

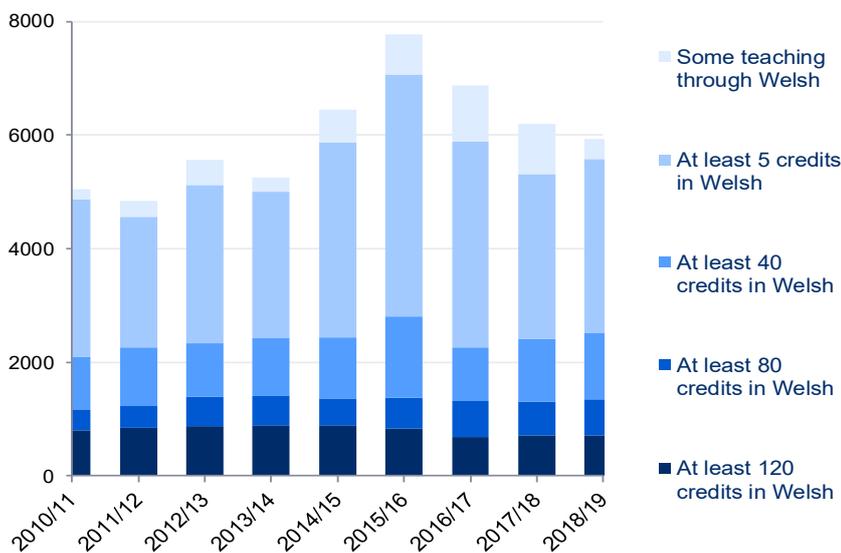


Welsh Language in Higher Education, 2018/19

30 July 2020
SB 25/2020

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^(a) and year



a) Higher education at Further Education Institutions is excluded

Source: HESA Student Record via Welsh Government

- Of the 5,575 students studying at least 5 credits through Welsh-medium, 2,510 studied at least 40 credits through Welsh, 1,340 studied at least 80 credits through Welsh, and 710 were studying 120 credits through Welsh.
- 265 fewer students received some teaching in Welsh in 2018/19 than in 2017/18. The University of Wales Trinity St David 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 three years.
- The number of staff able to teach in Welsh has increased by 49 per cent between 2011/12 and 2018/19.

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

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 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.

Cymraeg 2050

The Welsh Ministers' [Cymraeg 2050: a million Welsh speakers](#) for the promotion and facilitation of the use of the Welsh language was published July 2017.

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 initially funded academic posts to enable teaching through the medium of Welsh to take place. From 2017/18 the Coleg funded 16 Subject Grants to support higher education provision in addition to academic posts. In 2018/19, 24 Subject Grants were funded and 4 Catalyst Grants were established to provide new higher education provision.

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 Equivalent (FPE) rather than Full-Time Equivalent (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

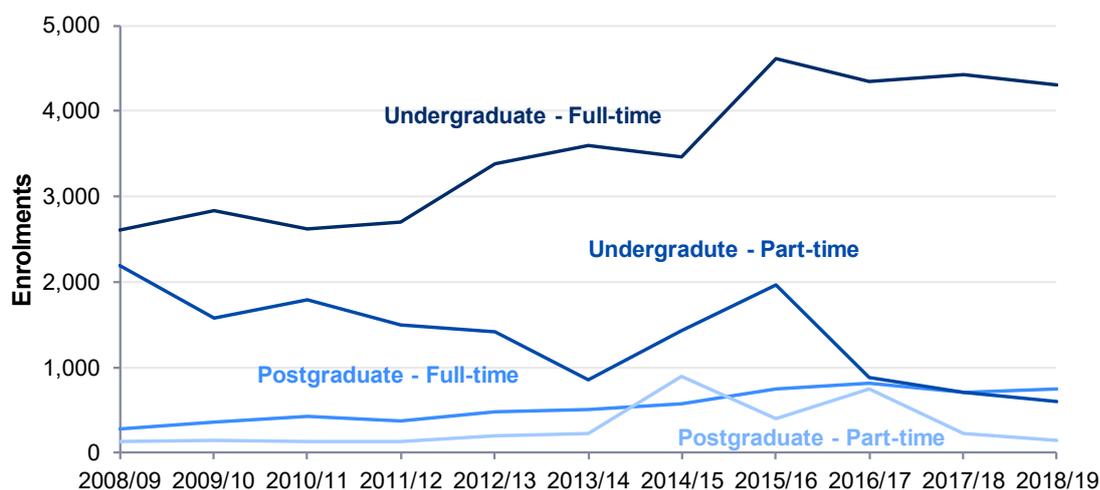
This section covers students who attended a Welsh university and studied through the medium of Welsh.

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)



Source: HESA Student Record

(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.

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

- These trends differ depending on credit intensity, with most of the increases being amongst students studying smaller amounts of their course through Welsh.
- The number of full-time students receiving some teaching through Welsh has generally increased for both undergraduates and postgraduates since 2008/09, with the number of full-time postgraduates having more than doubled.
- 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.
- 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 similar to 2011/12 levels.

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

<i>Enrolments and percentages</i>							
<u>Enrolments</u>	2012/13	2013/14 (a)	2014/15	2015/16	2016/17	2017/18	2018/19
Some teaching through Welsh	5,560	5,260	6,445	7,780	6,870	6,205	5,940
<i>(c) Of which is equal to:</i>							
<i>At least 5 credits in Welsh</i>	5,115	5,000	5,875	7,070	5,885	5,315	5,575
<i>At least 40 credits in Welsh</i>	2,340	2,430	2,435	2,800	2,265	2,410	2,510
<i>At least 80 credits in Welsh</i>	1,390	1,410	1,365	1,370	1,320	1,300	1,340
<i>At least 120 credits in Welsh</i>	870	885	885	825	690	710	710
No teaching in Welsh	131,955	131,885	126,530	120,905	121,135	121,720	124,565
All enrolments	137,520	137,145	132,975	128,685	128,005	127,925	130,510
<u>Percentages (%)</u>							
Some teaching through Welsh	4.0	3.8	4.8	6.0	5.4	4.9	4.6
At least 5 credits in Welsh	3.7	3.6	4.4	5.5	4.6	4.2	4.3
At least 40 credits in Welsh	1.7	1.8	1.8	2.2	1.8	1.9	1.9
At least 80 credits in Welsh	1.0	1.0	1.0	1.1	1.0	1.0	1.0
At least 120 credits in Welsh	0.6	0.6	0.7	0.6	0.5	0.6	0.5
No teaching in Welsh	96.0	96.2	95.2	94.0	94.6	95.1	95.4

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

(c) The number of students studying some credits in Welsh includes the numbers of students studying at least 5, 40, 80 and 120 credits in Welsh. Following this pattern, the number of students studying at least 5 credits in Welsh includes students studying at least 40, 80 and 120 credits in Welsh. The number of students studying at least 40 credits in Welsh includes students studying at least 80 and 120 credits in Welsh. The number of students studying at least 80 credits in Welsh includes students studying at least 120 credits in Welsh.

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

- 5,575 students at Welsh higher education institutions studied at least 5 credits through Welsh-medium in 2018/19. Of those, 2,510 studied at least 40 credits through Welsh, 1,340 studied at least 80 credits and, of those, 710 studied at 120 credits.
- The overall number of students studying credits in Welsh has decreased from 6,205 in 2017/18 to 5,575 in 2018/19. However, the number of those studying at least 5, 40 or 80 credits has increased. The overall reduction has come predominantly from students studying less than 5 credits in Welsh.
- 265 fewer students received some teaching in Welsh in 2018/19 than in 2017/18, a year-on-year decrease of 4 per cent.
- 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 since 2017/18. The 40 credit target of 3,030 students was missed in 2016/17 and 2017/18 and figures continue to be below that level in 2018/19.

Table A.2: University of students, by amount studied through Welsh, 2018/19*Enrolments and percentages*

Enrolments	Some	At least	At least	At least	No		All
	teaching	At least 5	40	80	120	teaching	
	through	credits in	credits in	credits	credits in	in Welsh	enrolments
	Welsh	Welsh	Welsh	in Welsh	Welsh		
Bangor University	1,330	1,320	885	630	260	8,865	10,195
Glyndŵr University	65	65	*	*	*	5,830	5,895
Aberystwyth University	395	390	315	140	60	7,450	7,845
University of Wales TSD	2,680	2,510	525	245	215	8,455	11,135
Swansea University	545	420	210	45	30	20,075	20,620
University of South Wales	120	120	85	35	25	22,205	22,330
Cardiff University	365	360	225	105	70	32,825	33,190
Cardiff Metropolitan University	290	290	265	140	50	10,385	10,675
Open University	155	95	*	*	*	8,470	8,625
All Higher Education Institutions	5,940	5,575	2,510	1,340	710	124,565	130,510
Grwp Llandrillo Menai	330	330	215	70	30	1,080	1,410
NPTC Group	*	*	*	*	*	165	165
Gower College Swansea	*	*	*	*	*	130	130
Total	6,270	5,905	2,720	1,410	740	125,940	132,210
<i>Percentages (%)</i>							
Bangor University	13.0	12.9	8.7	6.2	2.5	87.0	
Glyndŵr University	1.1	1.1	-	-	-	98.9	
Aberystwyth University	5.0	5.0	4.0	1.8	0.8	95.0	
University of Wales TSD	24.1	22.5	4.7	2.2	1.9	75.9	
Swansea University	2.6	2.0	1.0	0.2	0.1	97.4	
University of South Wales	0.5	0.5	0.4	0.2	0.1	99.5	
Cardiff University	1.1	1.1	0.7	0.3	0.2	98.9	
Cardiff Metropolitan University	2.7	2.7	2.5	1.3	0.5	97.3	
Open University	1.8	1.1	-	-	-	98.2	
All Higher Education Institutions	4.6	4.3	1.9	1.0	0.5	95.4	
Grwp Llandrillo Menai	23.4	23.4	15.2	5.0	2.3	76.6	
NPTC Group	-	-	-	-	-	100.0	
Gower College Swansea	-	-	-	-	-	100.0	
Total	4.7	4.5	2.1	1.1	0.6	95.3	

Source: HESA Student Record

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

- Less than 1 per cent of students at Welsh universities studied 120 credits or more through the medium of Welsh in 2018/19. The highest proportion was at Bangor University (2.5 per cent).
- The University of Wales, Trinity Saint David had both the highest number of students (2,680) and the highest proportion of its students (24 per cent) receiving some teaching through the medium of Welsh. This has fallen by 2 percentage points, down from 2,685 in 2017/18.
- 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 and Cardiff University with 1 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 almost two thirds (64%) 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, 2018/19

Enrolments and percentages

Enrolments	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
Full-time	5,245	5,015	2,570	1,375	735	91,775	97,020
Part-time and other	1,025	890	155	35	5	34,165	35,190
All modes	6,270	5,905	2,720	1,410	740	125,940	132,210
<i>Percentages (%)</i>							
Full-time	5.4	5.2	2.6	1.4	0.8	94.6	
Part-time and other	2.9	2.5	-	-	-	97.1	
All modes	4.7	4.5	2.1	1.1	0.6	95.3	

Source: HESA Student Record

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

- 5 out of every 6 students receiving some teaching through Welsh were enrolled full-time.
- A higher proportion of full-time students received some teaching through Welsh (5.4 per cent), than part-time students (2.9 per cent).

Table A.4: Level of study of students at Welsh universities, by amount studied through Welsh, 2018/19

Enrolments and percentages

Enrolments	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
Postgraduate Research	90	70	50	30	20	4,430	4,520
Postgraduate Taught	790	750	305	210	180	21,450	22,245
First Degree	4,400	4,160	2,115	1,070	490	79,775	84,175
Other Undergraduate	995	920	255	100	55	20,280	21,275
Higher Education	6,270	5,905	2,720	1,410	740	125,940	132,210
<i>Percentages (%)</i>							
Postgraduate Research	2.0	1.6	1.1	0.7	-	98.0	
Postgraduate Taught	3.6	3.4	1.4	0.9	0.8	96.4	
First Degree	5.2	4.9	2.5	1.3	0.6	94.8	
Other Undergraduate	4.7	4.3	1.2	-	-	95.3	
Higher Education	4.7	4.5	2.1	1.1	0.6	95.3	

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, 40 and 80 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, 2018/19

Enrolments and percentages

Enrolments	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
Male	1,910	1,765	705	320	160	55,710	57,625
Female	4,360	4,135	2,015	1,090	580	70,075	74,430
Persons	6,270	5,905	2,720	1,410	740	125,940	132,210
<i>Percentages (%)</i>							
Male	3.3	3.1	1.2	0.6	-	96.7	
Female	5.9	5.6	2.7	1.5	0.8	94.1	
Persons	4.7	4.5	2.1	1.1	0.6	95.3	

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, 2018/19

Enrolments	<i>Enrolments</i>		
	Welsh Domicile	Non-Welsh Domicile	All
Some teaching through Welsh	5,775	495	6,270
At least 5 credits in Welsh	5,490	415	5,905
At least 40 credits in Welsh	2,655	65	2,720
At least 80 credits in Welsh	1,380	30	1,410
At least 120 credits in Welsh	740	5	740
No teaching in Welsh	63,925	61,995	125,940
All enrolments	69,700	62,495	132,210

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, 2018/19

Enrolments (Full-Person Equivalents) and percentages

	Some teaching through Welsh	Percentage (%)	All enrolments
Medicine & dentistry	150	4.2	3,575
Subjects allied to medicine	515	3.5	14,625
Biological sciences	445	2.7	16,385
Agriculture & related subjects	80	6.0	1,315
Physical sciences	85	1.3	6,525
Mathematical sciences	55	2.2	2,610
Computer science	45	0.8	5,655
Engineering & technology	85	0.8	10,055
Architecture, building & planning	20	1.0	2,150
Social studies	600	4.6	13,165
Law	125	2.6	4,920
Business & administrative studies	180	1.0	17,250
Mass communications & documentation	60	2.1	2,910
Languages	510	5.9	8,605
Welsh	320	95.6	335
Welsh Literature	5	100.0	5
Other Celtic Language	115	75.8	150
Other European Language	10	0.6	2,185
Historical & philosophical studies	115	2.5	4,585
Creative arts & design	1,090	13.0	8,375
Drama	135	15.1	910
Music	50	3.9	1,245
Cinematography	120	11.3	1,065
Education	1,795	18.8	9,515
Teacher Training	1,055	50.8	2,080
Academic Studies in Education	600	13.4	4,470
All Subjects	5,965	4.5	132,205

Source: HESA Student Record

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

- Other than Welsh language, Education has both the highest number of students studying some Welsh (1,795) and the highest proportion (18.8 per cent).
- 320 students who received some teaching through the Welsh-medium in 2018/19 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.
- Other European Language 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, 2018/19

	<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	3,005	2,965	2,090	1,245	645	6,945	9,945
Welsh speaker not fluent	885	835	325	120	80	9,040	9,925
Not a Welsh speaker	1,705	1,530	185	15	15	43,230	44,935
Unknown	185	160	55	*	*	4,710	4,895
All	5,775	5,490	2,655	1,380	740	63,925	69,700

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. 3,005 fluent Welsh speakers had some study through the Welsh-medium. 2,590 students who were not Welsh speakers or spoke Welsh, but weren't fluent, had some study through the Welsh-medium.
- 15 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, 2018/19

	<i>Enrolments</i>				
	Fluent Welsh speaker	Welsh speaker not fluent	Not a Welsh speaker	Unknown	All
Bangor University	1,540	400	1,960	*	3,905
Glyndŵr University	360	755	2,655	75	3,845
Aberystwyth University	685	475	1,440	115	2,715
University of Wales Trinity St David	1,030	1,185	4,770	290	7,275
Swansea University	1,605	1,510	6,180	*	9,300
University of South Wales	1,390	1,960	11,810	170	15,330
Cardiff University	1,675	1,630	7,565	75	10,945
Cardiff Metropolitan University	825	815	4,275	155	6,065
Open University	455	815	3,370	3,990	8,625
All Higher Education Institutions	9,565	9,545	44,030	4,875	68,010
Grwp Llandrillo Menai	355	335	680	20	1,395
NPTC Group	15	30	115	*	160
Gower College Swansea	10	10	110	*	130
Total	9,945	9,925	44,935	4,895	69,700

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

- In 2018/19, Bangor University (39 per cent), Aberystwyth University (25 per cent) and Swansea University (17 per cent) had the highest proportions of fluent Welsh speakers out of all higher education institutions. However, Cardiff University had the highest ‘number’ of fluent Welsh speakers. Only 5 per cent of Welsh Open University students were fluent Welsh speakers.
- The number of fluent Welsh speakers at University of South Wales is at 9 per cent, the same as Glyndŵr. Glyndŵr also has a much higher percentage of Welsh speakers who don’t identify themselves as fluent (20 per cent of total enrolments).
- Overall, almost two-thirds of Welsh domiciled students were identified as non-Welsh speakers. When considering higher education institutions, the University of South Wales had the highest number of non-Welsh speakers (77 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>						
		<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
Primary School	Trained to teach in Welsh	160	150	145	145	115	110	100
	Not trained to teach in Welsh	510	520	480	495	525	495	445
Secondary School	Trained to teach in Welsh	100	145	115	80	80	75	70
	Not trained to teach in Welsh	705	610	570	450	425	375	340
All	Trained to teach in Welsh	255	300	260	225	195	185	170
	Not trained to teach in Welsh	1,210	1,130	1,050	945	950	870	785

Source: HESA Student Record

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

- 170 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>						
		<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
PGCE	Trained to teach in Welsh	185	215	185	165	155	135	120
	Not trained to teach in Welsh	980	900	840	735	735	680	610
Other Degree	Trained to teach in Welsh	70	85	80	60	45	50	50
	Not trained to teach in Welsh	230	225	210	210	215	190	175

Source: HESA Student Record

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

- Seven out of ten ITE completers that were able to teach bilingually gained a Postgraduate Certificate of Education (PGCE).
- 16 per cent of PGCE graduates were able to teach bilingually, compared to 22 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, 2018/19

	<i>Qualifiers from ITE courses</i>		
	<u>Fluent Welsh Speaker</u>	<u>Not a fluent Welsh speaker</u>	<u>All</u>
Trained to teach in Welsh	160	10	170
Not trained to teach in Welsh	90	685	785
All	250	700	955

Source: HESA Student Record

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

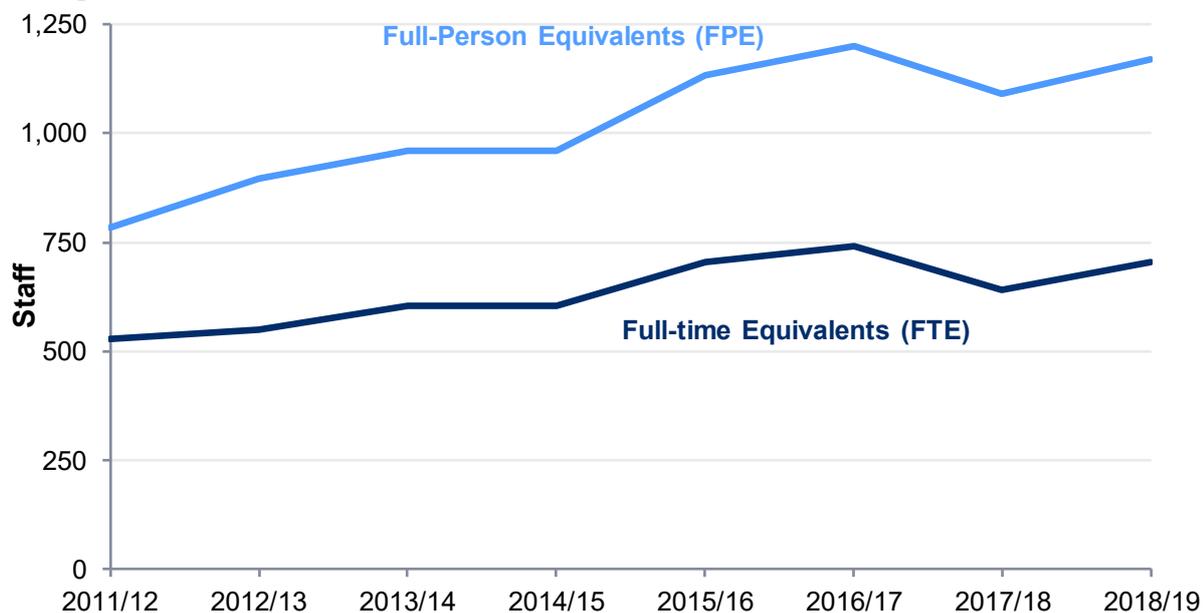
- Six in ten fluent Welsh speakers on ITE courses train to teach in Welsh.
- Around 1 in 20 students training to teach in Welsh consider themselves not fluent in the language.

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 initially funded academic posts to enable teaching through the medium of Welsh to take place. From 2017/18 the Coleg funded 16 Subject Grants to support higher education provision in addition to academic posts. In 2018/19 24 Subject Grants were funded and 4 Catalyst Grants were established to provide new higher education provision.

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

Chart E.1: Full-person and full-time equivalents 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 dropped in 2017/18 but has now returned to a similar level to 2016/17.

Table E.1: University staff teaching or able to teach through the medium of Welsh, 2018/19 (a)

	Staff (Full-Person Equivalents)			All
	Teaching in Welsh	Able to teach in Welsh (a)	Unable to teach in Welsh	
Bangor University	215	300	665	1,020
Glyndwr University	*	10	175	205
Aberystwyth University	130	165	540	750
University of Wales, Trinity St David	40	310	425	750
The University of Wales (central function)	*	*	*	30
Swansea University	50	80	1,105	1,730
University of South Wales	65	105	1,515	1,730
Cardiff University	90	155	2,900	3,330
Cardiff Metropolitan University	15	40	645	715
Total (Welsh HEIs, Excludes the OU)	605	1,170	7,965	10,265

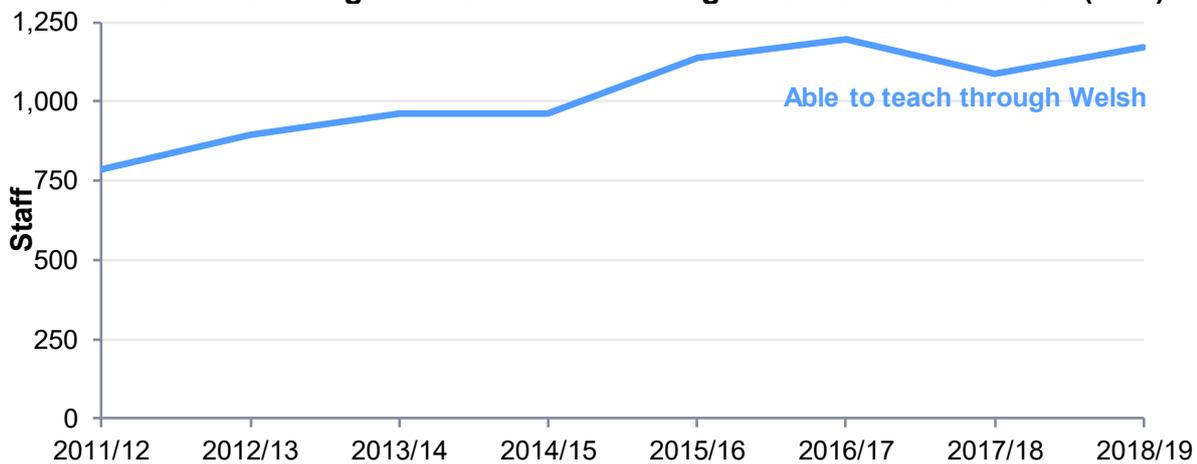
Source: HESA Staff Record

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

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

- In 2018/19, 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 (215).
- University of Wales, Trinity Saint David had the highest proportion (41 per cent) of academic staff able to teach through the medium of Welsh. Cardiff University had the lowest proportion (5 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 21 per cent between 2011/12 and 2018/19. In 2018/19, the ability to teach in Welsh recovered from a small drop in 2017/18 with a 7% increase.

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	2018/19
Able to teach in Welsh	895	960	960	1,135	1,200	1,090	1,170
Unable to teach in Welsh	6,520	7,710	8,795	7,870	8,300	8,290	7,965
Information not sought	2,150	1,470	650	660	740	875	1,130
All	9,565	10,140	10,410	9,670	10,240	10,255	10,265
Teaching in Welsh	635	590	625	590	635	635	605
Not teaching in Welsh	6,860	8,465	8,810	7,325	7,665	7,765	6,180
Information not sought	2,075	1,085	975	1,755	1,945	1,855	3,475
All	9,565	10,140	10,410	9,670	10,240	10,255	10,265

Source: HESA Staff Record

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

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

- In 2018/19 the total number of academic staff teaching through the medium of Welsh dropped slightly to 605.
- The number of academic staff able to teach through the medium of Welsh, increased by 80 to 1,170, from 1,090 in 2017/18.
- 52 per cent of staff who were able to, were providing some teaching through the medium of Welsh in 2017/18, compared with 58 percent in 2017/18.
- Please note: for 2017/18, 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, 2018/19

	<i>Staff (Full-Person Equivalents)</i>				Percent by Cost Centre
	Teaching in Welsh	Not teaching in Welsh	Information not sought	All	
Academic services	10	35	50	95	10.7
Administrative, business & social studies	50	820	475	1,345	3.7
Agriculture, forestry and veterinary science	15	95	35	140	9.6
Architecture & planning	*	105	35	140	1.4
Biological, mathematical & physical sciences	30	775	500	1,305	2.3
Design, creative & performing arts	80	930	115	1,120	6.9
Education	195	320	110	620	31.2
Engineering & technology	10	455	670	1,135	0.7
Humanities, languages & archaeology	120	520	275	915	13.0
Law, Economics and politics	25	280	155	465	5.4
Medicine, dentistry & health	80	1,850	1,060	2,990	2.6
All	605	6,180	3,475	10,265	5.9

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 2018/19 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 2018/19 academic year between August and October 2018. They produced their own Higher Education Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2020 and released their latest Staff in Higher Education Institutions publication in March 2020. 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 Statistics](#).

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 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 the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

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>

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

Next update

July 2021 for academic year 2019/20.

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

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