

SB 94/2015

29 September 2015

Welsh in Higher Education Institutions, 2013/14

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 2013/14 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 2013/14 there were 5,250 students at Welsh HEIs with some teaching through the medium of Welsh, a 4 per cent decrease since 2012/13, although still 11 per cent higher than in 2011/12. However the number of full-time students with some teaching through Welsh increased to 4,100 in 2013/14 compared with 3,850 in 2012/13, a 6 per cent increase.
- The proportion of students at Welsh HEIs who had some teaching through the medium of Welsh also decreased slightly, compared with 2012/13 (4.1 per cent in 2013/14 and 4.2 per cent in 2012/13).
- 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 social studies.
- The vast majority of students with some teaching through Welsh were on undergraduate courses; with more than three-quarters of these studying full-time.
- 300 students completed an Initial Teaching Training (ITT) course which qualified them to teach through the medium of Welsh. This was 21 per cent of all completers, four percentage points higher than in 2012/13
- The number of FTE academic staff at Welsh HEIs, the FTE number of staff able to teach through the medium of Welsh, and the number teaching through the medium of Welsh have all increased since 2008/09.

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Cyhoeddwyd gan Y Gwasanaethau Gwybodaeth a Dadansoddi

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

Some of the Coleg's major programmes include:

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

Further information on these projects can be found on the Coleg's website:

<http://www.colegcymraeg.ac.uk/en/>

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

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

Policy Statement on Higher Education

HEFCW Corporate Strategy 2013-14 to 2015-16

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

In 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 update on commitments in the programme for government published was published in June 2015: A link is provided below:

<http://gov.wales/docs/strategies/150616-annex-en.pdf>

In 2014, HEFCW commissioned an evaluation of the activities and funding for the Coleg. The final report, published in January 2015, concluded that the Coleg had made significant progress in

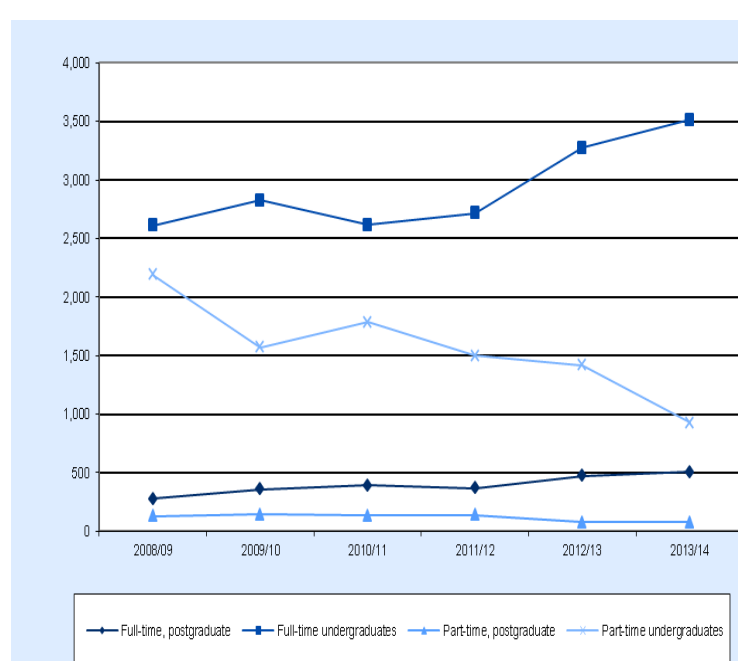
broadening and extending the range of Welsh medium higher education study opportunities. A link to the report is given below:

[http://www.hefcw.ac.uk/documents/policy_areas/welsh_medium/CCC%20Evaluation%20Report%20-%20Final2%20\(English\).pdf](http://www.hefcw.ac.uk/documents/policy_areas/welsh_medium/CCC%20Evaluation%20Report%20-%20Final2%20(English).pdf)

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 continued to increase in 2013/14.



- The vast majority of students with some teaching through Welsh were undergraduates; with over three-quarters of these being full-time undergraduate students.
- In 2013/14 there was a 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 continued to increase in 2013/14.

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

- In 2013/14 there were 5,250 students at Welsh HEIs with some teaching through the medium of Welsh, a 4 per cent increase since 2012/13 (5,465). (*Table A.1*)
- The proportion of students at Welsh HEIs who had some teaching through the medium of Welsh also decreased, compared with 2012/13 (4.1 per cent in 2013/14 and 4.2 per cent in 2012/13). (*Table A.1*)
- The University of Wales, Trinity Saint David had both the highest number of students (1,870) and the highest proportion of its students (16.5 per cent) receiving some teaching through the medium of Welsh. (*Table A.1*)
- Glyndŵr University had both the lowest number and lowest proportion of students receiving some teaching through the medium of Welsh. (*Table A.1*)

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

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

Source: HESA and the University of South Wales

(a) Institution names are those current in the 2013/14 year. Where appropriate, figures for predecessor institutions are now displayed under their new name. Similarly, where institutions have merged during the time series the figures have been combined and presented under the new institution name for all years. (See Notes: 5.1 Institutions)

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

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

- 78 per cent of students receiving some teaching through Welsh were enrolled full-time. (*Table A.2*)
- A slightly higher proportion of all full-time students received some teaching through Welsh (4.3 per cent) than did the proportion of all part-time students (3.3 per cent). (*Table A.2*)
- 57 per cent of all part-time students in Wales who received some teaching through Welsh were enrolled at University of Wales, Trinity Saint David. There was a large fall in the numbers of part-time students at this university compared with 2012/13, however the number was similar to years prior to that. 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 30 per cent. These two institutions accounted for 64 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, 2013/14

	Number with some teaching through Welsh			All students
	Full-time	Part-time	All modes	
Number				
Glyndŵr University	35	45	85	8,405
Cardiff Metropolitan University	230	*	230	13,395
University of South Wales	215	135	350	29,195
University of Wales, Trinity Saint David	1,210	660	1,870	11,320
Aberystwyth University	525	20	545	11,170
Bangor University	1,310	190	1,500	10,645
Cardiff University	260	65	320	30,180
Swansea University	315	35	350	14,820
All	4,100	1,155	5,250	129,130

	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				
Glyndŵr University	0.7	1.4	1.0	
Cardiff Metropolitan University	1.9	.	1.7	
University of South Wales	1.2	1.2	1.2	
University of Wales, Trinity Saint David	15.4	19.1	16.5	
Aberystwyth University	5.9	1.0	4.9	
Bangor University	15.0	9.8	14.1	
Cardiff University	1.2	0.8	1.1	
Swansea University	2.6	1.4	2.4	
All	4.3	3.3	4.1	

Source: HESA and the University of South Wales

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

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

- First degree students accounted for 69 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 first degree students (4.7 per cent), and the lowest amongst postgraduates (2.6 per cent). (*Table A.3*)
- 19 per cent of other undergraduates at the University of Wales, Trinity Saint David received some teaching through Welsh, accounting for 63 per cent of other undergraduates studying through the Welsh language in Wales. The former figure is much lower than 2012/13, but is similar to years previous to that. (*Table A.3*)
- The University of Wales, Trinity Saint David accounted for 36 per cent of all students taught through Welsh whilst Bangor accounted for 29 per cent. (*Table A.3*)

Table A.3: Students with some teaching through Welsh by institution and level of study, 2013/14

	Students with some teaching through Welsh				All students
	Postgraduate	First Degree	Undergraduate	All	
Number					
Glyndŵr University	*	55	30	85	8,405
Cardiff Metropolitan University	80	145	*	230	13,395
University of South Wales	5	215	125	350	29,195
University of Wales, Trinity Saint David	160	1,150	560	1,870	11,320
Aberystwyth University	55	470	20	545	11,170
Bangor University	360	1,065	75	1,500	10,645
Cardiff University	65	220	35	320	30,180
Swansea University	5	310	35	350	14,820
All	735	3,630	885	5,250	129,130

	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	All	
Per cent					
Glyndŵr University	.	1.2	1.2	1.0	
Cardiff Metropolitan University	1.8	1.8	0.3	1.7	
University of South Wales	0.1	1.5	1.4	1.2	
University of Wales, Trinity Saint David	7.9	18.4	18.5	16.5	
Aberystwyth University	3.5	6.1	1.0	4.9	
Bangor University	13.8	14.6	10.2	14.1	
Cardiff University	0.7	1.3	0.9	1.1	
Swansea University	0.2	2.9	1.9	2.4	
All	2.6	4.7	3.7	4.1	

Source: HESA and the University of South Wales

(a) Institution names are those current in the 2013/14 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 (965 full time equivalents (FTEs)), Social Studies (150 FTEs) and Creative Arts and Design (150 FTEs). (Table A.4) [see Notes: 2.4 for FTE definition]
- Full-time courses accounted for 88 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 only 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, 2013/14

Full-time equivalent numbers	With some teaching through Welsh			All students
	Full-time	Part-time	All	
Medicine & dentistry	5	*	5	3,375
Subjects allied to medicine	115	*	120	9,720
Biological sciences	65	*	70	12,255
Veterinary science, agriculture & related subjects	10	*	10	1,200
Physical sciences	35	*	35	5,420
Mathematics & computer sciences	25	*	25	6,810
Engineering & technology	10	*	10	8,615
Architecture, building & planning	*	*	*	1,720
Social studies	145	5	150	7,380
Law	30	*	30	4,165
Business & administrative studies	20	*	25	17,480
Mass communications and documentation	40	*	40	1,975
Languages	340	65	405	6,590
Of Which: Welsh	275	50	325	380
Welsh Literature	15	*	15	15
Celtic studies/Modern Celtic studies/Irish Gaelic	15	10	25	40
European languages	15	*	15	1,600
Historical and philosophical studies	80	5	85	3,850
Creative arts & design	145	5	150	8,450
Of which: Drama	75	*	75	1,335
Music	30	*	30	1,230
Cinematics and photography	10	*	10	1,135
Education	790	175	965	8,495
Of which: Training teachers	415	5	425	2,790
Academic studies in education	305	145	445	3,560
All	1,855	260	2,115	107,510
as a percentage of total teaching by subject				
Medicine & dentistry	0.2	-	0.2	
Subjects allied to medicine	1.5	0.1	1.2	
Biological sciences	0.6	0.1	0.6	
Veterinary science, agriculture & related subjects	0.9	-	0.8	
Physical sciences	0.7	-	0.6	
Mathematics & computer sciences	0.4	0.1	0.3	
Engineering & technology	0.1	-	0.1	
Architecture, building & planning	-	-	-	
Social studies	2.1	1.2	2.0	
Law	0.7	-	0.7	
Business & administrative studies	0.1	0.1	0.1	
Mass communications and documentation	2.3	0.1	2.1	
Languages	6.3	5.2	6.1	
Of which: Welsh	90.6	63.8	85.2	
Welsh Literature	96.4	-	79.0	
Celtic studies/Modern Celtic studies/Irish Gaelic	58.3	59.3	58.6	
European languages	0.9	1.0	1.0	
Historical and philosophical studies	2.3	0.8	2.2	
Creative arts & design	1.9	0.7	1.8	
Of which: Drama	5.6	-	5.5	
Music	2.6	-	2.4	
Cinematics and photography	1.1	-	1.1	
Education	13.2	7.0	11.4	
Of which: Training teachers	19.2	1.1	15.2	
Academic studies in education	14.5	9.8	12.6	
All	2.0	1.8	2.0	

Source: HESA and the University of South Wales

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

Table A4 identified that 2,115 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, 2013/14

	Less than 25%			100%			Total with some teaching through medium of Welsh		
	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All	Full-time and sandwich	Part-time and other	All
Glyndwr University	5	-	5	-	10	10	5	10	15
Cardiff Metropolitan University	5	-	5	60	-	60	140	-	140
University of South Wales	20	-	20	35	-	40	90	30	120
University of Wales, Trinity Saint David	80	-	85	220	60	285	505	140	640
Aberystwyth University	15	-	15	105	5	105	250	5	255
Bangor University	60	5	65	365	15	380	640	25	665
Cardiff University	10	-	10	65	50	115	130	50	185
Swansea University	20	-	20	50	-	50	85	-	90
All	210	10	220	900	145	1,045	1,855	260	2,115

Source: HESA

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

- Of the 220 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 30 per cent at Bangor University. (*Table A.5*)
- Almost half of the 2,115 FTEs receiving some teaching through Welsh received all of their teaching through Welsh. The highest numbers receiving all of their teaching in Welsh were at Bangor (380 FTEs) and University of Wales, Trinity Saint David (285 FTEs). (*Table A.5*)
- Of the 1,045 FTEs receiving all of their teaching through Welsh, 86 per cent were full-time. 41 per cent of full-time FTE students were enrolled at Bangor University, while 41 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 2012/13, with the same universities providing the majority of the teaching through Welsh. Overall, there has been a three per cent increase in the number of student FTEs receiving some teaching in Welsh when compared with 2012/13. (*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)

	2012/13	2013/14
Welsh domiciled students with some teaching through Welsh (number)		
Male	1,340	1,300
Female	3,415	3,400
All	4,755	4,705
Welsh domiciled students with some teaching through Welsh (percentage by gender)		
Male	28.2	27.7
Female	71.8	72.3
All	100.0	100.0
All Welsh domiciled students (number)		
Male	26,660	26,660
Female	39,435	38,220
All	66,125	64,900
Students with some teaching through Welsh (as percentage of all Welsh domiciled students)		
Male	5.0	4.9
Female	8.7	8.9
All	7.2	7.2

Source: HESA

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

- There were 4,705 Welsh domiciled students at institutions in Wales with some teaching through the medium of Welsh; of these 72 per cent were female. (*Table B.1*)
- The number of Welsh domiciled students at Welsh HEIs who received some teaching through the medium of Welsh decreased by one per cent compared with 2012/13. (*Table B.1*)

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

	2012/13	2013/14
Welsh domiciled students with some teaching through Welsh (<i>number</i>)		
Male	725	655
Female	1,645	1,605
All	2,370	2,260
Welsh domiciled students with some teaching through Welsh (<i>percentage by gender</i>)		
Male	30.6	28.9
Female	69.4	71.1
All	100.0	100.0
All Welsh domiciled students (<i>number</i>)		
Male	13,375	13,275
Female	20,030	19,015
All	33,425	32,300
Students with some teaching through Welsh (<i>as percentage of all Welsh domiciled students</i>)		
Male	5.4	4.9
Female	8.2	8.4
All	7.1	7.0

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

- There were 2,260 Welsh domiciled first year students at institutions in Wales with some teaching through the medium of Welsh; of these 71 per cent were female.
- The total number of first year Welsh domiciled students at Welsh HEIs receiving some teaching through the medium of Welsh decreased by five per cent compared with 2012/13. (*Table B.2*)

Section C - Initial Teacher Training

- 300 students completed an Initial Teaching Training (ITT) course which qualified them to teach through the medium of Welsh. This was 21 per cent of all completers, four percentage points higher than in 2012/13. (*Table C.1*)
- 78 per cent of these students gained a Postgraduate Certificate of Education, while 22 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	2013/14
By Phase:						
Nursery and primary						
Leads to bilingual teaching	110	135	115	115	160	150
Does not lead to bilingual teaching	850	740	710	645	510	520
Total	960	875	825	760	665	670
Secondary						
Leads to bilingual teaching	115	95	105	95	100	145
Does not lead to bilingual teaching	825	880	795	770	695	595
Total	940	975	895	865	795	740
By qualification level:						
PGCE with QTS award						
Leads to bilingual teaching	155	155	160	155	185	215
Does not lead to bilingual teaching	1,130	1,170	1,075	1,065	975	885
Total	1,285	1,325	1,235	1,220	1,160	1,100
First degree with QTS award						
Leads to bilingual teaching	70	75	60	55	70	85
Does not lead to bilingual teaching	545	450	430	350	230	225
Total	615	525	490	405	300	310
All						
Leads to bilingual teaching	225	230	220	210	255	300
Does not lead to bilingual teaching	1,675	1,620	1,505	1,415	1,205	1,110
Total	1,900	1,850	1,725	1,625	1,460	1,410

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 2013/14 there were 595 academic staff *teaching* through the medium of Welsh compared with 645 in 2012/13. (Chart D.1)
- There were 975 academic staff *able* to teach through the medium of Welsh compared with 905 in 2012/13. There has been a 47 per cent increase in numbers between 2008/09 and 2013/14.
- 61 per cent of staff who were able to, were providing some teaching through the medium of Welsh in 2013/14 compared with 71 per cent in 2012/13.

Although the numbers of teachers able to teach through the medium of Welsh increased in 2013/14 the numbers of these actually teaching through Welsh fell in comparison to last year.

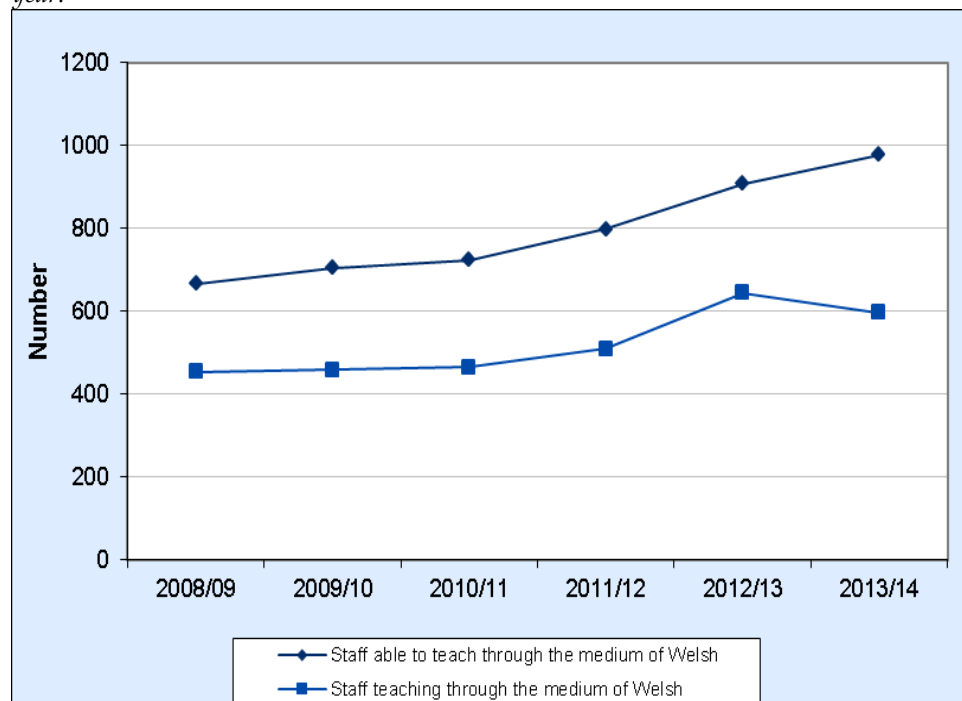


Table D.1: Number of academic staff at Welsh HEIs

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

Source: HESA

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

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

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

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

Source: HESA

(a) Institution names are those current in the 2013/14 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 2013/14, Bangor University continued to have the highest number of academic staff able to teach through the medium of Welsh and also the highest number actually teaching through the medium of Welsh.
- Bangor University had the highest proportion (27 per cent) of academic staff able to teach through the medium of Welsh. The university with the lowest proportion (4 per cent) of staff able to teach through Welsh was Swansea University.

Table D.3: Full person equivalent (FPE) academic staff numbers by grouped cost centre, 2013/14

	Teaching Welsh	Not teaching through Welsh	Information not yet sought	All	Per cent by cost centre
Medicine, dentistry & health	25	1,960	220	2,205	1.0
Biological, mathematical & physical sciences	30	490	55	575	5.3
Agriculture, forestry and veterinary science	25	1,035	140	1,200	2.1
Engineering & technology	5	780	215	1,000	0.6
Architecture & planning	5	110	50	160	1.9
Administrative, business & social studies	35	1,245	190	1,470	2.5
Humanities, language based studies & archaeology	155	720	65	940	16.4
Law, Economics and politics	35	385	35	450	7.3
Design, creative & performing arts	85	1,075	60	1,220	6.8
Education	200	620	45	860	23.0
Academic services	*	45	10	55	0.0
Premises	*	*	*	*	0.0
Residences and catering	*	*	*	*	0.0
All	590	8,465	1,085	10,140	5.8

Source: HESA

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

- Following a HESA review, the methodology used to locate academic professionals has changed. From 2012/13 the field for academic functions was amended to identify academic staff. This change meant that the percentage of staff identified as “information not yet sought” was a lot higher than previous years.
- The highest number of FPEs teaching through Welsh were found in the Education cost centre followed by Humanities, language based studies & archaeology. Together these two cost centres accounted for 60 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 (2,205) but only 25 (one per cent) of these were teaching through the medium of Welsh. Engineering and technology also had a low proportion (0.6 per cent) of academic staff teaching through Welsh. (Table D.3)

Section E - Level of ability to speak Welsh

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

Table E.1: Welsh domiciled students – level of ability to speak Welsh by institution, 2013/14

	Fluent Welsh speaker	Welsh speaker not fluent	Not Welsh speaker	Not Known	All
Number					
Glyndŵr University	455	800	2,245	40	3,540
Cardiff Metropolitan University	780	715	4,165	*	5,665
University of South Wales	1,805	2,840	15,325	20	19,990
University of Wales, Trinity Saint David	1,420	1,535	3,685	1,360	8,005
Aberystwyth University	1,025	745	2,245	95	4,110
Bangor University	1,725	350	2,165	55	4,295
Cardiff University	1,625	1,520	7,870	520	11,535
Swansea University	1,150	975	4,945	695	7,765
All	9,980	9,485	42,650	2,785	64,900

	Fluent Welsh	Welsh speaker	Not Welsh speaker	Not Known
Per cent				
Glyndŵr University	12.8	22.6	63.4	1.2
Cardiff Metropolitan University	13.8	12.6	73.6	0.0
University of South Wales	9.0	14.2	76.7	0.1
University of Wales, Trinity Saint David	17.7	19.2	46.1	17.0
Aberystwyth University	24.9	18.2	54.6	2.3
Bangor University	40.2	8.1	50.4	1.3
Cardiff University	14.1	13.2	68.2	4.5
Swansea University	14.8	12.6	63.7	9.0
All	15.4	14.6	65.7	4.3

Source: HESA

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

- In 2013/14, Bangor University (40 per cent), Aberystwyth University (25 per cent) and University of Wales, Trinity Saint David (18 per cent) had the highest proportions of fluent Welsh speakers. Fewer than 10 per cent of students in the University of South Wales were fluent Welsh speakers.
- Overall, two-thirds of Welsh domiciled students were identified as not Welsh speakers. The University of South Wales and Cardiff Metropolitan University both had more than 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 2013 to 31 July 2014.

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

2.5 Module of study information

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

2.6 Welsh domicile

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

2.7 Qualified Teacher Status (QTS)

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

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

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

3. Definitions for Section D - Staff

3.1 Coverage

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

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

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

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

3.2 Full-time equivalent

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

3.3 Full-person equivalent

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

3.4 Staff able to teach through the medium of Welsh

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

3.5 Staff teaching through the medium of Welsh

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

4. Rounding Strategy

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

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

All other numbers are rounded to the nearest 5.

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

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

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

5. Key Quality Information

5.1 Institutions

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

The historical changes that have taken place include:

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

5.2 Relevance

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

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

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

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

The HESA field named ‘LANGPCNT’ is used to indicate the percentage of a module that is taught through the medium of Welsh. In the past it has been required for institutions to either submit course averages or the actual values per enrolment to HESA. For the statistics used in this bulletin the course average values are not appropriate. This over-estimates the number of students being taught through Welsh since more students will have non-zero values.

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

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

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

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

General information on Accuracy

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

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

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

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

Source: HESA

5.4 Timeliness and Punctuality

HESA collected student enrolment and staff data for the 2013/14 academic year between August and October 2013. They produced their own HE Student Enrolment and Qualifications Obtained at Higher Education Institutions release in January 2015 and released their latest Staff in Higher Education Institutions publication in March 2015. 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](#)



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