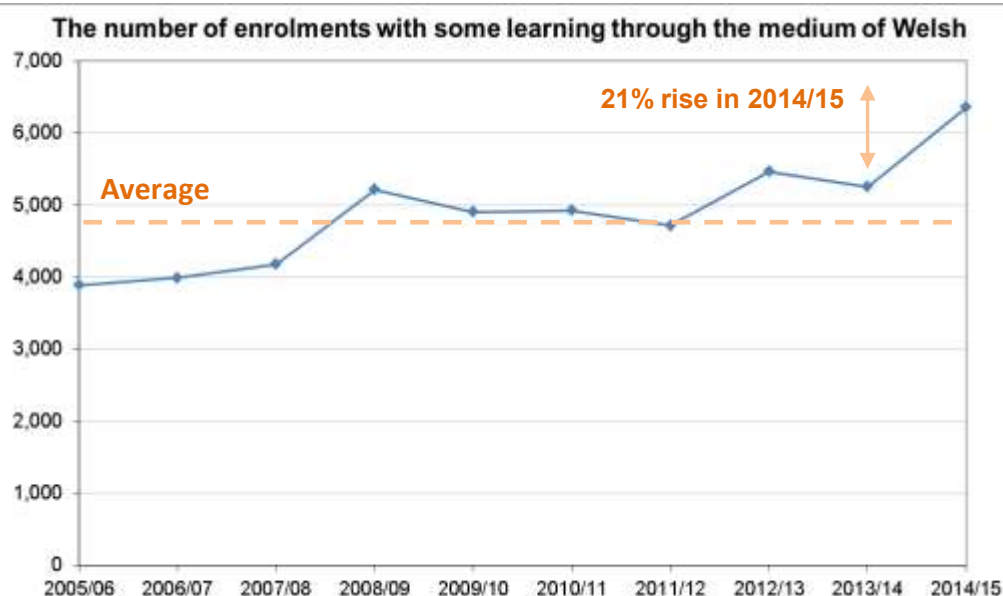




## Welsh language in Higher Education Institutions, 2014/15

29 Sept 2016  
SB 43/2016

The data included here are taken from the Higher Education Statistics Agency (HESA) Student Record and the HESA staff record. Student numbers are based primarily on the HESA standard registration population, which includes student enrolments throughout the year. Students enrolled at the Open University (OU) are not included.



In 2014/15 there were 6,355 students at Welsh HEIs with some teaching through the medium of Welsh, a 21 per cent increase since 2013/14.

This sharp increase comes from the number of part time students with some teaching through the medium of Welsh doubling to 2,315 in 2014/15 from 1,155 in 2013/14. The driver of this increase was a rise in the number of part-time postgraduate students studying a master of Educational Practice students at Cardiff University.

Alongside this, the number of full-time students with some teaching through Welsh remained stable with 4,040 in 2014/15 compared with 4,100 in 2013/14.

### About this bulletin

This Bulletin provides information about students in higher education studying through the Welsh language at Welsh Higher Education Institutions (HEIs) and also higher education staff teaching through the Welsh language at Welsh HEIs, in the 2014/15 academic year.

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## Summary of main findings

- In 2014/15, the number of students with some teaching through the medium of Welsh reached an all-time high with 6,355 students. This was 22% higher than the figures recorded in 2008/09.
- The proportion of students at Welsh HEIs who had some teaching through the medium of Welsh also increased, compared with 2013/14 (5.1 per cent in 2014/15 and 4.1 per cent in 2013/14).
- The University of Wales, Trinity Saint David had both the highest number of students (2,185) and the highest proportion of its students (21 per cent) receiving some teaching through the medium of Welsh.
- Excluding Welsh language and related subjects, the most popular subjects of study for students, with some teaching through the medium of Welsh, were: education, subjects allied to medicine and social studies.
- The vast majority of students with some teaching through Welsh were on undergraduate courses; with almost two thirds of these studying full-time.
- 260 students completed an Initial Teaching Training (ITT) course which qualified them to teach through the medium of Welsh. Dropping from the high point of 300 students in 2013/14 and returning to a similar level as in 2012/13.
- The number of FTE academic staff at Welsh HEIs, the FTE number of staff able to teach through the medium of Welsh, and the number teaching through the medium of Welsh have all increased since 2008/09.

## Policy Background

Welsh medium provision continues to be a key priority for the Welsh Government, including in higher education. The Welsh Government's Higher Education Policy Statement published in June 2013 confirms the Welsh Government's vision to see the Welsh language thriving in Wales. Through the Coleg Cymraeg Cenedlaethol, a virtual college working with universities to plan and promote Welsh medium provision, the Welsh Government will continue to support the development of Welsh-medium higher education.

Some of the Coleg's major programmes include:

- Scholarships for students studying through the medium of Welsh
- Research scholarships
- Academic Staffing Scheme
- Y Porth website
- Strategic Development and Projects Fund.

Further information on these projects can be found on the [Coleg's website](#).

HEFCW's Corporate Strategy for 2013-14 – 2015-16 was approved by the Welsh Government in May 2013, with subsequent agreement to extend by a further year to 2017. *The Strategy includes a target for increasing study through the medium of Welsh as follows:* 'the number of students studying higher education courses at higher education institutions and further education institutions in Wales undertaking at least 5 credits of their course through the medium of Welsh, per annum, will rise from 4,335 in 2011/12 to 5,600 in 2015/16, including a rise from 2,269 to 3,030 in the number of those studying at least 40 credits per annum'. The data in this bulletin should not be used to assess progress against the targets in HEFCW's Corporate Strategy as they are based on different coverage. [This difference mainly relates to comparisons with Coleg Cymraeg who use data on students with more than 5 credits studied in Welsh, whereas this Bulletin includes students with more than zero credits in Welsh.](#)

Links to the Welsh Government Higher Education Policy Statement and the HEFCW Corporate Strategy are given below.

[Policy Statement on Higher Education](#)

[HEFCW Corporate Strategy 2013-14 to 2016-17](#)

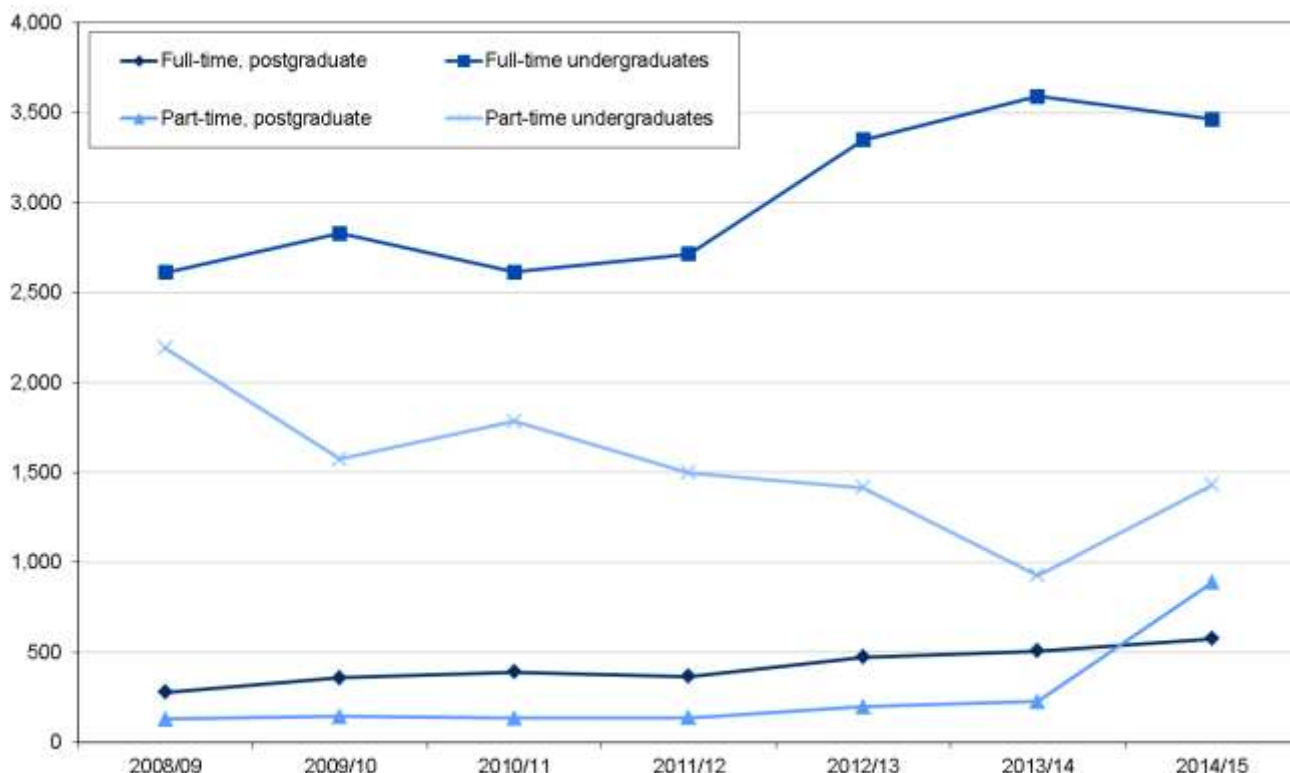
This bulletin includes figures and commentary on Welsh domiciled students studying through the medium of Welsh; however, progress towards the above target cannot be measured directly from these figures due to definitional differences (see Notes: 5.2).

In 2014, HEFCW commissioned an evaluation of the activities and funding for the Coleg. The [final report](#), published in January 2015, concluded that the Coleg had made significant progress in broadening and extending the range of Welsh medium higher education study opportunities.

## Section A – Student enrolments at Welsh HEIs with some teaching through the medium of Welsh

**Chart A.1 Students enrolments with some teaching through Welsh by level and mode of study**

The number of part time students receiving some teaching through Welsh increased in 2014/15. The number of part time undergraduates recovered from a dip in 2013/14, whilst part time postgraduate students saw a sharp increase, almost quadrupling to 890 in 2014/15. This has been due to an increased uptake in the number of [Master of Educational Practice](#) students at Cardiff University, a free, Welsh Government fully funded and available to all newly qualified teachers in Wales.



- The vast majority of students with some teaching through Welsh were undergraduates; with almost two thirds of these being full-time undergraduate students.
- In 2014/15 part-time undergraduates receiving teaching through Welsh increased by 54%, to 1,430 in 2014/15 from 925 in 2013/14. This is contrary to the total student population trends, where part-time undergraduate numbers have continued to fall.
- The number of postgraduate students receiving some teaching through Welsh continued to increase in 2014/15, with part time postgraduates almost quadrupling to 890 in 2014/15 from 225 in 2013/14.
- The number of full-time, undergraduate students with some teaching through Welsh fell by 4 per cent in 2014/15 when compared with 2013/14.

## Proportion of teaching through the medium of Welsh by institution and academic year

- In 2014/15 there were 6,355 students at Welsh HEIs with some teaching through the medium of Welsh, a 21 per cent increase since 2013/14 (5,250). (*Table A.1*)
- The proportion of students at Welsh HEIs who had some teaching through the medium of Welsh also increased, compared with 2013/14 (5.1 per cent in 2014/15 and 4.1 per cent in 2013/14). (*Table A.1*)
- The University of Wales, Trinity Saint David had both the highest number of students (2,185) and the highest proportion of its students (21 per cent) receiving some teaching through the medium of Welsh. (*Table A.1*)
- Glyndŵr University had both the lowest number and lowest proportion of students receiving some teaching through the medium of Welsh. (*Table A.1*)

## Table A.1: Students with some teaching through Welsh by institution and academic year

Table A.1: Students with some teaching through Welsh by institution and academic year

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Students with some teaching through Welsh (number)</b>							
Glyndŵr University	295	130	95	70	255	85	45
Cardiff Metropolitan University	120	135	145	125	195	230	240
University of South Wales	285	250	235	230	265	350	385
University of Wales, Trinity Saint David	2,095	1,975	2,040	2,040	2,425	1,870	2,185
Aberystwyth University	555	545	480	485	530	545	545
Bangor University	1,325	1,415	1,445	1,330	1,330	1,500	1,705
Cardiff University	275	245	230	230	235	320	820
Swansea University	255	210	250	210	230	350	430
<b>All Welsh HEIs</b>	<b>5,215</b>	<b>4,905</b>	<b>4,925</b>	<b>4,715</b>	<b>5,465</b>	<b>5,250</b>	<b>6,355</b>
<b>Students with some teaching through Welsh (per cent)</b>							
Glyndŵr University	3.8	1.6	1.1	1.1	3.0	1.0	0.7
Cardiff Metropolitan University	1.1	1.0	1.1	1.1	1.6	1.7	1.8
University of South Wales	1.0	0.8	0.8	0.7	0.9	1.2	1.4
University of Wales, Trinity Saint David	15.2	16.1	16.1	17.0	20.5	16.5	21.0
Aberystwyth University	5.5	5.1	4.3	4.1	4.6	4.9	5.6
Bangor University	11.8	12.3	12.9	11.8	11.7	14.1	15.8
Cardiff University	1.0	0.9	0.8	0.8	0.8	1.1	2.7
Swansea University	1.8	1.5	1.7	1.4	1.6	2.4	2.7
<b>All Welsh HEIs</b>	<b>4.2</b>	<b>3.8</b>	<b>3.8</b>	<b>3.6</b>	<b>4.2</b>	<b>4.1</b>	<b>5.1</b>

Source: HESA and the University of South Wales

(a) Institution names are those current in the 2014/15 year. Where appropriate, figures for predecessor institutions are now displayed under their new name. Similarly, where institutions have merged during the time series the figures have been combined and presented under the new institution name for all years. (See Notes: 5.1 Institutions)

(b) With the exception of 2010/11 and 2012/13, Welsh medium figures for the University of South Wales were obtained directly from the university. (See Notes: 5.3 Accuracy)

## Proportion of teaching through the medium of Welsh by institution and mode of study

- 64 per cent of students receiving some teaching through Welsh were enrolled full-time. (Table A.2)
- A higher proportion of all part-time students received some teaching through Welsh (6.9 per cent) than did the proportion of all full-time students (4.4 per cent). (Table A.2)
- 47 per cent of all part-time students in Wales who received some teaching through Welsh were enrolled at University of Wales, Trinity Saint David. There was a large increase in the numbers of part-time students at this university compared with 2013/14. Part-time students at Cardiff Metropolitan University did not receive any teaching through Welsh. (Table A.2)
- 34 per cent of all full-time students receiving some teaching through Welsh were enrolled at Bangor University, followed by the University of Wales, Trinity Saint David with 27 per cent. These two institutions accounted for 61 per cent of the total teaching received through the medium of Welsh. (Table A.2)

**Table A.2: Students with some teaching through Welsh by institution and mode of study, 2014/15**

	Number with some teaching through Welsh			All students
	Full-time	Part-time	All modes	
<b>Number</b>				
Glyndŵr University	10	35	45	6,765
Cardiff Metropolitan University	240	*	240	13,670
University of South Wales	220	165	385	27,710
University of Wales, Trinity Saint David	1,100	1,085	2,185	10,425
Aberystwyth University	535	15	545	9,835
Bangor University	1,360	340	1,705	10,765
Cardiff University	195	625	820	30,480
Swansea University	380	50	430	16,020
<b>All</b>	<b>4,040</b>	<b>2,315</b>	<b>6,355</b>	<b>125,680</b>

	Students with some teaching through Welsh as a percentage of all students at the same institution and with same mode of study		
	Full-time	Part-time	All modes
<b>Per cent</b>			
Glyndŵr University	0.2	1.2	0.7
Cardiff Metropolitan University	2.0	.	1.8
University of South Wales	1.3	1.5	1.4
University of Wales, Trinity Saint David	15.6	32.1	21.0
Aberystwyth University	6.9	0.6	5.6
Bangor University	15.3	18.4	15.8
Cardiff University	0.9	7.7	2.7
Swansea University	2.9	1.7	2.7
<b>All</b>	<b>4.4</b>	<b>6.9</b>	<b>5.1</b>

Source: HESA and the University of South Wales

(a) Institution names are those current in the 2013/14 year. (See Notes: 5.1 Institutions)

## Proportion of teaching through the medium of Welsh by institution and level of study

- First degree students accounted for 54 per cent of all students with some teaching through Welsh. (*Table A.3*)
- The highest proportion of students with some teaching through Welsh by level of study was amongst postgraduate students (5.2 per cent), and the lowest amongst first degree students (4.6 per cent). (*Table A.3*)
- 33 per cent of other undergraduates at the University of Wales, Trinity Saint David received some teaching through Welsh, accounting for 69 per cent of other undergraduates studying through the Welsh language in Wales. (*Table A.3*)
- The University of Wales, Trinity Saint David accounted for 34 per cent of all students taught through Welsh whilst Bangor accounted for 27 per cent. (*Table A.3*)

**Table A.3: Students with some teaching through Welsh by institution and level of study, 2014/15**

	Students with some teaching through Welsh				All students
	Postgraduate	First Degree	Other Undergraduate	All	
<b>Number</b>					
Glyndŵr University	*	10	35	45	6,765
Cardiff Metropolitan University	80	160	*	240	13,670
University of South Wales	5	220	150	385	27,710
University of Wales, Trinity Saint David	165	1,040	980	2,185	10,425
Aberystwyth University	70	470	5	545	9,835
Bangor University	475	1,045	185	1,705	10,765
Cardiff University	590	180	50	820	30,480
Swansea University	65	335	25	430	16,020
<b>All</b>	<b>1,450</b>	<b>3,460</b>	<b>1,430</b>	<b>6,355</b>	<b>125,680</b>

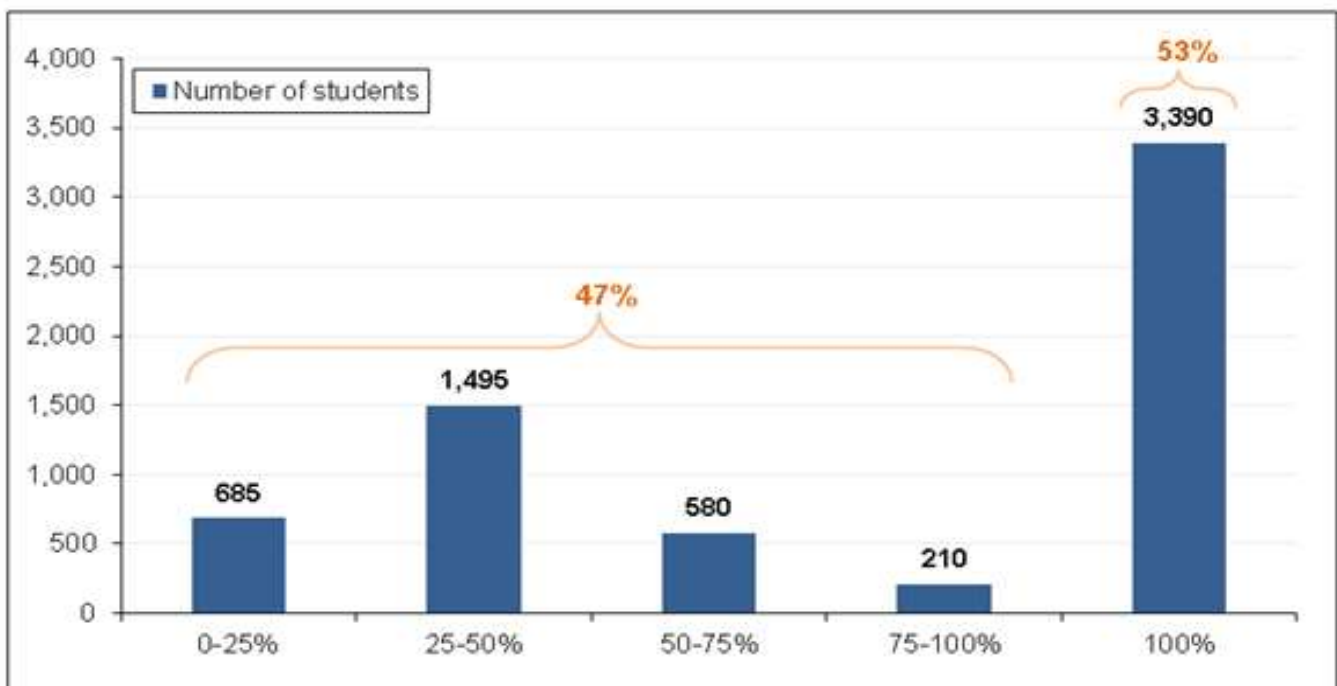
	Students with some teaching through Welsh as a percentage of all students at the same institution and at the same level of study			
	Postgraduate	First Degree	Other Undergraduate	All
<b>Per cent</b>				
Glyndŵr University	.	0.2	1.6	0.7
Cardiff Metropolitan University	1.7	1.9	-	1.8
University of South Wales	0.1	1.6	1.7	1.4
University of Wales, Trinity Saint David	9.4	18.4	32.6	21.0
Aberystwyth University	5.2	6.8	0.4	5.6
Bangor University	17.9	14.3	23.3	15.8
Cardiff University	6.6	1.0	1.4	2.7
Swansea University	2.6	2.9	1.3	2.7
<b>All</b>	<b>5.2</b>	<b>4.6</b>	<b>6.3</b>	<b>5.1</b>

Source: HESA and the University of South Wales

(a) Institution names are those current in the 2014/15 year. (See Notes: 5.1 Institutions)

- Of the 6,355 students studying some of their course through the medium of Welsh, 53% of those students studied entirely through the medium of Welsh and 47% studied less than 100% of their course through the medium of Welsh. (*Table A.4*)
- Of the students studying with some teaching in Welsh, 72% were female and 28% were male. A potential driver for this difference is the balance of enrolments made at Welsh Universities by Welsh domiciled students. In 2014/15, there were more female Welsh students in Wales than male. 41% were male and 59% female. (*Table A.4*)

**Chart A.2: Proportion of student’s course studied through the medium of Welsh by gender, 2014/15**



**Table A.4: Proportion of student’s course studied through the medium of Welsh by gender, 2014/15**

	0-25%	25-50%	50-75%	75-100%	100%	Total
<b>Number</b>						
Male	265	480	195	65	820	<b>1,820</b>
Female	420	1,015	380	145	2,570	<b>4,535</b>
<b>Total</b>	<b>685</b>	<b>1,495</b>	<b>580</b>	<b>210</b>	<b>3,390</b>	<b>6,355</b>

Source: HESA and the University of South Wales



## **Students with some teaching through the medium of Welsh by subject and mode**

- Excluding Languages, the subjects with the highest amount of activity delivered through Welsh were Education (945 full time equivalents (FTEs)), Social Studies (175 FTEs) and Subjects allied to medicine (180 FTEs). (*Table A.5*) [see Notes: 2.4 for FTE definition]
- Each year, Education is one of the subjects with the highest amount of activity delivered through Welsh.
- Full-time courses accounted for 83 per cent of all courses with any teaching through Welsh. (*Table A.5*)
- There is a different mix of full-time and part-time students for courses with Welsh teaching compared with all types of courses. This means that only 2 per cent of FTE students received any teaching through the medium of Welsh. (*Table A.5*)

**Table A.5: Students with some teaching through Welsh by module subject and mode, 2014/15**

<b>Full-time equivalent numbers</b>	<b>With some teaching through Welsh</b>			<b>All students</b>
	<b>Full-time</b>	<b>Part-time</b>	<b>All</b>	
Medicine & dentistry	5	*	5	3,305
Subjects allied to medicine	150	30	180	9,395
Biological sciences	75	*	75	12,430
Veterinary science, agriculture & related subjects	15	*	20	1,235
Physical sciences	45	*	45	5,515
Mathematics & computer sciences	20	*	20	6,540
Engineering & technology	10	*	10	8,615
Architecture, building & planning	*	*	*	1,700
Social studies	140	35	175	7,510
Law	35	*	35	4,070
Business & administrative studies	30	5	35	16,260
Mass communications and documentation	50	*	50	2,240
Languages	300	100	380	6,435
<i>Of Which: Welsh</i>	215	70	285	345
<i>Welsh Literature</i>	20	*	25	25
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	20	*	25	40
<i>European languages</i>	20	5	25	1,530
Historical and philosophical studies	85	*	90	3,850
Creative arts & design	140	*	140	7,815
<i>Of which: Drama</i>	75	*	75	1,215
<i>Music</i>	30	*	30	1,280
<i>Cinematics and photography</i>	5	*	5	935
Education	745	205	945	8,215
<i>Of which: Training teachers</i>	430	20	450	2,370
<i>Academic studies in education</i>	265	140	400	3,720
<b>All</b>	<b>1,840</b>	<b>370</b>	<b>2,210</b>	<b>105,350</b>
<b>as a percentage of total teaching by subject</b>				
Medicine & dentistry	0.1	-	0.1	
Subjects allied to medicine	2.0	1.6	1.9	
Biological sciences	0.6	0.1	0.6	
Veterinary science, agriculture & related subjects	1.5	1.8	1.6	
Physical sciences	0.8	-	0.8	
Mathematics & computer sciences	0.3	-	0.3	
Engineering & technology	0.1	-	0.1	
Architecture, building & planning	0.1	-	0.1	
Social studies	2.1	5.8	2.3	
Law	0.9	-	0.8	
Business & administrative studies	0.2	0.3	0.2	
Mass communications and documentation	2.3	0.4	2.2	
Languages	5.8	3.9	5.9	
<i>Of which: Welsh</i>	89.2	67.7	82.8	
<i>Welsh Literature</i>	91.6	-	85.5	
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	65.3	19.8	53.7	
<i>European languages</i>	1.5	2.9	1.7	
Historical and philosophical studies	2.5	0.6	2.3	
Creative arts & design	1.9	0.3	1.8	
<i>Of which: Drama</i>	6.4	-	6.3	
<i>Music</i>	2.6	-	2.4	
<i>Cinematics and photography</i>	0.9	-	0.8	
Education	12.5	9.0	11.5	
<i>Of which: Training teachers</i>	20.7	7.0	19.0	
<i>Academic studies in education</i>	12.4	8.8	10.8	
<b>All</b>	<b>2.0</b>	<b>2.7</b>	<b>2.1</b>	

Source: HESA and the University of South Wales

(a) See Notes: 2.4 for definition of Full-Time Equivalent (FTE) student numbers.

Table A5 identified that 2,210 student FTEs received at least some teaching through Welsh while Table A.6 further examines the amount or intensity of Welsh medium teaching they received. The analysis is broken down by mode and institution.

**Table A.6: Intensity of Welsh medium provision for student FTEs receiving some teaching through the medium of Welsh, 2014/15**

	Less than 25%			100%			Total with some teaching through medium of Welsh		
	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All
Glyndwr University	-	-	-	-	5	5	-	5	5
Cardiff Metropolitan University	5	-	5	50	-	50	160	-	160
University of South Wales	10	-	10	45	25	75	95	30	125
University of Wales, Trinity Saint David	50	10	60	245	60	310	430	190	615
Aberystwyth University	10	-	10	105	5	110	255	5	260
Bangor University	50	5	55	355	20	375	680	65	745
Cardiff University	5	60	65	65	10	75	120	75	190
Swansea University	20	-	20	45	-	45	100	5	105
<b>All</b>	<b>150</b>	<b>80</b>	<b>230</b>	<b>910</b>	<b>130</b>	<b>1,040</b>	<b>1,840</b>	<b>370</b>	<b>2,210</b>

Source: HESA

(a) Institution names are those current in the 2014/15 year. (See Notes: 5.1 Institutions)

- Of the 230 FTEs receiving less than 25 per cent of their teaching through Welsh, 65 per cent were full-time and 28 per cent were at Cardiff University and 26 per cent at University of Wales, Trinity Saint David. (*Table A.6*)
- Almost half of the 2,210 FTEs receiving some teaching through Welsh received all of their teaching through Welsh. The highest numbers receiving all of their teaching in Welsh were at Bangor (745 FTEs) and University of Wales, Trinity Saint David (615 FTEs). (*Table A.6*)
- Of the 1,040 FTEs receiving all of their teaching through Welsh, 88 per cent were full-time. 39 per cent of full-time FTE students were enrolled at Bangor University, while 46 per cent of part-time FTEs were at University of Wales, Trinity Saint David. (*Table A.6*)
- This pattern of learning closely mirrors that observed in 2013/14, with the same universities providing the majority of the teaching through Welsh. Overall, there has been a four per cent increase in the number of student FTEs receiving some teaching in Welsh when compared with 2013/14. (*Table A.6*)

## Section B - Welsh domiciled students at Welsh HEIs with some teaching through the medium of Welsh

Tables B1 and B2 analyse teaching through the medium of Welsh to students domiciled in Wales attending Welsh HEIs.

**Table B.1: Welsh domiciled students at Welsh HEIs taught through the medium of Welsh, by gender (a)**

	2012/13	2013/14	2014/15
<b>Welsh domiciled students with some teaching through Welsh (number)</b>			
Male	1,340	1,300	1,605
Female	3,415	3,400	4,210
<b>All</b>	<b>4,755</b>	<b>4,705</b>	<b>5,810</b>
<b>Welsh domiciled students with some teaching through Welsh (percentage by gender)</b>			
Male	28.2	27.7	27.6
Female	71.8	72.3	72.4
<b>All</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>All Welsh domiciled students (number)</b>			
Male	26,660	26,660	26,310
Female	39,435	38,220	37,155
<b>All</b>	<b>66,125</b>	<b>64,900</b>	<b>63,490</b>
<b>Students with some teaching through Welsh (as percentage of all Welsh domiciled students)</b>			
Male	5.0	4.9	6.1
Female	8.7	8.9	11.3
<b>All</b>	<b>7.2</b>	<b>7.2</b>	<b>9.2</b>

Source: HESA

(a) Welsh domiciled students are those who were ordinarily resident in Wales prior to entry into higher education.

- There were 5,810 Welsh domiciled students at institutions in Wales with some teaching through the medium of Welsh; of these 72 per cent were female. (*Table B.1*)
- The number of Welsh domiciled students at Welsh HEIs who received some teaching through the medium of Welsh increased by 23 per cent compared with 2013/14. (*Table B.1*)

**Table B.2: First Year Welsh domiciled students at Welsh HEIs taught through the medium of Welsh, by gender (a)**

	2012/13	2013/14	2014/15
<b>Welsh domiciled students with some teaching through Welsh (number)</b>			
Male	725	655	730
Female	1,645	1,605	1,910
<b>All</b>	<b>2,370</b>	<b>2,260</b>	<b>2,640</b>
<b>Welsh domiciled students with some teaching through Welsh (percentage by gender)</b>			
Male	30.6	28.9	27.7
Female	69.4	71.1	72.3
<b>All</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>All Welsh domiciled students (number)</b>			
Male	13,375	13,275	12,805
Female	20,030	19,015	18,410
<b>All</b>	<b>33,425</b>	<b>32,300</b>	<b>31,230</b>
<b>Students with some teaching through Welsh (as percentage of all Welsh domiciled students)</b>			
Male	5.4	4.9	5.7
Female	8.2	8.4	10.4
<b>All</b>	<b>7.1</b>	<b>7.0</b>	<b>8.5</b>

(a) Welsh domiciled students are those who were ordinarily resident in Wales prior to entry into higher education.

- There were 2,640 Welsh domiciled first year students at institutions in Wales with some teaching through the medium of Welsh; of these 72 per cent were female.
- The number of female Welsh domiciled first year students at Welsh HEIs who received some teaching through the medium of Welsh increased by 19 per cent to 1,910 in 2014/15 whereas male students increased by only 11 per cent to 730. (*Table B.1*)
- The total number of first year Welsh domiciled students at Welsh HEIs receiving some teaching through the medium of Welsh increased by 17 per cent compared with 2013/14. (*Table B.2*)

## Section C - Initial Teacher Training

**Table C.1: Students completing ITT courses in Wales leading to bilingual teaching**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>By Phase:</b>							
<b>Nursery and primary</b>							
Leads to bilingual teaching	110	135	115	115	160	150	145
Does not lead to bilingual teaching	850	740	710	645	510	520	480
<b>Total</b>	<b>960</b>	<b>875</b>	<b>825</b>	<b>760</b>	<b>665</b>	<b>670</b>	<b>625</b>
<b>Secondary</b>							
Leads to bilingual teaching	115	95	105	95	100	145	115
Does not lead to bilingual teaching	825	880	795	770	695	595	565
<b>Total</b>	<b>940</b>	<b>975</b>	<b>895</b>	<b>865</b>	<b>795</b>	<b>740</b>	<b>680</b>
<b>By qualification level:</b>							
<b>PGCE with QTS award</b>							
Leads to bilingual teaching	155	155	160	155	185	215	185
Does not lead to bilingual teaching	1,130	1,170	1,075	1,065	975	885	835
<b>Total</b>	<b>1,285</b>	<b>1,325</b>	<b>1,235</b>	<b>1,220</b>	<b>1,160</b>	<b>1,100</b>	<b>1,020</b>
<b>First degree with QTS award</b>							
Leads to bilingual teaching	70	75	60	55	70	85	80
Does not lead to bilingual teaching	545	450	430	350	230	225	210
<b>Total</b>	<b>615</b>	<b>525</b>	<b>490</b>	<b>405</b>	<b>300</b>	<b>310</b>	<b>290</b>
<b>All</b>							
Leads to bilingual teaching	225	230	220	210	255	300	260
Does not lead to bilingual teaching	1,675	1,620	1,505	1,415	1,205	1,110	1,045
<b>Total</b>	<b>1,900</b>	<b>1,850</b>	<b>1,725</b>	<b>1,625</b>	<b>1,460</b>	<b>1,410</b>	<b>1,305</b>

Source: HESA

(a) "Leads to bilingual teaching" - student is qualified to teach bilingually and/or gains a formal certificate of bilingual education.

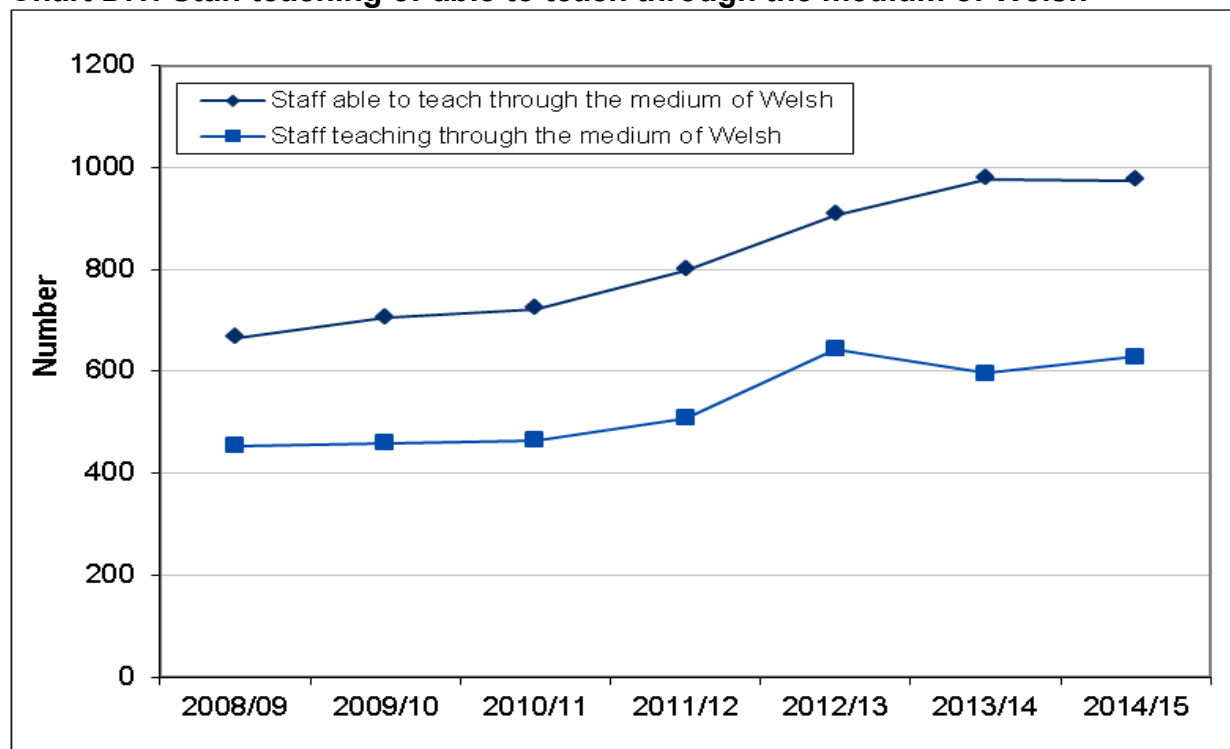
(b) PGCE includes Postgraduate Certificate in Education and Professional Graduate Certificate in Education.

- 260 students completed an Initial Teaching Training (ITT) course which qualified them to teach through the medium of Welsh. This was 20 per cent of all completers, 1 percentage points lower than in 2013/14. (*Table C.1*)
- 70 per cent of these students gained a Postgraduate Certificate of Education, while 30 per cent gained a First Degree. (*Table C.1*)

## Section D – Academic staff qualified to teach through the medium of Welsh

The numbers of teachers able to teach through the medium of Welsh remained constant in 2014/15. However, the number of staff actually teaching through Welsh increased in comparison to last year.

**Chart D.1: Staff teaching or able to teach through the medium of Welsh**



- In 2014/15 there were 630 academic staff *teaching* through the medium of Welsh compared with 595 in 2013/14. (*Chart D.1*)
- There were 975 academic staff *able* to teach through the medium of Welsh, the same level as in 2013/14. There has been a 47 per cent increase in numbers between 2008/09 and 2014/15.
- 65 per cent of staff, who were able to, were providing some teaching through the medium of Welsh in 2014/15 compared with 61 per cent in 2013/14.

**Table D.1: Number of academic staff at Welsh HEIs**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>All academic staff</b>							
Staff	9,105	8,990	8,775	9,055	9,665	10,280	10,550
Full Person Equivalent (FPE)	8,995	8,860	8,650	8,925	9,565	10,140	10,409
Full Time Equivalent (FTE)	6,700	6,550	6,545	6,610	6,995	6,950	7,265
<b>Those with ability to teach through Welsh</b>							
Staff able to teach Welsh	665	705	725	800	905	975	975
Staff teaching through Welsh	455	460	465	510	645	595	630
FTE of staff teaching through Welsh	310	300	315	335	390	370	412

Source: HESA

(a) See Notes 3.2 and 3.3 for definitions of FTE and FPE.

- The number of FTE academic staff at Welsh HEIs, the FTE number of staff able to teach through the medium of Welsh and the number teaching through the medium of Welsh have all increased since 2008/09. (*Table D.1*)

**Table D.2: Academic staff teaching or able to teach through the medium of Welsh, by institution**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Teaching through the medium of Welsh</b>							
Glyndŵr University	10	20	10	10	5	5	0
Cardiff Metropolitan University	10	15	10	15	20	15	20
University of South Wales	35	40	25	40	115	115	130
University of Wales, Trinity Saint David	45	60	50	65	60	35	70
Aberystwyth University	115	120	120	115	135	155	145
Bangor University	115	100	135	145	190	200	200
Cardiff University	90	70	70	70	75	15	5
Swansea University	35	40	45	50	45	55	60
University of Wales, Registry	*	*	*	*	.		
<b>All</b>	<b>455</b>	<b>460</b>	<b>465</b>	<b>510</b>	<b>645</b>	<b>595</b>	<b>630</b>
<b>Able to teach through the medium of Welsh</b>							
Glyndŵr University	25	45	30	25	25	20	15
Cardiff Metropolitan University	20	25	25	25	25	30	40
University of South Wales	55	65	50	85	160	155	170
University of Wales, Trinity Saint David	60	70	65	75	65	65	105
Aberystwyth University	145	145	145	145	165	195	180
Bangor University	170	170	205	245	270	280	290
Cardiff University	105	95	105	110	120	135	90
Swansea University	85	90	90	85	80	90	85
University of Wales, Registry	*	*	*	*	*	*	*
<b>All</b>	<b>665</b>	<b>705</b>	<b>725</b>	<b>800</b>	<b>905</b>	<b>975</b>	<b>975</b>
<b>All academic staff</b>							
Glyndŵr University	330	355	360	340	360	375	320
Cardiff Metropolitan University	590	575	625	565	605	635	735
University of South Wales	1,915	2,030	1,630	1,730	1,980	1,810	1,925
University of Wales, Trinity Saint David	570	570	570	605	510	800	740
Aberystwyth University	1,025	945	905	915	1,005	1,010	960
Bangor University	745	735	855	955	1,000	1,045	1,055
Cardiff University	2,820	2,700	2,690	2,740	2,970	3,315	3,400
Swansea University	1,100	1,050	1,100	1,170	1,190	1,245	1,360
University of Wales, Registry	20	30	40	35	50	45	50
<b>All</b>	<b>9,105</b>	<b>8,990</b>	<b>8,775</b>	<b>9,055</b>	<b>9,665</b>	<b>10,280</b>	<b>10,550</b>

Source: HESA

(a) Institution names are those current in the 2014/15 year. Where appropriate, figures for predecessor institutions are now displayed under their new name. Similarly, where institutions have merged during the time series the figures have been combined and presented under the new institution name for all years. (See Notes: 5.1 Institutions)

- In 2014/15, Bangor University continued to have the highest number of academic staff able to teach through the medium of Welsh and also the highest number actually teaching through the medium of Welsh.
- Bangor University had the highest proportion (27 per cent) of academic staff able to teach through the medium of Welsh. The university with the lowest proportion (3 per cent) of staff able to teach through Welsh was Cardiff University.



**Table D.3: Full person equivalent (FPE) academic staff numbers by grouped cost centre, 2014/15**

	Teaching Welsh	Not teaching through Welsh	Information not yet sought	All	Per cent by cost centre
Medicine, dentistry & health	25	2,050	260	2,335	1.1
Biological, mathematical & physical sciences	25	1,090	145	1,265	2.1
Agriculture, forestry and veterinary science	30	535	60	625	5.2
Engineering & technology	5	890	220	1,120	0.5
Architecture & planning	*	135	0	135	0.7
Administrative, business & social studies	45	1,250	160	1,455	3.0
Humanities, language based studies & archaeology	170	725	50	945	18.0
Law, Economics and politics	20	400	10	430	4.7
Design, creative & performing arts	85	1,085	35	1,210	7.0
Education	215	600	15	825	25.8
Academic services	5	50	15	65	4.6
Premises	*	*	*	*	*
Residences and catering	*	*	*	*	*
<b>All</b>	625	8,810	975	10,410	6.0

Source: HESA

(a) Cost centre is a financial concept which groups staff members to specific related cost centres which enables analysis between the student, staff and finance data collections.

- Following a HESA review, the methodology used to locate academic professionals has changed. From 2012/13 the field for academic functions was amended to identify academic staff. This change meant that the percentage of staff identified as “information not yet sought” was a lot higher than previous years.
- The highest number of FPEs teaching through Welsh were found in the Education cost centre followed by Humanities, language based studies & archaeology. Together these two cost centres accounted for 62 per cent of the total number of FPEs teaching through the medium of Welsh. (*Table D.3*)
- The Medicine, dentistry & health cost centre accounted for the highest number of academic staff FPEs (2,050), 25 (one per cent) of these were teaching through the medium of Welsh. Engineering and technology also had a low proportion (0.5 per cent) of academic staff teaching through Welsh. (*Table D.3*)

## Section E - Level of ability to speak Welsh

HESA collect data from all students enrolled at Welsh HEIs 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 lower compared with earlier years it is now more useful for analysis.

**Table E.1: Welsh domiciled students – level of ability to speak Welsh by institution, 2014/15**

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
<b>Number</b>					
Glyndŵr University	395	810	2,305	60	3,575
Cardiff Metropolitan University	760	750	4,105	*	5,620
University of South Wales	1,865	2,520	14,920	35	19,345
University of Wales, Trinity Saint David	1,435	1,495	3,955	995	7,890
Aberystwyth University	970	645	1,765	190	3,570
Bangor University	1,375	810	1,885	0	4,075
Cardiff University	1,800	1,515	7,295	560	11,315
Swansea University	1,130	1,060	5,150	765	8,100
<b>All</b>	9,740	9,600	41,380	2,605	63,490

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known
<b>Per cent</b>				
Glyndŵr University	11.1	22.6	64.5	1.7
Cardiff Metropolitan University	13.5	13.4	73.0	0.0
University of South Wales	9.7	13.0	77.1	0.2
University of Wales, Trinity Saint David	18.2	18.9	50.1	12.6
Aberystwyth University	27.2	18.0	49.4	5.3
Bangor University	33.8	19.9	46.3	0.0
Cardiff University	15.9	13.4	64.5	4.9
Swansea University	13.9	13.1	63.6	9.4
<b>All</b>	15.3	15.1	65.2	4.1

Source: HESA

(a) Institution names are those current in the 2014/15 year. (See Notes: 5.1 Institutions)

- In 2014/15, Bangor University (34 per cent), Aberystwyth University (27 per cent) and University of Wales, Trinity Saint David (18 per cent) had the highest proportions of fluent Welsh speakers. Only 10 per cent of students in the University of South Wales were fluent Welsh speakers.
- Overall, two-thirds of Welsh domiciled students were identified as not Welsh speakers. The University of South Wales and Cardiff Metropolitan University both had more than 73 per cent of Welsh domiciled students who could not speak Welsh.

## Notes

### 1. Data Source

The Higher Education Statistics Agency (HESA) collects data on students, staff and resources of Higher Education Institutions (HEIs) in the UK. The data presented in this bulletin are taken from HESA's Student Record which contains information on all students enrolled on credit bearing courses at UK HEIs and HESA's Individualised Staff Record which contains information on all staff employed by UK HEIs. Further information about HESA and their data collections can be found on their website [www.hesa.ac.uk](http://www.hesa.ac.uk)

### 2. Definitions for Sections A, B & C - Students

#### 2.1 Coverage

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students.

Previous analysis has shown that for Welsh HEIs, full-time enrolments are less than 1 per cent higher than full-time student numbers; part-time enrolments are less than 2 per cent higher than part-time student numbers. Postdoctoral students are not included in the HESA Student Record.

All student counts in this bulletin are based on the **HESA standard registration population**, which is a count of all enrolments within the reporting year 1 August to 31 July. Students who leave within 2 weeks of their start date, or anniversary of their start date, and are on a course of more than two weeks duration, are not included in the standard registration population. Dormant students, writing-up, sabbatical, incoming visiting and exchange students from overseas and students studying for the whole of their programme of study outside of the UK are also excluded from this population.

#### 2.2 Level of Study

**Postgraduate** programmes of study are those leading to higher degrees, diplomas and certificates (including Postgraduate Certificate of Education (PGCE) and professional qualifications) and usually require that entrants are already qualified to degree level (i.e. already qualified at level 6 of the National Qualifications Framework).

**First degree** 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.

**Other undergraduate** includes 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.

## 2.3 Mode of Study

**Full-time** students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of programme of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. 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.

**Part-time** students are those recorded as studying part-time, or studying full-time on courses lasting less than 24 weeks, on block release, or studying during the evenings only.

**Other modes of study** Students who are writing-up or are on sabbatical are no longer counted in the standard registration population, but students on FE continuous delivery are.

## 2.4 Full-time equivalent

Student **full-time equivalent (FTE)** data represents the institution's assessment of the full-time equivalence of the student during the reporting year 1 August 2013 to 31 July 2014.

The FTE is used as a unit of measure in order to compare the amount of study undertaken in each subject, where study may be either full-time or part-time and include just a single subject or dual/multiple subjects. The unit is obtained for each subject by comparing the number of hours of study over a year to the number of hours of study that would be undertaken by a full-time, single subject student. The latter would be counted as 1.0 FTE, whereas a student who studies for 50% of the full-time hours on that same single subject would be counted as 0.5 FTE. Likewise a full-time student who splits his/her time equally between two subjects would be counted as 0.5 FTE in each subject. Table A.4 shows, in FTE terms, the amount of study undertaken where there is some teaching through Welsh.

## 2.5 Module of study information

For each module the full-time equivalent of the module as a whole is recorded along with the proportion of the module taught through the medium of Welsh. Each module is classified by up to four subjects using the Joint Academic Coding System (JACS). The proportion of the module allocated to each subject is also recorded.

## 2.6 Welsh domicile

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

## 2.7 Qualified Teacher Status (QTS)

Table C.1 provides information about students completing courses of Initial Teacher Training (ITT) and being awarded Qualified Teacher Status (QTS).

To teach as a qualified teacher in a maintained school or non-maintained special school in Wales or England, students need to obtain QTS. Students can do this at higher education institutions by either undertaking a first degree course which combines a degree – usually a BEd, BA or BSc – with QTS or by completing a postgraduate course which leads to QTS. PGCE courses are usually postgraduate courses; however, some non-postgraduate courses such as the Professional

Graduate Certificate in Education (which is pitched at an undergraduate level) are classified as PGCE. Other levels such as Postgraduate Diploma in Education may also be offered.

Professional Graduate Certificate in Education courses are offered by English providers as a level 6 qualification which is classed as 'other undergraduate', but requires a first degree on entry. In Wales only the Open University offers this qualification with the 'leading to QTS' option, although other Welsh HEIs may award this qualification if a student studying for a Postgraduate Certificate in Education is deemed not to have achieved sufficient credits at Masters level.

### **3. Definitions for Section D - Staff**

#### **3.1 Coverage**

The staff record provides data in respect of the characteristics of members of academic and non-academic staff employed under a contract of employment by a HEI in the UK. Academic staff are defined as academic professionals who are responsible for planning, directing and undertaking academic teaching and research within HE institutions.

Following a HESA review, the methodology used to locate academic professionals has changed. From 2012/13 the field for academic functions has been amended to identify academic staff. It is because of this change that the percentage of staff identified as "information not yet sought" in the Accuracy section of the notes is a lot higher than previous years.

The record is collected in two sections; the person table and the contract table. The person table contains one record for every person employed by an institution during the reporting period and contains attributes of the individual such as birth date, gender and ethnicity. Each person's employment with an institution will be governed by a legally-binding contract. A record will exist for each contract a person has with the institution.

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.

#### **3.2 Full-time equivalent**

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.

#### **3.3 Full-person equivalent**

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.

#### **3.4 Staff able to teach through the medium of Welsh**

The person table includes details of the ability of staff to teach through the medium of Welsh.

#### **3.5 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. In some cases staff with contracts with teaching through the medium of Welsh are recorded as being not able to teach through the medium of Welsh on the person table.

#### **4. 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. 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 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.

Average values, percentages and FTE values have been calculated using precise raw numbers and are not affected by the rounding strategy.

Percentages based on a population of 52 or less have been suppressed and represented by “-”.

#### **5. Key quality information**

##### **5.1 Institutions**

Over the course of the last decade there has been, and continues to be, significant change in the number and names of higher education institutions in Wales. The approach taken in this bulletin is to use the institution names current in 2013/14, the latest year for which data is available. Where appropriate, figures for predecessor institutions are now presented under their new name.

Similarly, where institutions have merged, over the time period shown in the tables, the figures have been summed and presented under the current name for all years.

The historical changes that have taken place include:

- The Royal Welsh College of Music & Drama merged with the University of Glamorgan in 2007.
- The North East Wales Institute of Higher Education became Glyndŵr University in 2008.
- Swansea Institute of Higher Education became Swansea Metropolitan University in 2008.
- The University of Wales, Lampeter and Trinity College Carmarthen merged in 2010 to form the University of Wales, Trinity Saint David.
- The University of Wales Institute, Cardiff became Cardiff Metropolitan University in 2011.
- In 2013, Swansea Metropolitan University became part of University of Wales, Trinity Saint David.
- Also in 2013, the University of Glamorgan and the University of Wales, Newport merged to form the University of South Wales.

##### **5.2 Relevance**

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.

HESA is the official agency for the collection, analysis and dissemination of quantitative information about higher education. It was set up by agreement between the relevant government departments, the higher education funding councils and the universities and colleges. The primary purpose of the Student data collection is to provide each of the bodies listed above with accurate and comprehensive statistical information regarding student enrolments.

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;

### **5.3 Accuracy**

The HESA field named 'LANGPCNT' is used to indicate the percentage of a module that is taught through the medium of Welsh. 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.

In 2011 it came to light that, in recent years, the University of Wales, Newport submitted course averages which meet the HESA requirements but do not contain the level of detail required for these statistics. Thus the institution agreed to provide estimates for the numbers of unique students receiving teaching through Welsh, for academic years 2008/09 and 2009/10.

For the 2010/11 HESA data the University of Wales, Newport reported figures as percentages per enrolment on a module (rather than as an average value across modules), which meant it was possible to use the HESA data rather than institution estimates.

However, in 2011/12 the required level of detail was again not available from the HESA record and figures were obtained directly from the University of Wales, Newport. However from 2012/13, the University of Wales, Newport was able to provide all the information required. As they were able to provide data by gender from 2012/13, tables in section B now start from 2012/13 so that all HEIs can be included in the tables.

From 2013/14, University of Wales, Newport is included in the University of South Wales figures and although data is now available, not all of it was included in the HESA data. As a result, some data for Welsh medium students was collected directly from the University of South Wales.

## General information on Accuracy

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students (see further details in Paragraph 2.1).

The Student record is an annual census of students. The steps taken by HESA to ensure data quality, were outlined in Paragraph 1 'Data Source' earlier in this section. In addition, HESA provide draft student enrolment tables and lists of anomalies to all statutory customers, including WG, to review before tables are signed off as accurate.

The following table shows the overall percentage of records for which details of staff able to teach through the medium of Welsh and contracts with teaching through the medium of Welsh have not yet been sought.

	Percentage of records with "information not yet sought"							Number of institutions with records for which "information not yet sought"						
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Staff able to teach through the medium of Welsh	5.5	5.2	5.5	5.3	17.1	14.7	6.2	8	8	8	8	9	8	8
Staff teaching through medium of Welsh	2.3	1.7	1.8	1.0	14.2	10.8	9.2	6	6	6	6	6	8	8

## **5.4 Timeliness and Punctuality**

HESA collected student enrolment and staff data for the 2014/15 academic year between August and October 2014. They produced their own HE Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2016 and released their latest Staff in Higher Education Institutions publication in March 2016. This Welsh Medium bulletin now highlights a Wales specific dimension to the student and staff data collections.

## **5.5 Accessibility and Clarity**

This statistical bulletin is pre-announced and then published on the Statistics 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.

## **5.6 Comparability and coherence**

Owing to the subject matter of this bulletin, there are no comparable statistics produced for other countries within the UK.

## **5.7 Quality Management**

Knowledge and Analytical Services within WG have published (latest version January 2013) a [Statistical Quality Management Strategy](#), which describes the strategic objectives for quality and how we implement them. It also covers our commitment to ensure that our statistics are fit for purpose, use appropriate processes and transparent methods and that the factual and presentational quality meets the requirement of our users.



## National Statistics status

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

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

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

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

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

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

- Percentage of people in education, employment or training, measured for different age groups.

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

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

## Further details

The document is available at:

<http://gov.wales/statistics-and-research/welsh-higher-education-institutions/?lang=en>

[StatsWales tables](#)

## **Next update**

September 2017 for academic year 2015/16.

## **We want your feedback**

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

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