

SB 73/2014

18 September 2014

Welsh in Higher Education Institutions, 2012/13

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 2012/13 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 enrolled at the Open University (OU) are not included.

Summary of main findings

- In 2012/13 there were 5,465 students at Welsh HEIs with some teaching through the medium of Welsh, a 16 per cent increase since 2011/12.
- The proportion of students at Welsh HEIs who had some teaching through the medium of Welsh also increased, compared with 2011/12 (4.2 per cent in 2012/13 and 3.6 per cent in 2011/12).
- Excluding Welsh language and related subjects, the most popular subjects of study for students, with some teaching through the medium of Welsh, were education, creative arts and subjects allied to medicine.
- The vast majority of students with some teaching through Welsh were on undergraduate courses; with nearly three-quarters of these studying full-time.
- 255 students completed an Initial Teaching Training (ITT) course which qualified them to teach through the medium of Welsh. This was 17 per cent of all completers, five percentage points higher than in 2011/12
- The number of FTE academic staff at Welsh HEIs, the FTE number of staff able to teach through the medium of Welsh and the number teaching through the medium of Welsh have all increased since 2008/09.

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Llywodraeth Cymru
Welsh Government

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 statement published in June 2013 confirms the Welsh Government's vision to see the Welsh language thriving in Wales. Through the Coleg Cymraeg Cenedlaethol, a virtual college working with universities to plan and promote Welsh medium provision, the Welsh Government will continue to support the development of Welsh-medium higher education.

HEFCW's Corporate Strategy for 2013-14 - 2015-16 was approved by the Welsh Government in May 2013. A Welsh medium measure is included in the Corporate Strategy - 'the number of students studying higher education courses at higher education institutions and further education institutions in Wales undertaking at least 5 credits of their course through the medium of Welsh, per annum, will rise from 4,335 in 2011/12 to 5,600 in 2015/16, including a rise from 2,269 to 3,030 in the number of those studying at least 40 credits per annum'. The data in this bulletin should not be used to assess progress against the targets as they are based on different coverage.

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

[Policy Statement on Higher Education](#)

[HEFCW Corporate Strategy 2013-14 to 2015-16](#)

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

In September 2011 the Welsh Government introduced the Programme for Government, which translates its manifesto into a clear plan to deliver for the people of Wales. One of the key aims set out in the Programme for Government is to enrich the lives of individuals and communities through Wales's culture and heritage, with a particular responsibility to promote the Welsh language. A link to the program for government is given below.

[Welsh Government | Programme for Government 2011-2016](#)

The progress report published in May 2012 aligns with the For Our Future indicator developed by HEFCW.

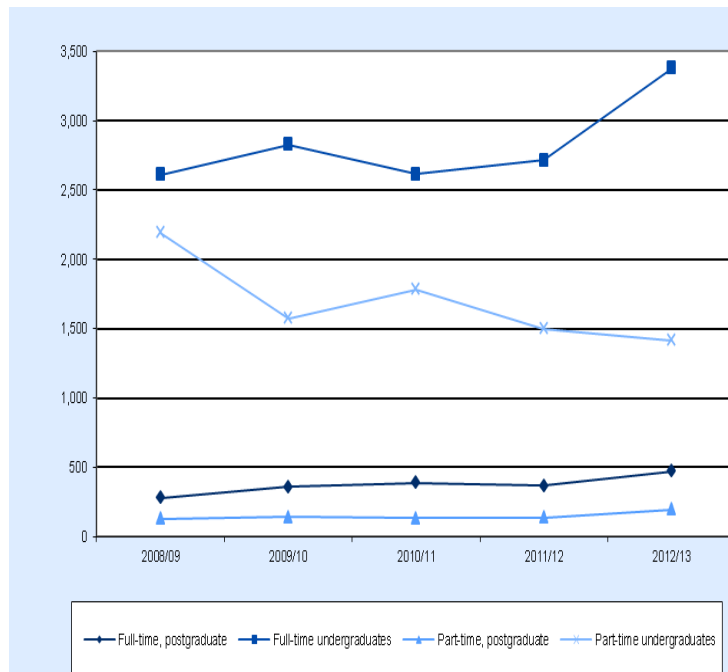
In addition to Coleg Cymraeg Cenedlaethol's promotion of Welsh medium provision to students the Academic Staffing Scheme is another key component of the Coleg's initiatives. The scheme will provide substantial funding to higher education institutions in Wales to employ academic staff and to foster world-class lecturers who are known for innovation and excellence in teaching and research.

[Coleg Cymraeg Cenedlaethol - Academic Staffing Scheme](#)

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

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

The number of full-time, undergraduate students with some teaching through Welsh increased in 2012/13.



- The vast majority of students with some teaching through Welsh were undergraduates; with nearly three-quarters of these being full-time undergraduate students.
- In 2012/13 there was a slight fall in part-time undergraduates receiving teaching through Welsh; this mirrors the total student population where part-time undergraduate numbers have continued to fall.
- Numbers of postgraduate students receiving some teaching through Welsh also increased in 2012/13, having remained relatively constant over the previous three years.

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

- In 2012/13 there were 5,465 students at Welsh HEIs with some teaching through the medium of Welsh, a 16 per cent increase since 2011/12 (4,715). (*Table A.1*)
- The proportion of students at Welsh HEIs who had some teaching through the medium of Welsh also increased, compared with 2011/12 (4.2 per cent in 2012/13 and 3.8 per cent in 2011/12). (*Table A.1*)
- The University of Wales, Trinity Saint David had both the highest number of students (2,425) and the highest proportion of its students (20.5 per cent) receiving some teaching through the medium of Welsh. The number of students with some teaching in Welsh increased by 23 per cent in this university compared with 2011/12. (*Table A.1*)
- The University of Wales, Newport had both the lowest number and lowest proportion of students receiving some teaching through the medium of Welsh. Since 2008/09, the University of Glamorgan has seen a gradual but steady increase in the number of students with some teaching through Welsh. These two universities merged in 2013 to form the University of South Wales but, due to the way the information was provided, they continue to be shown separately in this bulletin. (*Table A.1*)

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

	2008/09	2009/10	2010/11	2011/12	2012/13
Students with some teaching through Welsh (number)					
University of Wales, Newport	130	85	65	20	50
Glyndŵr University	295	130	95	70	255
Cardiff Metropolitan University	120	135	145	125	195
University of Glamorgan	160	165	170	205	215
University of Wales, Trinity Saint David	2,095	1,975	2,040	2,040	2,425
Aberystwyth University	555	545	480	485	530
Bangor University	1,325	1,415	1,445	1,330	1,330
Cardiff University	275	245	230	230	235
Swansea University	255	210	250	210	230
All Welsh HEIs	5,215	4,905	4,925	4,715	5,465
Students with some teaching through Welsh (per cent)					
University of Wales, Newport	1.4	0.9	0.7	0.7	0.5
Glyndŵr University	3.8	1.6	1.1	1.1	3.0
Cardiff Metropolitan University	1.1	1.0	1.1	1.1	1.6
University of Glamorgan	0.8	0.8	0.8	0.8	1.1
University of Wales, Trinity Saint David	15.2	16.1	16.1	17.0	20.5
Aberystwyth University	5.5	5.1	4.3	4.1	4.6
Bangor University	11.8	12.3	12.9	11.8	11.7
Cardiff University	1.0	0.9	0.8	0.8	0.8
Swansea University	1.8	1.5	1.7	1.4	1.6
All Welsh HEIs	4.2	3.8	3.8	3.6	4.2

Source: HESA and the University of Wales, Newport

(a) Institution names are those current in the 2012/13 year. Where appropriate, figures for predecessor institutions are now displayed under their new name. Similarly, where institutions have merged during the time series the figures have been combined and presented under the new institution name for all years. (See Notes: 5.1 Institutions)

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

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

- 70 per cent of students receiving some teaching through Welsh were enrolled full-time. (Table A.2)
- A slightly higher proportion of all part-time students received some teaching through Welsh (4.5 per cent) than did the proportion of all full-time students (4.1 per cent). (Table A.2)
- 77 per cent of all part-time students in Wales who received some teaching through Welsh were enrolled at University of Wales, Trinity Saint David. Part-time students at Cardiff Metropolitan University did not receive any teaching through Welsh. (Table A.2)
- 32 per cent of all full-time students receiving some teaching through Welsh were enrolled at Bangor University, closely followed by the University of Wales, Trinity Saint David with 31 per cent. These two institutions accounted for 69 per cent of the total teaching received through the medium of Welsh. (Table A.2)

Table A.2: Students with some teaching through Welsh by institution and mode of study, 2012/13

	Number with some teaching through Welsh			All students
	Full-time	Part-time	All modes	
Number				
University of Wales, Newport	25	25	50	9,780
Glyndŵr University	135	120	255	8,520
Cardiff Metropolitan University	195	*	195	12,440
University of Glamorgan	210	5	215	20,345
University of Wales, Trinity Saint David	1,180	1,250	2,425	11,825
Aberystwyth University	510	20	530	11,615
Bangor University	1,225	105	1,330	11,360
Cardiff University	210	25	235	28,540
Swansea University	160	70	230	14,360
All	3,850	1,615	5,465	128,780

	Students with some teaching through Welsh as a percentage of all students at the same institution and with same mode of study		
	Full-time	Part-time	All modes
Per cent			
University of Wales, Newport	0.6	0.4	0.5
Glyndŵr University	2.9	3.1	3.0
Cardiff Metropolitan University	1.9	.	1.6
University of Glamorgan	1.5	0.1	1.1
University of Wales, Trinity Saint David	15.0	31.3	20.5
Aberystwyth University	5.6	0.8	4.6
Bangor University	13.2	5.0	11.7
Cardiff University	1.0	0.4	0.8
Swansea University	1.4	2.7	1.6
All	4.1	4.5	4.2

Source: HESA and the University of Wales, Newport

(a) Institution names are those current in the 2012/13 year. (See Notes: 5.1 Institutions)

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

- First degree students accounted for 62 per cent of all students with some teaching through Welsh. (*Table A.3*)
- The highest proportion of students with some teaching through Welsh by level of study was amongst other undergraduates (5.8 per cent), and the lowest amongst postgraduates (2.4 per cent). (*Table A.3*)
- 34 per cent of other undergraduates at the University of Wales, Trinity Saint David received some teaching through Welsh, accounting for 82 per cent of other undergraduates studying through the Welsh language in Wales. The former figure is much lower than 2011/12 due to the figure now including Swansea Metropolitan University. (*Table A.3*)
- The University of Wales, Trinity Saint David accounted for 44 per cent of all students taught through Welsh whilst Bangor accounted for 24 per cent. (*Table A.3*)

Table A.3: Students with some teaching through Welsh by institution and level of study, 2012/13

	Students with some teaching through Welsh				All students
	Postgraduate	First Degree	Undergraduate	Other	
Number					
University of Wales, Newport	10	25	15	50	9,780
Glyndŵr University	*	180	75	255	8,520
Cardiff Metropolitan University	85	105	5	195	12,440
University of Glamorgan	*	215	5	215	20,345
University of Wales, Trinity Saint David	140	1,120	1,170	2,425	11,825
Aberystwyth University	85	430	15	530	11,615
Bangor University	330	970	30	1,330	11,360
Cardiff University	5	170	55	235	28,540
Swansea University	15	160	55	230	14,360
All	670	3,375	1,420	5,465	128,780

	Students with some teaching through Welsh as a percentage of all students at the same institution and at the same level of study			
	Postgraduate	First Degree	Undergraduate	Other
Per cent				
University of Wales, Newport	0.6	0.7	.	0.5
Glyndŵr University	.	4.1	2.7	3.0
Cardiff Metropolitan University	2.2	1.4	0.7	1.6
University of Glamorgan	.	1.8	0.1	1.1
University of Wales, Trinity Saint David	6.6	17.8	33.8	20.5
Aberystwyth University	4.8	5.3	0.7	4.6
Bangor University	11.4	12.8	3.5	11.7
Cardiff University	0.1	1.0	1.4	0.8
Swansea University	0.6	1.6	3.5	1.6
All	2.4	4.4	5.8	4.2

Source: HESA and the University of Wales, Newport

(a) Institution names are those current in the 2012/13 year. (See Notes: 5.1 Institutions)

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

- Excluding Languages, the subjects with the highest amount of activity delivered through Welsh were Education (935 full time equivalents (FTEs)), Subjects allied to medicine (170 FTEs) and Creative Arts and Design (165 FTEs). (Table A.4) [see Notes: 2.4 for FTE definition]
- Full-time courses accounted for 86 per cent of all courses with any teaching through Welsh. (Table A.4)
- There is a different mix of full-time and part-time students for courses with Welsh teaching compared with all types of courses. This means that fewer than 2 per cent of FTE students received any teaching through the medium of Welsh. (Table A.4)

Table A.4: Students with some teaching through Welsh by module subject and mode, 2012/13

Full-time equivalent numbers	With some teaching through Welsh			All students
	Full-time	Part-time	All	
Medicine & dentistry	*	*	*	3,335
Subjects allied to medicine	165	*	170	10,080
Biological sciences	55	*	55	11,790
Veterinary science, agriculture & related subjects	15	*	15	1,150
Physical sciences	30	*	30	5,375
Mathematics & computer sciences	15	*	15	6,135
Engineering & technology	5	*	5	8,305
Architecture, building & planning	5	*	5	1,945
Social studies	90	10	95	7,495
Law	15	*	15	4,240
Business & administrative studies	10	*	10	17,160
Mass communications and documentation	40	*	40	2,125
Languages	360	70	430	6,625
<i>Of Which: Welsh</i>	260	45	305	350
<i>Welsh Literature</i>	45	*	50	55
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	20	15	35	55
<i>European languages</i>	10	*	10	1,675
Historical and philosophical studies	65	5	70	4,140
Creative arts & design	165	*	165	8,635
<i>Of which: Drama</i>	80	*	80	1,345
<i>Music</i>	40	*	40	1,190
<i>Cinematics and photography</i>	15	*	15	1,320
Education	735	200	935	8,755
<i>Of which: Training teachers</i>	435	15	455	2,905
<i>Academic studies in education</i>	235	110	345	3,550
All	1,770	290	2,060	107,290
as a percentage of total teaching by subject				
Medicine & dentistry	-	-	-	
Subjects allied to medicine	2.1	0.1	1.7	
Biological sciences	0.5	-	0.5	
Veterinary science, agriculture & related subjects	1.3	-	1.2	
Physical sciences	0.6	0.4	0.6	
Mathematics & computer sciences	0.2	-	0.2	
Engineering & technology	0.1	-	0.1	
Architecture, building & planning	0.4	-	0.3	
Social studies	1.3	1.2	1.3	
Law	0.4	-	0.4	
Business & administrative studies	0.1	-	0.1	
Mass communications and documentation	2.0	0.1	1.8	
Languages	6.2	9.0	6.5	
<i>Of which: Welsh</i>	92.4	66.0	87.0	
<i>Welsh Literature</i>	97.2	-	88.5	
<i>Celtic studies/Modern Celtic studies/Irish Gaelic</i>	56.8	76.0	64.5	
<i>European languages</i>	0.8	0.3	0.7	
Historical and philosophical studies	1.7	1.6	1.7	
Creative arts & design	2.1	0.3	1.9	
<i>Of which: Drama</i>	5.9	1.7	5.8	
<i>Music</i>	3.6	0.4	3.4	
<i>Cinematics and photography</i>	1.3	-	1.3	
Education	12.2	7.3	10.7	
<i>Of which: Training teachers</i>	19.1	2.7	15.6	
<i>Academic studies in education</i>	11.8	7.1	9.8	
All	1.9	2.0	1.9	

Source: HESA and the University of Wales, Newport

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

Table A4 identified that 2,060 student FTEs received at least some teaching through Welsh while Table A.5 further examines the amount or intensity of Welsh medium teaching they received. The analysis is broken down by mode and institution.

Table A.5: Intensity of Welsh medium provision for student FTEs receiving some teaching through the medium of Welsh, 2012/13

	Less than 25%			100%			Total with some teaching through medium of Welsh		
	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All
The University of Wales, Newport	-	-	-	-	5	5	10	10	20
Glyndwr University	10	-	10	-	5	5	10	10	20
Cardiff Metropolitan University	5	-	5	-	-	20	120	-	120
University of Glamorgan	15	-	15	15	-	15	80	-	80
University of Wales, Trinity Saint David	70	5	75	260	165	420	470	235	710
Aberystwyth University	15	-	15	110	5	115	245	5	250
Bangor University	55	5	60	335	10	345	650	15	665
Cardiff University	5	-	5	50	10	65	105	10	115
Swansea University	10	-	10	55	5	55	80	5	85
All	180	10	190	845	200	1,045	1,770	290	2,060

Source: HESA

(a) Institution names are those current in the 2012/13 year. (See Notes: 5.1 Institutions)

- Of the 190 FTEs receiving less than 25 per cent of their teaching through Welsh, 95 per cent were full-time and 39 per cent were at University of Wales, Trinity Saint David and 32 per cent at Bangor University. (*Table A.5*)
- More than half of the 2,060 FTEs receiving some teaching through Welsh received all of their teaching through Welsh. The highest numbers were at University of Wales, Trinity Saint David (420 FTEs), Bangor (345 FTEs) and Aberystwyth (115 FTEs). (*Table A.5*)
- Of the 1,045 FTEs receiving all of their teaching through Welsh, 81 per cent were full-time. 40 per cent of full-time FTE students were enrolled at Bangor University, while 83 per cent of part-time FTEs were at University of Wales, Trinity Saint David. (*Table A.5*)
- This pattern of learning closely mirrors that observed in 2011/12, with the same universities providing the majority of the teaching through Welsh. Overall, there has been a six per cent increase in the number of student FTEs receiving some teaching in Welsh when compared with 2011/12. (*Table A.5*)

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

Tables B1 and B2 analyse teaching through the medium of Welsh to students domiciled in Wales attending Welsh HEIs (University of Wales, Newport is excluded from the time series; see Notes 5.3).

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

	HEIs (excluding Newport) (b)				HEIs (including Newport) (c)
	2009/10	2010/11	2011/12	2012/13	2012/13
Welsh domiciled students with some teaching through Welsh (number)					
Male	1,130	1,285	1,070	1,325	1,340
Female	3,295	3,355	3,260	3,380	3,415
All	4,425	4,640	4,335	4,705	4,755
Welsh domiciled students with some teaching through Welsh (percentage by gender)					
Male	25.5	27.7	24.7	28.2	28.2
Female	74.5	72.3	75.3	71.8	71.8
All	100.0	100.0	100.0	100.0	100.0
All Welsh domiciled students (number)					
Male	24,665	24,295	23,900	23,680	26,660
Female	37,140	36,405	35,670	34,880	39,435
All	61,805	60,700	59,570	58,595	66,125
Students with some teaching through Welsh (as percentage of all Welsh domiciled students)					
Male	4.6	5.3	4.5	6.2	5.4
Female	8.9	9.2	9.1	9.4	8.2
All	7.2	7.6	7.3	8.1	7.1

Source: HESA

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

(b) Student counts for the University of Wales, Newport have been excluded from this time series since details of Welsh medium teaching by gender were not supplied by the university for the years up to 2011/12.

(c) Total for all HEIs as the University of Wales, Newport, was able to provide a gender breakdown in 2012/13.

- There were 4,755 Welsh domiciled students at institutions in Wales with some teaching through the medium of Welsh; of these 72 per cent were female. (Table B.1)
- The proportion of Welsh domiciled students at Welsh HEIs (excluding University of Wales, Newport) who received some teaching through the medium of Welsh increased by 8.5 per cent compared with 2011/12. (Table B.1)

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

	HEIs (excluding Newport) (b)				HEIs (including Newport) (c)
	2009/10	2010/11	2011/12	2012/13	2012/13
Welsh domiciled students with some teaching through Welsh (number)					
Male	640	775	570	715	725
Female	1,800	1,870	1,615	1,635	1,645
All	2,440	2,645	2,185	2,345	2,370
Welsh domiciled students with some teaching through Welsh (percentage by gender)					
Male	26.2	29.2	26.0	30.4	30.6
Female	73.8	70.8	74.0	69.6	69.4
All	100.0	100.0	100.0	100.0	100.0
All Welsh domiciled students (number)					
Male	12,305	11,390	11,425	11,585	13,375
Female	18,875	17,570	17,425	17,295	20,030
All	31,185	28,960	28,850	28,905	33,425
Students with some teaching through Welsh (as percentage of all Welsh domiciled students)					
Male	5.2	5.3	5.0	6.2	5.4
Female	9.5	10.6	9.3	9.4	8.2
All	7.8	9.1	7.6	8.1	7.1

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

(b) Student counts for the University of Wales, Newport have been excluded from this time series since details of Welsh medium teaching by gender were not supplied by the university for the years up to 2011/12.

(c) Total for all HEIs as the University of Wales, Newport, was able to provide a gender breakdown in 2012/13.

- There were 2,370 Welsh domiciled first year students at institutions in Wales with some teaching through the medium of Welsh; of these 69 per cent were female.
- The total number of first year Welsh domiciled students at Welsh HEIs (excluding University of Wales, Newport) receiving some teaching through the medium of Welsh increased compared with 2011/12, but was lower than in the two years prior to that. (Table B.2)

Section C - Initial Teacher Training

- 255 students completed an Initial Teaching Training (ITT) course which qualified them to teach through the medium of Welsh. This was 17 per cent of all completers, five percentage points higher than in 2011/12. (Table C.1)
- 80 per cent of these students gained a Postgraduate Certificate of Education, while 20 per cent gained a First Degree. (Table C.1)

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

	2008/09	2009/10	2010/11	2011/12	2012/13
By Phase:					
Nursery and primary					
Leads to bilingual teaching	110	135	115	115	160
Does not lead to bilingual teaching	850	740	710	645	510
Total	960	875	825	760	665
Secondary					
Leads to bilingual teaching	115	95	105	95	100
Does not lead to bilingual teaching	825	880	795	770	695
Total	940	975	895	865	795
By qualification level:					
PGCE with QTS award					
Leads to bilingual teaching	155	155	160	155	185
Does not lead to bilingual teaching	1,130	1,170	1,075	1,065	975
Total	1,285	1,325	1,235	1,220	1,160
First degree with QTS award					
Leads to bilingual teaching	70	75	60	55	70
Does not lead to bilingual teaching	545	450	430	350	230
Total	615	525	490	405	300
All					
Leads to bilingual teaching	225	230	220	210	255
Does not lead to bilingual teaching	1,675	1,620	1,505	1,415	1,205
Total	1,900	1,850	1,725	1,625	1,460

Source: HESA

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

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

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

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

- In 2012/13 there were 645 academic staff teaching through the medium of Welsh compared with 510 in 2011/12. This figure has continued to show a year on year increase. (Chart D.1)
- There were 905 academic staff able to teach through the medium of Welsh compared with 800 in 2011/12. There has been a 36 per cent increase in numbers between 2008/09 and 2012/13.
- 71 per cent of staff who were able to, were providing some teaching through the medium of Welsh.

The gap between the number of those able to teach through Welsh and the number of those actually teaching closed in comparison to last year.

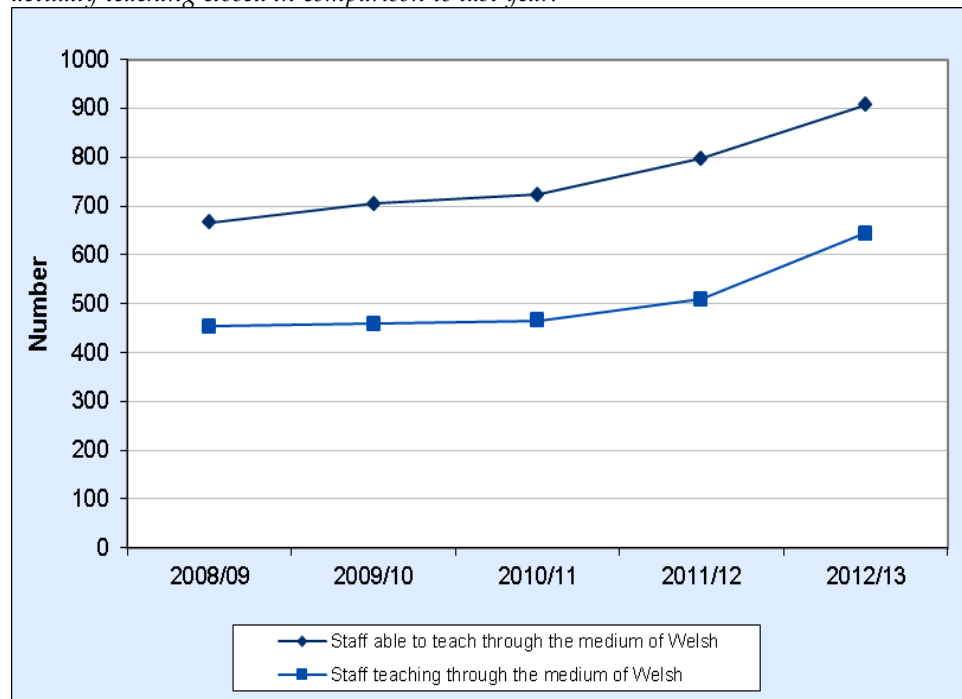


Table D.1: Number of academic staff at Welsh HEIs

	2008/09	2009/10	2010/11	2011/12	2012/13
All academic staff					
Staff	9,105	8,990	8,775	9,055	9,665
Full Person Equivalent (FPE)	8,995	8,860	8,650	8,925	9,565
Full Time Equivalent (FTE)	6,700	6,550	6,545	6,610	6,995
Those with ability to teach through Welsh					
Staff able to teach Welsh	665	705	725	800	905
Staff teaching through Welsh	455	460	465	510	645
FTE of staff teaching through Welsh	310	300	315	335	390

Source: HESA

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

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

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

	2008/09	2009/10	2010/11	2011/12	2012/13
Teaching through the medium of Welsh					
University of Wales, Newport	5	5	5	5	5
Glyndŵr University	10	20	10	10	5
Cardiff Metropolitan University	10	15	10	15	20
University of Glamorgan	30	35	20	35	110
Swansea Metropolitan	*	*	*	.	.
University of Wales, Trinity Saint David	45	60	50	65	60
Aberystwyth University	115	120	120	115	135
Bangor University	115	100	135	145	190
Cardiff University	90	70	70	70	75
Swansea University	35	40	45	50	45
University of Wales, Registry	*	*	*	.	.
All	455	460	465	510	645
Able to teach through the medium of Welsh					
University of Wales, Newport	5	10	5	10	10
Glyndŵr University	25	45	30	25	25
Cardiff Metropolitan University	20	25	25	25	25
University of Glamorgan	50	55	45	75	150
Swansea Metropolitan	5	5	5	5	.
University of Wales, Trinity Saint David	55	65	60	70	65
Aberystwyth University	145	145	145	145	165
Bangor University	170	170	205	245	270
Cardiff University	105	95	105	110	120
Swansea University	85	90	90	85	80
University of Wales, Registry	*	*	*	*	*
All	665	705	725	800	905
All academic staff					
University of Wales, Newport	455	465	435	435	420
Glyndŵr University	330	355	360	340	360
Cardiff Metropolitan University	590	575	625	565	605
University of Glamorgan	1,460	1,565	1,195	1,295	1,560
Swansea Metropolitan	310	315	345	355	.
University of Wales, Trinity Saint David	260	255	225	250	510
Aberystwyth University	1,025	945	905	915	1,005
Bangor University	745	735	855	955	1,000
Cardiff University	2,820	2,700	2,690	2,740	2,970
Swansea University	1,100	1,050	1,100	1,170	1,190
University of Wales, Registry	20	30	40	35	50
All	9,105	8,990	8,775	9,055	9,665

Source: HESA

(a) Institution names are those current in the 2012/13 year. Where appropriate, figures for predecessor institutions are now displayed under their new name.

Similarly, where institutions have merged during the time series the figures have been combined and presented under the new institution name for all years.

(See Notes: 5.1 Institutions)

- In 2012/13, Bangor University continued to have the highest number of academic staff able to teach through the medium of Welsh and also the highest number actually teaching through the medium of Welsh.
- The Bangor University had the highest proportion (27 per cent) of academic staff able to teach through the medium of Welsh. The university with the lowest proportion (2 per cent) of staff able to teach through Welsh was The University of Wales, Newport.

Table D.3: Full person equivalent (FPE) academic staff numbers by grouped cost centre, 2012/13

	Teaching Welsh	Not teaching through Welsh	Information not yet sought	All	Per cent by cost centre
Medicine, dentistry & health	20	905	1,125	2,050	0.9
Biological, mathematical & physical sciences	30	975	140	1,145	2.5
Agriculture, forestry and veterinary science	30	525	65	620	4.8
Engineering & technology	10	790	215	1,010	0.8
Architecture & planning	5	75	75	155	1.9
Administrative, business & social studies	35	1,100	225	1,355	2.5
Humanities, language based studies & archaeology	185	585	65	835	21.9
Law, Economics and politics	25	385	5	415	6.5
Design, creative & performing arts	80	905	70	1,055	7.8
Education	215	590	50	855	25.3
Academic services	*	30	30	60	4.5
Premises	*	*	*	*	0.0
Residences and catering	*	*	5	5	0.0
All	635	8,325	105	8,925	6.6

Source: HESA

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

- Following a HESA review, the methodology used to locate academic professionals has changed. From 2012/13 the field for academic functions has been amended to identify academic staff. This change has meant that the percentage of staff identified as “information not yet sought” is a lot higher than previous years.
- The highest number of FPEs teaching through Welsh were found in the Education cost centre followed by Humanities, language based studies & archaeology. Together these two cost centres accounted for 63 per cent of the total number of FPEs teaching through the medium of Welsh. (*Table D.3*)
- The Medicine, dentistry & health cost centre accounted for the highest number of academic staff FPEs (2,050) but only 20 (0.9 per cent) of these were teaching through the medium of Welsh. Engineering and technology had a similarly low proportion (0.8 per cent) of academic staff teaching through Welsh. (*Table D.3*)

Section E - Level of ability to speak Welsh

HESA collect data from all students enrolled at Welsh HEIs where the student is ordinarily (prior to study) resident in Wales. The data records whether the student deems themselves to be a Welsh speaker and whether they are fluent or not. Data quality across institutions is variable with a couple of institutions having a markedly larger proportion of unknowns than the majority, however as the overall rate of unknowns has fallen in 2012/13 (3.3 per cent) compared with earlier years it is now more useful for analysis.

Table E.1: Welsh domiciled students – level of ability to speak Welsh by institution, 2012/13

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
Number					
University of Wales, Newport	575	885	5,870	200	7,530
Glyndŵr University	455	830	2,220	25	3,550
Cardiff Metropolitan University	755	655	4,445	20	5,885
University of Glamorgan	1,255	2,380	9,370	*	13,035
University of Wales, Trinity Saint David	1,810	1,860	3,975	665	8,330
Aberystwyth University	1,070	780	2,285	130	4,265
Bangor University	1,395	525	2,685	*	4,610
Cardiff University	1,495	1,425	7,710	515	11,265
Swansea University	1,300	980	4,955	380	7,655
All	10,105	10,320	43,520	1,940	66,125

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known
Per cent				
University of Wales, Newport	7.7	11.8	77.9	2.7
Glyndŵr University	12.8	23.4	62.5	1.3
Cardiff Metropolitan University	12.8	11.1	75.5	0.5
University of Glamorgan	9.6	18.3	71.9	0.2
University of Wales, Trinity Saint David	21.7	22.4	47.7	8.2
Aberystwyth University	25.1	18.3	53.5	0.0
Bangor University	30.2	11.4	58.3	0.0
Cardiff University	13.3	12.6	68.5	5.6
Swansea University	17.0	12.8	64.7	5.5
All	15.3	15.6	65.8	3.3

Source: HESA

(a) Institution names are those current in the 2012/13 year. (See Notes: 5.1 Institutions)

- In 2012/13, Bangor University (30 per cent), Aberystwyth University (25 per cent) and University of Wales, Trinity Saint David (22 per cent) had the highest proportions of fluent Welsh speakers. Fewer than 10 per cent of students in University of Wales, Newport and University of Glamorgan were fluent Welsh speakers.
- Overall, two-thirds of Welsh domiciled students were identified as not Welsh speakers. University of Wales, Newport, Cardiff Metropolitan University and University of Glamorgan all had more than 70 per cent of Welsh domiciled students who could not speak Welsh

Notes

1. Data Source

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

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

2.1 Coverage

The Student Record contains information about individual enrolments, which, because a student can be enrolled on more than one programme of study, will exceed the number of students. Previous analysis has shown that for Welsh HEIs, full-time enrolments are less than 1 per cent higher than full-time student numbers; part-time enrolments are less than 2 per cent higher than part-time student numbers. Postdoctoral students are not included in the HESA Student Record.

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

2.2 Level of Study

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

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

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

2.3 Mode of Study

Full-time students are those normally required to attend an institution for periods amounting to at least 24 weeks within the year of programme of study, on thick or thin sandwich courses, and those on a study-related year out of their institution. During that time students are normally expected to undertake periods of study, tuition or work experience which amount to an average of at least 21 hours per week.

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

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

2.4 Full-time equivalent

Student **full-time equivalent (FTE)** data represents the institution's assessment of the full-time equivalence of the student during the reporting year 1 August 2012 to 31 July 2013.

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

2.5 Module of study information

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

2.6 Welsh domicile

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

2.7 Qualified Teacher Status (QTS)

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

To teach as a qualified teacher in a maintained school or non-maintained special school in Wales or England, students need to obtain QTS. Students can do this at higher education institutions by either undertaking a first degree course which combines a degree – usually a BEd, BA or BSc – with QTS or by completing a postgraduate course which leads to QTS. PGCE courses are usually postgraduate courses; however, some non postgraduate courses such as the Professional Graduate Certificate in Education (which is pitched at an undergraduate level) are classified as PGCE. Other levels such as Postgraduate Diploma in Education may also be offered.

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

3. Definitions for Section D - Staff

3.1 Coverage

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

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

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

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

3.2 Full-time equivalent

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

3.3 Full-person equivalent

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

3.4 Staff able to teach through the medium of Welsh

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

3.5 Staff teaching through the medium of Welsh

The contract table includes details of staff teaching through the medium of Welsh. The number of staff teaching through the medium of Welsh is a count of academic staff with at least one academic contract involving some teaching through the medium of Welsh. In some cases staff with contracts with teaching through the medium of Welsh are recorded as being not able to teach through the medium of Welsh on the person table.

4. Rounding Strategy

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

0, 1, 2 are rounded to 0 and represented as ‘*’.

All other numbers are rounded to the nearest 5.

Total figures are also subject to this rounding methodology; the consequence of which is that the sum of numbers in each row or column may not match the total shown precisely.

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

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

5. Key Quality Information

5.1 Institutions

Over the course of the last decade there has been, and continues to be, significant change in the number and names of higher education institutions in Wales. The approach taken in this bulletin is to use the institution names current in 2012/13, the latest year for which data is available. Where appropriate, figures for predecessor institutions are now presented under their new name. Similarly, where institutions have merged, over the time period shown in the tables, the figures have been summed and presented under the current name for all years.

The historical changes that have taken place include:

- The Royal Welsh College of Music & Drama merged with the University of Glamorgan in 2007.
- The North East Wales Institute of Higher Education became Glyndŵr University in 2008.
- Swansea Institute of Higher Education became Swansea Metropolitan University in 2008.
- The University of Wales, Lampeter and Trinity College Carmarthen merged in 2010 to form the University of Wales, Trinity Saint David.
- The University of Wales Institute, Cardiff became Cardiff Metropolitan University in 2011.
- In 2013, Swansea Metropolitan University became part of University of Wales, Trinity Saint David.
- Also in 2013, the University of Glamorgan and the University of Wales, Newport merged to form the University of South Wales, however they continue to be shown separately in this bulletin due to the way the data was provided.

5.2 Relevance

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

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

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

- Ministers and the Members Research Service in the National Assembly for Wales;
- Officials in the Welsh Government;
- Other government departments;
- The Higher Education Funding Council for Wales;
- 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:

- 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 Programme for Government (PfG) indicator “Number of Welsh domiciled students undertaking some element of their higher education course through the medium of Welsh”. **Note: The Higher Education Funding Council for Wales (HEFCW)** provide the statistics for this target which also includes delivery at further education institutions. For this reason, and some methodological differences, the figures presented in this bulletin are not directly comparable with those published against the PfG indicator.

[Programme for Government - Culture & Heritage of Wales](#)

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.

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

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

However, in 2011/12 the required level of detail was again not available from the HESA record and figures were obtained directly from the University of Wales, Newport. As in 2008/09 and 2009/10 these figures were not broken down by gender and therefore data for this institution has been omitted from the time series in Section B of the bulletin.

From 2012/13, the University of Wales, Newport was able to provide all the information required, so their data has been included in Section B for 2012/13.

General information on Accuracy

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

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

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

	Percentage of records with "information not yet sought"					Number of institutions with records for which "information not yet sought"				
	2008/09	2009/10	2010/11	2011/12	2012/13	2008/09	2009/10	2010/11	2011/12	2012/13
Staff able to teach through the medium of Welsh	5.5	5.2	5.5	5.3	17.1	8	8	8	8	9
Staff teaching through medium of Welsh	2.3	1.7	1.8	1.2	14.2	6	6	6	6	6

Source: HESA

5.4 Timeliness and Punctuality

HESA collected student enrolment and staff data for the 2011/12 academic year between August and October 2011. They produced their own HE Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2013 and released their latest Staff in Higher Education Institutions publication in March 2013. Subsequent publications by Welsh Government on these topics have followed the HESA releases and this Welsh Medium bulletin now highlights a Wales specific dimension to the student and staff data collections.

5.5 Accessibility and Clarity

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

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

[StatsWales - Higher Education](#)

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

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

[Statistical Quality Management Strategy](#)