

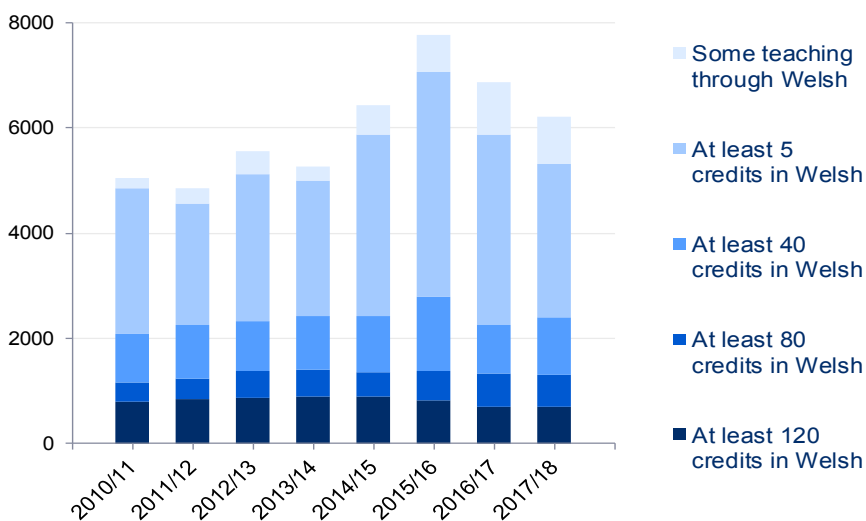


## Welsh Language in Higher Education, 2017/18

25 July 2019  
SB 29/2019

This bulletin provides information about higher education students studying higher education courses through the Welsh language at Higher and Further Education Institutions (universities and colleges) in Wales. It also covers higher education staff teaching through Welsh and trainee teachers able to teach in Welsh.

### Students in Wales by the credits studied through Welsh, 2017/18



a) Higher education at Further Education Institutions is excluded

Source: HESA Student Record via Welsh Government

- Of the 5,315 students studying at least 5 credits through Welsh-medium, 2,410 studied at least 40 credits through Welsh, 1,300 studied at least 80 credits through Welsh, and 710 were studying 120 credits through Welsh.
- 665 fewer students received some teaching in Welsh in 2017/18 than in 2016/17. This decrease largely comes from the University of Wales Trinity St David. The university had a large peak in students taking at least 5 credits through Welsh in 2015/16 in part due to better reporting 'bite sized' Welsh courses at their Coleg Sir Gar campus. The University have reported that this provision has since declined, accounting for much of the reduction in students studying through Welsh over the past two years.
- The number of staff able to teach in Welsh has increased by 38 per cent between 2011/12 and 2017/18, but has fallen over the latest year. Numbers actually teaching have been fairly static since 2011/12, despite the increase in capacity to teach in Welsh.

### About this bulletin

The data included here are taken from the Higher Education Statistics Agency's (HESA) Student Record and Staff Record. Unless otherwise stated, Welsh students enrolled at the Open University (OU) and higher education enrolments at further education institutions are included in the data, and figures are for the 2017/18 academic year.

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## Policy background

Welsh-medium provision continues to be a key priority for the Welsh Government, including in higher education. The Welsh Government's [Higher Education Policy Statement](#), published in June 2013, confirms the Welsh Government's vision to see the Welsh language thriving in Wales.

### Y Coleg Cymraeg Cenedlaethol

The [Coleg Cymraeg Cenedlaethol](#) works with universities across Wales to develop Welsh-medium opportunities for students. It has funded Welsh-medium lecturers and offers undergraduate and postgraduate scholarships for students to study higher education courses through the medium of Welsh.

### Targets

The Higher Education Funding Council for Wales (HEFCW) set out targets for students taking courses in Welsh in their [Corporate Strategy for 2013/14 to 2016/17](#). These were to increase the number of students studying at least 5 credits of a higher education course through the Welsh-medium to 5,600 in 2016/17; and to increase the number of students studying 40 credits in Welsh to 3,030 in 2016/17.

The way HEFCW measured the targets is different to how they are measured in this bulletin. The figures in this bulletin:

- only include figures from further education institutions from 2016/17 onwards;
- are in enrolments not headcounts;
- include all modules being studied in a year, instead of all modules started in a year.

For this reason, this bulletin cannot be used to assess performance against the targets. However, the targets are useful context and provide an indication of the direction and scale of change.

In November 2018, HEFCW published performance measures for higher education during its current corporate strategy period, 2017-20. These include the number of students studying higher education courses undertaking at least 5 credits and at least 40 credits through the medium of Welsh per annum.

From 2017-18 the funding of the Coleg Cymraeg Cenedlaethol became the responsibility of the Welsh Government. The number of students studying at least 5 and 40 credits through the medium of Welsh continues to be monitored and following publication of a new Welsh Language Strategy, new long-term targets will be established.

### Initial Teacher Education

The Welsh Government's Welsh-medium Education Strategy and subsequent policy statement [Welsh-medium Education Strategy: Next Steps](#), published March 2016, recognises the need for a Welsh-medium workforce that provides sufficient practitioners for all stages of education.

## **Staff**

The Coleg Cymraeg Cenedlaethol provides training programmes and a pathway for qualifying as a recognized educator through the medium of Welsh for academic staff.

## **Amount of study in credits**

The amount of a student's learning undertaken through Welsh is presented in credits rather than as a percentage of their learning. This presents a better picture of the actual amount of learning being undertaken in Welsh. Credits also allow a closer comparison with the targets. See [Definitions](#) for more information.

## **Open University**

Students from Wales attending the Open University (OU) are now included. Most other Welsh Government higher education statistical releases include OU students, and they are included in the targets.

## **FPE in subjects data**

Subjects data are reported in Full-Person Equivalentents (FPE) rather than Full-Time Equivalentents (FTE). FPE are more comparable with the other figures in the bulletin.

## **FPE in staff**

Staff figures are reported in FPE. Previously, unless mentioned otherwise, they were reported in raw numbers. This would have double-counted staff with contracts across multiple areas.

## Section A: Students at Welsh universities

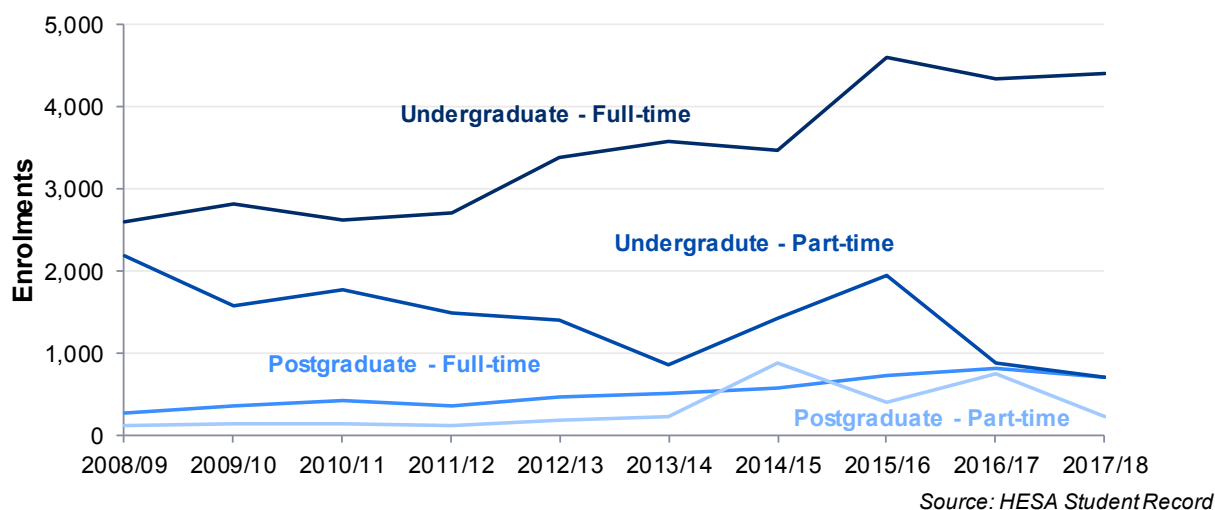
This section covers students who attended a Welsh university and studied through the medium of Welsh.

Students are now separated by the amount of credits they studied through Welsh that year. It counts the amount actually studied through Welsh. If a student studied half of a 20 credit module through Welsh, that would be counted as studying 10 credits through Welsh. The *some/5/40/80/120* categories also overlap. Everyone who has studied at least 40 credits through Welsh is included as having studied at least 5 credits through Welsh.

There has been a large decrease in students studying at least 5 credits through the Welsh-medium over the past two years. Most of this decline is due to the University of Wales, Trinity Saint David who have reported that since 2015/16 their provision of 'bite sized' Welsh courses has declined.

Further breakdowns of the data can be found on [StatsWales](#).

**Chart A.1: Students with some teaching through Welsh by level and mode of study, at Welsh universities (a)(b)**



(a) Excludes Open University students.

(b) A small number of students from the University of Newport/South Wales are omitted in 2011/12 and 2013/14.

[\[View the data\]](#)

- The number of students receiving some teaching through Welsh has increased for every mode and level of study over the last 9 years, except part-time undergraduates. However, since 2015/16 figures have stabilised or fallen across all modes and levels. These trends differ depending on credit intensity, with most of the increases being amongst students studying smaller amounts of their course through Welsh.
- The peak in part-time postgraduates in 2014/15 was caused by the Masters in Educational Practice, which was offered for free to Newly Qualified Teachers (NQTs). Part-time postgraduate numbers have dropped this year and are now close to 2013/14 levels.
- The number of full-time postgraduates studying some Welsh has more than doubled since 2008/09.

- The fall in part-time undergraduates studying through Welsh should be looked at in the context of a steady fall in part-time undergraduates studying in any language at Welsh universities.

**Table A.1: Amount studied through Welsh by students at Welsh universities (b)**

<i>Enrolments and percentages</i>						
<u>Enrolments</u>	<u>2012/13</u>	<u>2013/14 (a)</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>
Some teaching through Welsh	5,560	5,260	6,445	7,780	6,870	6,205
At least 5 credits in Welsh	5,115	5,000	5,875	7,070	5,885	5,315
At least 40 credits in Welsh	2,340	2,430	2,435	2,800	2,265	2,410
At least 80 credits in Welsh	1,390	1,410	1,365	1,370	1,320	1,300
At least 120 credits in Welsh	870	885	885	825	690	710
No teaching in Welsh	131,955	131,885	126,530	120,905	121,135	121,720
All enrolments	137,520	137,145	132,975	128,685	128,005	127,925
<i>Percentages (%)</i>						
Some teaching through Welsh	4.0	3.8	4.8	6.0	5.4	4.9
At least 5 credits in Welsh	3.7	3.6	4.4	5.5	4.6	4.2
At least 40 credits in Welsh	1.7	1.8	1.8	2.2	1.8	1.9
At least 80 credits in Welsh	1.0	1.0	1.0	1.1	1.0	1.0
At least 120 credits in Welsh	0.6	0.6	0.7	0.6	0.5	0.6
No teaching in Welsh	96.0	96.2	95.2	94.0	94.6	95.1

*Source: HESA Student Record*

(a) The University of Newport, now part of the University of South Wales, reported additional students with some teaching through Welsh who are not included in the table. This number was 74 in 2013/14.

(b) Excludes Higher education students at Further education institutions

[\[View the data\]](#)

- 5,315 students at Welsh higher education institutions studied at least 5 credits through Welsh-medium in 2017/18. Of those, 2,410 studied at least 40 credits through Welsh, 1,300 studied at least 80 credits and, of those, 710 studied at 120 credits.
- 665 fewer students received some teaching in Welsh in 2017/18 than in 2016/17, a year-on-year decrease of 10 per cent. Most of this decrease comes from the University of Wales Trinity Saint David.
- As the targets were formed using a different methodology, they are not entirely comparable. However, the data suggests the target of 5,600 students studying at least 5 credits through Welsh by 2016/17 was surpassed in previous years but has failed to be maintained in 2017/18. The 40 credit target of 3,030 students was missed in 2016/17 and figures continue to be below that level in 2017/18.

**Table A.2: University of students, by amount studied through Welsh, 2017/18**

Enrolments	<i>Enrolments and percentages</i>						
	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh	No teaching in Welsh	All enrolments
Bangor University	1,540	1,450	985	645	290	9,615	11,155
Glyndŵr University	85	85	*	*	*	5,655	5,745
Aberystwyth University	415	410	315	155	70	7,770	8,185
University of Wales TSD	2,685	2,050	420	260	215	7,600	10,285
Swansea University	440	345	175	40	20	19,975	20,415
University of South Wales	125	120	100	35	25	22,735	22,860
Cardiff University	505	500	180	75	55	31,430	31,935
Cardiff Metropolitan University	265	265	230	100	35	10,170	10,435
Open University	145	90	*	*	*	6,765	6,915
All Higher Education Institutions	6,205	5,315	2,410	1,300	710	121,720	127,925
Grwp Llandrillo Menai	200	200	165	55	20	1,205	1,410
NPTC Group	*	*	*	*	*	130	130
Gower College Swansea	*	*	*	*	*	130	130
Total	6,405	5,515	2,575	1,355	730	123,185	129,595
<b>Percentages (%)</b>							
Bangor University	13.8	13.0	8.8	5.8	2.6	86.2	
Glyndŵr University	1.5	1.5	-	-	-	98.5	
Aberystwyth University	5.1	5.0	3.9	1.9	0.8	94.9	
University of Wales TSD	26.1	19.9	4.1	2.5	2.1	73.9	
Swansea University	2.2	1.7	0.9	-	-	97.8	
University of South Wales	0.5	0.5	-	-	-	99.5	
Cardiff University	1.6	1.6	0.6	-	-	98.4	
Cardiff Metropolitan University	2.5	2.5	2.2	1.0	-	97.5	
Open University	2.1	1.3	-	-	-	97.9	
All Higher Education Institutions	4.9	4.2	1.9	1.0	0.6	95.1	
Grwp Llandrillo Menai	14.3	14.3	11.6	4.0	1.4	85.7	
NPTC Group	-	-	-	-	-	100.0	
Gower College Swansea	-	-	-	-	-	100.0	
Total	4.9	4.3	2.0	1.0	0.6	95.1	

Source: HESA Student Record

[\[View the data\]](#)

- 1 in 170 students at Welsh universities studied 120 credits or more through the medium of Welsh in 2017/18. The highest proportion was at Bangor University (3 per cent).
- The University of Wales, Trinity Saint David had both the highest number of students (2,685) and the highest proportion of its students (26 per cent) receiving some teaching through the medium of Welsh. This has fallen by 7 percentage points, down from 3,215 in 2016/17.
- The University of South Wales had the lowest proportion (<1%) of students receiving some teaching through the medium of Welsh of any Higher Education Institution (HEI). This was

followed by Glyndwr University with 2 per cent of students receiving some teaching through the medium of Welsh.

- Bangor University and the University of Wales, Trinity St David together accounted for more than two thirds of the total teaching received through the medium of Welsh.

**Table A.3: Mode of study of students at Welsh universities, by amount studied through Welsh, 2017/18**

*Enrolments and percentages*

	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh	No teaching in Welsh	All enrolments
<b>Enrolments</b>							
Full-time	5,275	4,550	2,370	1,330	725	90,355	95,630
Part-time and other	1,135	965	200	30	5	32,830	33,960
All modes	6,405	5,515	2,575	1,355	730	123,185	129,595
<b>Percentages (%)</b>							
Full-time	5.5	4.8	2.5	1.4	0.8	94.5	
Part-time and other	3.3	2.8	0.6	-	-	96.7	
All modes	4.9	4.3	2.0	1.0	0.6	95.1	

Source: HESA Student Record

[\[View the data\]](#)

- 4 out of every 5 students receiving some teaching through Welsh were enrolled full-time.
- A higher proportion of full-time students received some teaching through Welsh (6 per cent), than part-time students (3 per cent).

**Table A.4: Level of study of students at Welsh universities, by amount studied through Welsh, 2017/18**

*Enrolments and percentages*

Enrolments	Some	At least 5	At least 40	At least 80	At least 120	No teaching in Welsh	All enrolments
	teaching through Welsh	credits in Welsh	credits in Welsh	credits in Welsh	credits in Welsh		
Postgraduate Research	35	35	20	15	10	4,300	4,340
Postgraduate Taught	900	860	320	220	185	19,975	20,875
First Degree	4,545	3,815	2,010	1,050	510	78,415	82,960
Other Undergraduate	925	810	225	70	25	20,490	21,420
Higher Education	6,405	5,515	2,575	1,355	730	123,185	129,595
<i>Percentages (%)</i>							
Postgraduate Research	0.9	0.8	-	-	-	99.1	
Postgraduate Taught	4.3	4.1	1.5	1.0	0.9	95.7	
First Degree	5.5	4.6	2.4	1.3	0.6	94.5	
Other Undergraduate	4.3	3.8	1.1	-	-	95.7	
Higher Education	4.9	4.3	2.0	1.0	0.6	95.1	

Source: HESA Student Record

[\[View the data\]](#)

- First degree students had the highest proportion of students receiving some teaching in Welsh and studying at least 5 and 40 credits through Welsh. Postgraduate taught students followed closely behind in these categories and had the highest proportion of students studying at least 120 credits in Welsh.

**Table A.5: Gender of students at Welsh universities, by amount studied through Welsh, 2017/18**

*Enrolments and percentages*

Enrolments	Some	At least 5	At least 40	At least 80	At least 120	No teaching in Welsh	All enrolments
	teaching through Welsh	credits in Welsh	credits in Welsh	credits in Welsh	credits in Welsh		
Male	1,880	1,560	650	280	155	55,900	57,780
Female	4,525	3,955	1,920	1,075	575	67,175	71,700
Persons	6,405	5,515	2,575	1,355	730	123,185	129,595
<i>Percentages (%)</i>							
Male	3.3	2.7	1.1	-	-	96.7	
Female	6.3	5.5	2.7	1.5	0.8	93.7	
Persons	4.9	4.3	2.0	1.0	0.6	95.1	

Source: HESA Student Record

[\[View the data\]](#)

- More women than men studied through the medium of Welsh in every category of intensity.
- For every 10 students receiving some teaching in Welsh, 7 were females and 3 were male.



**Table A.6: Domicile of students at Welsh institutions, 2017/18**

Enrolments	<i>Enrolments</i>		
	Welsh Domicile	Non-Welsh Domicile	All
Some teaching through Welsh	5,820	585	6,405
At least 5 credits in Welsh	5,150	365	5,515
At least 40 credits in Welsh	2,490	80	2,575
At least 80 credits in Welsh	1,325	30	1,355
At least 120 credits in Welsh	720	10	730
No teaching in Welsh	61,495	61,660	123,185
All enrolments	67,320	62,245	129,595

*Source: HESA Student Record*

[\[View the data\]](#)

Students' domicile is determined from their address before beginning higher education. Some non-Welsh domiciles who learn through Welsh may be students who grew up in Wales but moved to a different country before starting higher education.

- At Welsh institutions almost 1 in 10 students from Wales received some teaching through Welsh, whereas 1 in 100 students from outside of Wales received some teaching in Welsh.
- Very few students from outside of Wales studied 120 credits in Welsh.

## **Section B: Module subjects**

This section provides information on the subject breakdown of students who attended a Welsh university and studied through the medium of Welsh. The subjects a student studies are calculated on a module-by-module basis, unlike other published higher education data. This is because Welsh-medium information is collected on a module-by-module basis.

A student can study modules in multiple subjects, and even multiple subjects within a single module. Any combination of subjects and modules might have some teaching through Welsh. This means it is not possible to report subject numbers in a way which is both consistent with the Welsh-medium totals elsewhere; and where the percentage of students studying a subject through Welsh is accurate. We have chosen to make the percentages accurate.

Subjects reported in Full-Person Equivalent (FPE) split each student across the subjects they study. If a student's course was half Maths and half Law, they would count as half a student (0.5) studying Maths and half a student studying Law. Once a student's subjects are calculated in FPE, we check if any part of a subject was studied through Welsh. This means if half a student's course is Maths (0.5 FPE), and they study some Maths through the Welsh-medium, then they also count as half a student studying Maths through Welsh (0.5 FPE).

**Table B.1: Module subjects of students at Welsh universities with some teaching through Welsh, 2017/18**

*Enrolments (Full-Person Equivalents) and percentages*

	Some teaching through Welsh	Percentage (%)	All enrolments
Medicine & dentistry	145	4.6	3,215
Subjects allied to medicine	605	4.1	14,760
Biological sciences	455	2.8	16,015
Agriculture & related subjects	85	5.6	1,480
Physical sciences	95	1.5	6,420
Mathematical sciences	55	2.3	2,500
Computer science	25	0.4	5,200
Engineering & technology	70	0.6	10,505
Architecture, building & planning	5	0.3	2,210
Social studies	570	5.0	11,505
Law	125	2.7	4,765
Business & administrative studies	205	1.2	16,570
Mass communications & documentation	70	2.5	2,685
Languages	555	6.2	9,015
Welsh	490	94.7	515
Welsh Literature	10	76.0	15
Other Celtic Language	20	31.7	60
Other European Language	15	0.7	2,415
Historical & philosophical studies	100	2.0	4,905
Creative arts & design	980	11.7	8,370
Drama	140	14.2	975
Music	60	4.6	1,270
Cinematography	130	11.8	1,085
Education	1,920	20.3	9,470
Teacher Training	1,190	51.7	2,300
Academic Studies in Education	685	15.2	4,485
<b>All Subjects</b>	<b>6,060</b>	<b>4.7</b>	<b>129,585</b>

Source: HESA Student Record

[\[View the data\]](#)

- Education has both the highest number of students studying some Welsh (1,920) and the highest proportion (20 per cent).
- 490 students who received some teaching through the Welsh-medium in 2017/18 were receiving it from a module specifically designed to teach the Welsh language.
- Business & Administrative Studies was the most popular subject, but only 1 per cent of students received any teaching through Welsh.
- Architecture, Building and Planning was the subject area with the least Welsh-medium teaching.
- Welsh Language courses are counted as 100 per cent taught through Welsh-medium. It is only 95 per cent in the data because some universities may misrecord the Welsh language portion of a module.

## Section C: Welsh speakers

HESA collect data from all students enrolled at Welsh universities where the student is ordinarily (prior to study) resident in Wales. The data records whether the student deems themselves to be a Welsh speaker and whether they are fluent or not. Data quality across institutions is variable, with a couple of institutions having a markedly larger proportion of unknowns than the majority.

However, as the overall rate of unknowns is low compared with earlier years, it is now more useful for analysis.

**Table C.1: Ability to speak Welsh of students from Wales at Welsh universities, by amount studied through Welsh, 2017/18**

	<i>Enrolments</i>						
	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh	No teaching in Welsh	All enrolments
Fluent Welsh speaker	3,010	2,920	2,020	1,225	665	6,920	9,930
Welsh speaker not fluent	1,020	905	355	95	55	9,170	10,190
Not a Welsh speaker	1,625	1,190	115	5	*	41,455	43,080
Unknown	170	135	10	5	5	3,955	4,120
All	5,820	5,150	2,490	1,325	720	61,495	67,320

Source: HESA Student Record

[\[View the data\]](#)

- The students receiving some teaching through Welsh were fairly evenly split between fluent and non-fluent Welsh speakers. 3,010 fluent Welsh speakers had some study through the Welsh-medium. 2,645 students who were not Welsh speakers or spoke Welsh, but weren't fluent, had some study through the Welsh-medium.
- 55 students studying 120 credits through Welsh reported that they were not Welsh speakers. This suggests there may still be some issues with the data.

**Table C.2: University and ability to speak Welsh of students from Wales at Welsh universities, 2017/18**

	<i>Enrolments</i>				
	Fluent	Welsh			
	Welsh	speaker not	Not a Welsh	Unknown	All
	speaker	fluent	speaker		
Bangor University	1,595	760	1,630	*	3,985
Glyndŵr University	360	695	2,500	30	3,585
Aberystwyth University	740	505	1,515	95	2,855
University of Wales Trinity St David	1,090	1,270	4,560	320	7,240
Swansea University	1,485	1,450	5,875	270	9,085
University of South Wales	1,475	2,080	11,805	210	15,570
Cardiff University	1,670	1,545	7,425	130	10,765
Cardiff Metropolitan University	755	805	3,970	135	5,665
Open University	400	705	2,930	2,880	6,915
All Higher Education Institutions	9,570	9,820	42,205	4,075	65,665
Grwp Llandrillo Menai	335	335	675	45	1,390
NPTC Group	10	25	90	*	130
Gower College Swansea	15	10	105	5	130
<b>Total</b>	<b>9,930</b>	<b>10,190</b>	<b>43,080</b>	<b>4,120</b>	<b>67,320</b>

[\[View the data\]](#)

- In 2017/18, Bangor University (40 per cent), Aberystwyth University (26 per cent) and Swansea University (16 per cent) had the highest proportions of fluent Welsh speakers. However, Cardiff University had the highest number of fluent Welsh speakers. Only 6 per cent of Welsh Open University students were fluent Welsh speakers.
- The number of fluent Welsh speakers at University of South Wales has remained steady at 9 per cent, falling behind Glyndŵr. Glyndŵr also has a much higher percentage of Welsh speakers who don't identify themselves as fluent.
- Overall, almost two-thirds of Welsh domiciled students were identified as non-Welsh speakers. The University of South Wales had the highest number of non-Welsh speakers (76 per cent) followed by Cardiff Metropolitan University with 70 per cent of Welsh domiciled students who could not speak Welsh.

## Section D: Initial Teacher Education

An Initial Teacher Education (formerly Initial Teacher Training) student counted as able to teach bilingually has completed a course that was designed to enable students to teach in English and Welsh, that may or may not have led to a formal certificate for bilingual education.

**Table D.1: School level of students completing ITE courses in Wales leading to bilingual teaching**

		<i>Qualifiers from ITE courses</i>					
		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Primary School	Trained to teach in Welsh	160	150	145	145	115	110
	Not trained to teach in Welsh	510	520	480	495	525	495
Secondary School	Trained to teach in Welsh	100	145	115	80	80	75
	Not trained to teach in Welsh	705	610	570	450	425	375
All	Trained to teach in Welsh	255	300	260	225	195	185
	Not trained to teach in Welsh	1,210	1,130	1,050	945	950	870

Source: HESA Student Record

[\[View the data\]](#)

- 185 students completed an Initial Teaching Education (ITE) course which trained them to teach through the medium of Welsh.
- Whilst the number of students completing an ITE course which trained them to teach through the medium of Welsh has fallen in recent years, this is in the context of reduced numbers completing overall. Hence the 18 per cent of all completers trained to teach bilingually is in fact 1 percentage point higher than in 2016/17 (but still lower than in 2015/16).
- 18 per cent of Primary school trainee teachers were able to teach bilingually, compared with 17 per cent of Secondary school trainees.

**Table D.2: Type of degree of students completing ITE courses in Wales leading to bilingual teaching**

		<i>Qualifiers from ITE courses</i>					
		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
PGCE	Trained to teach in Welsh	370	420	370	325	310	270
	Not trained to teach in Welsh	1,935	1,540	1,620	1,430	1,430	1,355
Other Degree	Trained to teach in Welsh	140	170	160	120	90	100
	Not trained to teach in Welsh	455	440	410	410	425	375

Source: HESA Student Record

[\[View the data\]](#)

- Three out of four ITE completers that were able to teach bilingually gained a Postgraduate Certificate of Education (PGCE).
- 17 per cent of PGCE graduates were able to teach bilingually, compared to 21 per cent of Other Degree graduates.

**Table D.3: Self-reported Welsh speaking ability of entrants onto ITE courses in Wales by ability to teach in Welsh, 2017/18**

	<i>Qualifiers from ITE courses</i>		
	Fluent Welsh Speaker	Not a fluent Welsh speaker	All
Trained to teach in Welsh	175	10	185
Not trained to teach in Welsh	100	760	870
All	275	770	1,055

Source: HESA Student Record

[\[View the data\]](#)

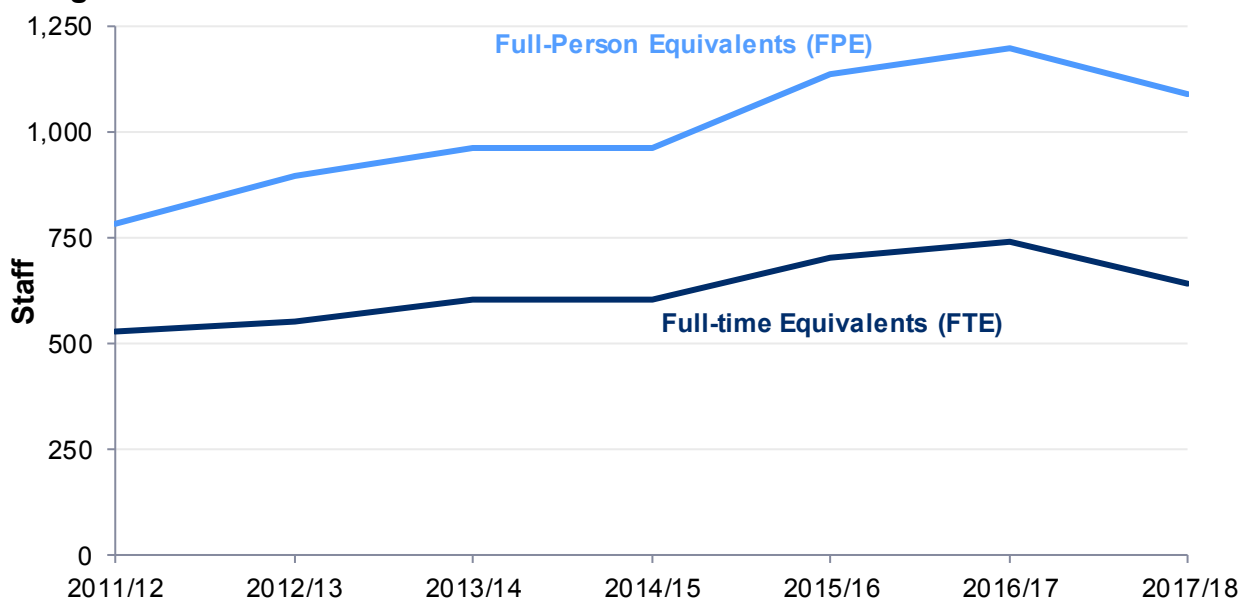
- Six in ten fluent Welsh speakers on ITE courses train to teach in Welsh.
- Around 1 in 20 students training to teach in Welsh consider themselves not fluent in the language.

## Section E: Staff

This section covers academic staff employed at Welsh universities, and whether they are currently teaching, or able to teach, through the medium of Welsh. The Coleg Cymraeg Cenedlaethol funded a number of 5 year academic posts teaching through the medium of Welsh between 2011/12 and 2015/16. The first posts came to an end in 2016/17 and no new allocations were made that year.

All figures in this section are stated in Full-Person Equivalentents (FPE), unless stated otherwise. Further information on staff in Welsh universities can be found on [StatsWales](#).

**Chart E.1: Full-person and full-time equivalentents of academic staff able to teach through the medium of Welsh**



Source: HESA Staff Record

[\[View the data\]](#)

- The number of staff able to teach in Welsh had increased steadily between 2011/12 and 2016/17 but dropped slightly for 2017/18.



**Table E.1: University of staff teaching or able to teach through the medium of Welsh, 2017/18 (a)**

	Staff (Full-Person Equivalents)			
	Teaching in Welsh	Able to teach in Welsh (a)	Unable to teach in Welsh	All
Bangor University	225	290	660	975
Glyndwr University	*	10	185	215
Aberystwyth University	140	180	555	770
University of Wales, Trinity St David	45	310	420	745
The University of Wales (central functions)	*	*	*	35
Swansea University	55	85	900	1,585
University of South Wales	50	105	1,515	1,710
Cardiff University	100	70	3,450	3,520
Cardiff Metropolitan University	15	35	605	695
<b>Total (Welsh HEIs, Excludes the OU)</b>	<b>635</b>	<b>1,090</b>	<b>8,290</b>	<b>10,255</b>

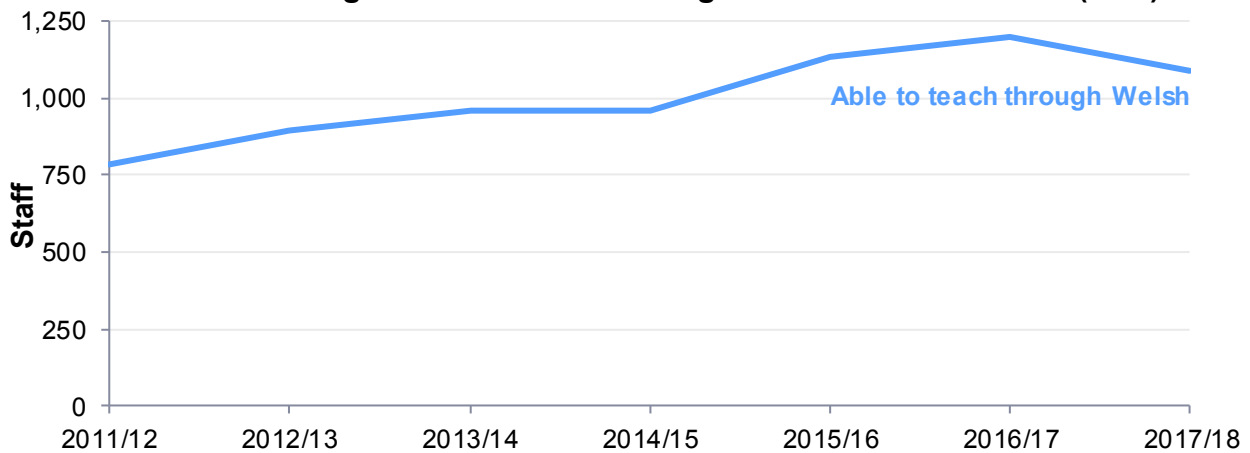
Source: HESA Staff Record

(a) Able to teach in Welsh includes those teaching in Welsh.

[\[View the data\]](#)

- In 2017/18, the University of Wales, Trinity Saint David had the highest number of academic staff **able** to teach through the medium of Welsh (310) and Bangor University had the highest number **actually teaching** through the medium of Welsh (225).
- University of Wales, Trinity Saint David had the highest proportion (42 per cent) of academic staff able to teach through the medium of Welsh. Cardiff University had the lowest proportion (2 per cent) of staff able to teach through Welsh.

**Chart E.2: Staff teaching or able to teach through the medium of Welsh (FPE)**



Source: HESA Staff Record

[\[View the data\]](#)

- The capacity to teach in Welsh increased by 38 per cent between 2011/12 and 2017/18. However, in 2017/18 the capacity decreased by 9 per cent compared with 2016/17.

**Table E.2: Staff teaching or able to teach through the medium of Welsh at Welsh universities (a)**

	<i>Staff (Full-Person Equivalents)</i>					
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Able to teach in Welsh	895	960	960	1,135	1,200	1,090
Unable to teach in Welsh	6,520	7,710	8,795	7,870	8,300	8,290
Information not sought	2,150	1,470	650	660	740	875
All	9,565	10,140	10,410	9,670	10,240	10,255
Teaching in Welsh	635	590	625	590	635	635
Not teaching in Welsh	6,860	8,465	8,810	7,325	7,665	7,765
Information not sought	2,075	1,085	975	1,755	1,945	1,855
All	9,565	10,140	10,410	9,670	10,240	10,255

*Source: HESA Staff Record*

(a) Able to teach in Welsh includes those teaching in Welsh.

[\[View the data\]](#)

- In 2017/18 the total number of academic staff **teaching** through the medium of Welsh remained constant at 635.
- The number of academic staff **able** to teach through the medium of Welsh, dropped by 110 to 1,090, from 1,200 in 2016/17.
- 58 per cent of staff who were able to, were providing some teaching through the medium of Welsh in 2017/18, compared with 53 percent in 2016/17.
- Please note: these figures differ from those on the StatsWales website. An error was detected in the HESA data provided to the Welsh Government for Cardiff University and Swansea University, and corrected high-level figures were obtained directly from the universities for the purpose of this bulletin. However, the underlying detailed breakdown of these figures on StatsWales is provided by HESA and is yet to be revised.

**Table E.3: Cost centre of academic staff teaching through the medium of Welsh, 2017/18**

	<i>Staff (Full-Person Equivalents)</i>				Percent by Cost Centre
	Teaching in Welsh	Not teaching in Welsh	Information not sought	All	
Academic services	10	45	40	90	9.0
Administrative, business & social studies	60	1,015	260	1,335	4.6
Agriculture, forestry and veterinary science	15	95	40	150	10.6
Architecture & planning	*	115	15	135	1.5
Biological, mathematical & physical sciences	30	940	255	1,225	2.5
Design, creative & performing arts	75	1,015	90	1,175	6.2
Education	200	370	75	645	30.9
Engineering & technology	10	685	380	1,075	0.8
Humanities, languages & archaeology	135	670	135	945	14.4
Law, Economics and politics	20	390	35	445	4.9
Medicine, dentistry & health	75	2,425	530	3,035	2.5
<b>All</b>	<b>635</b>	<b>7,765</b>	<b>1,855</b>	<b>10,255</b>	<b>6.2</b>

*Source: HESA Staff Record*

[\[View the data\]](#)

- The highest number of staff teaching through the medium of Welsh were found in Education and Humanities, Languages & Archaeology. Together, these cost centres accounted for more than half of the total staff teaching through Welsh.

## **Methodology**

Important notes on how the statistics were calculated. See the [Definitions](#) section for more detailed information on the terms used in this bulletin.

### **Data source**

The data in this bulletin mostly come from the Higher Education Statistics Agency (HESA) Student Record and Staff Record.

A summary of the Student data collection process for 2017/18 covering timescales, validation and business rules and checking processes is included on the [HESA website](#). The same can be found for the [Staff data collection](#).

### **Coverage**

#### **Students**

The statistics only cover students who are part of HESA's Higher Education standard registration population or qualifications obtained population. More information on these populations can be found in the [student definitions on the HESA website](#).

All uses of 'students' in this bulletin refer to 'student enrolments'. This is a count of each enrolment for a course. In rare instances where a student was enrolled in two different courses in the same year, that student would be counted twice.

Previous analysis has shown that, for Welsh HEIs: full-time enrolments are less than 1 per cent higher than full-time student numbers; and part-time enrolments are less than 2 per cent higher than part-time student numbers.

All uses of 'qualifiers' in this bulletin refer to 'qualifications obtained'. In the rare instance where a student received two different qualifications in the same year, that student would be counted twice.

#### **Staff**

All tables in this bulletin are based on the HESA academic staff contract population, which includes those contracts that were active on 1 December within the reporting period.

Academic staff are defined as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within Higher Education Institutions.

Following a HESA review, the methodology used to locate academic professionals changed in 2012/13. This caused a material difference in the percentage of staff identified as "information not yet sought" in the able to teach through Welsh/teaching through Welsh field.

## **Rounding strategy**

The presentation of figures in this bulletin follows the principals of the HESA rounding strategy. The strategy is intended to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest 5. A summary of this strategy is as follows:

- 0, 1, 2 are rounded to 0 and represented as '\*'.
- All other numbers are rounded to the nearest multiple of 5.

Total figures are also subject to this rounding methodology; the consequence of which is that the sum of numbers in each row or column may not match the total shown precisely. Percentages have been calculated using precise raw numbers. Percentages less than 0.5 per cent are represented by '-'.

## **Definitions**

### **Definitions for sections A to C – Students**

#### **Amount studied through Welsh**

The amount studied through Welsh presents information on how much learning a student undertook through the Welsh language that year. It accounts for the amount of each module studied through Welsh. If a student studied half of a 20 credit module through Welsh, that would be counted as 10 credits. The some/5/40/80 categories also overlap. For example, everyone who has studied at least 40 credits through Welsh is included as having studied at least 5 credits in Welsh.

#### **First degree**

First degree refers to what might be thought of as the “standard” undergraduate course. It does **not** mean that it’s the first undergraduate degree a student has taken.

It includes first degrees with or without eligibility to register to practice with a Health or Social Care or Veterinary statutory regulatory body, first degrees with qualified teacher status (QTS)/registration with the General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees.

#### **Full-time equivalent (FTE)**

FTE presents students in terms of equivalent full-time students. A joint honours student whose course is half maths, is half of an equivalent single honours Maths student (0.5 FTE). A part-time student whose course would last 6 years instead of 3 is counted as half of an equivalent full-time student (0.5 FTE).

#### **Full-person equivalent (FPE)**

Full-person equivalents divide students up across their various modes of study, regardless of the total time a student studies. A part-time joint honours student, studying half Maths, is still counted as half a Maths students (0.5 FPE). In FTE that joint honours student would be counted as half of half a Maths student (0.25 FTE), if their overall study is also half of a full-time equivalent’s.

#### **Gender**

Other (non-binary) genders are included in the totals.

#### **Level of study**

Whether the student is studying a postgraduate course, undergraduate first degree or undergraduate other degree. Postdoctoral students are not included.

#### **Mode of study**

Whether a student studies full-time or part-time. Full-time students are normally required to attend an institution for periods amounting to at least 24 weeks within the year of programme of study. During that time, students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.

## **Other undergraduate degrees**

Other undergraduate degrees include qualification aims below degree level, such as: Foundation Degrees; diplomas in HE with eligibility to register to practice with a Health or Social Care regulatory body; Higher National Diploma (HND); Higher National Certificate (HNC); Diploma of Higher Education (DipHE); Certificate of Higher Education (CertHE); foundation courses at HE level; NVQ/SVQ levels 4 and 5; post-degree diplomas and certificates at undergraduate level; professional qualifications at undergraduate level; other undergraduate diplomas and certificates including post registration health and social care courses; other formal HE qualifications of less than degree standard; institutional undergraduate credit; and no formal undergraduate qualifications.

## **Students from Wales/Welsh domiciles**

Students classified as Welsh domiciled are those whose home postcode on entry to a higher education institution was in Wales.

## **Year**

Years are academic years, from 1 August to the 31 July.

## **Definitions for Section D: Initial Teacher Education**

### **Ability to teach bilingually**

Students are defined as 'able to teach in bilingually' if they take part in a course which either leads to a formal certificate of bilingual education, or does not lead to a certificate, but is designed to enable students to teach in Welsh.

### **Degree type**

PGCE includes Postgraduate Certificate of Education, Professional Graduate Certificate of Education and Professional Diploma of Education. The Postgraduate Certificate of Education is a Masters level qualification, but the Professional Graduate Certificate of Education is **not**. In some cases, a student might start studying a postgraduate course, but leave with an undergraduate qualification.

Most 'Other Degree' courses are Bachelors level, with a teaching component that leads to Qualified Teacher Status (QTS).

### **Initial Teacher Education (ITE)**

Initial Teacher Education used to be known as Initial Teacher Training (ITT) or Initial Teacher Education and Training (ITET). It covers all paths to someone becoming a teacher – gaining QTS. This bulletin covers people becoming teachers through formal Higher Education courses.

### **Qualified Teacher Status (QTS)**

Qualified Teacher Status is necessary to teach in a Welsh school. QTS in Wales is different from QTS in England or General Teaching Council registry in Northern Ireland and Scotland.

## **School level**

School level refers to whether the course is focused on training primary or secondary school teachers. This is often known as 'school phase'. When qualified a teacher may teach a different age range than they originally trained for.

## **Definitions for Section E: Staff**

### **Full-time equivalent (FTE)**

Full-time equivalent (FTE) is that recorded in the contract and measures the equivalence to full-time over the course of the reporting period 1 August to 31 July.

### **Full-person equivalent (FPE)**

Individuals can hold more than one contract with an institution and each contract may involve more than one different activity. Staff counts have been divided amongst their activities in proportion to the declared FTE for each activity. This results in counts of full-person equivalents (FPE). Staff FPE counts are calculated on the basis of contract activities that were active on 1 December of the reporting period.

### **Staff teaching through the medium of Welsh**

The contract table includes details of staff teaching through the medium of Welsh. The number of staff teaching through the medium of Welsh is a count of academic staff with at least one academic contract involving some teaching through the medium of Welsh.



## Key quality information

This section provides a summary of information on this output against five dimensions of quality: Relevance, Accuracy, Timeliness and Punctuality, Accessibility and Clarity, and Comparability. HESA (the data source) are themselves publishers of National Statistics and give detail on the quality of their data [on their website](#).

### Relevance

Changes were made to the bulletin following feedback from Y Coleg Cymraeg Cenedlaethol and Welsh Language policy officials. In 2011 changes were made to the content of the bulletin following feedback from the Welsh Language Board. The bulletin was also included in a consultation on education statistics, which did not prompt major requests for changes.

The statistics are used both within and outside the Welsh Government to monitor educational trends and as a baseline for further analysis of the underlying data. Some of the key users are:

- ministers and the Members Research Service in the National Assembly for Wales;
- officials in the Welsh Government;
- other government departments;
- the Higher Education Funding Council for Wales;
- Higher Education Institutions and representative bodies;
- students, researchers, and academics;
- individual citizens, private companies, and the media.

These statistics are used in a variety of ways. Some examples of these are:

- informing the education policy decision-making process in Wales and to inform existing strategies, for example the Welsh-medium Education Strategy.

### Accuracy

#### Self-assessed variables

Many of the key HESA fields relating to the Welsh language rely on the assessment of either the student or university. The WELSSP indicator for the ability of the student to speak Welsh is self-assessed by the student and the standard for fluency may change from person to person. Signs that the indicator might not always be reliable are pointed out under table D.1.

A student's domicile is used as a proxy in for their nationality. However, it's not always true that a Welsh student is a Welsh domicile. Someone may have moved out of Wales shortly before starting their course. This may lead to non-Welsh domiciles studying through the Welsh medium.

Likewise, the LANGPCNT field is used to calculate whether and how much study a student undertook through Welsh. This field is assessed by the university and universities may assess the Welsh-medium content of modules differently. In 2015/16, it was discovered that some Welsh language modules were not being assessed as entirely undertaken through the Welsh-medium.

In the past it has been required for institutions to either submit course averages or the actual values per enrolment to HESA. For the statistics used in this bulletin, the course average values are not appropriate. This over-estimates the number of students being taught through Welsh, since more students will have non-zero values.

### **Amendments**

In 2011 it came to light that, the University of Wales, Newport (now the University of South Wales) had submitted course average values for Welsh-medium study which met HESA requirements, but did not contain the level of detail required for these statistics. Amended data was obtained directly from the University of Wales, Newport for 2008/09, 2009/10, 2011/12 and later from the University of South Wales for 2013/14. However, the amended data did not contain the level detail required for this bulletin, or StatsWales, so it has only been included in footnotes.

### **Timeliness and punctuality**

HESA collected student enrolment and staff data for the 2015/16 academic year between August and October 2015. They produced their own Higher Education Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2016 and released their latest Staff in Higher Education Institutions publication in March 2016. This Welsh Medium bulletin now highlights a Wales specific dimension to the student and staff data collections. The release of this bulletin was moved forward from September to August to improve timeliness.

### **Accessibility and clarity**

This statistical bulletin is pre-announced and then published on the Statistics & Research section of the Welsh Government website.

This bulletin will be accompanied by more detailed tables on [StatsWales](#), a dissemination site that allows visitors to view, manipulate and create tables to download.

### **Comparability and coherence**

Owing to the subject matter of this bulletin, there are no comparable statistics produced for other countries within the UK. Definitions are consistent with other Welsh Government Higher Education releases, except for the subject breakdowns which are calculated on a per-module basis here to incorporate the Welsh-medium information.

## **National Statistics status**

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Official Statistics](#).

National Statistics status means that our statistics meet the highest standards of trustworthiness, quality and public value, and it is our responsibility to maintain compliance with these standards.

The continued designation of these statistics as National Statistics was confirmed in 2010 following a compliance check by the [Office for Statistics Regulation](#). These statistics last underwent a [full assessment](#) against the Code of Practice in 2010.

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

## **Well-being of Future Generations Act (WFG)**

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators ("national indicators") that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly. The 46 national indicators were laid in March 2016.

Information on indicators and associated technical information - [How do you measure a nation's progress? - National Indicators](#)

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

## Further details

The document is available at:

<https://gov.wales/welsh-language-higher-education-institutions-september-2017-august-2018>

Tables associated with this bulletin and which contain more details are available through [StatsWales](#), our interactive data distribution service.

## Next update

July 2020 for academic year 2018/19.

## We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to [post16education.stats@gov.wales](mailto:post16education.stats@gov.wales)

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