

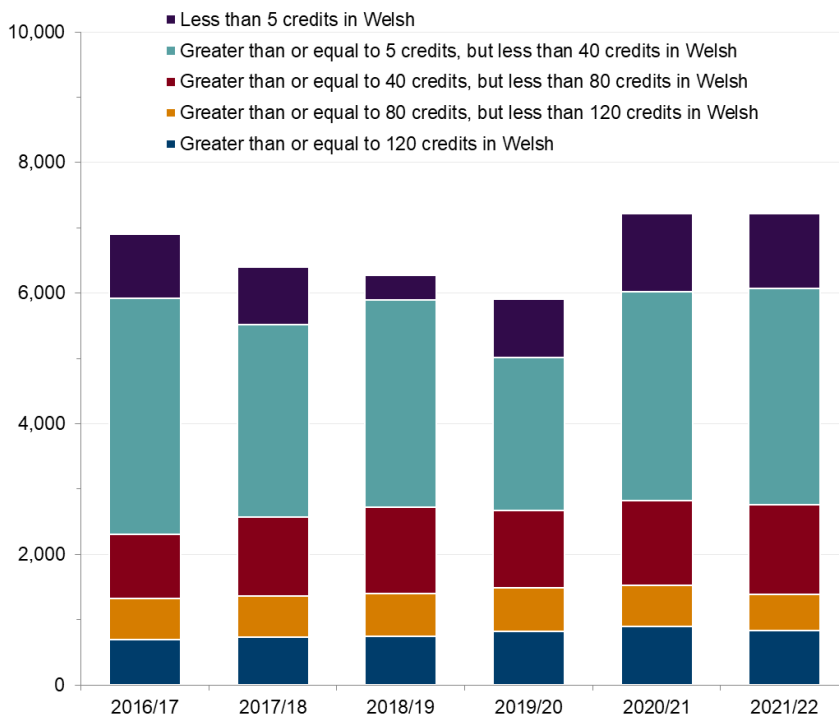


Welsh Language in Higher Education, 2021/22

21 September
2023
SB 33/2023

This bulletin provides information about students studying courses through the Welsh language at higher education providers in Wales. It also covers higher education staff teaching through Welsh and trainee teachers able to teach in Welsh.

Students in Welsh higher education providers by the credits studied through Welsh, 2016/17 to 2021/22



Description of Figure: A stacked column chart showing that, in 2021/22, the number of students learning through Welsh medium remained at a similar level to 2020/21 figures.

Source: HESA Student record

Main points

- The number of students studying at least 5 credits through Welsh-medium in 2021/22 was 1% higher than figures in 2020/21, while the number studying at least 40 credits was 2% lower.

About this bulletin

The data included here are taken from the Higher Education Statistics Agency (HESA)'s Student Record and Staff Record. Unless otherwise stated, all data refers to students enrolled at Welsh higher education providers, including higher education institutions (HEIs), enrolments at the Welsh national centre of the Open University (OU) and higher education enrolments at further education institutions (FEIs). The most recent figures are for the 2021/22 academic year.

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This report is also available in Welsh

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Main points (continued)

- Of the 6,070 students studying at least 5 credits through Welsh-medium, 2,765 studied at least 40 credits through Welsh, 1,390 studied at least 80 credits through Welsh, and 835 were studying at least 120 credits through Welsh.
- The number of staff able to teach in Welsh has decreased by 11% between 2016/17 and 2021/22, but has remained at a similar level to 2020/21 figures.

Policy background

Y Coleg Cymraeg Cenedlaethol

The [Coleg Cymraeg Cenedlaethol](#) works with universities and colleges across Wales to develop Welsh-medium opportunities for students and learners. It supports the development of provision and 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:

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.

There are a number of targets and performance measures agreed by Welsh Government, HEFCW, the Coleg Cymraeg and individual universities. HEFCW continues to monitor and publish progress against National Measures which were designed to monitor the performance of higher education. These National Measures are used along with other indicators to measure HEFCW's progress against objectives outlined in its corporate strategy in 2021 and Business plan 2022-23. 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.

Cymraeg 2050

The Welsh Government's long-term strategy for the promotion and facilitation of the use of the Welsh language, [Cymraeg 2050: a million Welsh speakers](#) was published in 2017 and [Cymraeg 2050: work programme 2021-2026](#) was published in 2021. Along with targets for increasing the number of learners in Welsh-medium education and actions to enable them to progress through their compulsory and post-compulsory education through the medium of Welsh, Cymraeg 2050 also includes targets for increasing the number of teachers able to teach Welsh and through the medium of Welsh.

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 2019, the Coleg has supported institutions with specific grants that can be used towards staff costs.

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

Between 2013/14 and 2020/21, Open University students in Wales were identified by the region of Domicile marker in the HESA data. Aside from this period, Open University students are identified by the Open University campus marker, or the national centre marker of the Open University in the HESA data. 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.

Higher education providers

Data for higher education providers includes both higher education institutions, Welsh domiciles at the Open University, and higher education courses studied at further education institutions, unless otherwise stated. Data for higher education courses studied at further education institutions is only available from 2016/17. The starting point for most time series in the bulletin is 2016/17 to allow for year-on-year comparisons. Data for higher education courses studied at higher education institutions prior to 2016/17 is available on [StatsWales](#).

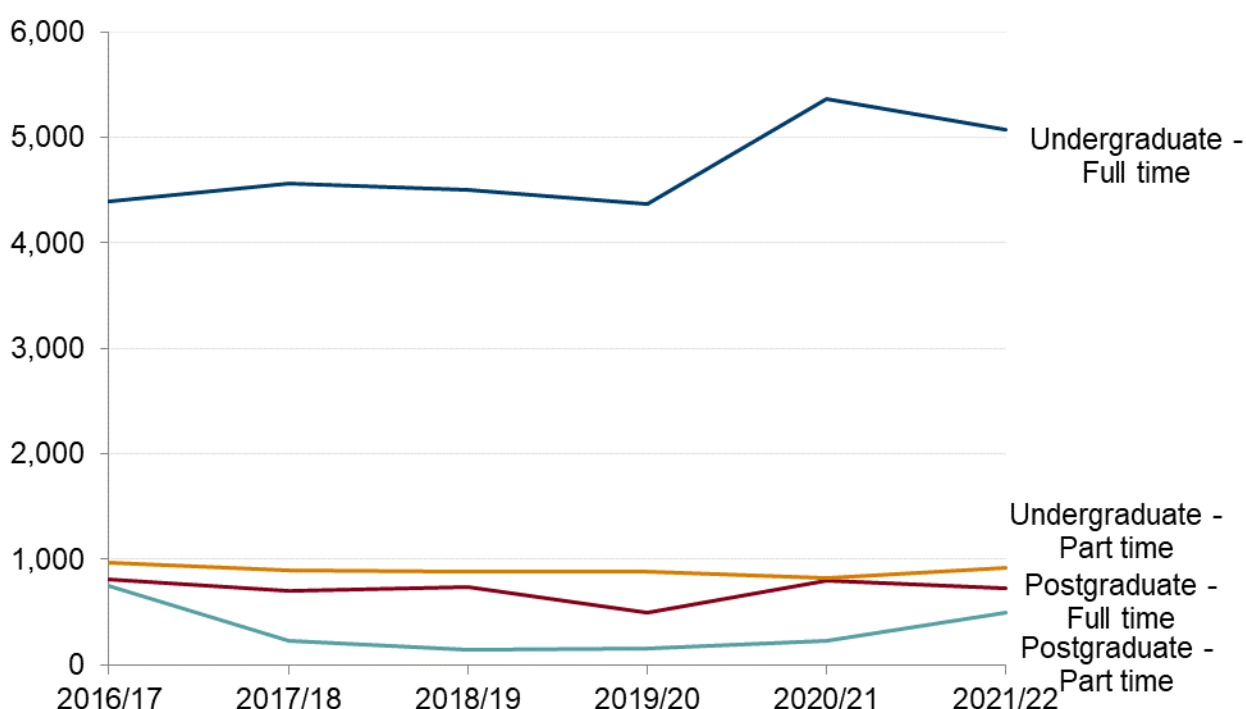
Section A: Students at Welsh higher education providers

This section covers students who attended a Welsh higher education provider 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 credits*, *at least 5 credits*, *at least 40 credits*, *at least 80 credits* and *at least 120 credits* categories also overlap. Everyone who has studied at least 40 credits through Welsh is included as having studied at least 5 credits through Welsh.

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

Figure A.1: Students with some teaching through Welsh by level and mode of study, 2016/17 to 2021/22



Description of Figure A.1: A line chart showing that, for the period between 2016/17 and 2021/22, the number of full-time undergraduate students learning in Welsh medium was lower in 2021/22 than it was for 2020/21, but remained higher than it was every year between 2016/17 and 2019/20.

Source: HESA Student record [\[View the data\]](#)

- The number of full-time students receiving some teaching through Welsh was 12% higher than it was in 2016/17.
- The number of part-time students receiving some teaching through Welsh was 18% lower in 2021/22 than it was in 2016/17. However, figures in 2021/22 were at their highest since 2017/18, with a 33% increase reported from 2020/21 figures.

- The number of full-time, undergraduate students receiving some teaching through Welsh was 16% higher in 2021/22 than it was in 2016/17, while the number of full-time, postgraduate students receiving some teaching through Welsh was 11% lower than it was in 2016/17.

Table A.1: Number of credits studied in Welsh, 2016/17 to 2021/22

Enrolments	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Some teaching through Welsh	6,910	6,405	6,270	5,915	7,220	7,215
At least 5 credits in Welsh	5,925	5,515	5,905	5,020	6,015	6,070
At least 40 credits in Welsh	2,305	2,575	2,720	2,670	2,825	2,765
At least 80 credits in Welsh	1,320	1,355	1,410	1,485	1,530	1,390
At least 120 credits in Welsh	690	730	740	815	895	835
No teaching in Welsh	122,495	123,185	125,940	130,455	137,960	141,835
All enrolments	129,405	129,595	132,210	136,370	145,175	149,045
Percentages (%)						
Some teaching through Welsh	5%	5%	5%	4%	5%	5%
At least 5 credits in Welsh	5%	4%	4%	4%	4%	4%
At least 40 credits in Welsh	2%	2%	2%	2%	2%	2%
At least 80 credits in Welsh	1%	1%	1%	1%	1%	1%
At least 120 credits in Welsh	1%	1%	1%	1%	1%	1%
No teaching in Welsh	95%	95%	95%	96%	95%	95%

Description of table A.1: A table showing that while the number of students studying at least 5 credits in Welsh was higher in 2021/22 than it was in 2016/17, the proportion of students studying at least 5 credits in Welsh was higher in 2016/17 than it was in 2021/22.

Source: HESA Student record [\[View the data\]](#)

- In 2021/22, 6,070 students at Welsh higher education providers studied at least 5 credits through Welsh-medium. Of those, 2,765 studied at least 40 credits through Welsh, of those, 1,390 studied at least 80 credits and, of those, 835 studied at least 120 credits.
- The overall number of students studying some credits in Welsh in 2021/22 remained at a similar level to 2020/21 (7,215 enrolments in 2021/22). Enrolments with some teaching through Welsh as a proportion of all enrolments also remained at a similar level to last year (5% of all enrolments).

Table A.2: Teaching through Welsh, by higher education provider, 2021/22

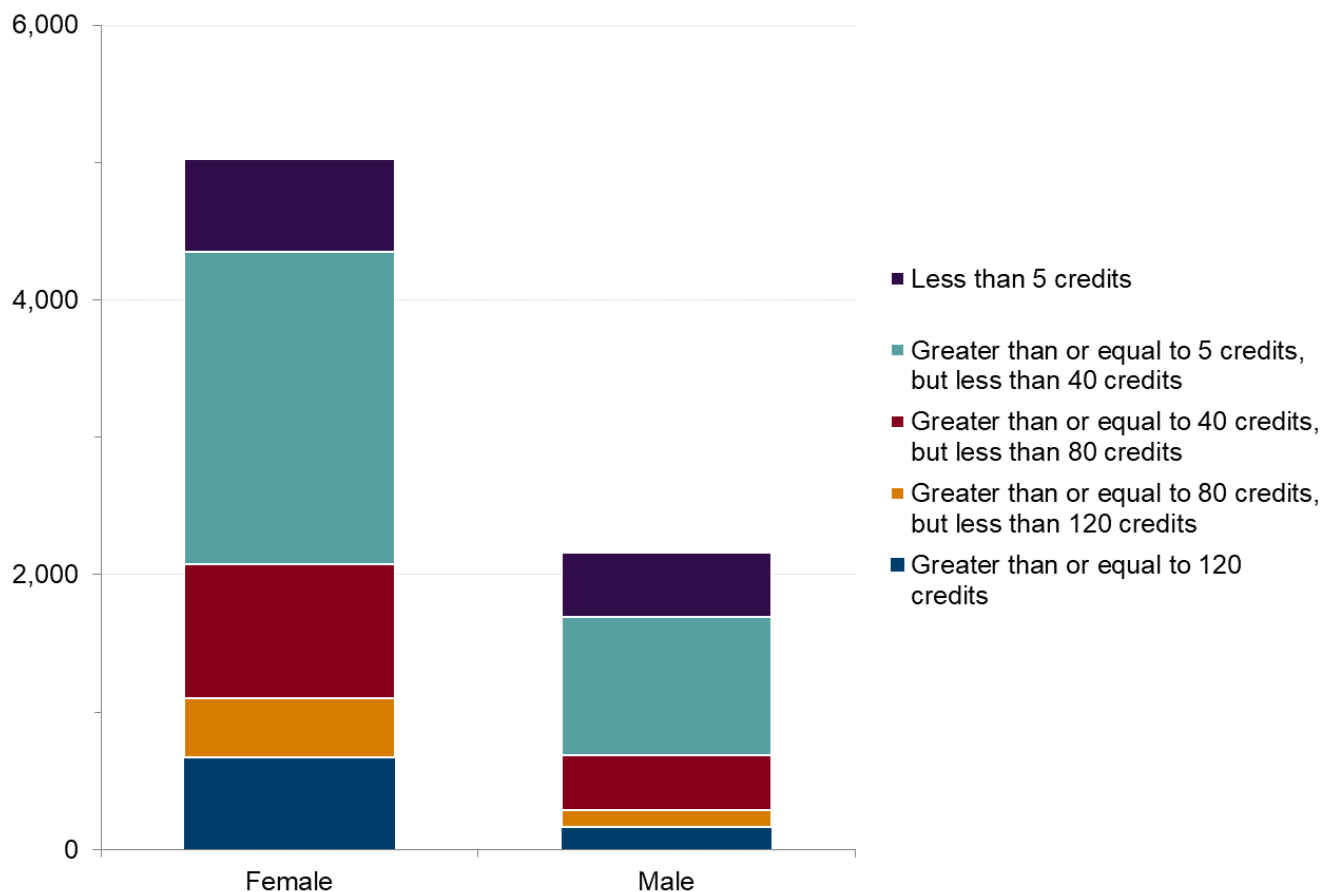
Enrolments	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	At least 120 credits in Welsh	No teaching in Welsh	All
Higher education institutions	6,815	5,675	2,530	1,315	775	141,090	147,910
Bangor University	1,405	1,380	930	555	265	9,100	10,505
Wrexham University	10	5	0	0	0	7,480	7,490
Aberystwyth University	430	425	315	125	45	7,415	7,845
University of Wales Trinity St. David	3,100	2,410	505	235	200	11,945	15,045
Swansea University	680	520	140	35	20	21,610	22,290
University of South Wales	110	110	45	10	10	23,160	23,270
Cardiff University	400	400	295	110	65	33,585	33,985
Cardiff Metropolitan University	285	285	255	225	165	12,335	12,620
Open University	395	135	45	15	0	14,460	14,855
Further education institutions	395	395	235	70	65	740	1,140
Gower College Swansea	0	0	0	0	0	50	50
Grwp Llandrillo Menai	395	395	235	70	65	515	910
NPTC Group	0	0	0	0	0	180	180
All enrolments	7,215	6,070	2,765	1,390	835	141,835	149,045
Percentage (%)							
Higher education institutions	5%	4%	2%	1%	1%	95%	100%
Bangor University	13%	13%	9%	5%	3%	87%	100%
Wrexham University	0%	0%	0%	0%	0%	100%	100%
Aberystwyth University	5%	5%	4%	2%	1%	95%	100%
University of Wales Trinity St. David	21%	16%	3%	2%	1%	79%	100%
Swansea University	3%	2%	1%	0%	0%	97%	100%
University of South Wales	0%	0%	0%	0%	0%	100%	100%
Cardiff University	1%	1%	1%	0%	0%	99%	100%
Cardiff Metropolitan University	2%	2%	2%	2%	1%	98%	100%
Open University	3%	1%	0%	0%	0%	97%	100%
Further education institutions	35%	35%	21%	6%	6%	65%	100%
Gower College Swansea	0%	0%	0%	0%	0%	100%	100%
Grwp Llandrillo Menai	44%	44%	26%	8%	7%	56%	100%
NPTC Group	0%	0%	0%	0%	0%	100%	100%
All enrolments	5%	4%	2%	1%	1%	95%	100%

Description of table A.2: A table showing that of the higher education institutions, for 2021/22, the University of Wales, Trinity St. David, had the highest number and proportion of students learning at least 5 credits in Welsh, while Bangor University had the highest number and proportion of students learning at least 40 credits in Welsh (9%).

Source: HESA Student record [\[View the data\]](#)

- 1% of students at Welsh higher education providers studied 120 credits or more through the medium of Welsh in 2021/22. The institutions with the highest proportion of students studying at least 120 credits in Welsh medium was at Grwp Llandrillo Menai (7%) followed by Bangor University (3%).
- Of the higher education institutions, the University of Wales, Trinity Saint David had both the highest number of students (3,100) and the highest proportion of its students (21%) receiving some teaching through the medium of Welsh. This decreased by 3 percentage points, down from 24% in 2020/21.
- Wrexham University and the University of South Wales had the lowest proportion (less than 1%) of students receiving some teaching through the medium of Welsh of any higher education institution.
- Enrolments at Bangor University and the University of Wales, Trinity St David together accounted for just under two thirds (62%) of enrolments with at least some teaching through the medium of Welsh.
- There are currently some inconsistencies in the way in which higher education providers return Welsh medium module data on the HESA record, both in terms of how to define a Welsh medium module and in calculating the percentage of the module that is taught through the medium of Welsh. HEFCW and the Coleg Cymraeg Cenedlaethol have worked with institutions to promote consistency and further work is being undertaken to develop clear guidance on data collection and reporting which will further improve data quality in the future.

Figure A.2: Sex of students who studied at least some credits in Welsh by amount studied through Welsh, 2021/22



Description of Figure A.2: A stacked column chart showing that, in 2021/22, the number of females studying at least some credits in Welsh medium was more than double the number of males studying at least some credits in Welsh medium.

Source: HESA Student record [\[View the data\]](#)

- Of the students studying at least some credits in Welsh medium in 2021/22, 79% of males (1,700) and 87% of females (4,350) were studying at least 5 credits in Welsh medium.
- Of the students studying at least some credits in Welsh medium in 2021/22, 32% of males (690) and 41% of females (2,075) were studying at least 40 credits in Welsh medium.




























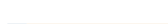


Section B: Module subjects

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 module subjects they study. If half a student's modules were Maths modules, and half were law modules, 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).

Figure B.1: Module subjects of students with some teaching through Welsh, 2021/22

	Some teaching through Welsh		No teaching through Welsh	Percentage with teaching through Welsh (%)
Medicine and dentistry	250		4,415	5%
Subjects allied to medicine	880		15,555	5%
Biological and sport sciences	285		10,390	3%
Psychology	130		8,115	2%
Veterinary sciences	0		85	0%
Agriculture, food and related studies	115		1,050	10%
Physical sciences	5		3,610	0%
Mathematical sciences	35		2,900	1%
Engineering and technology	130		9,455	1%
Computing	150		9,150	2%
Geography, earth and environmental studies	45		3,175	1%
Architecture, building and planning	45		2,490	2%
Social sciences	940		14,100	6%
Law	210		8,640	2%
Business and management	380		21,845	2%
Media, journalism and communications	140		2,520	5%
Language and area studies	355		6,360	5%
Welsh studies	295		25	92%
Other Celtic Language	20		60	25%
Other European Language	5		1,570	0%
Historical, philosophical and religious studies	170		3,770	4%
Design, and creative and performing arts	970		6,035	14%
Drama	150		675	18%
Music	20		1,345	1%
Cinematics and photography	110		790	12%
Education and teaching	1,440		6,270	19%
Teacher Training	795		1,370	37%
Studies in Education	645		4,905	12%
Combined and general studies	145		2,295	6%
All Subjects	6,810		142,230	5%

Description of Figure B.1: A stacked bar chart showing number of students studying some credits in Welsh by module subject. The three broad subject areas with the highest proportion of students learning at least some credits in Welsh were Education and teaching, Design, and creative and performing arts and Agriculture, food and related studies

Source: HESA Student record [\[View the data\]](#)

- Education and teaching modules had the highest number of students studying some credits in Welsh (1,440), accounting for 21% of students studying through Welsh-medium.
- 295 (4%) students who received some teaching through the Welsh-medium in 2021/22 were receiving it from a module specifically designed to teach Welsh studies.

- Veterinary Sciences modules had the least Welsh-medium teaching closely followed by Physical Sciences.

Section C – Welsh speakers

HESA collect data from all students enrolled at Welsh higher education providers 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 providers is variable, with some having a markedly larger proportion of unknowns than others. The Open University in Wales is the provider with the largest proportion of students and number of students whose Welsh speaker status is unknown.

Table C.1: Welsh speaking ability of students from Wales, 2021/22

	Fluent Welsh speaker	Welsh speaker not fluent	Not a Welsh speaker	Unknown	All
Higher education institutions	10,155	10,325	46,075	7,295	73,845
Bangor University	1,550	585	2,065	0	4,205
Wrexham University	380	675	2,660	90	3,805
Aberystwyth University	875	545	1,295	25	2,745
University of Wales TSD	1,075	1,235	5,505	115	7,930
Swansea University	1,650	1,610	6,665	0	9,925
University of South Wales	1,255	1,695	10,070	140	13,165
Cardiff University	1,760	1,690	7,560	10	11,020
Cardiff Metropolitan University	880	925	4,320	70	6,195
Open University	720	1,360	5,930	6,845	14,855
Further education institutions	315	220	585	10	1,125
Gower College Swansea	10	5	30	0	50
Grwp Llandrillo Menai	275	190	435	0	900
NPTC Group	25	20	120	5	180
All enrolments	10,470	10,545	46,660	7,305	74,975

Description of table C.1: A table showing that 14% of Welsh domiciled students identified themselves as fluent in Welsh, and 14% identified as Welsh speakers who were not fluent in Welsh. 10% of students' Welsh speaker status was unknown, driven by a high number of students at the Open University whose Welsh speaker status was unknown.

Source: HESA Student record [\[View the data\]](#)

- Of higher education institutions, Bangor University (37%), Aberystwyth University (32%) and Swansea University (17%) had the highest proportions of Welsh domiciled students known to be fluent Welsh speakers. However, Cardiff University had the highest number of students known to be fluent Welsh speakers (1,760).
- Of the higher education institutions, the proportion of Welsh domiciled students known to be fluent Welsh speakers was lowest at the Open University in Wales (5%), followed by Wrexham University and University of South Wales (both 10%).

Table C.2: Welsh speaking ability of students from Wales at Welsh higher education providers, by amount studied through Welsh, 2021/22

	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	Total
Fluent Welsh speaker	3,065	2,975	2,115	1,170	745	10,470
Welsh speaker not fluent	880	710	230	60	45	10,545
Not a Welsh speaker	2,265	1,755	320	115	40	46,660
Unknown	235	105	45	10	0	7,305
Total	6,440	5,545	2,710	1,360	830	74,975

Description of table C.2: A table showing that less than a third of students who were known to be fluent in Welsh studied in Welsh medium. Of those who did study in Welsh medium, 69% studied at least 40 credits in Welsh.

Source: HESA Student record [\[View the data\]](#)

- The number of students receiving some teaching through Welsh was fairly evenly split between fluent and non-fluent Welsh speakers. There were 3,065 fluent Welsh speakers that had some study through the Welsh-medium in 2021/22 and 3,140 students who were not Welsh speakers or were non-fluent in Welsh that had some study through the Welsh-medium.
- 40 out of 830 students studying at least 120 credits in Welsh reported that they were not Welsh speakers. This suggests there may still be some issues with the data.

Section D – Initial Teacher Education

An Initial Teacher Education (ITE) 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.

The Open University currently records all students on ITE courses in the Welsh national centre of the Open University as training to teach in Welsh. This resulted in an over-reporting of students training to teach bilingually in 2020/21. Figures for 2020/21 have therefore been revised and differ from those published in '[Welsh language in higher education: September 2020 to August 2021](#)'.

Further information on ITE students can be found in the [Initial teacher education statistical bulletin](#).

Table D.1: School level of students completing ITE courses in Wales leading to bilingual teaching, 2016/17 to 2021/22

		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Primary School	Trained to teach in Welsh	115	110	100	130	145	180
	Not trained to teach in Welsh	525	495	445	460	495	565
Secondary School	Trained to teach in Welsh	80	75	70	95	125	110
	Not trained to teach in Welsh	425	375	340	345	505	470
Total	Trained to teach in Welsh	195	185	170	225	270	290
	Not trained to teach in Welsh	950	870	785	805	1,000	1,035

Description of table D.1: A table showing that the number of students who completed ITE courses that enabled them to teach in Welsh was highest in 2021/22 for the period between 2016/17 and 2021/22.

Source: HESA Student record [\[View the data\]](#)

- There were 290 students who completed an ITE course which trained them to teach through the medium of Welsh in 2021/22.
- 22% of all completers trained to teach bilingually in 2021/22, 1 percentage point higher than in 2020/21.
- 24% of primary school trainee teachers and 19% of secondary school trainee teachers who qualified in 2021/22 were trained to be able to teach bilingually.

Table D.2: Self-reported Welsh speaking ability of qualifiers from ITE courses in Wales by ability to teach in Welsh, 2021/22

	Fluent Welsh speaker	Not a fluent Welsh speaker	All
Trained to teach in Welsh	230	45	290
Not trained to teach in Welsh	100	790	1,035
Total	330	835	1,325

Description of table D.2: A table showing that 15% of students who trained to teach in Welsh did not consider themselves fluent Welsh speakers. This indicates there may still be some issues with the data.

Source: HESA Student record [\[View the data\]](#)

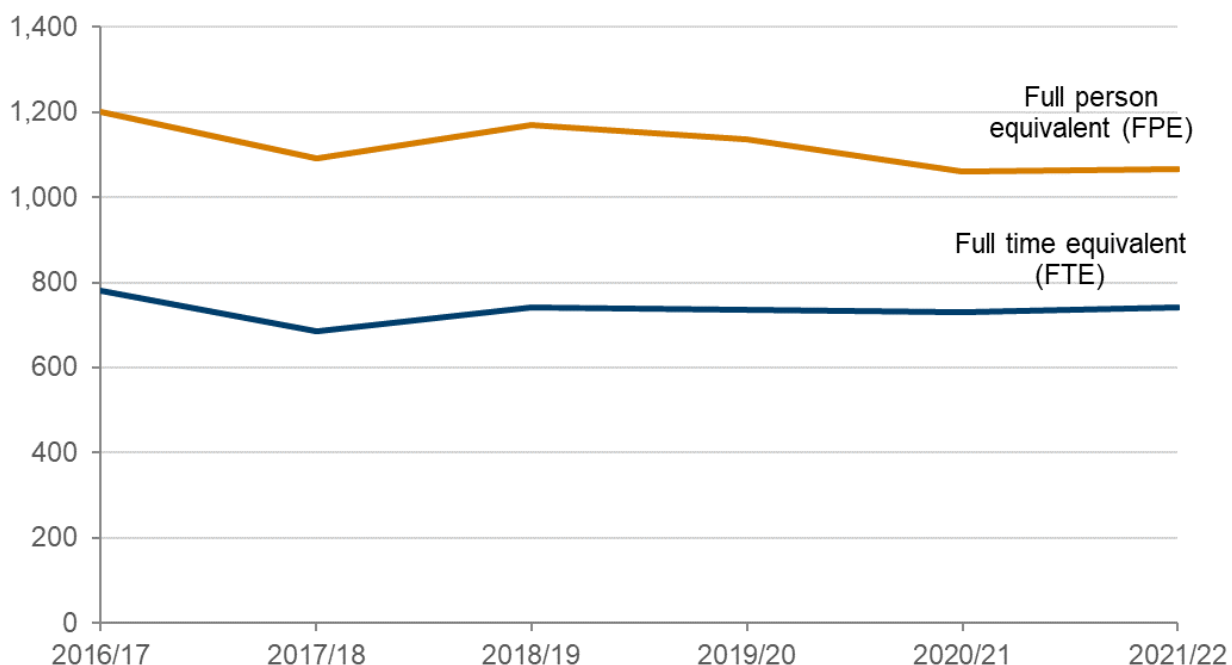
- In 2021/22, 70% of fluent Welsh speakers who completed ITE courses were trained to be able to teach bilingually.

Section E – Staff

This section covers academic staff employed at Welsh Higher Education Institutions, and whether they are currently teaching, or able to teach, through the medium of Welsh. The Coleg Cymraeg Cenedlaethol initially funded academic posts to develop teaching through the medium of Welsh. Since 2019, the Coleg has supported institutions with specific grants to grow higher education provision that can be used to partially fund staff costs.

All figures in this section are Full-Person Equivalents (FPE), unless stated otherwise. Staff at Welsh further education institutions and the Open University are not included in this data. Academic staff on atypical contracts are also excluded from this data. Further information on staff in Welsh higher education institutions can be found on [StatsWales](#).

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



Description of Figure E.1: A chart showing that, for the period between 2016/17 and 2020/21, the number of academic staff (both FPE and FTE) able to teach in Welsh medium was at its highest in 2016/17. The number of academic staff (FTE) able to teach in Welsh medium has remained at a similar level since 2018/19.

Source: HESA Staff record [View the data](#)

[Note 1] In 2023, we identified an inconsistency between our method for calculating FTEs and HESA's. This resulted in an under-reporting of the number of full time equivalent academic staff. A new, consistent method has been implemented in this year's bulletin, with data revised back to 2012/13 in the relevant [StatsWales](#) cube.

- The number of staff (FPE) known to be able to teach in Welsh was 11% lower in 2021/22 than it was in 2016/17, remaining at a similar level to 2020/21 figures.

Table E.1: Staff teaching or able to teach through the medium of Welsh at Welsh higher education institutions, 2018/19 to 2021/22

	2018/19	2019/20	2020/21	2021/22
Able to teach in Welsh	1,170	1,135	1,060	1,065
Teaching in Welsh	595	585	570	520
Not teaching in Welsh	355	375	310	375
Welsh teaching status information not sought	215	180	185	165
Unable to teach in Welsh	7,965	8,185	8,085	7,985
Teaching in Welsh	0	0	0	0
Not teaching in Welsh	5,710	6,370	6,100	6,050
Welsh teaching status information not sought	2,255	1,820	1,990	1,930
Welsh speaking ability information not sought	1,130	840	895	1,135
Teaching in Welsh	10	15	10	15
Not teaching in Welsh	115	65	65	190
Welsh teaching status information not sought	1,005	760	825	930
All Welsh teaching abilities	10,265	10,165	10,045	10,180
Teaching in Welsh	605	600	575	535
Not teaching in Welsh	6,180	6,805	6,470	6,615
Welsh teaching status information not sought	3,475	2,755	2,995	3,025

Description of table E.1: A table showing that just under a third of staff in 2021/22 had data missing for either their ability to teach Welsh, or Welsh teaching status.

Source: HESA Staff record [\[View the data\]](#)

- The number of academic staff known to be teaching through the medium of Welsh decreased by 7% from 575 in 2020/21 to 535 in 2021/22.
- Less than half of all staff who were known to be able to teach in Welsh were providing some teaching in Welsh in 2021/22, compared with 54% in 2020/21.

Table E.2: Staff teaching or able to teach through the medium of Welsh, 2021/22 (r)

	Teaching in Welsh	Able to teach in Welsh [Note 1]	Unable to teach in Welsh	Total [Note 2]
Bangor University	195(r)	275	525	920
Wrexham University	0(r)	10	185	205
Aberystwyth University	120(r)	170	525	700
University of Wales, Trinity St David	35(r)	275	490	785
Swansea University	55(r)	70	1,040	1,685
University of South Wales	30(r)	90	1,335	1,715
Cardiff University	80(r)	130	3,270	3,400
Cardiff Metropolitan University	20(r)	45	610	770
Total (Welsh HEIs, Excludes the OU)	535(r)	1,065	7,985	10,180

Description of table E.2: A table showing that 5% of academic staff at Welsh HEIs were teaching in Welsh. Bangor University and University of Wales, Trinity Saint David had the highest number of academic staff known to be able to teach through the medium of Welsh. Bangor University also had the highest number known to be teaching through the medium of Welsh

Source: HESA Staff record [\[View the data\]](#)

[Note 1] Staff able to teach in Welsh includes staff teaching in Welsh.

[Note 2] Totals include staff whose ability to teach Welsh or Welsh teaching status are unknown.

- University of Wales, Trinity Saint David had the highest proportion (35%) of academic staff known to be able to teach through the medium of Welsh. Cardiff and Swansea University had the lowest proportion (4%) of staff known to be able to teach through Welsh.

(r) Revised on 22 January 2024. The figures in this table incorrectly reported 2020/21 data for staff teaching in Welsh instead of 2021/22 data. Data on staff able to teach in Welsh and unable to teach in Welsh correctly used 2021/22 data. This meant that figures in the teaching in Welsh column of the table were incorrect, and subsequent calculations in the accompanying commentary for Table E.2 were incorrect. No other areas of the bulletin or StatsWales cubes were affected by this error.

Table E.3: Cost centre of academic staff teaching through the medium of Welsh, 2021/22

	Teaching in Welsh	Not teaching in Welsh	Information not sought	All
Medicine, dentistry & health	75	1,835	690	2,600
Agriculture, forestry & veterinary science	15	80	20	115
Biological, mathematical & physical sciences	25	875	325	1,225
Engineering & technology	10	595	605	1,205
Architecture & planning	0	100	15	115
Administration & business studies	15	670	175	860
Social studies	65	825	330	1,220
Humanities & languages & archaeology	125	505	155	785
Design, creative & performing arts	30	400	450	880
Education	160	665	175	1,000
Academic services	15	40	60	110
Central administration & services, staff and student facilities	0	25	30	55
Premises and Residences & Catering	0	0	0	0
Total	535	6,615	3,025	10,180

Description of table E.3: A table showing that the cost centres with the highest number of staff known to be 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 staff known to be teaching through Welsh Medium.

Source: HESA Staff record [\[View the data\]](#)

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 come from the Higher Education Statistics Agency (HESA) Student Record and Staff Record.

A summary of the Student data collection process for 2021/22 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% higher than full-time student numbers; and part-time enrolments are less than 2% higher than part-time student numbers.

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

Staff

Full-person equivalent (FPE) data in this bulletin is based on the HESA academic staff contract December population, which includes those contracts that were active on 1 December within the reporting period.

Full-time equivalent (FTE) data in this bulletin is based on the HESA academic staff contract session population and is counted using the population of staff who were active at any point during 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. All data excludes atypical staff.

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 Statistical Bulletin follows the principals of the [HESA rounding strategy](#). The strategy is intended to prevent the disclosure of personal information about any individual. A summary of this strategy is as follows:

- Counts of people are rounded to the nearest multiple of 5.
- Percentages are not published if they are fractions of a small group of people (fewer than 22.5).

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 unrounded figures.

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 in the reporting 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 credit 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.

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.

Sex

Other (non-binary) sexes 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.

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 Senedd;
- 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.2.

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

Inconsistencies were identified between our methods and HESA's methods for grouping cost centres and calculating full-time equivalents (FTE). This resulted in an under-reporting of the number of FTE academic staff and different numbers of staff within cost centres in the HESA data. New methods for deriving FTEs and cost centres consistent with HESA's have been implemented in this year's bulletin, and data for previous years revised to reflect this.

Timeliness and punctuality

HESA collected student enrolment and staff data for the 2021/22 academic year from August 2021. They produced their own Higher Education Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2023 and released their latest Staff in Higher Education Institutions publication in February 2023. This Welsh language bulletin highlights a Wales-specific dimension to the student and staff data collections. The release of this bulletin was moved from its normal scheduled date in July to September this year due to reduced resources.

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 wellbeing of Wales. The Act puts in place seven wellbeing 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 wellbeing goals, and (b) lay a copy of the national indicators before Senedd Cymru. Under section 10(8) of the Well-being of Future Generations Act, where the Welsh Ministers revise the national indicators, they must as soon as reasonably practicable (a) publish the indicators as revised and (b) lay a copy of them before the Senedd. These national indicators were laid before the Senedd in 2021. The indicators laid on 14 December 2021 replace the set laid on 16 March 2016.

Information on the indicators, along with narratives for each of the wellbeing goals and associated technical information is available in the [Wellbeing 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 wellbeing assessments and local wellbeing plans.

Further details

The document is available at:

<https://gov.wales/welsh-language-higher-education-september-2021-august-2022>

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

Next update

July 2024 for academic year 2022/23.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to highereducationandstudentfinance.stats@gov.wales

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