

Welsh Language Policy

February 2026

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1. Introduction

VTCT Skills is a leading awarding organisation and EPAO, trusted by employers and centres to empower learners to think bigger, achieve more, and grow. We offer qualifications and assessments across a range of sectors ensuring our qualifications meet industry standards to enable both learners and businesses to thrive.

The Welsh Government announced its Cymraeg 2050 strategy to achieve the target of one million Welsh speakers by 2050. The strategy recognises education and training as the primary means of achieving this target to support people to use the language with their families, in their communities and in the workplace as part of everyday life.

VTCT Skills is proud to embrace this goal and is working towards a proactive bilingual offer for our centres and learners in Wales.

2. Background

The Welsh Language Act 1993 established the principle that in the conduct of public business in Wales, the English and Welsh languages should be treated on a basis of equality.

The Welsh Language (Wales) Measure 2011 includes the following commitments:

- gives the Welsh language official status in Wales
- makes provision for promoting and facilitating the use of the Welsh language
- makes provision about standards relating to the Welsh language
- establishes the principle that the Welsh language should be treated no less favourably than the English language
- makes provision for the investigation of interference with the freedom to use the Welsh language

The Welsh Language and Education (Wales) Act 2025 strengthens the national framework for Welsh language development with the core aim of ensuring that all learners leave compulsory education as independent Welsh language users. It embeds statutory targets, defines school language categories, standardises Welsh language proficiency using CEFR levels, and aligns planning duties across national, local, and school levels. It also establishes a National Institute for Learning Welsh to support language learning across all ages.

The Welsh Language and Education (Wales) Act 2025 introduces the following core measures:

- To establish a statutory target of one million Welsh speakers by 2050 and requires additional targets for increasing Welsh language use in social and workplace contexts
- To introduce a national, CEFR-aligned framework for describing Welsh language proficiency to ensure consistent understanding of language ability levels
- To define three statutory school language categories - Primarily Welsh language, Dual Language, and Primarily English language (partly Welsh) each with minimum Welsh-medium provision and learning outcomes
- To align planning across the system by requiring Welsh Ministers, local authorities, and schools to produce linked Welsh language education plans and a national framework

- To establish the National Institute for Learning Welsh to support Welsh language learning across all ages and strengthen the education workforce

3. Scope

VTCT Skills is committed to making bilingual learning accessible to every learner who wishes to have the freedom to use the Welsh language.

VTCT Skills' Welsh Language Policy is published on its website.

VTCT Skills encourages centres to deliver qualifications available in Welsh and will monitor the level of activity within our centres.

4. Promoting access to and availability of Welsh bilingual qualifications

VTCT Skills will work in partnership with Qualifications Wales, Welsh Government, relevant agencies, other awarding organisations and centres to promote national initiatives.

VTCT Skills continues to promote its Welsh bilingual qualifications through its website and a dedicated landing page for Welsh bilingual qualifications, through marketing documentation to inform centres of the resources available and direct contact with centres by the dedicated Key Account Manager for Wales.

Welsh bilingual qualification and unit specifications, and assessment documents and examinations are published alongside all other relevant documentation for each qualification.

5. Products and Services

Products

VTCT Skills will continue to develop and provide Welsh bilingual materials to support the priority areas identified in the Welsh language strategic plan.

VTCT Skills will confirm whether the qualification is fully available in Welsh or partially available in Welsh.

VTCT Skills has published Welsh bilingual qualification and assessment products to support the delivery of our most popular qualifications, advancing our goal of a fully proactive offer for Wales. The products comprise of the qualification specification, all assessment materials and any sample assessment materials, where applicable.

VTCT Skills has taken care to consider the presentation of the products; using a mirror presentation, showing the Welsh beside the English, allows for a quick easy comparison and check of meaning to ensure that it is accessible to people of all levels of Welsh language ability.

VTCT Skills also responds to requests from centres for additional Welsh bilingual products. VTCT Skills has an established process for centres to follow to request a translation through the [Exams Officer's Hub on its website](#) and the [Welsh bilingual webpage](#).

Quality Assurance

VTCT Skills has established processes and practices to enable assessment to be conducted through the medium of Welsh. VTCT Skills will monitor the take up of Welsh bilingual qualifications.

External Quality Assurance

VTCT Skills will provide Welsh language support to centres for the external quality assurance of assessments undertaken through the medium of Welsh.

VTCT Skills will make every effort to recruit bilingual External Quality Assurers where the need is identified.

Marketing

VTCT Skills will continue to make available documentation to inform customers of resources available in Welsh.

6. Review

VTCT Skills will review its Welsh Language Policy and provision of Welsh-bilingual qualification on an annual basis. This review will also be informed by our interactions with centres to ensure its effectiveness and relevance. Feedback from learners, staff and stakeholders will be valuable in shaping our approach and identifying areas for development.

Document amendment history page

Version	Document Owner	Issue Date	Changes	Role
v1.0	Head of Assessment	27/11/2024	First published	Head of Assessment
v2.0	Head of Assessment	27/2/2026	Updated with Education (Wales) Act 2025	Head of Qualification and Assessment Development

Document Review

Role	Review Status
Head of Regulation	Reviewed
Regulation Manager	Reviewed
Head of Policy and Sales (Wales)	Reviewed

Document Owner

Document Owner	Document shared with
Head of Assessment	Head of Qualification and Assessment Development

Document Sign-off

Role	Sign-off Date
Head of Assessment	27/11/2024