a comprehensive framework for language proficiency. Provides a broader framework

ALTE and CEFR Level comparison

ALTE	CEFR
Level 1	A1/A2
Level 2	B1
Level 3	B2
Level 4	C1
Level 5	C2

Review of ALTE and CEFR Frameworks

A full review of the advantages and disadvantages of both ALTE and CEFR language proficiency frameworks is a significant undertaking and will need to be completed before any change of current policy can be considered. The scope of a review will need to include the benefit and implications of adopting a new framework and whether this provides value for money, as such a significant change will require a project plan to complete the multi-year task. A further consideration will be the contractual implications for those who have ALTE-linked clauses in their current employment contracts.

The cost of implementing any change will also need careful consideration. There will need to be dedicated support from within People and Organisation Service including representatives from Human Resources and from Learning and Development. In addition, each service will need to dedicate management time at all levels to support the implementation and review the individual circumstances of their team members.

From an operational implementation perspective, as took place in 2015, a whole corporate workforce assessment will need to be undertaken which identifies the correct skill level for each post in the structure and the individual skill level of the employee. Line managers and employees will need training on applying a new framework and a fair process for dealing with any disputes will need to be designed.

Changes to the Ceri system will also need to be incorporated so that the revised framework levels can be accommodated.

Recommendation(s):

That the Language Committee notes the report on the procedure for assessing the Welsh language skills of corporate staff and the provision of in-house Welsh language courses.

Background Papers:

None

Appendices:

Appendix A: ALTE Language Skills Framework Can-do Statements

Appendix B: Recruitment Business Case

Appendix C: Work Welsh Personal Progress Tracker

Appendix D: CEFR Language Skills Framework Can-do Statements

Contact Name:

Geraint Edwards

Designation:

Corporate Lead Officer – People & Organisation

Date:

18/06/2024

EICH SGILIAU IAITH / YOUR LANGUAGE SKILLS

ALTE Framework for Cyngor Sir Ceredigion: Can-do Statements...

Level	Listening/Speaking	Reading	Writing
ALTE 1 ENTRY	<ul style="list-style-type: none"> • Can pronounce place names and personal names correctly. • Can greet customers on a reception desk or on the telephone. • Can begin and end a conversation. 	<ul style="list-style-type: none"> • Can understand short reports on familiar matters, if these are expressed in simple language, such as elementary signs, simple instructions and agenda contents. 	<ul style="list-style-type: none"> • Can write personal names, place names, job titles and names of Council departments. • Can write a simple request to a colleague, such as "A has called, can you call back?".
ALTE 2 FOUNDATION	<ul style="list-style-type: none"> • Can understand the essence of a conversation. • Can receive and understand simple messages following normal patterns, such as time and place of meeting, request to talk to someone. • Can pass on basic information and simple instructions. • Can begin and end conversations and meetings bilingually. 	<ul style="list-style-type: none"> • Can understand most short reports and familiar instructions within his/her own area of expertise, provided enough time is given. 	<ul style="list-style-type: none"> • Can write a short simple message on paper or by e-mail to a colleague within the Council or a known external contact.
ALTE 3 INTERMEDIATE	<ul style="list-style-type: none"> • Can understand and participate in most day-to-day non-technical conversations in the office. • Can advise the public on general matters within own area of work, but must turn to English for technical or specialist terms. • Can contribute to meetings or presentations within own area of work, but must turn to English for technical or specialist terms. 	<ul style="list-style-type: none"> • Can understand most reports, documents and correspondence he/she is likely to encounter during his/her work. 	<ul style="list-style-type: none"> • Can write informal messages and reports for internal use.
ALTE 4 ADVANCED	<ul style="list-style-type: none"> • Can contribute effectively to internal and external meetings in the context of the job area. • Can understand differences in language and dialect. • Can argue for or against a specific case. • Can chair meetings and answer questions confidently from the Chair. • Can give presentations fluently and confidently in the context of the job area. 	<ul style="list-style-type: none"> • Can understand correspondence and reports expressed in standard language. 	<ul style="list-style-type: none"> • Can write business correspondence, short reports, e-mail messages and information literature with editorial assistance.
ALTE 5 PROFICIENCY	<ul style="list-style-type: none"> • Can contribute fluently and confidently in relation to all aspects of day-to-day work, including discussing and advising upon technical, specialist or sensitive matters. 	<ul style="list-style-type: none"> • Can understand reports, documents and articles he/she is likely to read during his/her work, including complicated concepts expressed in abstruse terms. 	<ul style="list-style-type: none"> • Can write business correspondence, short reports, e-mail messages and information literature to an acceptable standard with the assistance of language tools. • Can write detailed notes in a meeting whilst contributing fully.

ACHOS BUSNES RECRIWTIO

Dylid cwblhau Cyfiawnhad Cais i Recriwtio gan BOB rheolwr sydd yn dymuno cychwyn proses recriwtio.

Dylai gynnwys y ffurflenni canlynol:

- **Ffurflen caniatad i lenwi**
- **Ffurflen Hysbyseb**
- **Templêd Swydd Ddisgrifiad**
- **Templêd Manyleb Person**

CYFARWYDDIADAU

- Ceir canllawiau manwl i reolwyr am y broses Recriwtio (gan gynnwys drafftio Swydd Ddisgrifiad a Manyleb Person) yn y Pecyn Cymorth Rheolwyr ar ceri | net
- **RHAID cwblhau'r Templêd Swydd Ddisgrifiad a'r Templêd Manyleb Person yn Gymraeg ac yn Saesneg.**
- Cyflwyno'r Cyfiawnhad: Ar ôl derbyn awdurdod gan y Swyddog Arweiniol Corfforaethol, dylid e-bostio'r Cyfiawnhad Cais i Recriwtio at humanresources@ceredigion.gov.uk gan gopio'r Swyddog Arweiniol Corfforaethol i'r e-bost i gadarnhau y gall ei gyfeirio i'r grwp arweinyddol.

RECRUITMENT BUSINESS CASE

The Recruitment Business Case should be completed by ALL managers wishing to initiate a recruitment exercise.

It contains the following forms:

- **Permission to fill form**
- **Advert form**
- **Job Description Template**
- **Person Specification Template**

INSTRUCTIONS

- Detailed guidance for managers on the Recruitment process is available in the Manager's Toolkit of Ceri Net.
- **The Job Description Template and Person Specification Template MUST be completed in both Welsh and English.**
- Submitting the Business Case: Following authorisation from your Corporate Lead Officer email Recruitment Business Case to humanresources@ceredigion.gov.uk copying in your Corporate Lead Officer as confirmation to progress this to leadership group.

FFURFLEN CANIATAD I LENWI | PERMISSION TO FILL FORM

Adran 1 | Section 1

A yw'r recriwtio hwn eisoes wedi'i gymeradwyo gan y Grŵp Arweiniol? (h.y. fel rhan o'r adroddiad a gyflwynwyd i ofyn am gymeradwyaeth ar gyfer strwythurau, tîm neu swyddi newydd)

Choose an item.

Has this recruitment already been approved by Leadership Group? (i.e. as part of report submitted to seek approval for new structures, team or posts)

Os NA, ewch ymlaen i Adran 1.1. Os YDY nodwch rif y cofnod a dyddiad cymeradwyo isod ac yna ewch ymlaen i Adran 2.

If NO please proceed to Section 1.1. If YES please enter the minute number and date of approval below and then proceed to Section 2.2.

1.1. A ydych am recriwtio un o'r swyddi canlynol?:

Do you wish to recruit one of the following positions?

- (i) Y rheng flaen yn y Gwasanaethau Technegol neu Ofal Cymdeithasol
Frontline Technical Services or Social Care
- (ii) Absenoldeb Mamolaeth
Maternity Cover
- (iii) Dros dro am lai na 3 mis
Temporary of less than 3 months

Ewch ymlaen i naill ai adran 1.2 neu 1.3. Os ydych wedi ticio ie i unrhyw un o'r 3 opsiwn uchod nid oes angen i chi gwblhau adran 2 ar y dudalen nesaf.

Please continue to either 1:2 or 1:3. If you have ticked yes to any of the 3 options you do not need to complete section 2 on the next page.

1.2: A ydych am lenwi swydd wag?

Are you filling a vacant position?

Os nad ydych chi yn llenwi swydd gwag ewch i 1.3.
If you are not filling a vacancy, please go to 1.3.

Nodwch beth yw cyfeirnod y swydd (gweler [Reolwr Pobl Ceri](#)).
Please provide the position reference (see [Ceri People Manager](#)).

Enw deiliad blaenorol y swydd:
Name of previous Post Holder:

A ydych wedi gwneud unrhyw newidiadau i'r Disgrifiad Swydd a'r Fanyleb Person?

Os oes, cysylltwch â adnoddauynol@ceredigion.gov.uk.

Have you made any amendments to the Job Description and Person Specification?

If yes, please contact humanresources@ceredigion.gov.uk.

1.3: A ydych am greu swydd newydd?

Do you wish to create a new post?

A yw'r swydd newydd wedi'i Gwerthuso?
Has the new position been Job Evaluated?

Os oes, darparwch Gyfeirnod Gwerthuso Swydd:
If yes, please provide Job Evaluation Reference:

Os na, anfonwch Ddisgrifiad Swydd a Manyleb Person i adnoddauynol@ceredigion.gov.uk i'w werthuso cyn cyflwyno Achos Busnes.

If no, please send Job Description and Person Specification to humanresources@ceredigion.gov.uk for evaluation prior to submitting Business Case.

Adran 2: Trosolwg Section 2: Overview	
2.1: Y rheswm dros y swydd wag Reason for vacancy	
Amlinelliad byr o bwrpas y swydd Brief outline of the purpose of the position	
Sut cyllidir y swydd ac a yw o fewn y gyllideb? How is the post funded and is it within budget?	
Beth fyddai'n digwydd pe na baech chi'n 'llanw' y swydd? What are the consequences of not 'filling' the post?	
A yw'r swydd o dan gyfyngiadau gwleidyddol? Is the post politically restricted?	<input type="checkbox"/>
A oes goblygiadau o ran lle gwaith ar gyfer y swydd? Are there accommodation implications for the post?	<input type="checkbox"/>

Adran 3: Manylion y Swydd Section 3: Position Details	
Swydd/Teitl y Swydd Post/Position Title	
Y Gwasanaeth Service	Choose an item.
Uned/Tîm Unit/Team	
Lleoliad Gwaith Location/Base	
Gradd Grade	
Arddull Gwaith Workstyle	Choose an item.
Cynllun fflecsi Flexi scheme?	<input type="checkbox"/>
Cod Gwariant Cost Code	

Adran 4: Oriau a Chytundeb Section 4: Hours and Basis				
Oriau'r Cytundeb Contracted Hours				
Wythnosau gwaith mewn blwyddyn (52 wythnos, yn ystod y tymor ac ati) Annual weeks worked (52 weeks, term time etc.)				
Patrwm Gwaith Working pattern				
Oriau Anghymdeithasol Unsociable Hours?		Choose an item.		
Dyddiad dechrau disgwylidig Expected start date		Click or tap to enter a date.		
Math o gytundeb Contract type		Choose an item.		
Os nodwyd Cyfnod Penodol neu Dros Dro uchod, nodwch: If 'Fixed Term' or 'Temporary' selected above please state:	Dechrau: Start date:	Click or tap to enter a date.	Diwedd: End date:	Click or tap to enter a date.
	Rheswm: Reason:	Choose an item.		

Adran 5: Manylion Ieithyddol Section 5: Language Details	
A fydd deiliad y swydd yn delio'n uniongyrchol â'r cyhoedd? <i>Is the role holder required to deal directly with the public?</i>	<input type="checkbox"/>
Beth yw'r gallu ieithyddol o fewn y tîm? <i>What is the balance of language ability within the team?</i>	
Beth yw gofynion y swydd o ran yr iaith Gymraeg (ALTE)? <i>What is the Welsh Language requirement (ALTE) of this position?</i>	
Gwranddo/Siarad: <i>Listening/Speaking:</i>	Choose an item.
Darllen: <i>Reading:</i>	Choose an item.
Ysgrifennu: <i>Writing:</i>	Choose an item.
Pryd bydd angen cyrraedd y Lefel ALTE uchod: <i>Is the ALTE Level required on appointment or within 2 years?:</i>	Choose an item.

Adran 6: Amodau Ychwanegol Section 6: Additional Terms	
A oes angen archwiliad GDG ar gyfer y swydd? <i>Does the post require a DBS check?</i>	<input type="checkbox"/>
Os oes, dewiswch: <i>If so, please select:</i>	Choose an item.
Cofrestrriad/aelodaeth broffesiynol? <i>Professional registration/membership?</i>	Choose an item.
Amodau arall? <i>Other terms?</i>	

Adran 7: Recriwtio Section 7: Recruitment	
A ydych chi am hysbysebu'r swydd: <i>Do you wish to advertise the post:</i>	internally in the first instance? <input type="checkbox"/> internally and externally concurrently? <input type="checkbox"/>
A yw hon yn rôl anodd ei llenwi lle rydych yn dymuno defnyddio'r Cynllun Costau Adleoli (uchafswm o £8,000)? Ar gael i gontractau parhaol yn unig. <i>Is this a hard to fill role where you wish to apply the Relocation Expenses Scheme (maximum of £8,000)? Available to permanent contracts only.</i>	<input type="checkbox"/>
Os dewiswyd 'ie' uchod, cadarnhewch (i) eich rhesymeg dros ddefnyddio'r cynllun treulïau adleoli; a (ii) p'un a ydych wedi cyllidebu am y gost. <i>If yes selected above, please confirm (i) your reasoning for applying the relocation expenses scheme; and (ii) whether you have budgeted for the cost.</i>	

Adran 8: Hyfforddiant Gorfodol Section 8: Mandatory Training	
Rhestrwch unrhyw hyfforddiant gorfodol a gaiff ei ariannu gan eich Gwasanaeth. Ni fydd hyfforddiant gorfodol safonol corfforaethol yn berthnasol. <i>Please list any compulsory training that will be funded by your Service. Standard corporate mandatory training will not apply.</i>	

Enw'r Rheolwr:
Name of Line Manager:

Llofnod:
Signature:

Adran 9: Cadarnhad Cyllideb | Section 9: Budget Confirmation

I'w gwblhau gan y Swyddog Cyllid | For completion by Finance Officer

Cadarnhaf fod dyraniad yn y gyllideb i ariannu'r swydd hon I confirm that there is budget available to fund this post	Ie/Yes Na/No
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Enw'r Swyddog Cyllid:
Name of Finance Officer:

Llofnod:
Signature:

Cymeradwyaeth Swyddog Arweiniol Corfforaethol | Corporate Lead Officer Approval

Beth yw goblygiadau gohirio recriwtio am:
What are the implications of postponing recruitment for:

3 mis/months?	
6 mis/months?	
9 mis/months?	

**Enw'r Swyddog Arweiniol
Corfforaethol:**
Name of Corporate Lead Officer:

Llofnod:
Signature:

FFURFLEN HYSBYSEB | ADVERT FORM

Ffenestr Ymgeisio | Application Window

SYLWCH: Oni bai eich bod yn nodi'n wahanol bydd y ffenestr ymgeisio yn cau ar y dydd Sul yn dilyn o leiaf 15 diwrnod gwaith. Os hoffech nodi dyddiad cau arall, nodwch ef isod, gan ganiatáu digon o amser ar gyfer proses gymeradwyo'r Grŵp Arweiniol.

NOTE: *Unless you request otherwise the application window will close on the Sunday following a minimum of 15 working days. If you'd prefer an alternative closing date, please enter it below, allowing sufficient time for the Leadership Group approval process.*

Click or tap to enter a date.

Testun Hysbyseb | Advert Text

Mae awgrymiadau geiriad i'ch cynorthwyo i ddrafftio testun eich hysbyseb ar gael ar [Ceri Net](#).
Wording suggestions to assist you in drafting your advert text can be found on [Ceri Net](#).

Cymraeg | *Welsh:*

Am fwy o wybodaeth, cysylltwch â:
Cynhelir cyfweiliadau ar:

Saesneg | *English:*

For further information please contact:
Interviews will be held on:

Bydd eich swydd yn cael ei hysbysebu ar ein gwefan gyrfaoedd ([careers.ceredigion.gov.uk](#)) ac ar y cyfryngau cymdeithasol. Os hoffech hysbysebu yn rhywle arall rhowch fanylion a'r cod gwariant os yn berthnasol.

Your position will be advertised on our careers site ([careers.ceredigion.gov.uk](#)) and time allowing on our social media channels. Should you wish to advertise elsewhere please provide details and the expenditure code if applicable.

Disgrifiad Swydd

Teitl y Swydd	
Gwasanaeth	Choose an item.
Graddfa	
Pwynt/iau Cyflog	
Cyflog	
Pwrpas y Swydd	
Lleoliad	
Oriau Gwaith	
Math o Gytundeb	Choose an item.
Hyd y Cytundeb	Choose an item.
Teitl swydd y Rheolwr Llinell	
Cyfrifoldebau Goruchwyllo / Rheoli	
Atebolrwydd	
Telerau Cytundebol sy'n Gysylltiedig â'r Swydd	
Dyletswyddau a chyfrifoldebau	
Cyfeirnod at Ddibenion Gwerthuso Swyddi	

Manyleb Personol

Gofynnol		
Cymwysterau Academaidd / Proffesiynol / Technegol / Galwedigaethol	<Cofiwch nodi Lefel y Cymwysterau gofynnol>	
Sgiliau Ieithyddol Cymraeg	Gwranddo/Siarad: Choose an item. Darllen: Choose an item. Ysgrifennu: Choose an item.	Rhaid cwrdd a'r sgiliau ieithyddol Cymraeg a nodwyd <dileu fel sy'n briodol: ar apwyntiad / o fewn dwy flynedd i benodiad >>
Sgiliau Ieithyddol Saesneg	Gwranddo/Siarad: Choose an item. Darllen: Choose an item. Ysgrifennu: Choose an item.	Rhaid cwrdd a'r sgiliau ieithyddol Saesneg a nodwyd <dileu fel sy'n briodol: ar apwyntiad / o fewn dwy flynedd i benodiad >>
Sgiliau Ymarferol / Personol		
Profiad Hanfodol		
Hyfforddiant/addysg y mae'n ofynnol eu cyflawni/mynd ati i'w cyflawni ar gyfer y swydd		

Dymunol	
Cymwysterau / Hyfforddiant	
Sgiliau Ymarferol / Personol	

Job Description

Post Name	
Service	Choose an item.
Grade	
Spinal Point/s	
Salary	
Job Purpose	
Location	
Hours of Work	
Type of Contract	Choose an item.
Contract Duration	Choose an item.
Line Managers Job Title	
Supervisory/Managerial Responsibilities	
Accountability	
Contractual Terms Associated with the Post	
Duties and Responsibilities	
Job Evaluation Post Ref	

Person Specification

Essential			
Academic / Professional / Technical / Vocational Qualifications	<Remember to confirm the levels of essential qualifications>		
Welsh Linguistic Skills	Listening/Speaking:	Choose an item.	The Welsh linguistic skills noted <<delete as appropriate: are required on appointment / must be attained within two years of appointment.>>
	Reading:	Choose an item.	
	Writing	Choose an item.	
English Linguistic Skills	Listening/Speaking:	Choose an item.	The English linguistic skills noted <<delete as appropriate: are required on appointment / must be attained within two years of appointment.>>
	Reading:	Choose an item.	
	Writing	Choose an item.	
Practical and personal skills			
Required Experience			
Training/education required to be undertaken for the post/worked towards			

Desirable	
Qualifications / Training	
Practical / Personal Skills	

Rhaglen Cymraeg Gwaith Ceredigion – Cofnod Cynnydd Personol

20...../20.....

Croeso i Raglen Cymraeg Gwaith Cyngor Sir Ceredigion!

Mae'r Cofnod Cynnydd Personol Hyn wedi'i gynllunio i'ch helpu chi wneud yn fawr o'ch astudiaethau ar y rhaglen Cymraeg Gwaith. Bydd hefyd yn eich galluogi i roi adborth i'ch Rheolwyr Llinell ar ddiwedd y cwrs.

Lenwch Rhan 1 ar ddechrau'r cwrs, a Rhan 2 ar ddiwedd y cwrs. Cofiwch ailymweld â'r Cofnod Cynnydd er mwyn cadw golwg ar eich 4 targed personol.

Rhan 1: I'w llenwi ar ddechrau'r cwrs:

Enw			
	Siarad/Gwranddo	Darllen	Ysgrifennu
Lefelau Alte ar CERI cyn dechrau'r cwrs (gweler y tabl wedi'i atodi)			

Eleni, yn y Gymraeg, bydda i'n...

Dyma eich cyfnod i nodi 4 nod yr hoffech chi eu taro fel rhan o'ch astudiaethau.

Gall rhain amrywio o ddefnyddio cyfarchion Cymraeg yn gyson yn y swyddfa i roi cyflwyniadau cyfan yn y Gymraeg, a llawer mwy hefyd. Gallwch ddiffinio'r targedau yn seiliedig ar eich anghenion proffesiynol penodol chi.

Cofiwch y gallwch chi hefyd drafod y nodau hyn gyda'r Swyddog Hyfforddi Cymraeg Gwaith yn ystod y flwyddyn am gynor ar sut i'w taro.

Bydd rhain yn eich helpu i arwain eich astudiaethau ac adeiladu eich hyder wrth ddefnyddio'r iaith wrth ichi ei hastudio.

1.	
2.	
3.	
4.	

Arwyddwyd:..... Dyddiad:

Rhan 2: I'w llenwi ar ddiwedd y cwrs:

Eleni, yn y Gymraeg, gwnes i ...

Dyma eich cyfle i ystyried y 4 nod a osodwyd gennych ar ddechrau'r flwyddyn.

Sut aethoch chi ati i'w cyrraedd? Pa heriau wyneboch chi, a sut wnaethoch chi eu goresgyn nhw?

Sut fydd cyrraedd y targedau hyn yn eich helpu yn eich gwaith yn y dyfodol?

1.	
2.	
3.	
4.	

Asesiad lefel ALTE diwedd blwyddyn.

Ar ddiwedd y cwrs byddwch chi'n cwrdd â'r Swyddog Hyfforddi Cymraeg Gwaith i ailasesu eich lefelau ALTE ac i drafod eich 4 nod. Gallwch nodi eich lefelau ALTE newydd yma.

	Siarad/Gwranddo	Darllen	Ysgrifennu
Lefelau ALTE ar ôl cwblhau'r cwrs:			

Adroddiad y Swyddog Cymraeg Gwaith ar y Lefelau ALTE a'r Targedau:

Yma bydd y Swyddog Cymraeg Gwaith yn rhoi adroddiad byr ar eich cynnydd yn dilyn eich Cyfarfod Ailasesu Lefelau ALTE. Bydd yn trafod y lefelau ALTE wedi'u hailasesu ac yn rhoi adborth ar eich 4 targed.

Signed:..... Date:

Signed:..... Date:

Diffiniadau Lefelau ALTE Cyngor Sir Ceredigion

Lefel ALTE	Siarad/Gwrandio	Darllen	Ysgrifennu
5	Medru cyfrannu'n rhugl a hyderus yng nghyswllt pob agwedd ar y gwaith beunyddiol, gan gynnwys trafod a chynghori ar faterion technegol, arbenigol neu sensitif.	Gallu deall adroddiadau, dogfennau ac erthyglau y mae'n debygol o ddod ar eu traws yn ystod y gwaith, gan gynnwys cysyniadau cymhleth wedi'u mynegi yn nhermau astrus.	Medru llunio gohebiaeth fusnes, adroddiadau byr, negeseuon e-bost a llenyddiaeth hysbysrwydd i safon dderbyniol gyda chymorth cymhorthion iaith. Medru llunio nodiadau manwl tra'n cymryd rhan lawn mewn cyfarfod.
4	Medru cyfrannu'n effeithiol mewn cyfarfodydd mewnol ac allanol yng nghyd-destun y pwnc gwaith. Medru deall gwahaniaethau cywair a thafodiaith. Medru dadlau o blaid ac yn erbyn achos penodol. Medru cadeirio cyfarfodydd ac ateb cwestiynau o'r Gadair yn hyderus. Medru rhoi cyflwyniadau yn rhugl ac yn hyderus yng nghyd-destun y pwnc gwaith.	Gallu deall gohebiaeth ac adroddiadau wedi'u mynegi mewn iaith safonol.	Medru llunio gohebiaeth fusnes, adroddiadau byr, negeseuon e-bost a llenyddiaeth hysbysrwydd gyda chymorth golygyddol.
3	Medru deall a chymryd rhan yn y rhan fwyaf o sgysiau arferol o ddydd i ddydd yn y swyddfa. Medru cynnig cyngor i'r cyhoedd ar faterion cyffredinol mewn perthynas a'r swydd, er yn gorfod troi i Saesneg ar gyfer termau technegol neu arbenigol. Medru cyfrannu i gyfarfod neu gyflwyniad ar faterion cyffredinol mewn perthynas a'r swydd, er yn gorfod troi i Saesneg ar gyfer termau technegol neu arbenigol.	Gallu deall y rhan fwyaf o adroddiadau, dogfennau a gohebiaeth y mae'n debygol o ddod ar eu traws yn ystod y gwaith.	Medru llunio negeseuon ac adroddiadau anffurfiol at ddefnydd mewnol.
2	Medru deall craidd sgwrs. Medru derbyn a deall negeseuon syml ar batrymau arferol, e.e. amser a lleoliad cyfarfod, cais am siarad gyda rhywun. Medru cyfleu gwybodaeth elfennol a chyfarwyddiadau syml. Medru agor a chau.	Gallu deall y rhan fwyaf o adroddiadau byr a chyfarwyddiadau arferol o fewn arbenigedd y gwaith, a bod digon o amser wedi ei ganiatau.	Medru llunio neges fer syml ar bapur neu e-bost i gydweithiwr o fewn y Cyngor neu gyswllt cyfarwydd y tu allan i'r Cyngor.
1	Medru ynganu enwau llefydd ac enwau personol yn gywir. Medru cyfarch cwsmeriaid mewn derbynfa neu ary ffon. Medru agor a chloi sgwrs.	Gallu deall adroddiadau byr ar faterion syml, os ydynt wedi'u mynegi mewn iaith syml, fel arwyddion elfennol, cyfarwyddiadau symla a chynnwys agenda.	Medru ysgrifennu enwau personol, enwau llefydd, teitlau swyddi ac enwau adrannau'r Cyngor. Medru ysgrifennu cais syml i gydweithiwr, e.e. hwn a hon wedi galw.

Gellir gweld y rhain [yma](#) hefyd.

Welcome to Ceredigion County Council’s Work Welsh Program!

This Personal Progress Tracker is designed to help you make the most of your studies in the Work Welsh classes. This will also enable you to give feedback on your progress to your Line Managers at the end of the course.

Please fill in Part 1 at the start of your course, and Part 2 at the end of the course. Remember to revisit this Tracker as the course progresses to keep track on your 4 personal targets.

Part 1: To be filled at the start of the course:

Name			
	Speaking/Listening	Reading	Writing
Alte Levels on CERI before starting the course (see attached table for reference)			

<p>This year, in Welsh, I will... Here is your opportunity to note 4 targets that you would like to achieve as part of your studies this year. These can range from using Welsh greetings regularly in the office to giving whole presentations in Welsh, and more besides. You can define the targets to best suit your professional needs. Remember you can always discuss these with the Work Welsh Training Officer during the year for advice on how best to achieve them. These will help guide your studies and build your confidence in using the language as you study it.</p>	
1.	
2.	
3.	
4.	

Signed:..... **Date:**

Part 2: To be filled at the end of the course:

This year, in Welsh, I did...	
<p><i>Here is your opportunity to reflect on the 4 targets you set at the start of the year. How did you go about achieving them? What challenges did you face, and how did you overcome them? How will achieving the targets help you in your work in the future?</i></p>	
1.	
2.	
3.	
4.	

End of course ALTE Level assessment.			
<p><i>At the end of the course you will meet with the Work Welsh Training Officer to reassess your ALTE Levels and to discuss your 4 targets. You can note your new ALTE levels here.</i></p>			
	Speaking/Listening	Reading	Writing
ALTE Levels after completing the course:			

Work Welsh Training Officer's Report on ALTE Levels and Targets:	
<p><i>Here the Work Welsh Training Officer will provide a short report following your ALTE Level Reassessment Meeting. It will cover the reassessed ALTE levels and give feedback on your 4 targets.</i></p>	
Signed:.....	Date:

Signed:..... Date:

Ceredigion County Council ALTE Level Definitions

ALTE Level	Speaking/Listening	Reading	Writing
5	Can contribute fluently and confidently in relation to all aspects of day-to-day work, including discussing and advising upon technical, specialist or sensitive matters.	Can understand reports, documents and articles they are likely to read during their work, including complicated concepts expressed in abstruse terms.	Can write business correspondence, short reports, e-mail messages and information literature to an acceptable standard with the assistance of language tools. Can write detailed notes in a meeting whilst contributing fully.
4	Can contribute effectively to internal and external meetings in the context of the job area. Can understand differences in language and dialect. Can argue for or against a specific case. Can chair meetings and answer questions confidently from the Chair. Can give presentations fluently and confidently in the context of the job area.	Can understand correspondence and reports expressed in standard language.	Can write business correspondence, short reports, e-mail messages and information literature with editorial assistance.
3	Can understand and participate in most day-to-day non-technical conversations in the office. Can advise the public on general matters within own area of work, but must turn to English for technical or specialist terms. Can contribute to meetings or presentations within own area of work, but must turn to English for technical or specialist terms.	Can understand most reports, documents and correspondence they are likely to encounter during their work.	Can write informal messages and reports for internal use.
2	Can understand the essence of a conversation. Can receive and understand simple messages following normal patterns, such as time and place of meeting, request to talk to someone. Can pass on basic information and simple instructions. Can begin and end conversations and meetings bilingually.	Can understand most short reports and familiar instructions within their own area of expertise, provided enough time is given.	Can write a short simple message on paper or by e-mail to a colleague within the Council or a known external contact.
1	Can pronounce place names and personal names correctly. Can greet customers on a reception desk or on the telephone. Can begin and end a conversation.	Can understand short reports on familiar matters, if these are expressed in simple language, such as elementary signs, simple instructions and agenda contents.	Can write personal names, place names, job titles and names of Council departments. Can write a simple request to a colleague, such as "Somebody has called, can you call back?"

These can also be accessed [here](#).

CEFR – CAN-DO STATEMENTS

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
UNDERSTANDING	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

		A1	A2	B1	B2	C1	C2
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

		A1	A2	B1	B2	C1	C2
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.