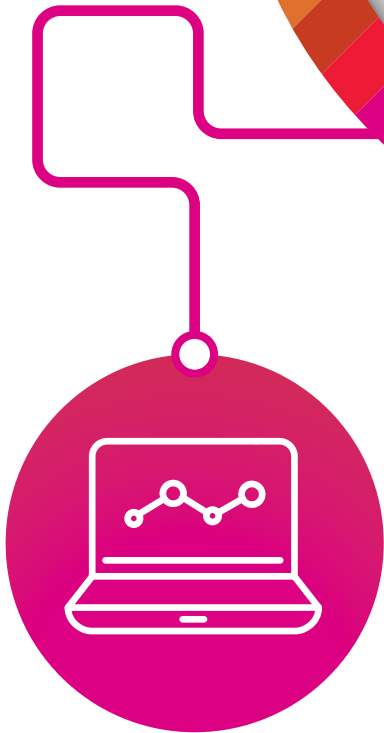




**THE WELSH  
LANGUAGE  
STANDARDS  
ANNUAL REPORT  
1 AUGUST 2023 -  
31 JULY 2024**



# Introduction

**Coleg Cambria is fully committed to promoting the Welsh language. This report demonstrates how we have implemented the standards and strived to improve our Welsh language services during 2023/24.**



**During this period we:**

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

## Background

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

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

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

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



### **Service Standards -**

the Welsh language services we provide to the public.



### **Policy Standards -**

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



### **Operational Standards -**

promoting and facilitating the Welsh language in our internal processes.



### **Record Keeping Standards -**

keeping records for compliance with the requirements of the standards.

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

# Implementing and Monitoring

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

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

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

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

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

The Welsh Department at the college fulfils a core function to promote the Welsh language, in line with Welsh Government policies and employs 45 members of staff.

## The Department includes:

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

# Service Delivery Standards

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

## During the reporting period we:

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

- Developed bilingual visual resources titled “Welsh in the Classroom” to support staff to incorporate incidental Welsh into their teaching.
- Provided opportunities for students and staff to use Welsh in a social and informal context.
- Continued to hold monthly Strategic and Operational Bilingual Curriculum Development Group meetings to plan and develop opportunities to meet learner and employer needs in line with the targets in the strategic plan and Cymraeg 2050.

## Case study 1 - Translation Unit

The Translation Unit supports the facilitation of bilingual learning and services and has 3 full time and 2 part time translators. During the reporting period the Unit translated 1,719,450 words, which was an increase of 24% on the previous year. The work included all corporate and digital publications as well as teaching resources. The team translated new and revised pages for the website which was not able to be included in the final word count. They also supported a full audit of the college website as well as smaller audits of sections on a monthly basis.

Requests for translating resources for learners were received from Childcare, Health and Social Care, Beauty, Sports, Engineering, Art, Agriculture, Law, Geography, Physics, Wellbeing, Psychology, Physical Education, Construction, Equality and Diversity, and Academic Skills.

The team developed a comprehensive resource bank, focusing on key priority areas, which was shared with curriculum leaders to support learners and apprentices in using their Welsh language skills both in the classroom and workplace, regardless of their language proficiency level. They also collaborated with engineering lecturers to create an updated terminology list, which will be made available to students.

## Case study 2 - Promoting opportunities to use the Welsh language

During the reporting period, we actively promoted a variety of opportunities for our learners to practise, enhance, and enjoy their Welsh language skills.

A team of skilled Welsh-speaking lecturers delivered language sessions across a broad range of vocational areas including Motor Vehicle, Engineering, Media, Sport, Public Services, Business, Beauty Therapy, Hairdressing, Barbering, Art and Design, Fashion, Business & Retail, Health & Social Care, Performing Arts, Music, IT and NeuroTech, and Animal Care. These sessions emphasised the importance of the Welsh language as a valuable skill in the workplace, with content tailored to meet the specific needs of each vocational subject. The courses were delivered effectively, and learners received certificates of completion, which could support employment or higher education applications.

“Learn in Welsh” videos were produced in collaboration with the Marketing department in areas such as Public Services, Sport, Performing Arts, and Engineering. These promotional videos, aimed at prospective students, feature Welsh-speaking learners discussing the benefits of the Welsh language provision available at the college.

[Learn in Welsh -UPS Learn in Welsh -Sport](#)

[Learn in Welsh - Performing Arts Learn In Welsh - Engineering](#)

The college’s Welsh student society, Cangen Cymraeg Cambria, maintained a vibrant Instagram account to highlight Welsh and bilingual activities at the college, serving as an essential platform for connecting with learners. Student Ambassadors also contributed by conducting Instagram takeovers on behalf of Coleg Cymraeg Cenedlaethol, promoting Welsh language events and opportunities during open events.

Throughout the academic year, learners engaged in a variety of external visits and volunteering opportunities, which played a key role in enhancing their personal development and overall wellbeing. Furthermore, they offered opportunities for learners to practise and apply their Welsh language skills in real-world contexts, reinforcing their sense of achievement and connection to the Welsh language.

These included volunteering at the Focus Wales festival in Wrexham, with the “Meddwl Ymlaen” mental health project in Wrexham and the Gwyddgig festival in Mold.

## Case study 3 - Urdd Success

The team worked in partnership with the Urdd to provide opportunities for learners to develop their confidence to use the Welsh language informally. Yale 6th A-Level student, Melody Griffiths, won the 'Medal y Dysgwr' competition at the Urdd Eisteddfod. Deeside 6th student, Alex McLean was also placed third in the same competition. These achievements reflect linguistic proficiency and a deep commitment to Welsh culture and identity. The recognition from the Urdd has further elevated the learners' status, positioning them as role models for their peers in Welsh language learning.

Art students achieved notable success in the Urdd Eisteddfod Arts and Crafts competition, securing 1st place in the Comic Page category.

A-Level Music students also competed in the Urdd Eisteddfod, delivering strong performances and achieving commendable results.

## Actions for 2024/25

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

## Policy Making Standards

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

### During the year we:

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

## Case study 1 - Opting in to bilingual learning

A strategic review was undertaken to assess the effectiveness of current processes in encouraging fluent Welsh speakers to continue their studies through the medium of Welsh. As part of this review, tracking sheets were developed to record learners' needs and monitor their progress in priority areas, providing clear evidence of impact. A new process was developed and approved for implementation in the 2024/25 academic year. Under this process, learners who have completed their pre-16 education through the medium of Welsh will automatically be enrolled onto bilingual learning in priority areas\*, with the need to 'opt out' if they choose not to continue their studies bilingually.

\*Priority areas for 24/25 (FE Health and Social Care, Child Care, Public Services, Sports, Agri, Business, Creative Industries and Construction / WBL - Health and Care, Child Care, Construction and Agri) learners will complete 50% of assessments in Welsh by default.

## Actions for 2024/25

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

# Operational Standards

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

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

- Carried out an assessment regarding Welsh language skills in relation to every new or vacant post with every post being advertised as Welsh essential or desirable. In the reporting period 10 posts were advertised as Welsh essential and 179 as Welsh desirable.
- Ensured that staff language skills and their language preference is recorded on the internal HR system which facilitates the recording and authorisation of holidays and absences from work through the medium of Welsh.
- Continued to deliver a Staff Professional Learning Programme to increase the number of staff who have Welsh language skills in line with the Welsh Skills KPIs in the HR strategy as well as meeting the requirements of Cymraeg 2050 - progress can be seen in the data on page 7.
- Continued to request that all staff with no Welsh language skills follow one of the National Centre for Learning Welsh's 10 hour on-line taster courses.
- Ensured that Welsh speaking staff and students can be easily identified by including the Work Welsh badge on our lanyards.

## Case study - Professional Learning Programme

Staff training needs relating to the Welsh language were fully integrated into the college's Professional Learning Programme. These needs were identified through Welsh language assessments, session observations and discussed during one-to-one meetings.

The Welsh Department delivered tailored sessions on embedding Welsh language and culture as part of the professional learning offer. They provided staff with the tools to support bilingual learning and fully integrate Welsh language and culture into their practice including signposting to subject specific resources.

An incentive pilot scheme, Addysgwr Dwyieithog, was developed to support teaching and learning practitioners to achieve the necessary Welsh language proficiency levels to deliver bilingually. This scheme will include an incentive payment for staff who were already confident and delivering bilingually, as well as weekly Welsh courses for staff looking to build their confidence, with remission provided to attend.

Business support staff were also involved in Welsh language training tailored to their needs and supporting the college's aim to provide a fully bilingual service.

Staff also had access to the college's Learn Welsh provision and followed weekly courses at a range of levels.

## Actions for 2024/25

- Further develop and deliver Welsh Language Professional Learning Programme with a focus on the successful implementation of Addysgwr Dwyieithog pilot.

# Record Keeping Standards

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

## We kept records of:

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

## Complaints

One complaint was received during the reporting period from a member of the public about the fact that he corresponded with the college in Welsh, but had received a response from a member of Cambria staff asking the complainant to correspond with him in English. The complaint was received via the Welsh Language Commissioner's office.

The complaint was thoroughly investigated by the Head of Corporate Communications and Welsh Language. The enquiry had been sent to an enquiries@cambria email box which is administered by our Student Services department and then forwarded on to the relevant member of staff. This member of staff had sent the response in English as he was concerned about the delay in the response - in hindsight, he acknowledged that this was not acceptable under the Standards and apologised for his mistake.

## As a result we:

- Reviewed the enquiries@cambria mailbox arrangements to include an automated bilingual response stating that any enquiry will be dealt with within a specified period of time
- Delivered training on Welsh language standards and language awareness to all members of the relevant department to ensure this does not happen again
- Presented an update to all managers on the legislation linked to the Standards

## Policy Making

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

## Staff Welsh Language Skills

The oracy skills of fluent Welsh speakers has increased over the last three years but the number fluent in reading and writing remains static as seen in the table below:

| Fluency |       |         |         |
|---------|-------|---------|---------|
|         | Oracy | Writing | Reading |
| 2021/22 | 14%   | 13%     | 14%     |
| 2022/23 | 16%   | 13%     | 14%     |
| 2023/24 | 15%   | 12%     | 14%     |

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

| <b>Basic</b> |              |                |                |
|--------------|--------------|----------------|----------------|
|              | <b>Oracy</b> | <b>Writing</b> | <b>Reading</b> |
| 2021/22      | 56%          | 44%            | 47%            |
| 2022/23      | 60%          | 50%            | 52%            |
| 2023/24      | 73%          | 62%            | 64%            |

During the year the HR Department worked with college directorates and departments to ensure that we accurately captured and assessed the language skills of every member of staff. This was monitored on a monthly basis by the college’s Senior Management Team and resulted in full compliance with data available for the 1350 members of staff employed by the college.

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

| <b>Welsh Oracy</b>              |                |                     |                      |                             |                     |              |
|---------------------------------|----------------|---------------------|----------------------|-----------------------------|---------------------|--------------|
| <b>Directorate</b>              | <b>Level 0</b> | <b>Level 1 Easy</b> | <b>Level 2 Basic</b> | <b>Level 3 Intermediate</b> | <b>Level 4 High</b> | <b>Total</b> |
| Academic Studies                | 4              | 60                  | 12                   | 11                          | 8                   | <b>95</b>    |
| Commercial Operations           | 10             | 59                  | 14                   | 6                           | 3                   | <b>92</b>    |
| Corporate Comms & Welsh Lang    |                |                     |                      |                             | 47                  | <b>47</b>    |
| Customer Services & PA          | 1              | 12                  | 1                    |                             | 4                   | <b>18</b>    |
| Estates & Facilities            | 38             | 56                  | 7                    | 3                           | 1                   | <b>105</b>   |
| Executive                       |                | 2                   | 1                    | 1                           |                     | <b>4</b>     |
| Finance                         |                | 10                  | 4                    | 2                           |                     | <b>16</b>    |
| Governance                      |                |                     |                      |                             | 1                   | <b>1</b>     |
| Human Resources                 |                | 15                  | 1                    | 1                           | 2                   | <b>19</b>    |
| Inclusion                       | 24             | 90                  | 26                   | 8                           | 7                   | <b>155</b>   |
| Information Systems             | 14             | 28                  | 1                    | 2                           | 3                   | <b>48</b>    |
| Institute of Technology         | 19             | 118                 | 17                   | 7                           | 11                  | <b>172</b>   |
| Learner Services                | 1              | 27                  | 7                    | 2                           | 3                   | <b>40</b>    |
| Library & Academic Skills       |                | 14                  | 1                    | 1                           | 1                   | <b>17</b>    |
| Life Skills & Adult Learning    | 8              | 120                 | 11                   | 10                          | 7                   | <b>156</b>   |
| Marketing, Admissions & Digital |                | 14                  |                      |                             | 1                   | <b>15</b>    |
| Quality                         |                | 11                  |                      |                             |                     | <b>11</b>    |
| Technical Studies               | 5              | 102                 | 25                   | 13                          | 21                  | <b>166</b>   |
| Technology (IT)                 |                | 13                  | 1                    |                             | 1                   | <b>15</b>    |
| WBL & Employer Engagement       | 10             | 113                 | 17                   | 10                          | 8                   | <b>158</b>   |
| <b>GRAND TOTAL</b>              | <b>134</b>     | <b>864</b>          | <b>146</b>           | <b>77</b>                   | <b>129</b>          | <b>1350</b>  |



## Welsh Literacy - Writing

| Directorate                     | Level 0    | Level 1 Easy | Level 2 Basic | Level 3 Intermediate | Level 4 High | Total       |
|---------------------------------|------------|--------------|---------------|----------------------|--------------|-------------|
| Academic Studies                | 6          | 60           | 17            | 5                    | 7            | <b>95</b>   |
| Commercial Operations           | 27         | 46           | 11            | 7                    | 1            | <b>92</b>   |
| Corporate Comms & Welsh Lang    |            |              |               | 1                    | 46           | <b>47</b>   |
| Customer Services & PA          | 2          | 11           | 1             | 1                    | 3            | <b>18</b>   |
| Estates & Facilities            | 39         | 55           | 8             | 2                    | 1            | <b>105</b>  |
| Executive                       | 2          | 1            | 1             |                      |              | <b>4</b>    |
| Finance                         |            | 11           | 4             | 1                    |              | <b>16</b>   |
| Governance                      |            |              |               |                      | 1            | <b>1</b>    |
| Human Resources                 | 8          | 7            | 2             | 1                    | 1            | <b>19</b>   |
| Inclusion                       | 51         | 71           | 21            | 5                    | 7            | <b>155</b>  |
| Information Systems             | 22         | 21           | 1             | 1                    | 3            | <b>48</b>   |
| Institute of Technology         | 68         | 74           | 16            | 4                    | 10           | <b>172</b>  |
| Learner Services                | 10         | 18           | 11            |                      | 1            | <b>40</b>   |
| Library & Academic Skills       | 3          | 11           | 3             |                      |              | <b>17</b>   |
| Life Skills & Adult Learning    | 26         | 107          | 13            | 4                    | 6            | <b>156</b>  |
| Marketing, Admissions & Digital | 1          | 13           |               | 1                    |              | <b>15</b>   |
| Quality                         | 1          | 10           |               |                      |              | <b>11</b>   |
| Technical Studies               | 36         | 86           | 15            | 10                   | 19           | <b>166</b>  |
| Technology (IT)                 | 1          | 12           | 1             | 1                    |              | <b>15</b>   |
| WBL & Employer Engagement       | 48         | 84           | 11            | 8                    | 7            | <b>158</b>  |
| <b>GRAND TOTAL</b>              | <b>351</b> | <b>698</b>   | <b>136</b>    | <b>52</b>            | <b>113</b>   | <b>1350</b> |

## Welsh Literacy - Reading

| Directorate                     | Level 0    | Level 1 Easy | Level 2 Basic | Level 3 Intermediate | Level 4 High | Total       |
|---------------------------------|------------|--------------|---------------|----------------------|--------------|-------------|
| Academic Studies                | 6          | 59           | 17            | 6                    | 7            | <b>95</b>   |
| Commercial Operations           | 20         | 50           | 13            | 7                    | 2            | <b>92</b>   |
| Corporate Comms & Welsh Lang    |            |              |               |                      | 47           | <b>47</b>   |
| Customer Services & PA          | 2          | 10           | 2             |                      | 4            | <b>18</b>   |
| Estates & Facilities            | 38         | 55           | 8             | 2                    | 2            | <b>105</b>  |
| Executive                       | 2          | 1            | 1             |                      |              | <b>4</b>    |
| Finance                         |            | 10           | 5             | 1                    |              | <b>16</b>   |
| Governance                      |            |              |               |                      | 1            | <b>1</b>    |
| Human Resources                 | 8          | 7            | 1             | 1                    | 2            | <b>19</b>   |
| Inclusion                       | 49         | 69           | 23            | 7                    | 7            | <b>155</b>  |
| Information Systems             | 19         | 23           | 1             | 2                    | 3            | <b>48</b>   |
| Institute of Technology         | 60         | 78           | 19            | 6                    | 9            | <b>172</b>  |
| Learner Services                | 8          | 20           | 8             | 3                    | 1            | <b>40</b>   |
| Library & Academic Skills       |            | 14           | 1             | 1                    | 1            | <b>17</b>   |
| Life Skills & Adult Learning    | 19         | 109          | 16            | 6                    | 6            | <b>156</b>  |
| Marketing, Admissions & Digital |            | 13           | 1             |                      | 1            | <b>15</b>   |
| Quality                         | 1          | 9            | 1             |                      |              | <b>11</b>   |
| Technical Studies               | 27         | 82           | 24            | 13                   | 20           | <b>166</b>  |
| Technology (IT)                 | 1          | 12           | 1             | 1                    |              | <b>15</b>   |
| WBL & Employer Engagement       | 35         | 88           | 19            | 8                    | 8            | <b>158</b>  |
| <b>GRAND TOTAL</b>              | <b>295</b> | <b>709</b>   | <b>161</b>    | <b>64</b>            | <b>121</b>   | <b>1350</b> |

## Board of Governors Welsh Language Skills

| Level        | Oracy     | Writing   | Reading   |
|--------------|-----------|-----------|-----------|
| 0            | 10        | 12        | 12        |
| 1            | 5         | 4         | 4         |
| 2            | 3         | 2         | 2         |
| 3            | 0         | 0         | 0         |
| 4            | 3         | 3         | 3         |
| <b>TOTAL</b> | <b>21</b> | <b>21</b> | <b>21</b> |

## Welsh Medium Training

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

| Course                 | Date                    | Number | The number of staff who completed the course in Welsh |
|------------------------|-------------------------|--------|---|
| Data Protection        | August 2023 - July 2024 | 626    | 15  |
| Equality and Diversity | August 2023 - July 2024 | 548    | 8   |
| Healthy & Safety       | August 2023 - July 2024 | 235    | 4   |
| Safeguarding           | August 2023 - July 2024 | 542    | 15  |
| GDPR                   | August 2023 - July 2024 | 580    | 9   |
| Information Security   | August 2023 - July 2024 | 575    | 3   |

## Welsh Language Training

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

| Course                                    | Date                    | Number     |
|---|-------------------------|------------|
| FE Work Welsh Scheme                      | August 2023 - July 2024 | 66         |
| Community Learn Welsh Courses             | August 2023 - July 2024 | 31         |
| 10 Hour Online Course                     | August 2023 - July 2024 | 134        |
| Welsh in the Workplace - Business Support | August 2023 - July 2024 | 69         |
| Using Incidental Welsh in the classroom   | August 2023 - July 2024 | 55         |
| Embedding Welsh in the curriculum         | August 2023 - July 2024 | 200        |
|   | <b>TOTAL</b>            | <b>555</b> |

## Language assessment for new or vacant posts

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

## Welsh essential / desirable role

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

|                        |     |
|------------------------|-----|
| <b>Welsh Essential</b> | 10  |
| <b>Welsh Desirable</b> | 179 |

Fluent Welsh speakers were appointed to 9 out of the 10 Welsh essential positions. The role that we were not able to appoint was a Lecturer in Health and Social Care at our Deeside site. The job was advertised externally 3 times using job boards aimed at recruiting Welsh speakers such as Lleol.net but no suitable candidate applied. The role remains vacant.



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