

SB 68/2011(R)

18 October 2011

Welsh in Higher Education Institutions, 2009/10 - Revised

This is a revised release affecting all tables in Sections A, B and C, and providing important new information on data quality.

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 2009/10 academic year. 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 at the Open University (OU) are not included.

IMPORTANT INFORMATION ON DATA QUALITY: Since this bulletin was first published on 27 July 2011, it has come to light that the method of recording the number of students receiving some teaching through Welsh used at one institution was not appropriate for the published statistics. The institution is not able to provide exact student numbers for all years, only certain estimates for 2008/09 and 2009/10, which have been used where possible in this bulletin, affecting sections A and B. A separate issue affects section C on Initial Teacher Training. See section 5.3 of the Notes for further details.

Summary of main findings

- The number of students receiving some teaching through the medium of Welsh in 2009/10 shows a 5.9 per cent fall on the 2008/09 figure¹. [Table A.1]
- In 2009/10 the proportion of all students receiving some teaching through the medium of Welsh was 3.8 per cent, down from 4.2 per cent in 2008/09¹. [Table A.1]
- The number of Welsh domiciled students receiving some teaching through the medium of Welsh at Welsh HEIs has fallen by 1.4 per cent in the past year ². [Table B.1]
- The proportion of Welsh domiciled students at Welsh HEIs who received some teaching through the medium of Welsh has remained unchanged at 7.2 per cent². [Table B.1]
- Excluding Welsh, the most popular subjects of study with some teaching through the medium of Welsh were education, creative arts and design and social studies². [Table A.4]
- The number of staff recorded as being able to teach through the medium of Welsh continues to increase, whereas the number of staff actually teaching through the medium of Welsh has remained more-or-less stationary since 2008/09, resulting in a divergence between those who are able and those who actually teach through the medium of Welsh. [Chart D.1]

¹ Figures include estimates for the University of Wales, Newport

² Figures do not include estimates for the University of Wales, Newport

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Next update: June 2012 (Provisional)

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Welsh Government

Policy Background

In 2009, the Welsh Government (WG) published 'For Our Future', a new higher education strategy and plan for Wales. The Higher Education Funding Council for Wales' (HEFCW) subsequently developed a corporate strategy for 2010-11 to 2012-13¹ set within the framework of 'For Our Future' and based on its key themes. For one of these themes, the Student Experience, there is a commitment from HEFCW to work towards the expectation of enabling study through the medium of Welsh to take place in a wider range of programmes and locations in Wales. Associated with this expectation is a target that the number of Welsh domiciled students at Welsh higher education institutions and further education institutions undertaking some element of their course through the medium of Welsh will increase to 5,600 in 2012/13.

This bulletin includes figures and commentary on Welsh domiciled students learning through Welsh; however, progress towards the above target cannot be measured precisely from these figures due to definitional differences (see Paragraph 5.3 in Notes section).

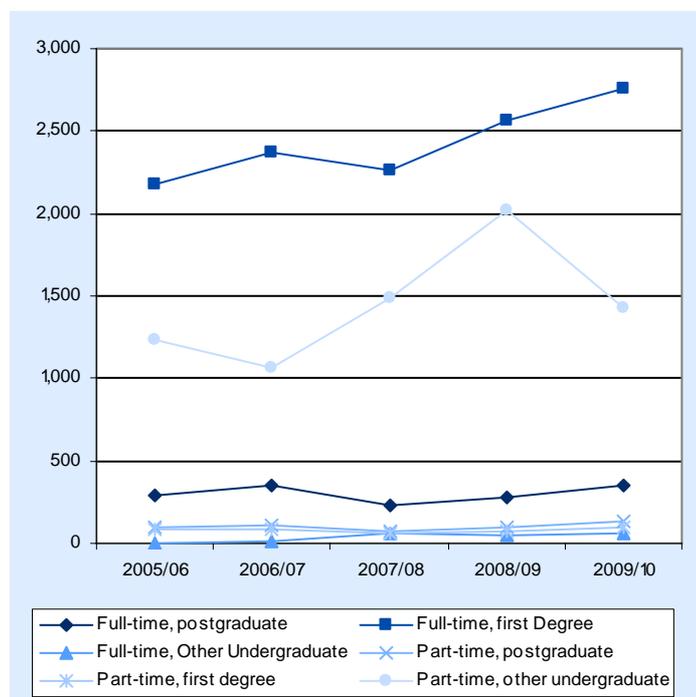
Section A – Students at Welsh HEIs with some teaching through the medium of Welsh²

- In 2009/10 there were 4,905 students at Welsh HEIs with some teaching through the medium of Welsh, a 5.9 percent decrease on 2008/09 (5,215).
- 3.8 per cent of students at Welsh HEIs had some teaching through the medium of Welsh, compared to 4.2 per cent in 2008/09.

Charts A.1 and A.2 look at the trend over the past five years in students receiving teaching through Welsh, broken down firstly by level and mode of study and secondly by gender.

Chart A.1 Students with some teaching through Welsh by level and mode of study (a) [R]

The number of full-time, first degree students with some teaching through Welsh continued to increase.



- The vast majority of students with some teaching through Welsh were undergraduates, with over half being full-time first degree students.
- In the past five years, the number of full-time, first degree students receiving some teaching through Welsh has increased from 2,180 to 2,765 (excluding those at Newport, see footnote (a) below).
- Between 2005/06 and 2008/09 part-time, other undergraduate students receiving some teaching through the medium of Welsh increased by 65 per cent to 2,025, but between 2008/09 and 2009/10 this number fell by 30 per cent.
- These trends should be viewed within the context of a general rise in full-time HE student numbers at Welsh HEIs in the past five years, but a sharp decline in part-time undergraduate numbers over the past year.

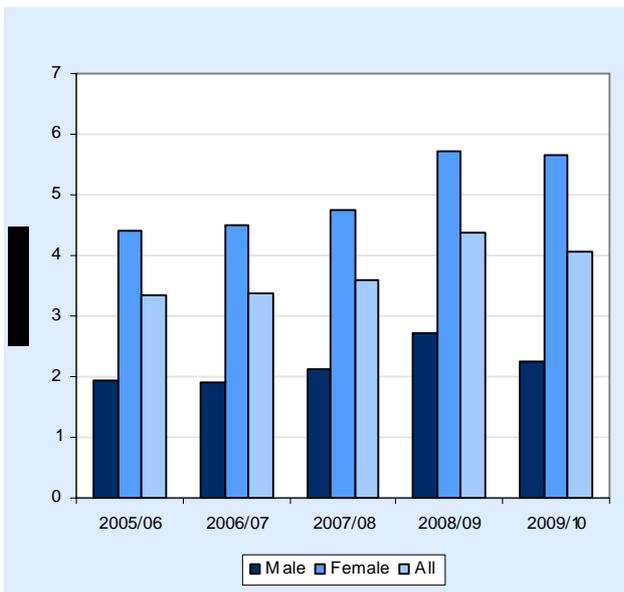
(a) As we are unable to derive the information for the University of Wales, Newport directly from HESA data, and since estimates provided are not available before 2008/09, figures for the University of Wales, Newport are omitted from this trend analysis. See paragraph 5.3 in Notes section.

¹ See http://www.hefcw.ac.uk/publications/corporate_documents/corporate_strategy.aspx

² Students studying at least one module with a non-zero proportion of teaching through the medium of Welsh. See Notes section for further details.

Chart A.2: Students with some teaching through Welsh by gender (a) [R]

The proportion of females receiving some teaching through Welsh has continued to be at least more than double the proportion of males being taught through Welsh.



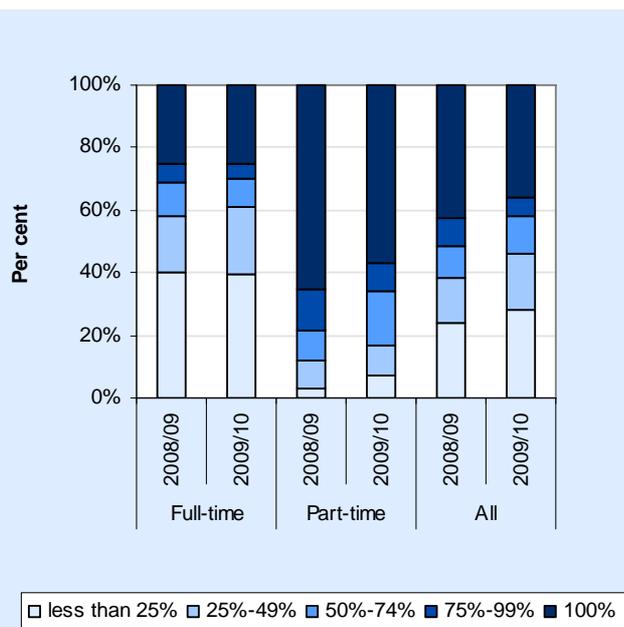
- An increasing proportion of females received teaching through Welsh between 2005/06 and 2008/09, but this proportion remained unchanged at 5.7 per cent between 2008/09 and 2009/10.
- An increasing proportion of males received teaching through Welsh between 2005/06 and 2008/09, but this proportion fell from 2.7 per cent in 2008/09 to 2.3 per cent in 2009/10.
- Most students who received some teaching through Welsh were female (74 per cent in 2009/10).

(a) Figures for the University of Wales, Newport have been omitted as robust estimates were not available broken down by gender. See paragraph 5.3 in the Notes section for further details.

For those students receiving some teaching through Welsh, Chart A.3 examines the intensity of this teaching. In other words, what proportion of a student’s learning is through the medium of Welsh. The most recent figures are compared with those from the previous year.

Chart A.3: Proportion of learning through the medium of Welsh by mode of study (a) [R]

The proportion of learning through Welsh is higher for part-time students.



- Of those students that received some of their teaching through Welsh, 25 per cent of full-time students received all their teaching through Welsh, similar to 2008/09. This compares with 57 per cent of part-time students (a fall from 65 per cent in 2008/09).
- The proportion of students receiving less than 25 per cent of their teaching through Welsh has marginally decreased for full-time students (from 40 to 39 per cent) but increased for part-time students (from 3 to 7 per cent) between 2008/09 and 2009/10).

(a) Figures for the University of Wales, Newport have been omitted as robust estimates were not available broken down by proportion of learning through Welsh. See paragraph 5.3 in the Notes section for further details.

Table A.1 looks at the trend in overall numbers at each of the Welsh higher education institutions receiving teaching through the medium of Welsh over the past five years.

Table A.1: Students with some teaching through Welsh by institution and academic year (a) [R]

	2005/06	2006/07	2007/08	2008/09	2009/10
Students with some teaching through Welsh (number)					
Bangor University	1,215	1,360	1,205	1,325	1,415
Glyndŵr University (b)	100	135	155	295	130
Aberystwyth University	520	505	460	555	545
University of Wales, Lampeter	395	370	575	665	130
Trinity College, Carmarthen	920	900	1,075	1,420	1,810
Swansea University	235	185	255	255	210
Swansea Metropolitan (c)	15	10	5	10	35
University of Glamorgan (d)	90	110	140	160	165
University of Wales Institute, Cardiff	130	225	120	120	135
Cardiff University	240	195	190	275	245
Royal Welsh College of Music and Drama (d) (e)	30	*	.	.	.
All Welsh HEIs excluding Newport	3,885	3,990	4,180	5,085	4,820
University of Wales, Newport (f)	..	..	..	130	85
All Welsh HEIs including Newport	..	..	..	5,215	4,905
Students with some teaching through Welsh (per cent)					
Bangor University	12.1	12.9	11.5	11.8	12.3
Glyndŵr University (b)	1.4	1.8	2.2	3.8	1.6
Aberystwyth University	5.0	5.0	4.7	5.5	5.1
University of Wales, Lampeter	4.7	4.5	7.3	11.9	3.9
Trinity College, Carmarthen	38.4	38.6	48.3	60.6	65.5
Swansea University	1.8	1.4	1.8	1.8	1.5
Swansea Metropolitan (c)	0.3	0.2	0.1	0.2	0.5
University of Glamorgan (d)	0.4	0.5	0.6	0.8	0.8
University of Wales Institute, Cardiff	1.4	2.2	1.2	1.1	1.0
Cardiff University	0.8	0.7	0.7	1.0	0.9
Royal Welsh College of Music and Drama (d) (e)	4.9	0.2	.	.	.
All Welsh HEIs excluding Newport	3.3	3.4	3.6	4.4	4.1
University of Wales, Newport (f)	..	..	..	1.4	0.9
All Welsh HEIs including Newport	..	..	..	4.2	3.8

Source: HESA and the University of Wales, Newport

(a) A change to the standard registration population in 2007/08 has led to a discontinuity in this timeseries. In this year's bulletin we have adjusted data prior to and including 2006/07 in order to allow a full time-series comparison. Further Information is contained in the Notes.

(b) North East Wales Institute of Higher Education became Glyndŵr

(c) Swansea Institute of Higher Education became Swansea Metropolitan in 2008.

(d) The Royal Welsh College of Music and Drama merged with The University of Glamorgan in 2008.

(e) For 2006/07 Royal Welsh College incorrectly coded some Welsh Medium Teaching as non-Welsh.

(f) Figures for the University of Wales, Newport are not included before 2008/09 as robust estimates are not available. See paragraph 5.3 in the Notes section for further details.

- Trinity College, Carmarthen had both the highest number of students and the highest proportion of its students (65.5 per cent) receiving some teaching through the medium of Welsh. The proportion of students receiving some teaching through Welsh at Trinity has risen from 38.4 per cent in 2005/06.
- The peak of 295 Welsh medium students at Glyndŵr in 2008/09 and subsequent fall can be attributed largely to a pool of students entering and completing professional Welsh modules for Social Work and Nursing courses.

- The proportion of students receiving some of their teaching through the medium of Welsh fell sharply at the University of Lampeter in the past year, though its merger with Trinity College may have affected this. See Paragraph 5.1 in the Notes section for further detail.

Table A.2 looks at Welsh provision at each institution in 2009/10 by mode of study.

Table A2: Students with some teaching through Welsh by institution and mode of study, 2009/10 [R]

	Students with some teaching through Welsh			All students
	Full-time	Part-time	All modes	
Number				
Bangor University	1,195	215	1,415	11,450
Glyndŵr University (a)	70	60	130	8,000
Aberystwyth University	470	75	545	10,805
University of Wales, Lampeter	20	110	130	3,340
Trinity College, Carmarthen	785	1,025	1,810	2,765
Swansea University	110	105	210	14,340
Swansea Metropolitan (b)	35	*	35	6,185
University of Glamorgan	155	10	165	21,070
University of Wales Institute, Cardiff	135	*	135	13,080
Cardiff University	200	45	245	27,555
University of Wales, Newport (c)	70	15	85	9,290
All	3,245	1,660	4,905	127,885
Of all students with some teaching through Welsh				
	Students with some teaching through Welsh			
	Full-time	Part-time	All modes	
Per cent				
Bangor University	13.2	9.0	12.3	28.8
Glyndŵr University (a)	1.9	1.4	1.6	2.6
Aberystwyth University	6.0	2.6	5.1	11.2
University of Wales, Lampeter	0.9	8.4	3.9	2.7
Trinity College, Carmarthen	58.0	72.6	65.5	36.9
Swansea University	0.9	4.0	1.5	4.3
Swansea Metropolitan (b)	0.8	-	0.5	0.7
University of Glamorgan	1.1	0.1	0.8	3.4
University of Wales Institute, Cardiff	1.5	-	1.0	2.8
Cardiff University	1.0	0.7	0.9	5.0
University of Wales, Newport (c)	1.7	0.3	0.9	1.7
All	3.7	4.2	3.8	100.0

Source: HESA and the University of Wales, Newport

(a) The North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) The Swansea Institute of Higher Education became Swansea Metropolitan in 2008.

(c) The figures included for the University of Wales, Newport are estimates; these values were not derived from HESA data. See paragraph 5.3 in the Notes section for further details.

- The majority of students receiving some teaching through Welsh were enrolled full-time (66 per cent), although a slightly higher proportion of part-time students received some teaching through Welsh (4.2 per cent).
- More than half of part-time students in Wales who received some teaching through Welsh were enrolled at Trinity College, where they accounted for over 72 per cent of part-time students. The universities of Bangor (9.0 per cent) and Lampeter (8.4 per cent) also had more than the Wales average of 4.2 per cent of part-time students receiving teaching through Welsh.

- 58 per cent of full-time students at Trinity College received some teaching through Welsh. Of the other institutions, only Bangor (13.2 per cent) and Aberystwyth (6.0 per cent) had more than the Wales average of 3.7 per cent of its full-time students being taught through Welsh.

Table A.3 examines figures for the latest year broken down by institution and level of study.

Table A3: Students with some teaching through Welsh by institution and level of study, 2009/10 [R]

	Students with some teaching through Welsh				All	All students
	Post graduate	First Degree	Other Undergraduate			
Number						
Bangor University	250	1,040	120	1,415	11,450	
Glyndŵr University (a)	*	70	60	130	8,000	
Aberystwyth University	80	415	50	545	10,805	
University of Wales, Lampeter	15	25	90	130	3,340	
Trinity College, Carmarthen	20	785	1,000	1,810	2,765	
Swansea University	*	110	100	210	14,340	
Swansea Metropolitan (b)	35	*	*	35	6,185	
University of Glamorgan	*	160	5	165	21,070	
University of Wales Institute, Cardiff	65	65	5	135	13,080	
Cardiff University	15	185	50	245	27,555	
University of Wales, Newport (c)	20	10	55	85	9,290	
All	505	2,865	1,535	4,905	127,885	

	Students with some teaching through Welsh				Of all students with some teaching through Welsh
	Post graduate	First Degree	Other Undergraduate	All	
Per cent					
Bangor University	9.0	14.0	10.0	12.3	28.8
Glyndŵr University (a)	-	2.3	1.5	1.6	2.6
Aberystwyth University	4.6	5.9	2.6	5.1	11.2
University of Wales, Lampeter	1.4	1.6	13.0	3.9	2.7
Trinity College, Carmarthen	10.2	58.6	83.0	65.5	36.9
Swansea University	0.1	1.1	5.3	1.5	4.3
Swansea Metropolitan (b)	2.6	-	-	0.5	0.7
University of Glamorgan	-	1.4	0.1	0.8	3.4
University of Wales Institute, Cardiff	1.4	0.9	0.4	1.0	2.8
Cardiff University	0.2	1.1	1.3	0.9	5.0
University of Wales, Newport (c)	1.0	0.3	1.4	0.9	1.7
All	1.8	4.0	5.7	3.8	100.0

Source: HESA and the University of Wales, Newport

(a) The North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) The Swansea Institute of Higher Education became Swansea Metropolitan in 2008.

(c) The figures for the University of Wales, Newport are estimates; these values were not derived from HESA data. See paragraph 5.3 in the Notes section for further details.

- First degree students accounted for more than half of all students with some teaching through Welsh, though the highest proportion was amongst other undergraduates (5.7 per cent), with the lowest amongst postgraduates (1.8 per cent).
- 83 per cent of other undergraduates at Trinity College received some teaching through Welsh, accounting for 65 per cent of other undergraduates studying through the Welsh language in Wales.

- Trinity College (58.6 per cent), Bangor (14.0 per cent) and Aberystwyth (5.9 per cent) all had proportions of first degree students studying through Welsh above the Wales average (4.0 per cent).

Table A.4 analyses teaching through Welsh by subject, using full-time equivalent (FTE) for each subject as a measure³.

Table A4: Students with some teaching through Welsh by module subject and mode, 2009/10(a) [R]

Full-time equivalents	With some teaching through Welsh			All
	Full-time	Part-time	All	
Medicine & dentistry	1	0	1	3,015
Subjects allied to medicine	61	1	62	9,950
Biological sciences	23	1	24	9,679
Veterinary, Agriculture & related subjects	5	0	5	1,148
Physical sciences	25	1	25	4,762
Mathematics & computer sciences	5	1	7	5,769
Engineering & technology	6	0	6	7,065
Architecture, building & planning	7	1	7	2,150
Social studies	99	8	107	6,502
Law	15	0	15	4,445
Business & administrative studies	10	0	10	13,429
Mass communications and documentation	28	1	29	2,345
Languages	329	68	397	6,917
<i>Of which: Welsh</i>	288	64	352	432
<i>Welsh Literature</i>	14		14	16
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	16	2	18	29
<i>European languages</i>	6	1	7	1,865
Historical and philosophical studies	87	10	97	4,741
Creative arts & design	169	2	171	7,282
<i>Of which: Drama</i>	104	0	104	1,201
<i>Music</i>	25	0	25	1,098
<i>Cinematics and photography</i>	32	1	32	1,015
Education	607	188	794	6,637
<i>Of which: Training teachers</i>	314	13	327	2,147
<i>Academic studies in education</i>	276	123	399	2,984
All	1,474	283	1,757	95,834
Per cent				
Medicine & dentistry	-	-	-	
Subjects allied to medicine	0.7	0.1	0.6	
Biological sciences	0.2	0.2	0.2	
Veterinary, Agriculture & related subjects	0.5	0.1	0.4	
Physical sciences	0.5	0.6	0.5	
Mathematics & computer sciences	0.1	0.3	0.1	
Engineering & technology	0.1	-	0.1	
Architecture, building & planning	0.4	0.1	0.3	
Social studies	1.7	1.1	1.6	
Law	0.4	0.2	0.3	
Business & administrative studies	0.1	-	0.1	
Mass communications and documentation	1.3	0.6	1.2	
Languages	5.6	6.8	5.7	
<i>Of which: Welsh</i>	83.2	74.5	81.5	
<i>Welsh Literature</i>	85.5	-	85.5	
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	62.3	62.0	62.2	
<i>European languages</i>	0.4	0.1	0.4	
Historical and philosophical studies	2.2	1.3	2.0	
Creative arts & design	2.5	0.3	2.4	
<i>Of which: Drama</i>	8.9	-	8.7	
<i>Music</i>	2.4	-	2.2	
<i>Cinematics and photography</i>	3.3	1.1	3.2	
Education	12.1	11.6	12.0	
<i>Of which: Training teachers</i>	16.4	5.6	15.2	
<i>Academic studies in education</i>	14.2	11.8	13.4	
All	1.8	2.2	1.8	

Source:HESA

(a) Figures for the University of Wales, Newport have been omitted as robust estimates for 2009/10 broken down by module subject are not available. See paragraph 5.3 in the Notes section.

³ See Paragraph 2.4 in Notes section for explanation of FTE.

Tables A.1 to A.3 reveal the highest numbers of students receiving some teaching through Welsh were at Trinity College (34 per cent), Bangor (27 per cent) and Aberystwyth (10 per cent). Table A.4 shows that excluding Languages, the subjects with the highest amount of activity delivered through Welsh were Education (794 full time equivalents), Creative Arts and Design (171 FTEs) and Social Studies (107 FTEs), and those with the highest proportion were Education (12 per cent), Creative Arts and Design (2.4 per cent) and Historical and Philosophical Studies (2.0 per cent). The remainder of this section looks more closely at the institutions with the highest amounts and subjects with the highest proportion of Welsh Medium provision before analysing the intensity of provision.

Analysing these figures by mode and level, 68 per cent of the 1,757 FTEs⁴ taught through Welsh were full-time, first degrees. The next highest figure was amongst part-time, other undergraduates and full-time taught postgraduate (both 14 per cent of all FTEs). Focusing on those subjects with the highest proportion of Welsh medium provision, 47 per cent of Education FTEs taught through Welsh were full-time first degrees, 28 per cent were full-time taught postgraduate courses and 23 per cent were part-time other undergraduate courses. The vast majority of both Historical and Philosophical Studies and Creative Arts and Design FTEs were full-time first degrees (89 per cent and 96 per cent respectively).

Of the FTEs being taught through Welsh, the greatest number was at Bangor University (590 FTEs), followed by Trinity College (495 FTEs) and Aberystwyth (285 FTEs). The following analysis concentrates on these three institutions.

At the University of Bangor, the highest amount of study undertaken that involved some teaching through Welsh was in Education (43 per cent of FTEs) followed by Social Studies (13 per cent) and Subjects Allied to Medicine (10 per cent). Within these subjects, Education students were most likely to receive some teaching through Welsh, as 31 per cent of study within Education included some teaching through Welsh, compared to 13 per cent within Social Studies and seven per cent within Subjects Allied to Medicine. In all three of these subjects, the overwhelming majority of learning through Welsh was undertaken by full-time learners (over 90 per cent in all cases). Only in Education were a noticeable proportion of these not first degree students (59 per cent of full-time FTEs were first degree students while 38 per cent were taught postgraduates).

Education was also the subject area that had the highest amount of teaching through Welsh at Trinity College (78 per cent of FTEs), followed by Creative Arts and Design (13 per cent). 40 per cent of FTEs in Education received some teaching through Welsh, compared to 23 per cent of those enrolled in Creative Arts and Design. The latter were predominantly full-time, first degree students while in Education, 57 per cent of FTEs receiving teaching through Welsh were full-time, first degrees with a further 43 per cent part-time, other undergraduates.

At Aberystwyth University, Education accounted for 18 per cent of teaching through Welsh, the highest proportion outside of Languages. This represented 14 per cent of Education FTEs. 96 per cent of Education FTEs receiving teaching through Welsh were full-time taught postgraduates.

⁴ See Paragraph 2.4 in Notes section. Full-time equivalents (FTEs) are used here to represent volume of activity to account for intensity of study and students studying multiple subjects.

Table A4 identified that 1,757 FTEs received at least some teaching through Welsh, and Table A.5 looks at the number of these FTEs who received less than 25 per cent of their teaching through Welsh and the number receiving 100 per cent of their teaching through Welsh. The analysis is broken down by mode and institution.

Table A.5: Intensity of Welsh medium provision for full time equivalent students who were taught partly and completely through Welsh, by institution, intensity and mode of study (2009/10)(a) [R]

	Less than 25%			100%			All taught through 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
Glyndŵr University	8	0	8	.	7	7	8	10	18
University of Wales Inst, Cardiff	2	.	2	24	.	24	80	-	80
University of Glamorgan	12	0	12	3	1	5	45	2	47
Swansea Metropolitan University	1	.	1	26	.	26	28	-	28
Trinity University College	40	5	45	200	61	260	311	184	495
University of Wales, Lampeter	1	0	1	8	19	28	13	24	37
Aberystwyth University	19	.	19	156	16	171	268	17	285
Bangor University	47	3	50	310	16	327	562	28	590
Cardiff University	3	.	3	52	14	65	104	14	117
Swansea University	5	.	5	14	4	18	56	4	60
All	138	9	146	793	139	932	1,474	283	1,757

Source: HESA

(a) Figures for the University of Wales, Newport have been omitted as robust estimates for 2009/10 broken down by module subject are not available. See paragraph 5.3 in the Notes section.

- More than half of the 1,757 FTEs receiving some teaching through Welsh received all of their teaching through Welsh. The highest numbers were at Bangor (327 FTEs), Trinity College (260 FTEs) and Aberystwyth (171 FTEs).
- Of the 932 FTEs receiving all of their teaching through Welsh, 85 per cent were full-time. 39 per cent of full-time FTE students were enrolled at Bangor University, while 44 per cent of part-time FTEs were at Trinity College.
- Of the 146 FTEs receiving less than 25 per cent of their teaching through Welsh, 95 per cent were full-time and 34 per cent were at Bangor University.
- At the largest Welsh medium provider, Bangor University, 327 FTE students out of 590 received all of their teaching through Welsh (55 per cent). This proportion is broadly similar to the two other key Welsh medium providers Trinity College, Carmarthen (53 per cent) and Aberystwyth University (60 per cent). At each of these institutions, less than 10 per cent of students being taught through Welsh received less than 25 per cent of their teaching through Welsh.

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. These represent over 90 per cent of all students receiving some teaching through Welsh.

Table B.1: Welsh domiciled students at Welsh HEIs taught through the medium of Welsh by gender (a)(b)(c)[R]

	2005/06	2006/07	2007/08	2008/09	2009/10
Welsh domiciled students with some teaching through Welsh (number)					
Male	890	860	950	1,190	1,130
Female	2,705	2,810	2,850	3,300	3,295
All	3,595	3,670	3,800	4,490	4,425
All Welsh domiciled students (number)					
Male	24,975	24,775	24,135	24,210	24,665
Female	39,300	39,950	38,560	37,860	37,140
All	64,280	64,725	62,730	62,070	61,805
Of those with some teaching through Welsh (percentage [%])					
Male	24.8	23.5	25.1	26.5	25.5
Female	75.2	76.5	74.9	73.5	74.5
All	100.0	100.0	100.0	100.0	100.0
Students with some teaching through Welsh (percentage [%])					
Male	3.6	3.5	3.9	4.9	4.6
Female	6.9	7.0	7.4	8.7	8.9
All	5.6	5.7	6.1	7.2	7.2

Source: HESA

(a) Welsh domiciled students are those whose normal residence was Wales prior to entry into HE.

(b) For this years bulletin data before 2006/07 was re-calculated to allow for a full time-series comparison in response to the 2007/08 standard registration population changes. Further information is contained in the notes.

(c) Figures for the University of Wales, Newport are omitted as robust estimates were only available from 2008/09 and were not available broken down by gender. See paragraph 5.3 in the Notes section for further details.

- There were 4,425 Welsh domiciled students (excluding those at the University of Wales, Newport, see footnote (c) above) with some teaching through the medium of Welsh, a fall of 1.4 per cent compared with 2008/09 (4,490).
- The percentage of Welsh domiciled students at Welsh HEIs who received some teaching through the medium of Welsh remained unchanged from the previous year 2008/09 at 7.2 per cent.

Table B.2: First year Welsh domiciled students at Welsh HEIs taught through the medium of Welsh by gender (a)(b)(c) [R]

	2005/06	2006/07	2007/08	2008/09	2009/10
Welsh domiciled teaching with some teaching through Welsh (number)					
Male	480	460	565	715	640
Female	1,435	1,445	1,440	1,825	1,800
All	1,915	1,905	2,005	2,540	2,440
All Welsh domiciled students (number)					
Male	12,205	12,560	12,600	12,400	12,305
Female	19,315	20,225	20,310	19,965	18,875
All	31,520	32,790	32,945	32,365	31,185
Of those with some teaching through Welsh (percentage [%])					
Male	25.2	24.1	28.2	28.1	26.2
Female	74.8	75.9	71.8	71.9	73.8
All	100.0	100.0	100.0	100.0	100.0
Students with some teaching through Welsh (percentage [%])					
Male	3.9	3.7	4.5	5.8	5.2
Female	7.4	7.2	7.1	9.1	9.5
All	6.1	5.8	6.1	7.8	7.8

Source: HESA

(a) Welsh domiciled students are those whose normal residence was Wales prior to entry into HE.

(b) For this year's bulletin data before 2006/07 was re-calculated to allow for a full time-series comparison in response to the 2007/08 standard registration population changes. Further information is contained in the notes.

(c) Figures for the University of Wales, Newport are omitted as robust estimates were only available from 2008/09 and were not available broken down by gender. See paragraph 5.3 in the Notes section for further details.

- The percentage of first year Welsh domicile students at Welsh HEIs receiving some teaching through the medium of Welsh remained unchanged compared with 2008/09 at 7.8 per cent.

320 students with some teaching through the medium of Welsh were not Welsh domiciled (excluding those of unknown UK domicile), a 41 per cent decrease on the previous year (535 students in 2008/09). Of these, 220 were English domiciled and a further 40 were from the rest of the European Union.

The intensity of Welsh medium teaching that non-Welsh domiciled students were exposed to was fairly low 62 per cent of English domiciled students received less than 25 per cent of their teaching through Welsh, whereas only 26 per cent of Welsh domiciled students received less than 25 per cent of their teaching through Welsh).

Section C - Initial Teacher Training

Table C1 displays the number of students completing ITT courses in Wales that enable them to teach in both Welsh and English

- 230 students completed an Initial Teaching Training (ITT) course which enables them to teach through the medium of Welsh. This represents 13 per cent of all ITT completers in 2009/10.
- 67 per cent of these students gained a Postgraduate Certificate of Education, while 33 per cent gained a First Degree.

Table C.1: Students completing ITT courses in Wales leading to bilingual teaching [R]

	2005/06	2006/07(a)	2007/08	2008/09	2009/10
By Phase:					
Nursery and primary					
Leads to bilingual teaching (b)	110	220	105	110	135
Does not lead to bilingual teaching	785	665	885	850	740
Total	900	885	990	960	875
Secondary					
Leads to bilingual teaching (b)	95	110	85	115	95
Does not lead to bilingual teaching	940	850	860	825	880
Total	1,035	960	945	940	975
By qualification level:					
PGCE (c)					
Leads to bilingual teaching (b)	160	240	140	155	155
Does not lead to bilingual teaching	1,245	1,110	1,145	1,130	1,170
Total	1,400	1,350	1,285	1,285	1,325
First degree with QTS award					
Leads to bilingual teaching (b)	50	95	50	70	75
Does not lead to bilingual teaching	485	435	600	545	450
Total	535	530	650	615	525
All					
Leads to bilingual teaching (b)	210	330	190	225	230
Does not lead to bilingual teaching	1,725	1,550	1,745	1,675	1,620
Total	1,935	1,880	1,935	1,900	1,850

Source: HESA

(a) In 2006/07 on institution incorrectly coded students with Welsh as their main specialism as 'enables to teach bilingually or leads to a formal certificate of bilingual education.

(b) Enables to teach bilingually or leads to a formal certificate of bilingual education

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

[R] = Revised. The complete table has been revised to show the number of students who were awarded QTS. Previously, this table showed the number of students completing ITT courses that were leading to QTS, which on further analysis has been found to be less accurate than the revised method.

Section D – Academic staff able to teach or actually teaching through the medium of Welsh

Chart D.1 shows staff teaching and able to teach through the medium of Welsh.

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

- In 2009/10, there were 460 academic staff teaching through the medium of Welsh compared with 455 in 2008/09. Since 2005/06, this figure has increased by 10 per cent.
- There were 705 academic staff *able* to teach through the medium of Welsh compared to 665 in 2008/09. Numbers have increased year-on-year since the beginning of the time series, resulting in a 32 per cent increase between 2005/06 and 2009/10.
- Around 65 per cent of staff who were able to were providing some teaching through the medium of Welsh.

The gap between the number of those teaching and the number of those able to teach through Welsh continues to grow.

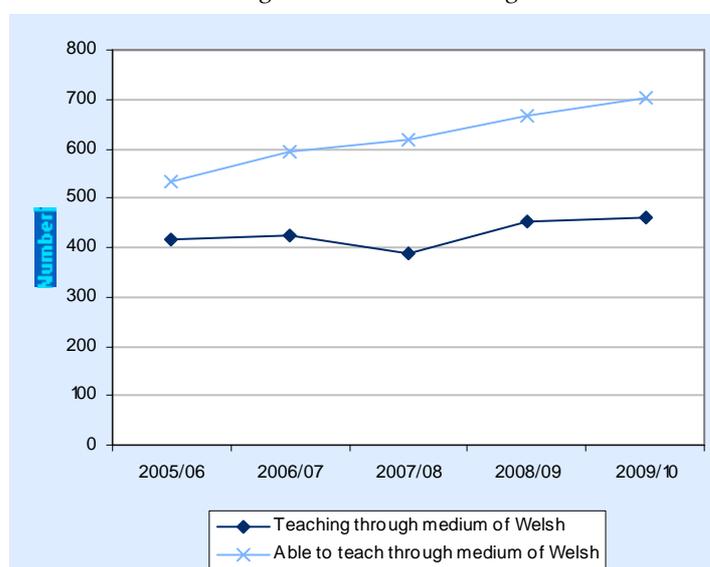


Table D.1 provides a breakdown and time series of academic staff at Welsh HEIs over the past five years.

Table D.1: Academic staff number at Welsh HEIs(a)

	2005/06	2006/07	2007/08	2008/09	2009/10
Persons	8,230	8,430	8,945	9,105	8,990
Full Person Equivalent (FPE)	8,150	8,320	8,840	8,995	8,860
Full Time Equivalent (FTE)	6,085	6,250	6,615	6,700	6,550
Staff able to teach Welsh	535	595	620	665	705
Staff teaching through Welsh	415	425	390	455	460
FTE of staff teaching through Welsh	315	315	280	310	300

Source: HESA

(a) See notes for definitions of FPE and FTE.

- The number of staff able to teach through the medium of Welsh has been increasing year on year since 2005/06. However, while the overall staff FTE has increased since 2005/06, the FTE of staff teaching through Welsh has fallen slightly over this period.

Table D.2 breaks down data from Table D.1 by institution.

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

	2005/06	2006/07	2007/08	2008/09	2009/10
Teaching through the medium of Welsh					
Bangor University	80	95	85	115	100
Glyndŵr University (a)	5	10	5	10	20
Aberystwyth University	75	70	85	115	120
University of Wales, Lampeter	5	10	5	5	5
Trinity College, Carmarthen	55	50	45	40	55
Swansea University	65	60	35	35	40
Swansea Metropolitan (b)	*	*	*	*	*
University of Glamorgan (c)	15	10	35	30	35
University of Wales Institute, Cardiff	15	10	5	10	15
Cardiff University	75	75	80	90	70
Royal Welsh College of Music and Drama (c)	20	25	.	.	.
University of Wales, Registry	*	*	*	*	*
University of Wales, Newport	10	10	5	5	5
All	415	425	390	455	460
Able to teach through the medium of Welsh					
Bangor University	135	130	145	170	170
Glyndŵr University (a)	15	20	20	25	45
Aberystwyth University	85	85	110	145	145
University of Wales, Lampeter	10	10	10	10	5
Trinity College, Carmarthen	45	50	45	45	60
Swansea University	65	60	80	85	90
Swansea Metropolitan (b)	10	10	10	5	5
University of Glamorgan (c)	15	80	60	50	55
University of Wales Institute, Cardiff	40	20	20	20	25
Cardiff University	85	90	100	105	95
Royal Welsh College of Music and Drama (c)	20	25	.	.	.
University of Wales, Registry	*	*	*	*	*
University of Wales, Newport	10	10	15	5	10
All	535	595	620	665	705
All academic staff					
Bangor University	700	675	745	745	735
Glyndŵr University (a)	255	290	285	330	355
Aberystwyth University	800	785	885	1,025	945
University of Wales, Lampeter	135	145	160	140	130
Trinity College, Carmarthen	125	120	120	110	125
Swansea University	725	735	1,075	1,100	1,050
Swansea Metropolitan (b)	300	320	325	310	315
University of Glamorgan (c)	1,055	1,185	1,480	1,460	1,565
University of Wales Institute, Cardiff	570	565	575	590	575
Cardiff University	2,900	2,835	2,865	2,820	2,700
Royal Welsh College of Music and Drama (c)	210	330	.	.	.
University of Wales, Registry	20	20	20	20	30
University of Wales, Newport	435	415	410	455	465
All	8,230	8,430	8,945	9,105	8,990

Source: HESA

- (a) The North East Wales Institute of Higher Education became Glyndŵr University in 2008.
 (b) Swansea Institute of Higher Education became Swansea Metropolitan University in 2008.
 (c) The Royal Welsh College of Music and Drama merged with Glamorgan University in 2007/08.

- In 2009/10, University of Wales, Bangor had the highest number of academic staff able to teach through the medium of Welsh and Aberystwyth University had the highest number of academic staff actually teaching through the medium of Welsh.

Table D.3 looks at academic staff teaching through the medium of Welsh with subjects grouped into cost centres.

Table D.3: Academic full person equivalent (FPE) staff numbers teaching through the medium of Welsh by grouped cost centre, 2009/10

	Teaching through Welsh	Not teaching through Welsh	Information not yet sought	All	Per cent by cost centre
Medicine, dentistry and health	15	2,015	5	2,035	0.8
Biological, mathematical and physical science	20	970	10	1,000	1.8
Agriculture, forestry and veterinary science	5	85	*	90	4.4
Engineering and technology	5	905	25	935	0.8
Architecture and planning	*	160	5	165	1.2
Administrative, business and social studies	45	1,550	20	1,615	2.8
Humanities and Language based studies and archaeology	100	820	10	930	10.9
Design, creative and performing arts	50	825	20	895	5.8
Education	200	790	70	1,055	19.0
Academic services	*	20	*	20	-
Administrative and central services	5	110	5	120	5.1
All	455	8,245	160	8,860	5.1

Source: HESA

- There were 200 full-person equivalents in the education cost centres and 100 full-person equivalents in humanities, language based studies and archaeology cost centres teaching through Welsh out of a total 455 full-person equivalents.

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

2. Definitions

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.

As of 2007/08 the standard registration population does not include students who are writing-up or students who are on sabbatical. In all tables where numbers are affected by this change, data prior to and including 2006/07 has been re-calculated to allow for comparison.

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.

From 2007/08, students who are 'writing-up' or on 'sabbatical' are not included in the standard registration population. Data prior to and including 2006/07 have been re-calculated to reflect this change. Previous versions of this bulletin may not present the same figures.

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 2009 to 31 July 2010.

We use FTE as a unit of measure so that we can 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. Staff

The following notes refer to data for 2003/04 onwards from the New Individualised Staff Record that replaced the old HESA Staff Record, details of which can be obtained if required.

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.

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.

This methodology is not the standard HESA publication method but is used to achieve consistency, as far as possible, with data prior to 2003/04.

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 Background to the decrease in Welsh medium provision at the University of Wales, Lampeter

The large increases in part-time, other undergraduates leading up to 2008/09 can be partly explained by the improved capture of Welsh medium provision and specific marketing campaigns at Trinity College, Carmarthen and Lampeter. Welsh medium funding attracts a funding premium, and recent changes to the funding criteria (from 2006/07) may have led to sector wide improvements in the reporting of lower intensity Welsh medium provision.

On the 18 November 2010 the University of Wales, Trinity Saint David was officially created after the merger of the University of Wales, Lampeter and Trinity College, Carmarthen. The merger itself and the necessary restructuring of the two institutions prior to merger have fed through in to HESA data for each institution (HESA will begin to provide data for the new institution for the 2010/11 academic year). Because it is difficult to assess how much changes in student figures are down to preparations for the merger, data relating to these institutions should be treated with caution, and their influence on total figures should be kept in mind when reading this bulletin. As reported in our publication SB 12/2011, ‘Students in Higher Education Institutions, 2009/10’, there was a reduction of over 3,000 part-time students at Lampeter due to programmes being withdrawn or not actively recruited for, most of these being ‘other undergraduate’ i.e. non-first degree courses.

Therefore the decrease between 2008/09 and 2009/10 of 535 students taught through the medium of Welsh at Lampeter needs to be looked at in the context of an overall decrease at Lampeter of 2,245 students.

5.2 Relevance

Some changes have been made to the content of the bulletin this year following feedback from the Welsh Language Board. The bulletin was also included in a recent 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;
- The Welsh Language Board
- 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:

- the Welsh Language Board includes data from this bulletin in their Vitality of Welsh Statistical Balance Sheet;
- informing the education policy decision-making process in Wales and to inform existing strategies, for example the Welsh-medium Education Strategy;
- providing indicative information regarding progress towards the Welsh medium 'For Our Future' target (but see paragraph below)

However, note that HEFCW have been given the responsibility of delivering the Welsh Government's 'For Our Future' (FoF) strategy and their 2012/13 corporate strategy represents their action plan to deliver it, including a set of outcome targets to measure the completeness of this delivery. The target relating to Welsh medium provision was set by HEFCW to include delivery at further education (FE) level, and uses a measure of HE provision calculated slightly differently to the way it has historically been produced in this bulletin through the way those of unknown domicile are handled. To ensure consistency across the time series presented within this bulletin, the method for calculating HE provision through the medium of Welsh remains unchanged, so it is not possible to measure precisely from this progress against the FoF target.

5.3 Accuracy

Estimates used for the University of Wales, Newport

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. It recently came to light that, in recent years, the University of 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, leading to revisions to this bulletin in October 2011.

The estimates provided indicate that the number of students receiving some teaching through Welsh was actually lower than reported in issues of this bulletin for each of the past two years, particularly 2009/10. The bulletin issued in July 2011 showed 5,310 students (490 at Newport) receiving some teaching through the medium of Welsh in 2009/10, compared to 4,905 (85 at Newport) in this revised bulletin. Figures for 2008/09 have also been revised, and the annual percentage change to 2009/10 revised from no change to a decline in Welsh Medium provision of between five and six per cent.

Footnotes have been added to all tables that include a breakdown of student numbers by institution to highlight this inaccuracy; however, all tables and charts in Sections A and B have been affected and figures included that are not available are represented as "..". Commentary and analysis relating specifically to Newport that appeared in the original bulletin has been removed.

For the 2010/11 HESA data the University of Wales, Newport will report figures as percentages per enrolment on a module (rather than an average value across modules), enabling us to use their HESA data (rather than institution estimates) for this bulletin in future.

Identifying Qualified Teacher Status

Recent analysis of data for ITT students has identified that some institutions were not always including the award of QTS when recording a student's qualification even though it had been achieved. This led to an undercounting of students included in Table C.1 of this bulletin when it was originally published on 27th July. It was therefore decided to use an alternative field that is purely a marker to identify whether QTS has been awarded to a student or not, and to revise figures in Table C.1 accordingly. Figures have been revised both for the 2009/10 academic year and all previous years to allow proper comparisons across years to be made.

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. There were only two institutions where information was not sought in more than 5 percent of contracts.

	Per cent of records with information not yet sought				Number of institutions with records for which 'information not yet sought'			
	2006/07	2007/08	2008/09	2009/10	2006/07	2007/08	2008/09	2009/10
Staff able to teach through the medium of Welsh (Persons)	5.5	7.9	5.5	5.2	9	9	8	8
Teaching through medium of Welsh (Contracts)	1.8	2.2	2.3	1.7	7	7	6	6

Source: HESA

5.4 Timeliness and Punctuality

HESA collected student enrolment and staff data for the 2009/10 academic year between August and October 2010. They produced their own HE Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2011 and released their latest Staff in Higher Education Institutions publication in March 2011. The timing of the publication of this bulletin takes into account

the period needed to make changes to the content and format to meet UK Statistics Authority requirements and recommendations.

5.5 Accessibility and Clarity

This statistical bulletin is pre-announced and then published on the Statistics section of the Welsh Government website. It is accompanied by more detailed tables on StatsWales, a free to use service that allows visitors to view, manipulate, create and download data.

5.6 Comparability

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

5.7 Quality Management

The Statistical Directorate within WG have published a Statistical Quality Management Strategy, which describes our 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. The full strategy can be found via the following link:

<http://wales.gov.uk/topics/statistics/about/compliance/statisticsquality/?lang=en>

Annex A

Table X1: Welsh domiciled students with ability to speak Welsh by institution, 2009/10

Since the 2004/05 academic year information on the ability in the Welsh language of Welsh domiciled students at Welsh HEIs has been collected. The data are based on the students' self-reporting. Data quality across institutions is variable with a few institutions having a large number of unknown records. Overall the rate of unknowns has fallen in 2009/10 (5.4 per cent) compared with 2008/09 (8.6 per cent). However, the data should not be used for any meaningful analyses or as a baseline for future progress. They are included in this Annex for completeness only with a view to future improvements in data quality.

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
Number					
Bangor University	1,865	805	1,790	640	5,100
Glyndŵr University (a)	510	950	2,240	105	3,805
Aberystwyth University	1,215	915	2,515	75	4,725
University of Wales, Lampeter	70	80	325	145	620
Trinity College, Carmarthen	995	440	1,015	75	2,525
Swansea University	1,255	1,040	5,725	515	8,535
Swansea Metropolitan (b)	470	1,180	2,765	200	4,615
University of Glamorgan	1,245	1,540	10,780	870	14,430
University of Wales Institute, Cardiff	850	575	4,485	75	5,990
Cardiff University	1,510	1,400	7,535	1,005	11,455
The University of Wales, Newport	445	825	5,880	25	7,175
All	10,440	9,755	45,060	3,730	68,985
	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
Per cent					
Bangor University	36.6	15.8	35.1	12.5	100.0
Glyndŵr University (a)	13.4	25.0	58.8	2.8	100.0
Aberystwyth University	25.7	19.4	53.2	1.6	100.0
University of Wales, Lampeter	11.4	12.7	52.5	23.3	100.0
Trinity College, Carmarthen	39.3	17.5	40.3	2.9	100.0
Swansea University	14.7	12.2	67.1	6.0	100.0
Swansea Metropolitan (b)	10.2	25.6	59.9	4.3	100.0
University of Glamorgan	8.6	10.7	74.7	6.0	100.0
University of Wales Institute, Cardiff	14.2	9.6	74.9	1.3	100.0
Cardiff University	13.2	12.2	65.8	8.8	100.0
The University of Wales, Newport	6.2	11.5	81.9	0.4	100.0
All	15.1	14.1	65.3	5.4	100.0

Source: HESA

(a) North East Wales Institute of Higher Education became Glyndŵr University in 2008.

(b) Swansea Institute became Swansea Metropolitan in 2008.