

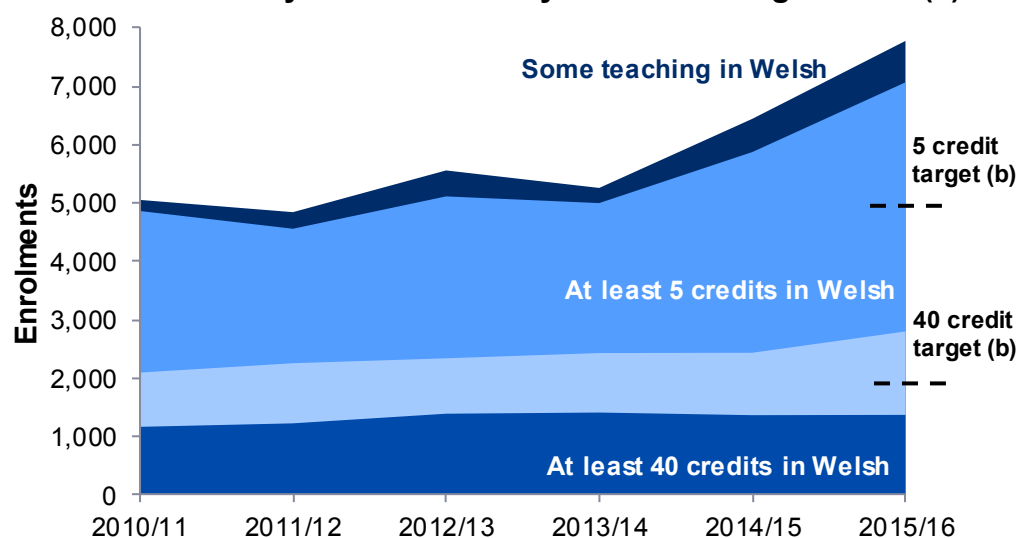


Welsh Language in Higher Education Institutions, 2015/16

17 August 2017
SB 42/2017

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

Students in Wales by the amount they studied through Welsh (a)



Source: HESA Student Record

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

(b) Targets are indicators only, as they were created using different definitions.

- 7,070 students studied at least 5 credits through Welsh-medium in 2015/16. Of those, 2,800 studied at least 40 credits through Welsh and, of those, 1,370 studied at least 80 credits.
- 1,335 more students received some teaching in Welsh in 2015/16 than in 2014/15, a year-on-year increase of 21 per cent. Most of this increase comes from the University of Wales Trinity St David, through a mix of improved reporting and development of Welsh-medium study.
- The number of students receiving some teaching through Welsh has increased for every mode and level of study over the last 7 years, except part-time undergraduates.
- The number of academic staff able to teach in Welsh has increased by 60 per cent between 2010/11 and 2015/16. Yet the number actually teaching through Welsh has changed little since 2012/13.

About this bulletin

The data included here are taken from the Higher Education Statistics Agency's (HESA) Student Record and Staff Record. Welsh students enrolled at the Open University (OU) are included in the data. Unless otherwise stated, figures are for the 2015/16 academic year.

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Policy background

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

Y Coleg Cymraeg Cenedlaethol

The [Coleg Cymraeg Cenedlaethol](#) works with universities across Wales to develop Welsh-medium opportunities for students. It funds Welsh-medium lecturers and offers undergraduate and postgraduate scholarships for students to study higher education courses through the medium of Welsh. [A report in 2015](#) concluded that the Coleg had made significant progress in broadening and extending the range of Welsh-medium higher education study opportunities.

Targets

The Higher Education Funding Council for Wales (HEFCW) set out targets for students taking courses in Welsh in their [Corporate Strategy for 2013/14 to 2015/16](#). These were to increase the number of students studying at least 5 credits of a higher education course through the Welsh-medium to 5,600 in 2015/16; and to increase the number of students studying 40 credits in Welsh to 3,030 in 2015/16.

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

- are in enrolments not headcounts;
- include Higher Education Institutions only; and
- 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 progress against the targets. However, the targets are useful context and provide an indication of the direction and scale of change.

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

Initial Teacher Education

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

Staff

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

Changes to the bulletin

Several important changes were made to the bulletin this year. The three main factors behind the changes were:

- discussions with users about their needs;
- improving consistency between the bulletin and StatsWales, where the Welsh-medium tables have been expanded; and
- more accurate methodology within the bulletin.

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.

Amendments

The bulletin no longer includes manual amendments made by universities after their data was processed by HESA. Where these amendments affected tables in the bulletin, the amendments have been removed and a footnote included instead.

The amendments were not detailed enough to be included on StatsWales or in newly created tables. It was decided to remove them completely so that numbers are consistent throughout the bulletin.

The amendments stemmed from reporting issues with the University of Newport, now part of the University of South Wales. Those issues were resolved. The amendments typically impacted fewer than 100 students and there were none in 2014/15.

Open University

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

FPE in subjects data

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

FPE in staff

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

Section A: Students at Welsh universities

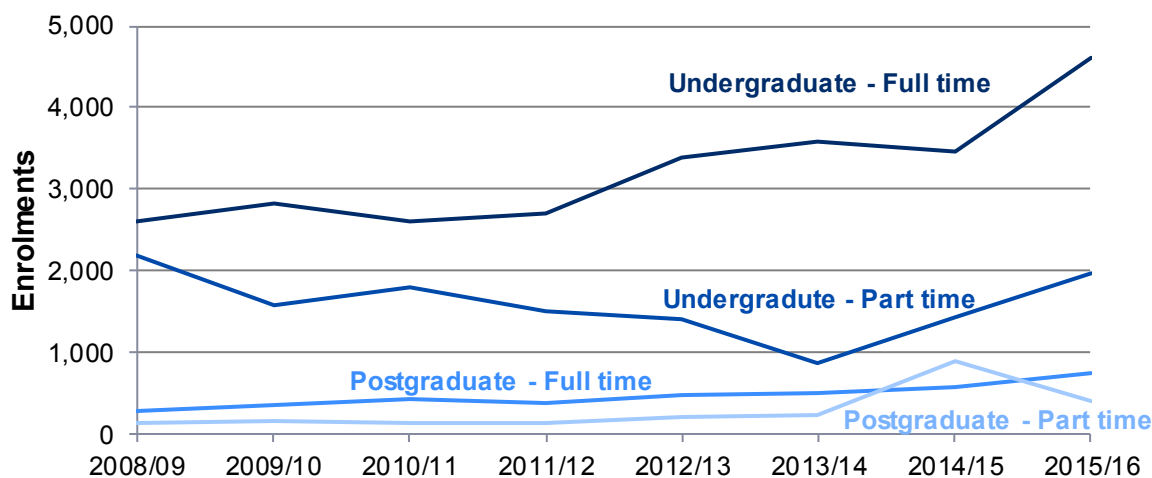
This section covers students who attended a Welsh university and studied through the medium of Welsh.

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

There was a large growth in students studying at least 5 credits through the Welsh-medium in 2015/16. A large part of this was due to increases at the University of Wales, Trinity St David. Welsh-medium study at their Coleg Sir Gâr campus had been unreported since their merger in August 2013, but is now included from the 2015/16 academic year. The university has also developed Welsh-medium study at their Swansea campus, particularly amongst Arts and Initial Teacher Education students.

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

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



Source: HESA Student Record

(a) Excludes Open University students.

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

[StatsWales](#)

- The number of students receiving some teaching through Welsh has increased for every mode and level of study over the last 7 years, except part-time undergraduates.
- For every 3 full-time undergraduate students with some teaching through Welsh in 2014/15, there were 4 with some teaching through Welsh in 2015/16.
- The peak in part-time postgraduates in 2014/15, was caused by the Masters in Educational Practice, which was offered for free to Newly Qualified Teachers (NQTs). Part-time postgraduate numbers in 2015/16 were still higher than they were in 2013/14.
- The number of part-time postgraduates receiving some teaching through Welsh has tripled between 2008/09 and 2015/16, from 130 students to 395.

- For every 5 full-time postgraduates doing some study through Welsh-medium in 2008/09, there were 13 studying through Welsh-medium in 2015/16.
- The fall in part-time undergraduates studying through Welsh, should be looked at in the context of a steady fall in part-time undergraduates studying in any language at Welsh universities. Despite national trends, the number with some teaching through Welsh has risen since 2013/14 and went from 1,430 in 2014/15 to 1,960 in 2015/16.

Table A.1: Amount studied through Welsh by students at Welsh universities (a)(c)

<i>Enrolments and percentages</i>					
<u>Enrolments</u>	<u>2011/12 (b)</u>	<u>2012/13</u>	<u>2013/14 (b)</u>	<u>2014/15</u>	<u>2015/16</u>
Some teaching through Welsh	(r) 4,845	(r) 5,560	(r) 5,260	(r) 6,445	7,070
At least 5 credits in Welsh	4,560	5,115	5,000	5,875	7,070
At least 40 credits in Welsh	2,255	2,340	2,430	2,435	2,800
At least 80 credits in Welsh	1,225	1,390	1,410	1,365	1,370
No teaching in Welsh	135,615	131,955	131,885	126,530	120,905
All enrolments	140,460	137,520	137,145	132,975	128,685
<u>Percentages (%)</u>					
Some teaching through Welsh	(r) 3	4	4	5	6
At least 5 credits in Welsh	3	4	4	4	5
At least 40 credits in Welsh	2	2	2	2	2
At least 80 credits in Welsh	1	1	1	1	1
No teaching in Welsh	97	96	96	95	94

Source: HESA Student Record

(a) Welsh Open University students are included. Figures from 2011/12 have been revised to match.

(b) The University of Newport, now part of the University of South Wales, reported additional students with some teaching through Welsh who are not included in the table. The numbers are 22 in 2011/12 and 74 in 2013/14.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(r) Revised

[StatsWales](#)

- 7,070 students studied at least 5 credits through Welsh-medium in 2015/16. Of those, 2,800 studied at least 40 credits through Welsh and, of those, 1,370 studied at least 80 credits.
- 1,335 more students received some teaching in Welsh in 2015/16 than in 2014/15, a year-on-year increase of 21 per cent. Most of this increase comes from the University of Wales Trinity St David.
- It should be taken with caution, as the targets were formed using a different methodology, but the target of 5,600 students studying at least 5 credits through Welsh was surpassed by 1,470 students. The 40 credit target of 3,030 students was missed by 230.
- The number of students studying at least 80 credits was essentially unchanged from 2014/15.

**Table A.2: University of students, by amount studied through Welsh, 2015/16
(a)(b)(c)**

Enrolments	<i>Enrolments and percentages</i>					All enrolments
	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	No teaching in Welsh	
Bangor University	1,570	1,545	835	505	9,060	10,630
Glyndŵr University	10	10	*	*	6,650	6,660
Aberystwyth University	450	445	350	185	8,305	8,755
University of Wales Trinity St David	4,255	3,675	895	420	5,680	9,935
Swansea University	335	305	100	45	17,110	17,445
University of South Wales	415	385	135	55	24,850	25,265
Cardiff University	420	420	275	95	30,255	30,675
Cardiff Metropolitan University	250	250	205	60	12,330	12,580
Open University	75	35	*	*	6,665	6,735
Total	7,780	7,070	2,800	1,370	120,905	128,685
<i>Percentages (%)</i>						
Bangor University	15	15	8	5	85	
Glyndŵr University	-	-	-	-	100	
Aberystwyth University	5	5	4	2	95	
University of Wales Trinity St David	43	37	9	4	57	
Swansea University	2	2	1	-	98	
University of South Wales	2	2	1	-	98	
Cardiff University	1	1	1	-	99	
Cardiff Metropolitan University	2	2	2	-	98	
Open University	1	1	-	-	99	
Total	6	5	2	1	94	

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *. Percentages less than 0.5 per cent are represented by -.

[StatsWales](#)

- 1 in 100 students at Welsh universities studied 80 credits or more through the medium of Welsh in 2015/16. The highest proportion was at Bangor University (5 per cent).
- The University of Wales, Trinity Saint David had both the highest number of students (4,255) and the highest proportion of its students (43 per cent) receiving some teaching through the medium of Welsh.
- Glyndŵr University had both the lowest number (10) and lowest proportion (rounding to 0 per cent) of students receiving some teaching through the medium of Welsh. The number fell from 45 in 2014/15.
- Bangor University and the University of Wales Trinity St David together accounted for three-quarters of the total teaching received through the medium of Welsh.
- There has been a slight increase (1 percentage point) in students learning at least 5 credits in Welsh since 2014/15.

Table A.3: Mode of study of students at Welsh universities, by amount studied through Welsh, 2015/16 (a)(b)(c)

<i>Enrolments and percentages</i>						
Enrolments	Some	At least 5	At least 40	At least 80	No teaching	All
	teaching	credits in	credits in	credits in		
	through	Welsh	Welsh	Welsh	in Welsh	enrolments
	Welsh	Welsh	Welsh	Welsh	in Welsh	enrolments
Full-time	5,350	4,865	2,395	1,330	86,455	91,805
Part-time and other	2,430	2,205	410	40	34,450	36,880
All modes	7,780	7,070	2,800	1,370	120,905	128,685
<i>Percentages (%)</i>						
Full-time	6	5	3	1	94	
Part-time and other	7	6	1	-	93	
All modes	6	5	2	1	94	

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) Percentages less than 0.5 per cent are represented by -.

[StatsWales](#)

- For every 10 students receiving some teaching through Welsh, 7 were enrolled full-time.
- A higher proportion of part-time students received some teaching through Welsh (7 per cent), than full-time students (6 per cent).

Table A.4: Level of study of students at Welsh universities, by amount studied through Welsh, 2015/16 (a)(b)(c)

<i>Enrolments and percentages</i>						
Enrolments	Some	At least 5	At least 40	At least 80	No teaching	All
	teaching	credits in	credits in	credits in		
	through	Welsh	Welsh	Welsh	in Welsh	enrolments
	Welsh	Welsh	Welsh	Welsh	in Welsh	enrolments
Postgraduate Research	40	40	30	25	4,275	4,320
Postgraduate Taught	1,095	1,060	415	210	19,795	20,890
First Degree	4,575	4,115	2,085	1,100	77,150	81,725
Other Undergraduate	2,065	1,855	275	35	19,680	21,745
All	7,780	7,070	2,800	1,370	120,905	128,685
<i>Percentages (%)</i>						
Postgraduate Research	1	1	1	1	99	
Postgraduate Taught	5	5	2	1	95	
First Degree	6	5	3	1	94	
Other Undergraduate	10	9	1	-	90	
All	6	5	2	1	94	

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) Percentages less than 0.5 per cent are represented by -.

[StatsWales](#)

- 1 in 10 other undergraduate students received some teaching through Welsh in 2015/16.
- The highest proportion of students with 40 credits of teaching through Welsh was First degree undergraduates (3 per cent).

Table A.5: Gender of students at Welsh universities, by amount studied through Welsh, 2015/16 (a)(b)

Enrolments and percentages

<u>Enrolments</u>	<u>Some teaching through Welsh</u>	<u>At least 5 credits in Welsh</u>	<u>At least 40 credits in Welsh</u>	<u>At least 80 credits in Welsh</u>	<u>No teaching in Welsh</u>	<u>All enrolments</u>
Male	2,395	2,145	750	355	56,305	58,695
Female	5,385	4,920	2,050	1,010	64,555	69,940
Persons	7,780	7,070	2,800	1,370	120,905	128,685
<i>Percentages (%)</i>						
Male	4	4	1	1	96	
Female	8	7	3	1	92	
Persons	6	5	2	1	94	

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- More females than males studied Welsh across every category of intensity.
- For every 9 females receiving some teaching in Welsh, only 4 males did.
- A female student was 2.3 times more likely to study at 40 credits through Welsh than a male student was.

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

Table B.1: Module subjects of students at Welsh universities with some teaching through Welsh at Welsh universities, 2015/16 (a)(b)

Enrolments (Full-Person Equivalents) and percentages

	Some teaching		All enrolments
	through Welsh	Percentage (%)	
Medicine & dentistry	45	1	3,500
Subjects allied to medicine	505	4	13,915
Biological sciences	460	3	14,855
Agriculture & related subjects	100	7	1,490
Physical sciences	195	3	6,440
Mathematical sciences	50	2	2,560
Computer science	35	1	4,720
Engineering & technology	155	2	10,105
Architecture, building & planning	65	3	2,425
Social studies	810	8	10,545
Law	95	2	4,570
Business & administrative studies	425	3	16,350
Mass communications & documentation	70	3	2,405
Languages	645	7	9,125
Welsh	510	91	560
Welsh Literature	10	71	10
Other Celtic Language	75	60	125
Other European Language	20	1	2,610
Historical & philosophical studies	170	3	4,955
Creative arts & design	660	7	8,850
Drama	125	10	1,220
Music	30	2	1,375
Cinematography	15	1	1,250
Education	2,895	24	11,865
Teacher Training	1,475	57	2,585
Academic Studies in Education	1,070	17	6,480
All Subjects	7,380	6	128,675

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](http://stats.wales.gov.uk)

- Education has the most students studying some Welsh (2,895) and the highest proportion (24 per cent).
- 510 students who received some teaching through the Welsh-medium in 2015/16 were receiving it from a module specifically designed to teach the Welsh language.
- Business & administrative studies was the most popular subject, but only 3 per cent of students received any teaching through Welsh.
- Computer science was the subject area with the least Welsh-medium teaching.
- Welsh Language courses are counted as 100 per cent taught through Welsh-medium. It is only 91 per cent in the data because some universities may misrecord the Welsh language portion of a module.

Section C – Students from Wales at Welsh universities

This section covers students who came from Wales and attended a Welsh university. Here someone who came from Wales is a Welsh domicile. Someone came from Wales if their home address was in Wales **before** they started the course. A non-Welsh domicile may have previously lived in Wales.

Table C.1: Domicile of students from Wales at Welsh universities, by amount studied through Welsh, 2015/16 (a)(b)

	<i>Enrolments</i>		
	Welsh Domicile	Non-Welsh Domicile	All
Some teaching through Welsh	7,060	720	7,780
At least 5 credits in Welsh	6,465	605	7,070
At least 40 credits in Welsh	2,705	95	2,800
At least 80 credits in Welsh	1,325	45	1,370
No teaching in Welsh	60,940	59,945	120,905
All enrolments	68,000	60,665	128,685

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- 720 non-Welsh domiciles received some teaching through Welsh at a Welsh university.

Table C.2: Amount studied through Welsh by students from Wales at Welsh universities (a)(b)(c)

<i>Enrolments</i>	<i>Enrolments and percentages</i>				
	2011/12	2012/13	2013/14	2014/15	2015/16
Some teaching through Welsh	(r) 4,485	(r) 4,850	(r) 4,710	(r) 5,905	6,465
At least 5 credits in Welsh	4,235	4,575	4,515	5,450	6,465
At least 40 credits in Welsh	2,200	2,275	2,335	2,355	2,705
At least 80 credits in Welsh	1,220	1,360	1,375	1,325	1,325
No teaching in Welsh	71,710	70,010	68,205	64,880	60,940
All enrolments	(r) 76,195	(r) 74,865	(r) 72,920	(r) 70,785	68,000
<i>Percentages (%)</i>					
Some teaching through Welsh	(r) 6	(r) 6	(r) 6	(r) 8	10
At least 5 credits in Welsh	6	6	6	8	10
At least 40 credits in Welsh	3	3	3	3	4
At least 80 credits in Welsh	2	2	2	2	2
No teaching in Welsh	94	94	94	92	90
All enrolments					

Source: HESA Student Record

(a) Welsh Open University students are included. Figures from 2011/12 have been revised to match.

(b) The University of Newport, now part of the University of South Wales, reported additional students with some teaching through Welsh who are not included in the table. The numbers are 7 in 2011/12 and 74 in 2013/14.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(r) Revised

[StatsWales](#)

- The number of students from Wales at Welsh universities who received some teaching through the medium of Welsh increased by 20 per cent compared with 2014/15.

Table C.3: University of students from Wales, by amount studied through Welsh, 2015/16 (a)(b)(c)

Enrolments	<i>Enrolments and percentages</i>					All enrolments
	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	No teaching in Welsh	
Bangor University	1,355	1,340	820	505	2,535	3,885
Glyndŵr University	10	10	*	*	4,280	4,290
Aberystwyth University	385	380	305	160	2,750	3,135
University of Wales Trinity St David	3,845	3,360	865	410	3,900	7,745
Swansea University	325	295	100	45	7,750	8,075
University of South Wales	410	385	135	55	17,005	17,415
Cardiff University	410	410	270	95	10,625	11,035
Cardiff Metropolitan University	250	250	205	60	5,430	5,680
Open University	75	35	*	*	6,665	6,735
Total	7,060	6,465	2,705	1,325	60,940	68,000
<i>Percentages (%)</i>						
Bangor University	35	34	21	13	65	
Glyndŵr University	-	-	-	-	100	
Aberystwyth University	12	12	10	5	88	
University of Wales Trinity St David	50	43	11	5	50	
Swansea University	4	4	1	1	96	
University of South Wales	2	2	1	-	98	
Cardiff University	4	4	2	1	96	
Cardiff Metropolitan University	4	4	4	1	96	
Open University	1	1	-	-	99	
Total	10	10	4	2	90	

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *. Percentages less than 0.5 per cent are represented by -.

[StatsWales](#)

- The pattern of some teaching through Welsh between universities is largely unchanged when only examining students who came from Wales.

Section D – Welsh speakers

HESA collect data from all students enrolled at Welsh universities where the student is ordinarily (prior to study) resident in Wales. The data records whether the student deems themselves to be a Welsh speaker and whether they are fluent or not. Data quality across institutions is variable, with a couple of institutions having a markedly larger proportion of unknowns than the majority. However, as the overall rate of unknowns is lower compared with earlier years, it is now more useful for analysis.

Table D.1: Ability to speak Welsh of students from Wales at Welsh universities, by amount studied through Welsh, 2015/16 (a)(b)

	<i>Enrolments</i>					All enrolments
	Some teaching through Welsh	At least 5 credits in Welsh	At least 40 credits in Welsh	At least 80 credits in Welsh	No teaching in Welsh	
Fluent Welsh speaker	3,315	3,245	2,020	1,115	6,715	10,030
Welsh speaker not fluent	1,290	1,170	295	90	9,040	10,330
Not a Welsh speaker	1,950	1,605	215	20	40,865	42,815
Unknown	505	445	175	95	4,325	4,825
All	7,060	6,465	2,705	1,325	60,940	68,000

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- The students receiving some teaching through Welsh were fairly evenly split between fluent and non-fluent Welsh speakers. 3,315 fluent Welsh speakers had some study through the Welsh-medium. 3,240 students who were not Welsh speakers or spoke Welsh, but weren't fluent, had some study through the Welsh-medium.
- 20 students studying at least 80 credits through Welsh reported that they were not Welsh speakers. This suggests there may still be some issues with the data.

Table D.2 University and ability to speak Welsh of students from Wales at Welsh universities, 2015/16 (a)(b)(c)

	<i>Enrolments</i>				
	Fluent	Welsh			
	Welsh	speaker not	Not a Welsh	Unknown	All
	speaker	fluent	speaker		
Bangor University	1,620	815	1,450	*	3,885
Glyndŵr University	400	1,070	2,785	35	4,290
Aberystwyth University	850	560	1,605	125	3,135
University of Wales Trinity St David	1,290	1,410	4,085	965	7,745
Swansea University	1,220	1,170	5,245	440	8,075
University of South Wales	1,730	2,285	12,975	430	17,415
Cardiff University	1,755	1,510	7,510	265	11,035
Cardiff Metropolitan University	770	780	4,025	105	5,680
Open University	400	735	3,140	2,465	6,735
Total	10,030	10,330	42,815	4,825	68,000

Source: HESA Student Record

(a) Welsh Open University students are included.

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *.

[StatsWales](#)

- In 2015/16, Bangor University (42 per cent), Aberystwyth University (27 per cent) and University of Wales, Trinity Saint David (17 per cent) had the highest proportions of fluent Welsh speakers. Only 6 per cent of Welsh Open University students were fluent Welsh speakers.
- The number of fluent Welsh speakers at Glyndŵr University decreased 2 percentage points to 9 per cent, falling behind the University of South Wales. However, Glyndŵr has a much higher percentage of Welsh speakers who don't identify themselves as fluent.
- Overall, almost two-thirds of Welsh domiciled students were identified as non-Welsh speakers. The University of South Wales and Cardiff Metropolitan University both had more than 70 per cent of Welsh domiciled students who could not speak Welsh.

Section E - Initial Teacher Education

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

Table E.1: School level of students completing ITE courses in Wales leading to bilingual teaching (a)(b)(c)

		<i>Qualifiers from ITE courses</i>				
		2011/12	2012/13	2013/14	2014/15	2015/16
All	Able to teach bilingually	210	255	300	260	225
	Unable to teach bilingually	1,440	1,210	1,130	1,050	945
Primary School	Able to teach bilingually	115	160	150	145	145
	Unable to teach bilingually	645	510	520	480	495
Secondary School	Able to teach bilingually	95	100	145	115	80
	Unable to teach bilingually	790	705	610	570	450

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

(b) Figures are qualifiers from Initial Teacher Education courses leading to Qualified Teacher Status.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- 225 students completed an Initial Teaching Education (ITE) course which qualified them to teach through the medium of Welsh.
- 19 per cent of all completers were able to teach bilingually, 1 percentage point lower than in 2014/15, but 6 percentage points higher than in 2011/12.
- 23 per cent of Primary school trainee teachers were able to teach bilingually, compared to 15 per cent of Secondary school trainees.

Table E.2: Type of degree of students completing ITE courses in Wales leading to bilingual teaching (a)(b)(c)

		<i>Qualifiers from ITE courses</i>				
		2011/12	2012/13	2013/14	2014/15	2015/16
PGCE	Able to teach bilingually	155	185	215	185	165
	Unable to teach bilingually	1,085	980	900	840	735
Other Degree	Able to teach bilingually	55	70	85	80	60
	Unable to teach bilingually	350	230	225	210	210

Source: HESA Student Record

(a) From 2013/14 there was a small change in how Open University students living in Wales were identified.

(b) Figures are qualifiers from Initial Teacher Education courses leading to Qualified Teacher Status.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

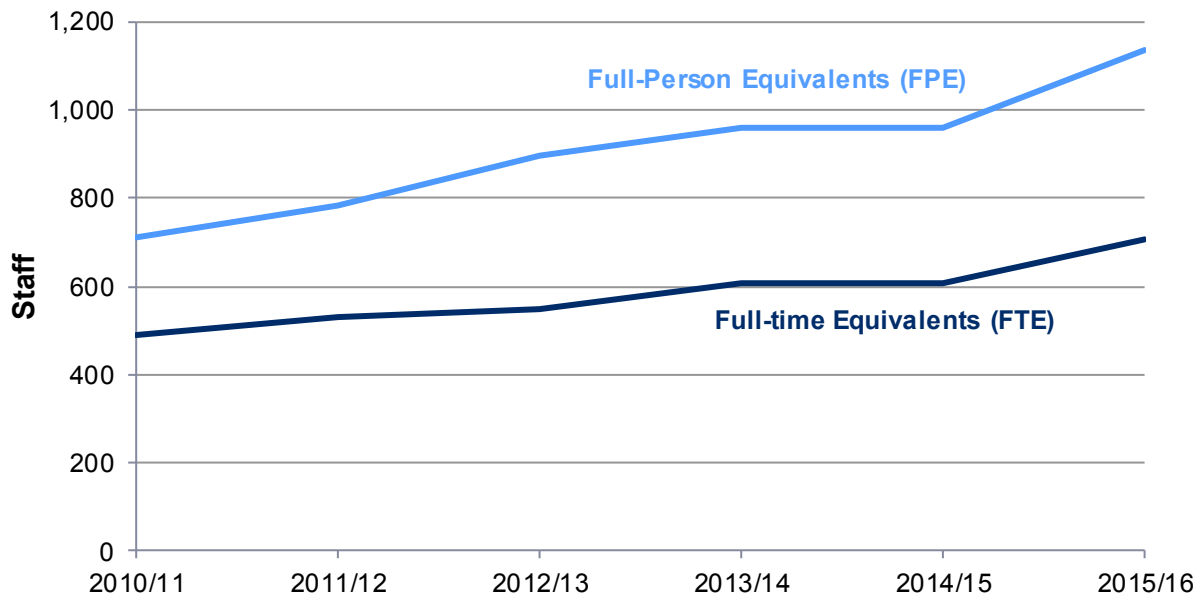
[StatsWales](#)

- Nearly three quarters of ITE completers able to teach bilingually gained a Postgraduate Certificate of Education.
- 18 per cent of PGCE graduates were able to teach bilingually, compared to 22 per cent of Other Degree graduates.

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

Chart F.1: Full-person and full-time equivalents of academic staff able to teach through the medium of Welsh, 2015/16



Source: HESA Staff Record

[StatsWales](#)

- The number of staff able to teach in Welsh has increased steadily over the last 5 years. For every 6 teachers able to teach in Welsh in 2010/11 (FPE), there were 10 able to teach in Welsh in 2015/16.
- Between 2012/13 and 2015/16, FPE and FTE followed the same pattern, which suggests there wasn't a change in the amount of hours staff able to teach in Welsh were employed.

Table F.1: University of staff teaching or able to teach through the medium of Welsh, 2015/16 (b)(c)

	<i>Staff (Full-Person Equivalents)</i>			All
	Teaching in Welsh	Able to teach in Welsh (a)	Unable to teach in Welsh	
Glyndwr University	215	280	705	990
Aberystwyth University	*	15	220	265
University of Wales, Trinity St David	150	185	615	850
The University of Wales (central functions)	65	280	355	700
Swansea University	55	85	865	1,320
University of South Wales	20	105	1,265	1,415
Cardiff University	70	150	3,235	3,415
Cardiff Metropolitan University	15	40	615	715
Total (Welsh HEIs, Excludes the OU)	590	1,135	7,870	9,670

Source: HESA Staff Record

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

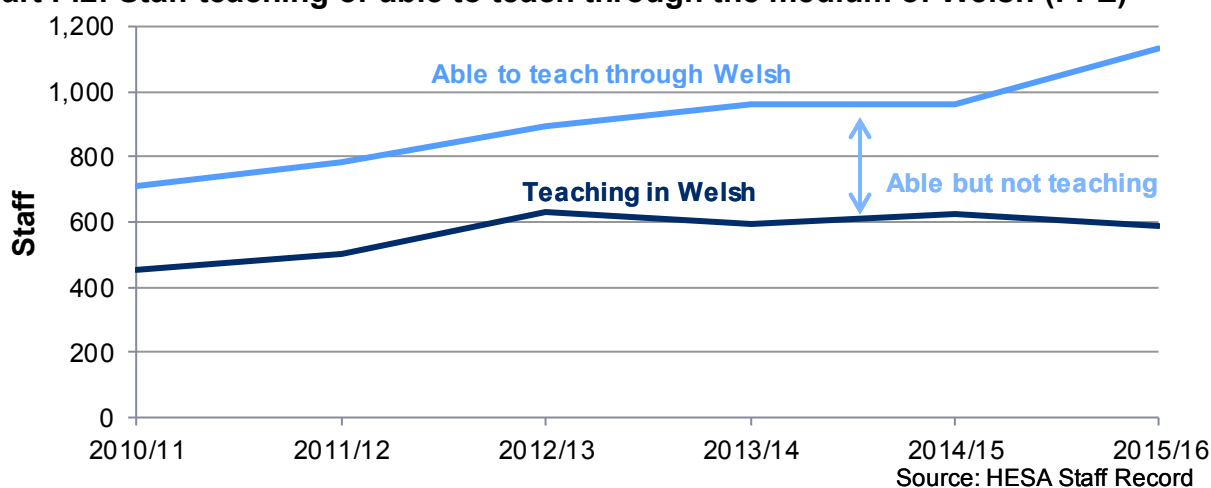
(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(c) 0, 1, 2 are rounded to 0 and represented by *.

[StatsWales](#)

- In 2015/16, Bangor University continued to have the highest number of academic staff **able** to teach through the medium of Welsh (280) and also the highest number **actually teaching** through the medium of Welsh (215).
- University of Wales, Trinity St David had the highest proportion (40 per cent) of academic staff able to teach through the medium of Welsh. The university with the lowest proportion (4 per cent) of staff able to teach through Welsh was Cardiff University.

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



Source: HESA Staff Record

[StatsWales](#)

- The capacity to teach in Welsh has increased by 60 per cent between 2010/11 and 2015/16. Between 2014/15 and 2015/16 alone, there was an increase of 175 staff able to teach in Welsh.
- The number of staff teaching in Welsh has increased by 31 per cent between 2010/11 and 2015/16. However, numbers have been fairly static since 2012/13, despite the increase in capacity to teach Welsh.

Table F.2: Staff teaching or able to teach through the medium of Welsh at Welsh universities (b)

	<i>Staff (Full-Person Equivalents)</i>				
	2011/12	2012/13	2013/14	2014/15	2015/16
Able to teach in Welsh (a)	785	895	960	960	1,135
Unable to teach in Welsh	7,705	6,520	7,710	8,795	7,870
Information not sought	475	2,150	1,470	650	660
All	8,965	9,565	10,140	10,410	9,670
Teaching in Welsh	500	635	590	625	590
Not teaching in Welsh	8,360	6,860	8,465	8,810	7,325
Information not sought	105	2,075	1,085	975	1,755
All	8,965	9,565	10,140	10,410	9,670

Source: HESA Staff Record

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

(b) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

[StatsWales](#)

- In 2015/16 there were 590 academic staff **teaching** through the medium of Welsh compared with 625 in 2014/15.
- There were 1,135 academic staff **able** to teach through the medium of Welsh, compared with 960 in 2014/15.
- 52 per cent of staff who were able to, were providing some teaching through the medium of Welsh in 2015/16, compared to with 65 per cent in 2014/15.

Table F.3: Cost centre of academic staff teaching through the medium of Welsh, 2015/16 (b)(c)(d)

	<i>Staff (Full-Person Equivalents)</i>			Percent by	
	Teaching in Welsh	Not teaching in Welsh	Information not sought	All	Cost Centre
Academic services	5	65	20	90	4
Administrative, business & social studies	45	1,050	275	1,375	3
Agriculture, forestry and veterinary science (a)	15	100	40	155	9
Architecture & planning	*	105	10	120	1
Biological, mathematical & physical sciences	25	860	250	1,140	2
Design, creative & performing arts	60	820	230	1,115	6
Education	210	480	50	740	28
Engineering & technology	5	650	255	915	1
Humanities, language based studies & archaeology	155	580	135	870	18
Law, Economics and politics	20	380	35	435	4
Medicine, dentistry & health (a)	45	2,220	450	2,720	2
Residences & catering	*	*	*	*	-
All	590	7,325	1,755	9,670	6

Source: HESA Staff Record

(a) 'Nursing & Allied health professions' is now included in 'Medicine, dentistry & health'. It had previously been incorrectly included in 'Agriculture, forestry and veterinary science'.

(b) 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.

(c) Data are rounded to the nearest 5. Totals are calculated with the raw numbers and may appear not to match.

(d) 0, 1, 2 are rounded to 0 and represented by *. Percentages less than 0.5 per cent are represented by -.

[StatsWales](#)

- The most staff teaching through Welsh were found in Education, followed by Humanities, language & archaeology. Together, these two cost centres accounted for 6 in 10 of the staff teaching through Welsh.

Methodology

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

Data source

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

A summary of the Student data collection process for 2015/16 covering timescales, validation and business rules and checking processes is included on the [HESA website](#). The same can be found for the [Staff data collection](#).

Coverage

Students

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

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

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

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

Staff

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

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

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

Rounding strategy

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

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

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

Definitions

Definitions for sections A to D – Students

Amount studied through Welsh

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

First degree

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

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

Full-time equivalent (FTE)

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

Full-person equivalent (FPE)

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

Gender

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

Level of study

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

Mode of study

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

Other undergraduate degrees

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

Students from Wales/Welsh domiciles

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

Year

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

Definitions for Section E – 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 F - Staff

Full-time equivalent (FTE)

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

Full-person equivalent (FPE)

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

Staff teaching through the medium of Welsh

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

Key quality information

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

Relevance

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

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

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- The Higher Education Funding Council for Wales;
- Higher Education Institutions and representative bodies;
- Students, researchers, and academics;
- Individual citizens, private companies, and the media;

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

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

Accuracy

Self-assessed variables

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

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

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

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

Amendments

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

Timeliness and punctuality

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

Accessibility and clarity

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

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

Comparability and coherence

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

National Statistics status

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

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

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

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

Well-being of Future Generations Act (WFG)

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

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

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

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

Further details

The document is available at:

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

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

Next update

August 2018 for academic year 2016/17.

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to post16education.stats@gov.wales

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