Coleg Cymraeg:
Implementation pack

Encouraging students to consider further study via the medium of Welsh

What's in this pack?

Why have we made this pack?

− Currently a **large proportion of Welsh speaking students are not taking university courses through the medium of Welsh,** despite having the capability to do so.

− The Coleg commissioned the creation of this pack to provide **guidance and advice** to practitioners (e.g., Coleg branch officers, academic staff, animateurs at university open days etc). These practitioners are looking to encourage students nearing the end of year 12, year 13 and college students to consider further study via the medium of Welsh.

− Students at this point in their studies are the focus as they are nearing/at the point of decision-making about university. Applications for some degrees (e.g., medicine) are made near the beginning of year 13, so these students might require earlier engagement.

− An outcome of this work might be that more students stay in Wales to attend university, however this is not the primary purpose of this pack and might be considered a positive spillover effect.

What has informed this pack?

− Coleg Cymraeg has been working with a behaviour change agency called Claremont to understand why Welsh school/college students might be hesitant to take university classes through the medium of Welsh.

This work has involved:

− Reviewing the Coleg's work to-date, online presence and associated documents (see Appendix 1)

− Interviewing stakeholders, including our animateurs

− Reviewing the psychological literature concerning teenage decision making (see Appendix 2)

− Convening two co-design sessions with the target audience and other relevant parties

A careful blend of these sources has informed the recommendations in this pack.

Quick reference guide — audience profiles:

The Worrier

This student is a natural worrier and they might be less confident in their Welsh language abilities. They gravitate towards things that feel safe, for example staying in Wales for university.

Theme
A need to reduce uncertainty.

Drivers
- Positive reassurance
- Clear unambiguous info
- Help visualising the future.

Top-level messaging
We're here to support you on your journey to university.

Secondary messaging
We can help you to choose the right university and the right course for you.

Studying in Welsh at university is for everyone who wants to live and work in Wales.

The Go-getter

This student is ambitious, self-assured and has a pretty good idea of what they want to do at university and beyond. They tend towards being overly-confident.

Theme
Supporting my future career

Drivers
- Success
- Small steps >> big picture.

Top-level messaging
We're here to support you on your journey to university.

Secondary messaging
Lots of university courses are also available in Welsh.

If you're planning to live and work in Wales, study in Welsh.

The Follower

This student is heavily influenced by those around them, either knowingly or unknowingly. They don't perceive themselves or their friends as the kind of people who would take modules through the medium of Welsh.

Theme
A certain 'type' of person

Drivers
- The social aspect of university
- Opinions of those around them
- Actions of similar people.

Top-level messaging
We're here to support you on your journey to university.

Secondary messaging
Lots of university courses are also available through the medium of Welsh.

Lots of people who plan to live and work in Wales study in Welsh.

UNDERSTANDING OUR AUDIENCE

This section looks at how we can improve our understanding of the target audience.

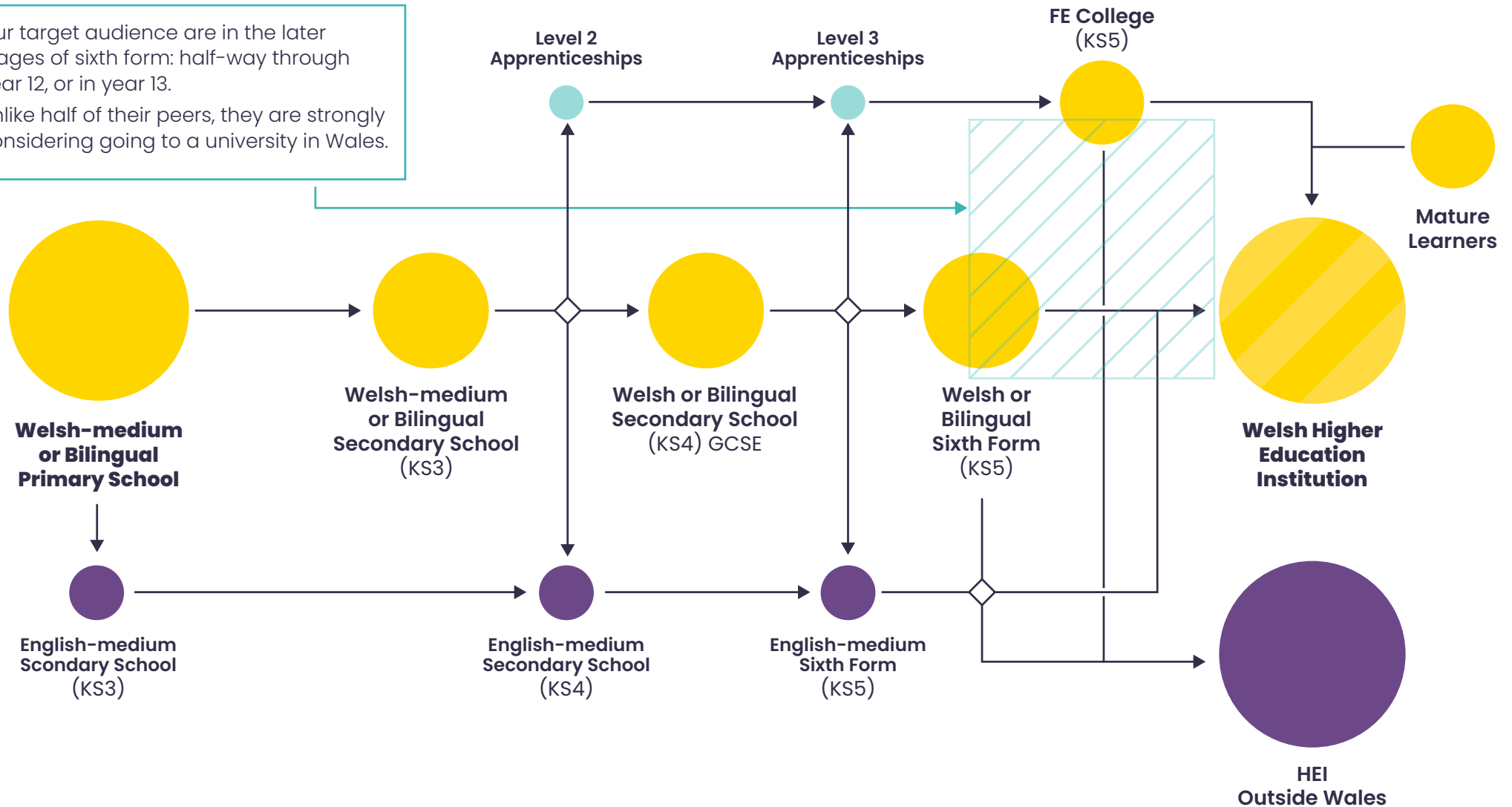– There are three main takeaways:

1. We must leave the echo chamber and start speaking to people who are not already engaging with the Coleg organically

2. We don't want to add to the noise of students' already busy lives. They are already full of information overload when it comes to university

3. Our audiences are not homogenous and we need to tailor our approach to suit the segments within our audience.
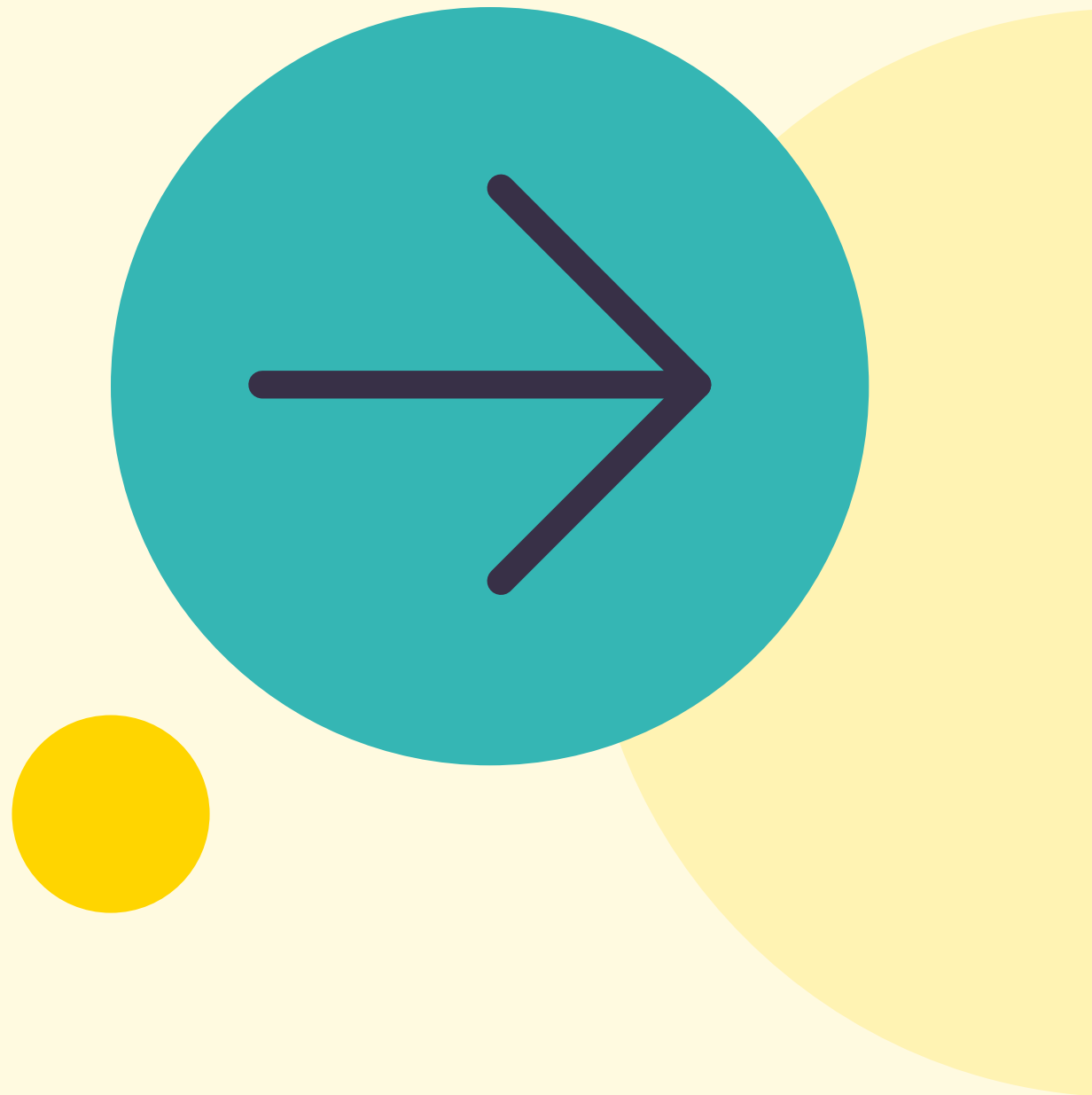
Understanding our audience:

Where are our target audience?

Our target audience are in the later stages of sixth form: half-way through year 12, or in year 13.

Unlike half of their peers, they are strongly considering going to a university in Wales.

Level 2 Apprenticeships

Level 3 Apprenticeships

FE College (KS5)

Welsh-medium or Bilingual Primary School

Welsh-medium or Bilingual Secondary School (KS3)

Welsh or Bilingual Secondary School (KS4) GCSE

Welsh or Bilingual Sixth Form (KS5)

Welsh Higher Education Institution

Mature Learners

English-medium Scondary School (KS3)

English-medium Secondary School (KS4)

English-medium Sixth Form (KS5)

HEI Outside Wales

Understanding our audience:

When, where, and who interrupts the journey?

Considering post-18 education

In school
curriculum PSHE
general studies,
university/careers advice
Teachers

Friends and peer group
at school and
now at university

Web search
Social media search
Ranking tables
UCAS

Parents, grandparents, carers & trusted adults

Uni promotional materials

Open days
Uni in school talks

Uni sites
Uni Socials – official
Student socials

Application process

Acceptance letters

Informal channels   Formal channels

BARRIERS AND DRIVERS

This section summarises all of the barriers and drivers (motivators) that are relevant to the target audience as a whole.

Barriers and drivers:

Existing literature

Existing literature highlighted many reasons why a student might not want to study at university in Welsh. Our co-design sessions raised four further barriers (shown right), that were not mentioned in the literature.

1

Students have information overload. They can't absorb more.

2

Welsh language is viewed as something for school, not for the real world.

3

Methods to attract Welsh students feel too impersonal.

4

Uncertainty feeds into general university anxiety.

Barriers and drivers:

Barriers

Capability Barriers	Opportunity Barriers	Motivational Barriers
• Lack of confidence in Welsh language skills (and academic success is closely tied to language proficiency) • **Students have information overload. They can't absorb more.**	• Not all courses can be provided in Welsh at every university • Social norm: Welsh courses are for people who speak Welsh at home • Lack of awareness – belief that there's a lack of flexibility to switch between or to take both Welsh and English-medium classes • Concerns about availability of resources in Welsh, particularly in some technical subjects (e.g., dentistry, engineering) • Lack of awareness – UCAS does not highlight Welsh-medium courses • Smaller modules or units are not available e.g., CV writing in Welsh • Uni institutional policies and teaching practices can favour English language • Lack of understanding about what timetable or seminar will look like.	• Perception that English language skills are stronger than Welsh, so English classes will be easier • Belief that further academic studies are more likely to be in English • Small pool feel that their Welsh language skills are sufficient so they "don't need" to study in Welsh at university • Belief that keeping up ability in Welsh language can come from elsewhere e.g., friends, church, social groups, family • What are my friends doing? What about my freshers friends? Who's in my class? • Welsh isn't 'cool' / I don't want to be different to everyone else • **Welsh is for school, not the real world** • **Methods to attract Welsh students feel too impersonal** • **Uncertainty feeds into general university anxiety.**

Note: Barriers in bold were added after co-design sessions

Barriers and drivers:

Drivers

| Capability Drivers	Opportunity Drivers	Motivational Drivers
• Fluent students much more likely to take some credits in Welsh and to stick with it.	• Some report receiving more attention from lecturers, tutors etc. in Welsh language modules, due to smaller class sizes • Core modules in Welsh allow you to meet new people • Auto-enrolment schemes for Welsh speakers at some universities • Incentives or scholarships available.	• Language is a part of my social identity (89% of pupils in Welsh- or bilingual-medium schools who were part of a study by WISERD). Feeds into a longing to stay connected via Welsh social groups etc. • Welsh seen as useful for future career (73% said this in Student Attitudes Survey 2023), especially in north Wales • Welsh seen as useful for public sector employment opportunities • Perception that jobs for Welsh speakers are better paid • Bilingualism viewed as an asset • Some individuals who are more comfortable using the Welsh language rather than English feel they would be more likely to achieve higher marks by studying through the medium of Welsh due to the fact that they can express themselves better in Welsh than in English.

PSYCHOLOGY OF OUR AUDIENCE
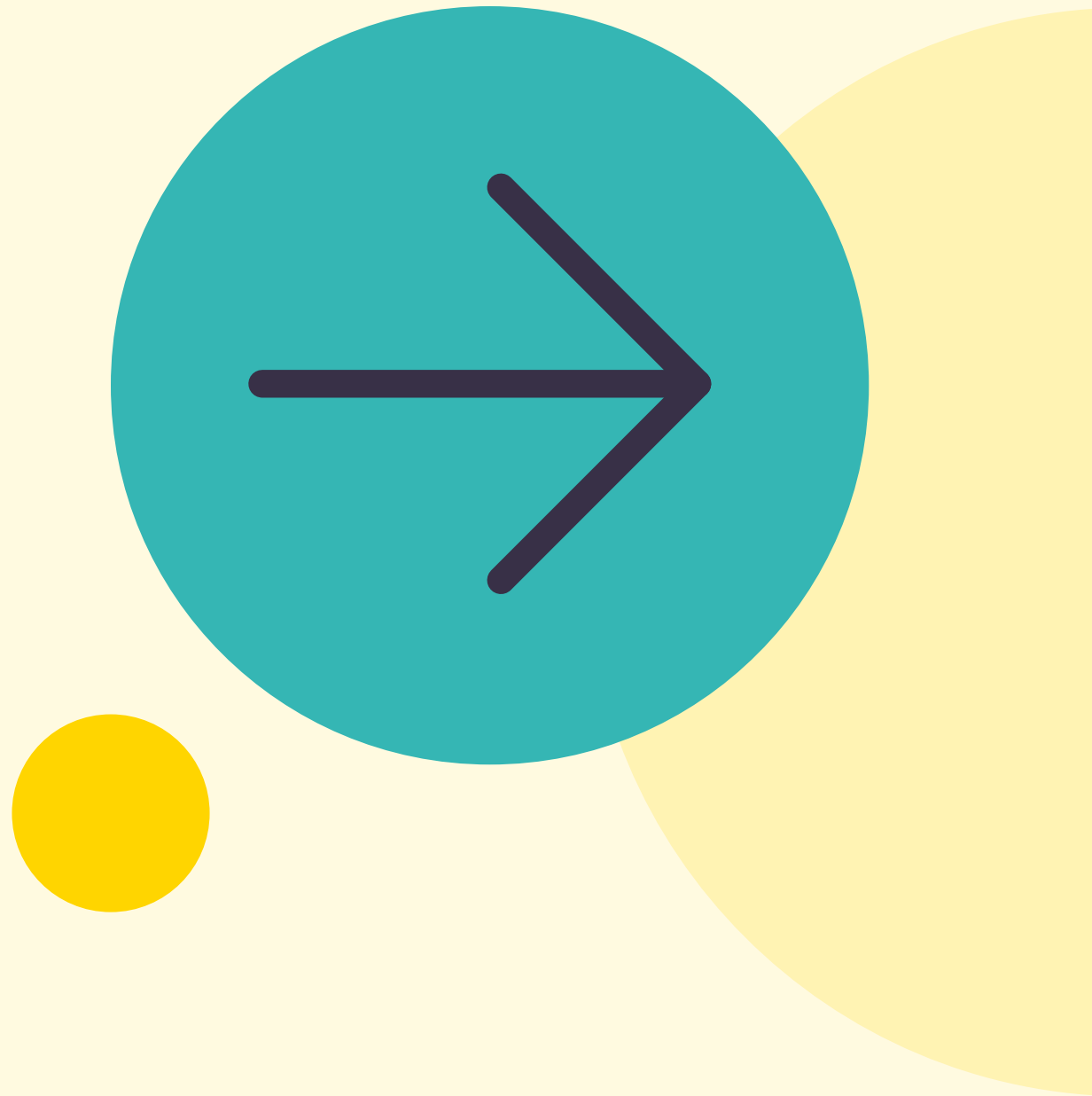
Psychology of our audience:

Hypotheses drawn from the literature:

1

There is a perception that a certain 'type' of person takes courses through the medium of Welsh.

2

Students might default to English-medium courses due to a greater degree of certainty about what they entail.

3

Many students believe that taking modules through the medium of Welsh could benefit your future career in Wales.

Psychology of our audience:

1. A certain 'type' of person

Our work highlighted a stereotypical image of a student taking Welsh medium courses at university.

This comes with a certain stigma.
To quote a participant in the co-design:
"Welsh just isn't very cool"

We looked at the relevance of peer influence and perceived peer influence on decision making, i.e., if 'people like me' aren't demonstrating the behaviour, will I still do it?

Psychology of our audience:

1. A certain 'type' of person

What does the research tell us?

Peer influence and approval cloud judgement

- During adolescence, decisions become increasingly independent from the influence of adults, and instead peers become more influential

- Adolescent decision-making is particularly influenced by emotional and social factors e.g., when they are with peers

- High risk behaviours are more likely to occur when the potential reward is peer approval.

Peer influence and social norming play a huge role in university-based decision-making

- The need to preserve social relationships can lead students to prioritise peer preferences over their academic interests

- In regions where staying close to home is socially normalised, peer influence heavily sways students toward universities nearby

- Students with access to informed well-networked peers are more likely to be swayed toward prestigious or strategically advantageous university choices

- Students' housing choices are heavily influenced by the desire to maintain proximity to friends

- First-year university students are particularly vulnerable to peer influence, often prioritising friendships when making academic decisions such as module selection.

First-year university students are particularly vulnerable to peer influence

Note: Please find relevant citations in Appendix 2

Psychology of our audience:

2. A need to reduce uncertainty

Our work suggested that students were more likely to default to English-medium courses to reduce their general level of uncertainty when making decisions.

Various ambiguities and unknowns exist when considering taking Welsh-medium courses including: Will I be good enough / will I get the help I need? Can I switch to an English-medium course if I'm unhappy? What will my timetable look like? What are lectures like in Welsh? Is my course even available in Welsh?

We looked at the relevance of uncertainty reduction theory to adolescent decision making…

…students were more likely to default to English-medium courses

Psychology of our audience:

2. A need to reduce uncertainty

What does the research tell us?

### Humans are hard-wired to avoid uncertain situations

- When searching for an item online, people tend to choose the option with an average rating over the option with no ratings

- Homebuyers often choose a fixed-rate mortgage over an adjustable-rate option, even when the latter is more economical

- Uncertainty reduction theory has been factored into various design choices, aimed at increasing feelings of certainty:

Avoiding uncertainty is even more crucial for adolescents

- In teens, increased worry can lessen tolerance for uncertainty – particularly relevant to the pre-university period

- Adolescents with low tolerance for uncertainty also have closer associations to anxiety, depression and OCD

- Emotional and cognitive responses to uncertain situations can drive young people to seek familiar or safe options rather than risk certainty for the unknown.

Emotional and cognitive responses to uncertain situations can drive young people to seek familiar or safe options rather than risk the unknown
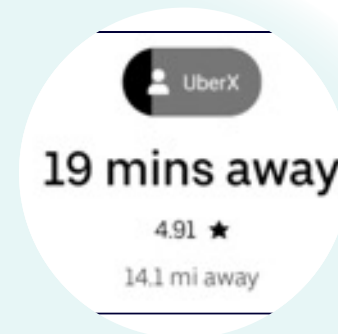
Note: Please find relevant citations in Appendix 2

Psychology of our audience:

3. Supporting my future career

Our work found that school and university students felt that taking modules in the medium of Welsh would be of benefit to their future career in Wales: financially and in terms of increasing opportunities.

Students are quick to mention careers in the public sector, particularly in government and healthcare. Lesser considered jobs include education, emergency services, media, law, tourism and creative industries.

We looked at whether and how adolescents make decisions regarding their future actions…

What does the research tell us?

Teenagers can struggle to make longer-term decisions…

- Adolescents are still developing the prefrontal cortex, which governs planning, long-term thinking, and consequences

- Adolescents exhibit heightened sensitivity to rewards due to the interaction between the prefrontal cortex and striatum; they tend to focus more on short-term benefits.

But some teens are really thinking about their future career prospects

- Research shows that career prospects significantly influence students' choices of what to study at university; however students are often misguided in terms of salaries and demand

- Students with higher levels of intrinsic motivation, self-belief, life satisfaction and grit are all particularly motivated to pick university courses that align to career aspirations

- Neuro-studies show that teens can perform as well as adults in some decision-making tasks, especially when incentivised by rewards like money.

Neuro-studies show that teens can perform as well as adults in some decision-making tasks
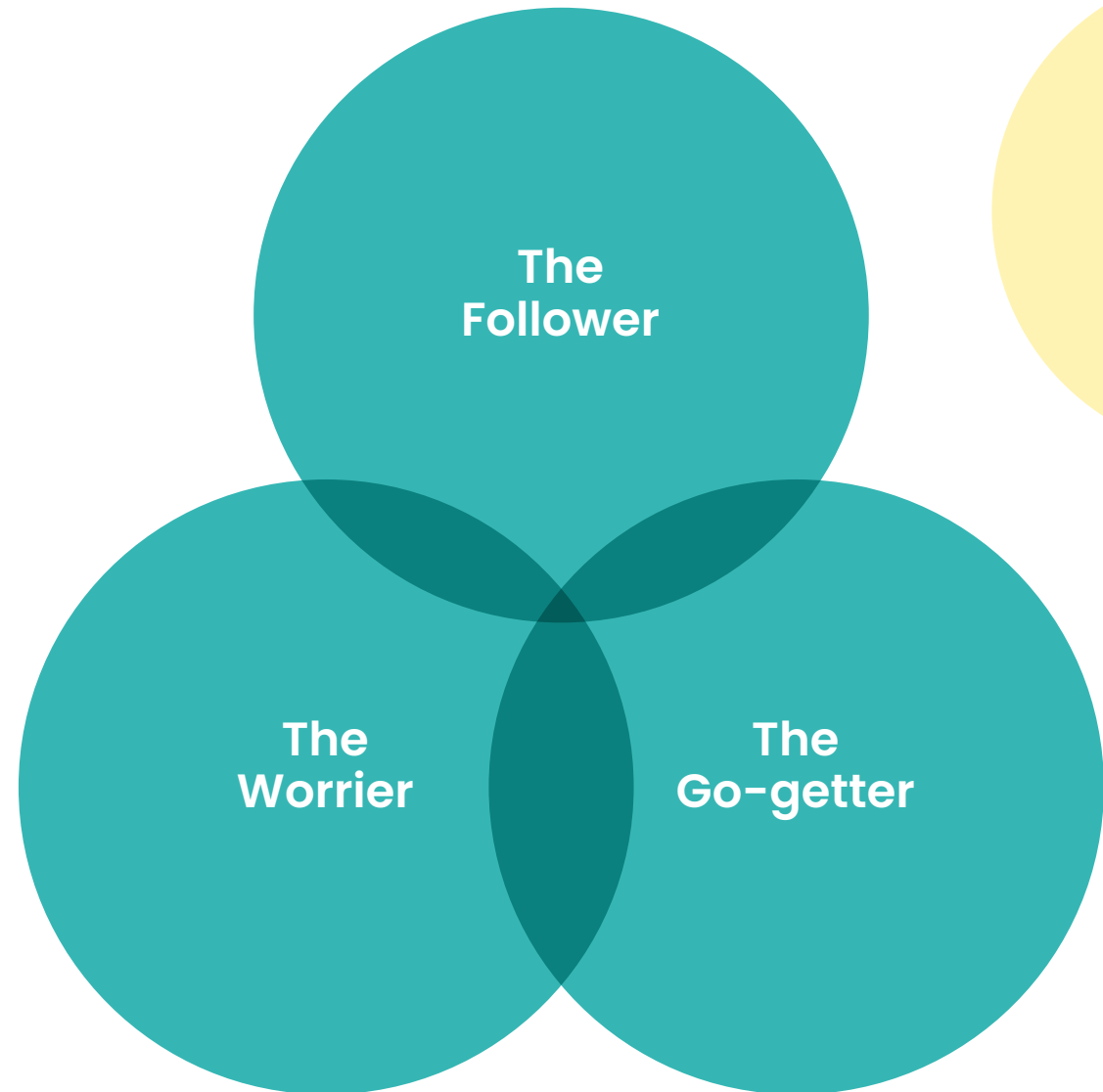
AUDIENCE SEGMENTATION AND ADOPTION CURVE
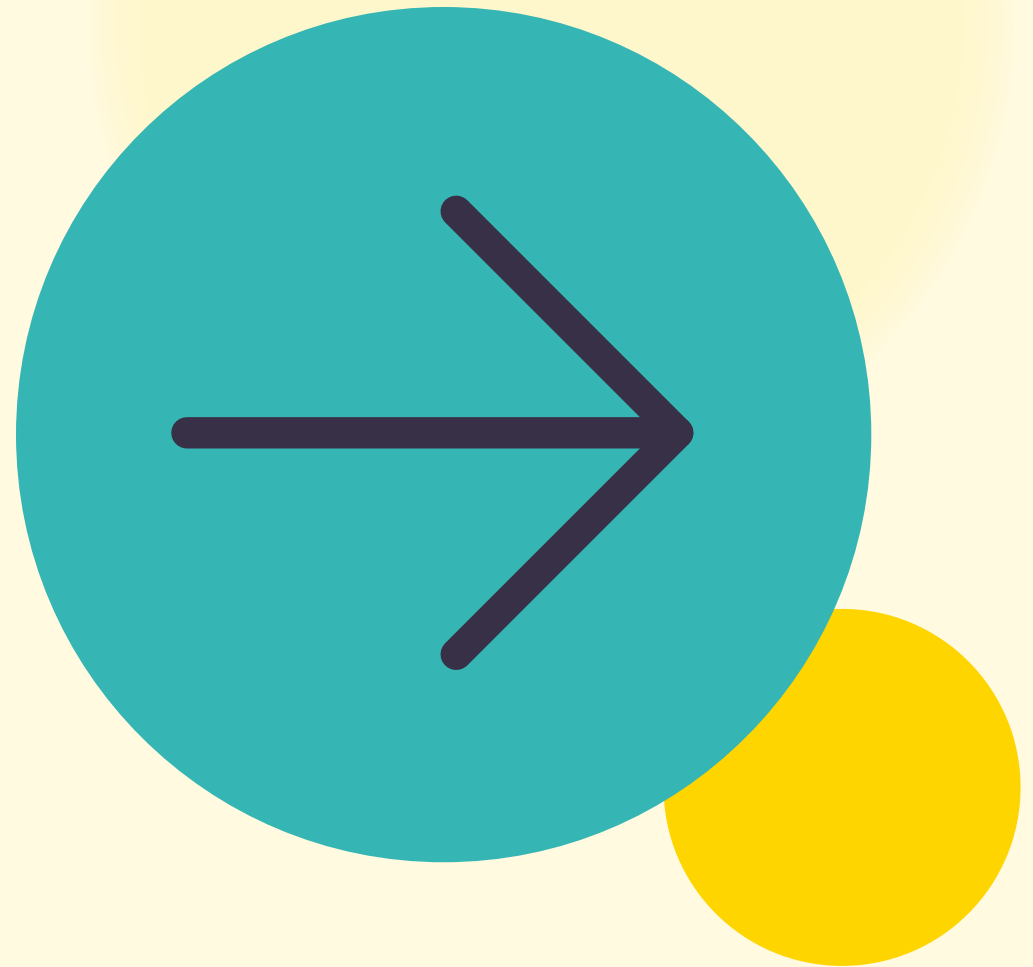
Audience segmentation and adoption curve:

Audience segmentation

We produced three student audience segments, who we believe are essential to this project: the Follower, the Worrier and the Go-getter.

These segments are not mutually exclusive, but capture the key tendencies of our target audience.

The
Follower

The
Worrier

The
Go-getter

Audience segmentation and adoption curve:
The Worrier

Theme
A need to reduce uncertainty

Audience profile
This student is a natural worrier and they might be less confident in their Welsh language abilities. They gravitate towards things that feel safe, for example staying in Wales for university.

Drivers
- Positive reassurance
- Clear unambiguous info
- Help visualising the future.

Comments from co-design:

You see that there are more English resources than Welsh really, whether you're on YouTube or any other platform. Is that going to be an issue when I move on to study at university? I'm not sure.
—Student

Yeah, the map of Wales, point out where every university is, I think things like that are really valuable to the Worriers because it makes it clear that there are local options for me.
–Student

Maybe for me, I think the Worrier, maybe that suits me. I don't know what I want to do, I'm not the most confident person, and even though I think I want to work in education, I still don't know a hundred percent what I want to do in the future.
–FE Student

I see Worriers all the time at school. They're worried about university and they don't feel ready for it yet.
–Teacher

Audience segmentation and adoption curve:

The Go-getter

Theme
Supporting my future career

Audience profile
This student is ambitious, self-assured and has a pretty good idea of what they want to do at university and beyond. They tend towards being overly-confident.

Drivers
- Success

- Small steps >> big picture.

Comments from co-design:

I feel like [Coleg] could make videos with more information, especially for the Go-getters who want all of the information.
–Student

We also have some friends who want to succeed, success is everything to them, they know what they want to do, they know the steps they need to take next. It can be daunting for someone like me.
–FE Student

I think that the Go-getters are difficult… a lot of university modules have been planned to be really popular, rather than trying to raise people's aspirations.
–Lecturer

This person probably wants to hear about jobs, money… where it's all headed in the future.
–Student

Audience segmentation and adoption curve:

The Follower

Theme
A certain 'type' of person

Audience profile
This student is heavily influenced by those around them, either knowingly or unknowingly. They don't perceive themselves or their friends as the kind of people who would take Welsh-medium modules.

Drivers
- The social aspect of university
- Opinions of those around them
- Actions of similar people.

Comments from co-design:

"I think the Followers would see content on Instagram. They need to go through Instagram and be inspired by what they see.
–Student

"The main point is, as someone who lives in Cardiff, a lot of my friends don't speak Welsh. Going to university in Wales and speaking and learning through the Welsh language is a waste of time.
–Student

"I think the most important point for me was to draw [Welsh uni students] away from their cohort. I think it was important to get them on the Welsh language course before they started classes and met too many people.
–Animateur

"For some, this could mean wanting to stay in Wales and to be within a Welsh-medium community, and that's important for many of our pupils as well.
–Teacher

Audience segmentation and adoption curve:

Identifying the target audience

It can be tricky to identify who is in which segment of our target audience and in some cases a best-guess might be necessary.

Here are some thought-starters:

School presentations

→

Encouraging students to complete an attitudinal survey in advance might help to identify who is in the audience. Where this isn't possible, break-out groups could be named for each segment (e.g., careers in Wales) and students could self-select which session to attend.

Social media

→

Content could be created for each segment. If a student engages with that content (i.e., self-identifies with a segment) they could be retargeted with similar content.

One-to-one conversations

→

In some cases, it might be appropriate to ask a student a leading question to determine their core segment e.g., how are you feeling about going to university? Do you have any thoughts on what you might do after university? Who (or what) is influencing your decisions?

Audience segmentation and adoption curve:

Adoption curve

We looked at various models of adoption to consider which of our audience segments might be the most open to our messaging and therefore easiest to move.

These models included:
- Diffusion of Innovation Model
- Technology Adoption Lifecycle
- Value Effort Matrix
- Technology Acceptance Model
- Karthik Suresh's Tastemakers model
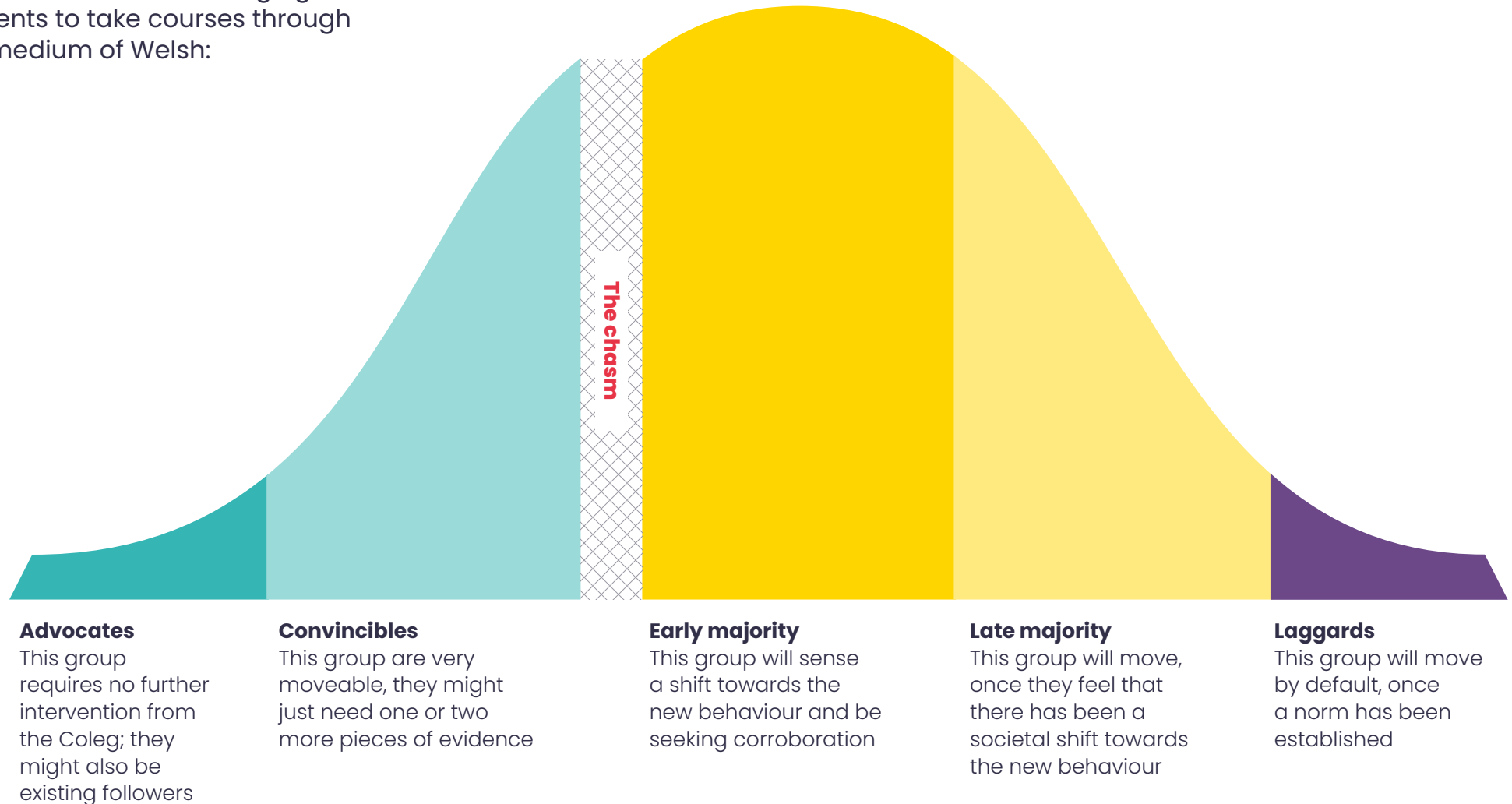- Heath & Heath's Bright Spots approach.

Three core learnings emerged from this research:
- Some fractions of our audience are not winnable; we should not exert effort trying to win them
- A phasic approach is advisable and reflects reality: have a primary focus, unlock the others later
- There might be a chasm or lag between winning easier segments and mass adoption.

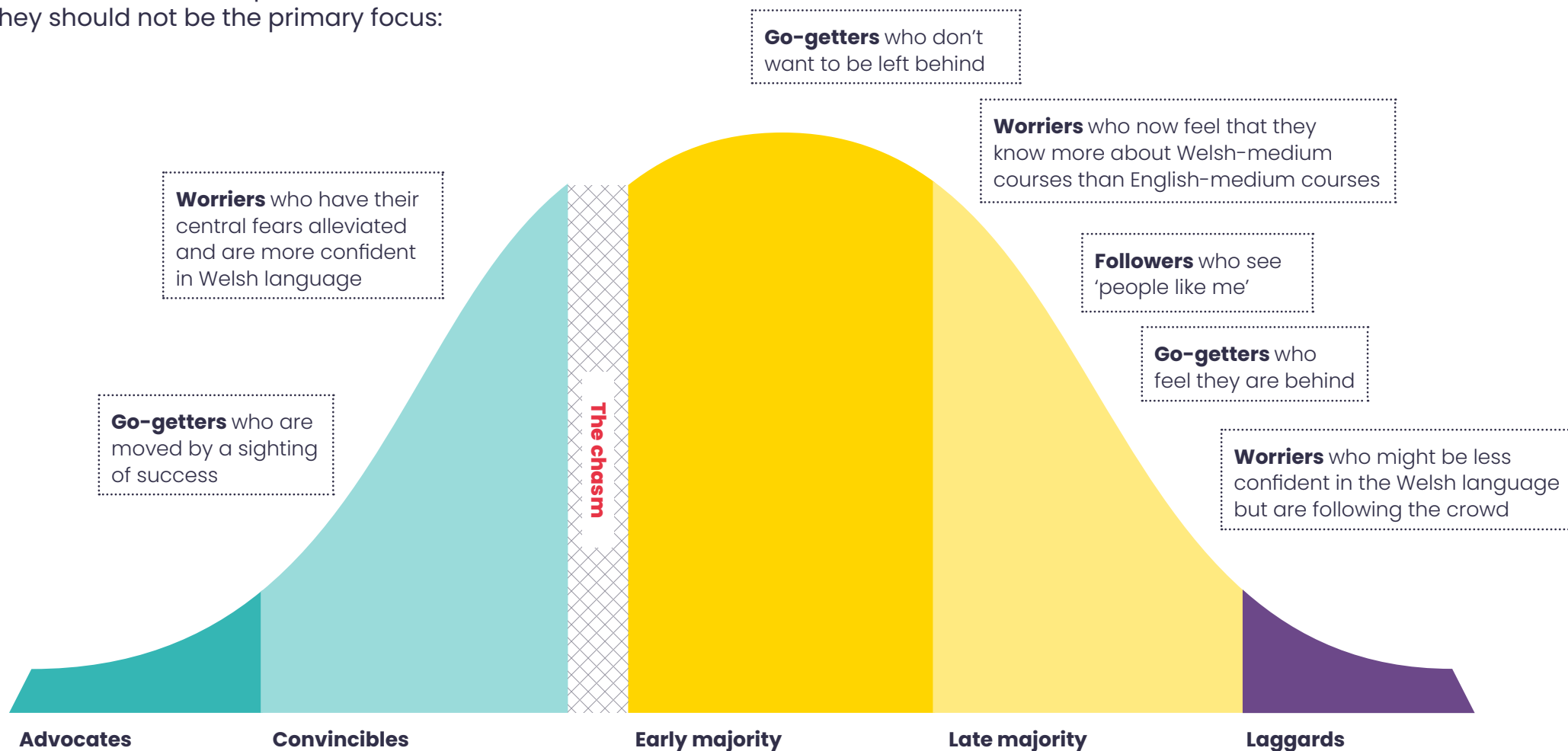**Audience segmentation and adoption curve:**

Adoption curve

Our adoption curve shows the phasic nature of encouraging students to take courses through the medium of Welsh:

The chasm

Advocates
This group requires no further intervention from the Coleg; they might also be existing followers

Convincibles
This group are very moveable, they might just need one or two more pieces of evidence

Early majority
This group will sense a shift towards the new behaviour and be seeking corroboration

Late majority
This group will move, once they feel that there has been a societal shift towards the new behaviour

Laggards
This group will move by default, once a norm has been established
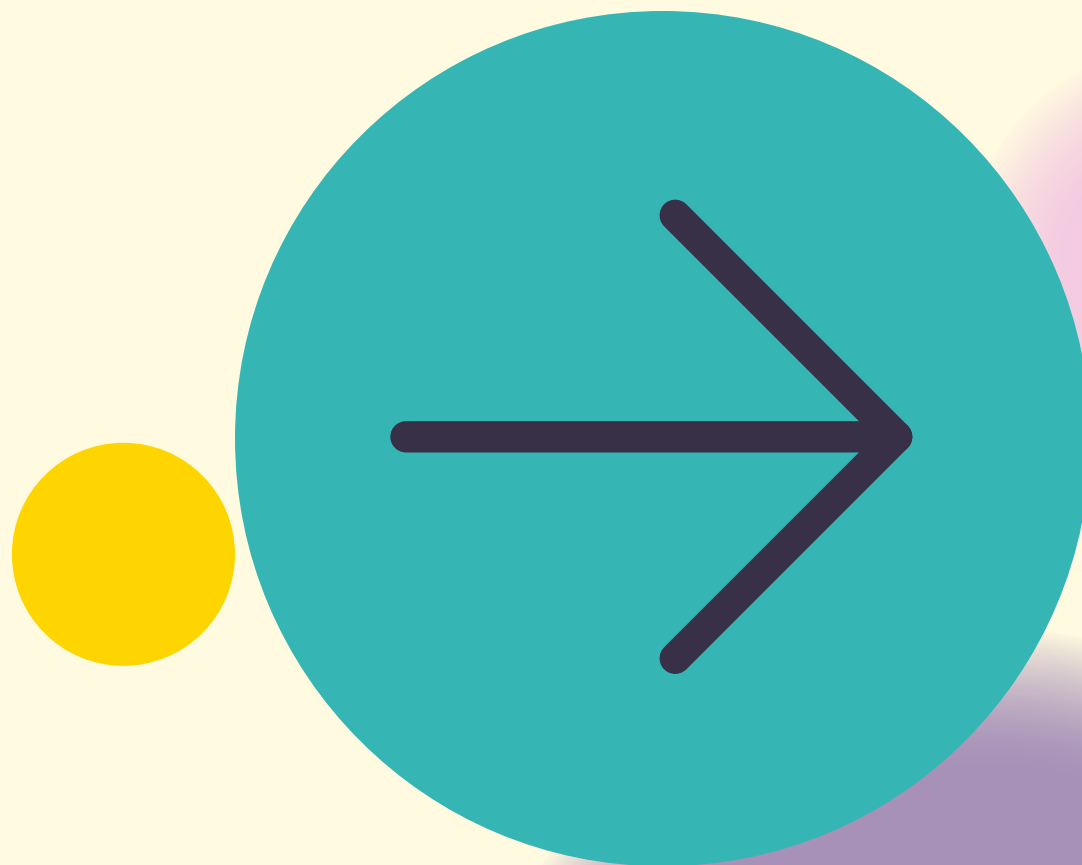
Audience segmentation and adoption curve:

Adoption curve

The Followers are harder to move than our other segments. They really need to see the change: 'people like me are doing this'. They might be positively impacted by initial interventions, as a spillover effect, but they should not be the primary focus:

Go-getters who don't want to be left behind

Worriers who now feel that they know more about Welsh-medium courses than English-medium courses

Worriers who have their central fears alleviated and are more confident in Welsh language

Followers who see 'people like me'

Go-getters who feel they are behind

Go-getters who are moved by a sighting of success

The chasm

Worriers who might be less confident in the Welsh language but are following the crowd

Advocates **Convincibles** **Early majority** **Late majority** **Laggards**

MESSAGING STRATEGY

Messaging strategy:

Key messages for each audience segment

Our work to-date suggests that these are the key messages that would resonate with our audiences:

	Worriers	Go-getters	Followers
Work opportunities		Driven by success	
Small classes	Easier to ask for help		Enforces stereotypes
Scholarships			
Socialising opportunities			Ways to make friends
Ambassador experiences	More relevant to Advocates (those who don't need Coleg intervention)		
Improve/maintain skills	Competence to confidence		
Continuity from school		More focused on next step	Sense of belonging
Building confidence	Alleviates anxiety		
Opening doors		Networking opportunities	

⬤ High priority　　⬤ Medium priority　　⬤ Low priority

Messaging strategy:

Core messaging: Worriers

Top-level messaging	We're here to support you on your journey to university.
Secondary messaging	We can help you to choose the right university and the right course for you. Studying in Welsh at university is for everyone who wants to live and work in Wales.
Sub-messaging: benefit-based	Learning in Welsh uses the skills that you've already learnt in school. Smaller class sizes make it easier to ask for help from your lecturer and to get the support that you need.
Wrapper messaging	Going to university can be an exciting time, but you probably have a lot of questions. There's lots of information about going to university, so where do you look first?
Occasional messaging, to test	Did you know that funding is available, specifically for students studying in Welsh?

Messaging strategy:

Core messaging: Go-getters

Top-level messaging	We're here to support you on your journey to university.
Secondary messaging	Lots of university courses are also available in Welsh.
	If you're planning to live and work in Wales, study in Welsh.
Sub-messaging: benefit-based	Employers all over Wales are looking for people who studied in Welsh at university.
	Welsh isn't just for school; Welsh at university helps you to find work in the real world.
	Many industries in Wales are short of Welsh-speakers.
Wrapper messaging	Are you thinking about your future?
	Success can start at university.
Occasional messaging, to test	Did you know that funding is available, specifically for students studying in Welsh?

Messaging strategy:

Core messaging: Followers

Top-level messaging	We're here to support you on your journey to university.
Secondary messaging	Lots of university courses are also available in Welsh.
	Lots of people who plan to live and work in Wales study in Welsh.
Sub-messaging: benefit-based	Studying in Welsh at university can be a quick way to make new friends.
	If you studied in Welsh at school, you'll find it easy to transition to study through the medium of Welsh at university.
	Students all over Wales are taking university courses in Welsh.
Wrapper messaging	Studying in Welsh is a popular choice for everyone.
Occasional messaging, to test	Did you know that funding is available, specifically for students studying in Welsh?

TONE OF VOICE GUIDELINES

Llais y Gymraeg was created by the Cymraeg 2050 team at Llywodraeth Cymru/Welsh Government working together with partners across Wales and further afield.

It is a helpful guide to get the tone right when you're producing content about speaking (or in this case, learning) in Welsh.

The following pages come from a summary of the Llais y Gymraeg, which can be provided in full as a separate document.

Experiment with AI to rewrite the text following Llais y Gymraeg guidelines.
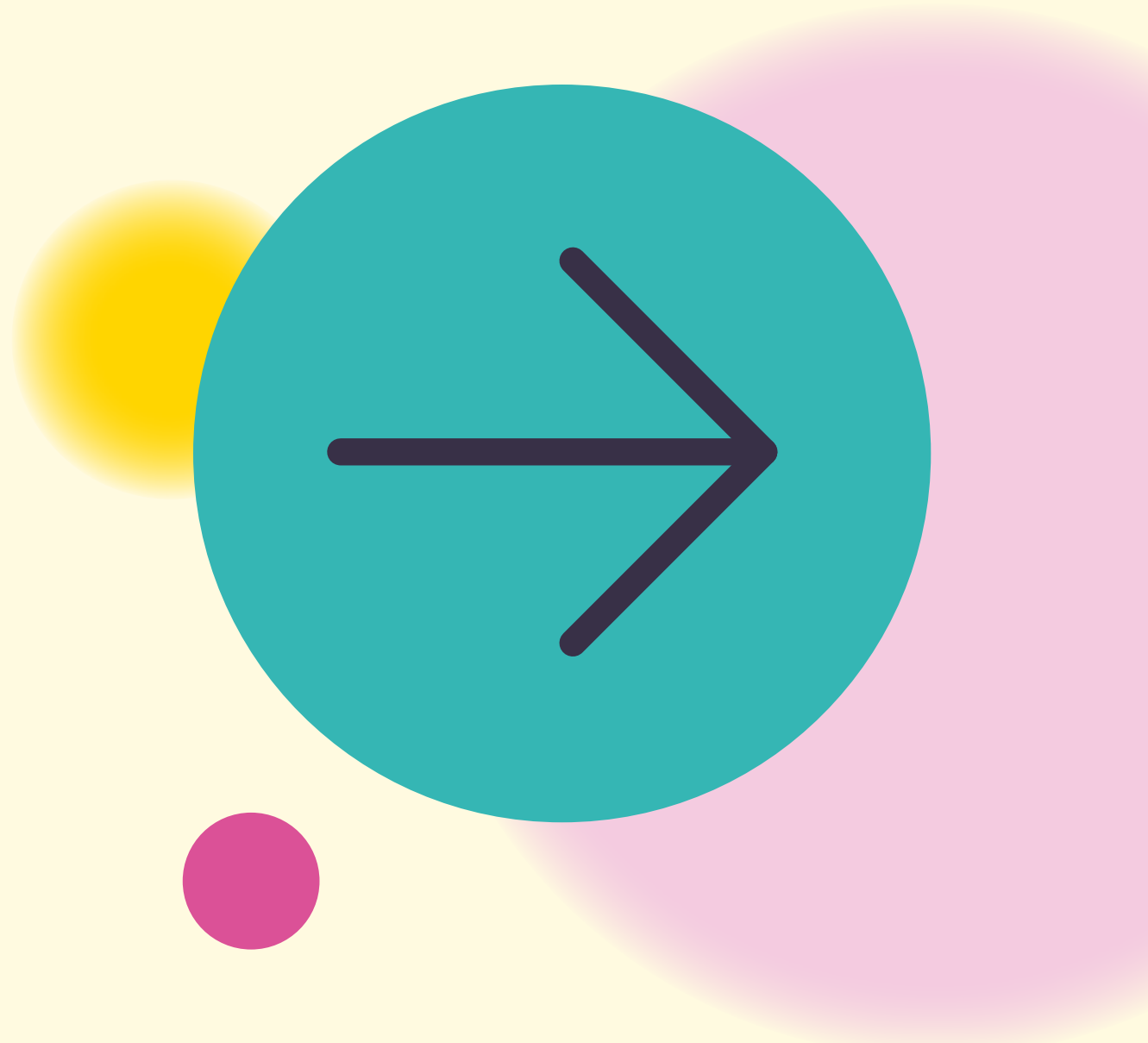
Tone of voice guidelines:

Llais y Gymraeg principles

Central tenets of the Llais:

- Be friendly
- Be inclusive
- Be clear
- Be simple
- Be positive
- Make language more active
- Serious can still be informal
- Be concise.

Ten Top Tips:

1. Think about who's reading. Is there a simpler and better way to say it?

2. Use more verbs than nouns—and remember to keep your verbs simple.

3. Read it! You'll be amazed at how much you'll change just by taking the time to read your work thoroughly.

4. If you're stuck or looking for inspiration, take a screen break. It really helps.

5. Writing copy in Welsh and English? Treat both languages as original copy rather than translating from one to the other.

6. If you're writing a speech or presentation, read it out loud just to get a feel for your words.

7. We always use words like 'our', 'belong', 'together', 'just', 'more' and 'join', so remember to be inclusive.

8. There's no time like the present, so use words like 'now' and 'today' to get people involved and on-board.

9. Start your points and sentences positively—you'll get a much better reaction.

10. And remember, always be warm, friendly, inclusive and consistent.

Tone of voice guidelines:
Social media

Here's a reminder of our four Cymraeg favourites to keep in mind when you're crafting your copy:

- Warm
- Inclusive
- Friendly
- Consistent.

Example:
Sarah's keen to learn Welsh,
so she's posted on social media
to see who can help her:

Before	After
Dear Sarah.	Hei Sarah!
If you would like to speak Welsh there are many resources available that could be helpful. Please let us know if you would like me to point you in the right direction so you can start your long journey.	That's great news! Welcome to our Welsh speaking teulu.
	@Duolingo together with @DailyWelshWords is a great place to start. By just speaking a few words of #Cymraeg a day, you'll soon find your voice.
	@CymryManceinion can help you find a course today.
	Good luck, Sarah. You can do it.

THE ROLE OF COLEG CYMRAEG

Many associate the Coleg with developing Welsh language courses and resources, working with schools and universities, organising social events, promoting employment opportunities and much more.

However, for many school students, the Coleg means one thing: SCHOLARSHIPS.

Financial incentives, particularly for this age group, certainly have their place. There will be some, (particularly within the 'Convincibles' section of our Adoption Curve), who need an extrinsic motivator to nudge them over the edge.

But for many others in our audience segments, leading with financial incentives might not have the desired effect. It might lessen their intrinsic motivation to study in Welsh and give rise to scepticism.

So, what can the Coleg offer or promote to school students, beyond scholarships?
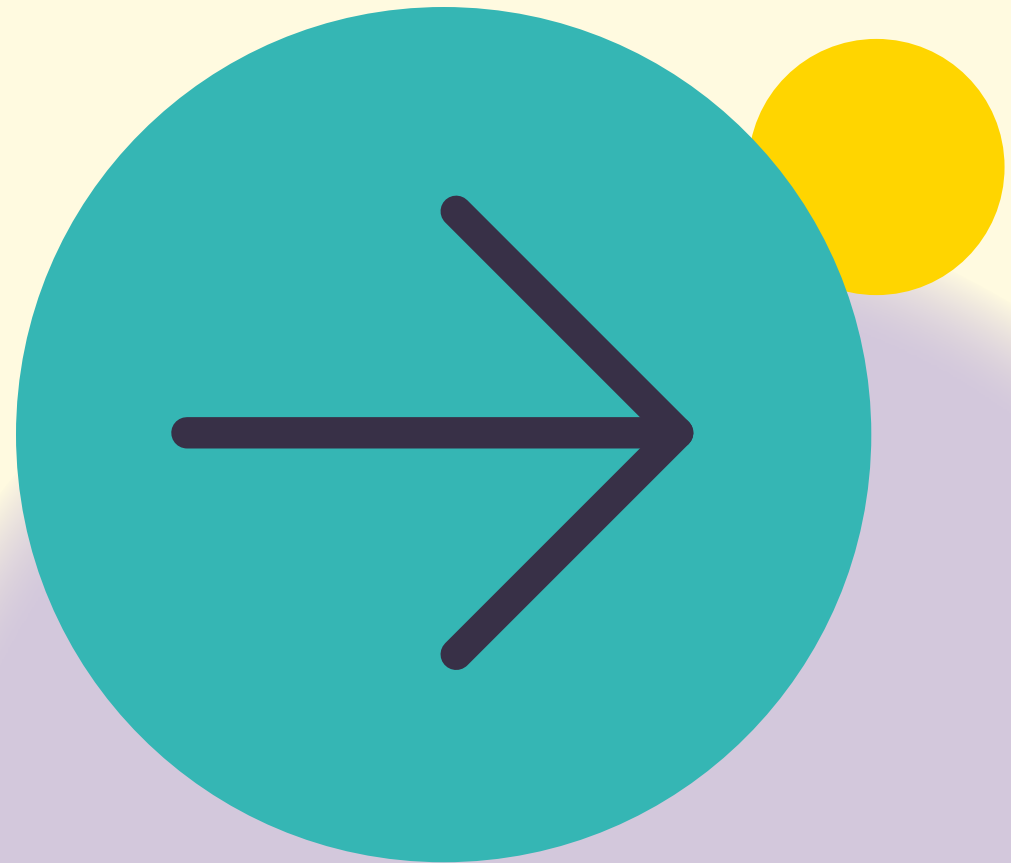
The role of Coleg Cymraeg:

Brand archetypes

Exploring different brand archetypes gives us a framework for thinking about what the Coleg can offer to students, beyond scholarships:
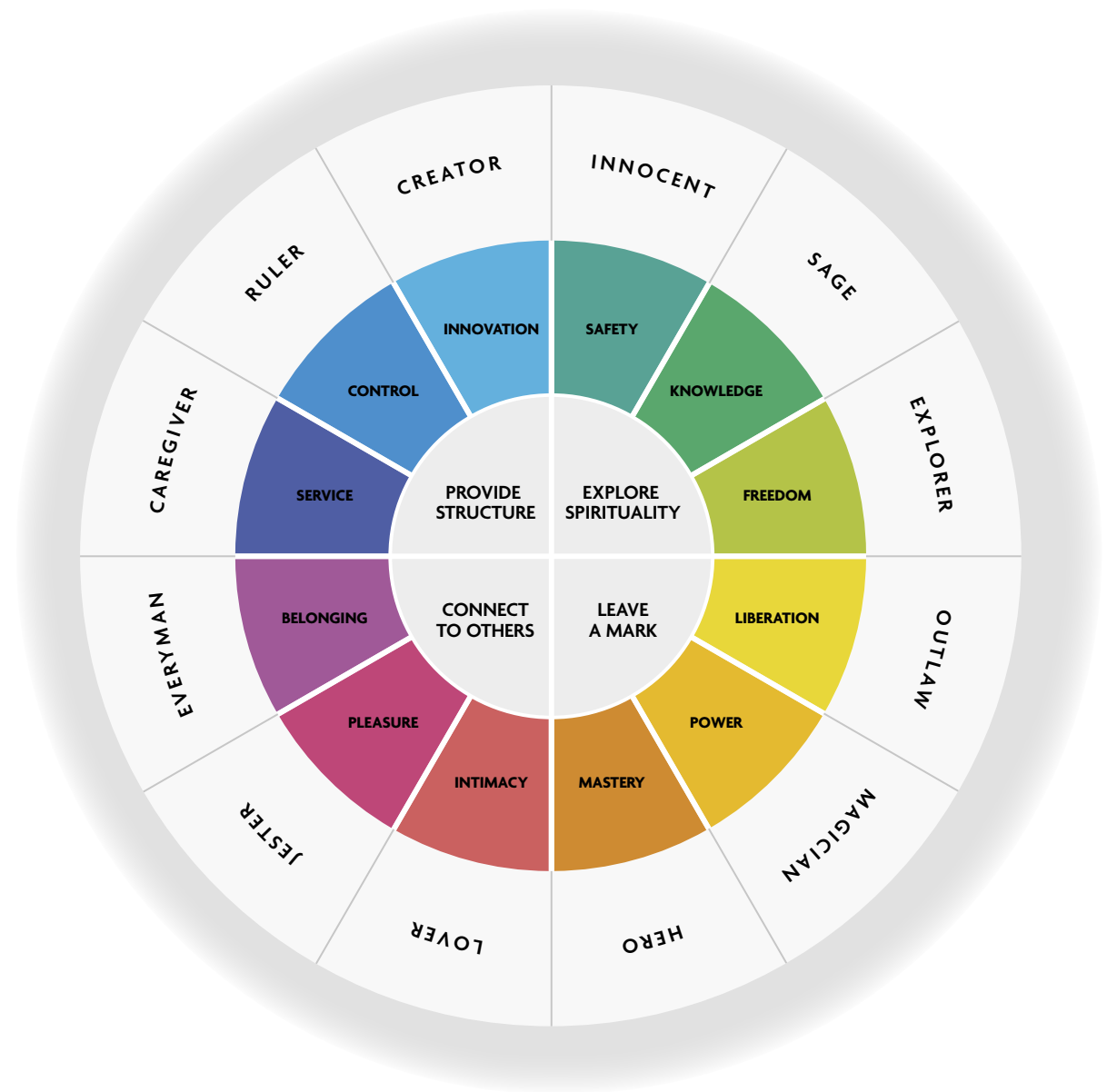
An interesting and relevant avenue for the Coleg might be to frame everything through the lens of being a Caregiver and a Sage for students.

Caregivers provide a service to their audience.
They are caring, warm and reassuring.

Sages provide knowledge to their audience.
They are informed, assured and guiding.

The role of Coleg Cymraeg:

Brand archetypes

Other companies successfully play the role of both the Sage and the Caregiver.

By feeding communications through the lens of Sage and Caregiver, Coleg's role to students will become both clear and meaningful.

Dove educates consumers about body positivity and self-care (Sage) while supporting self-esteem and well-being (Caregiver).

Educates users through language learning (Sage) and fosters personal growth, often with a nurturing and encouraging tone (Caregiver).
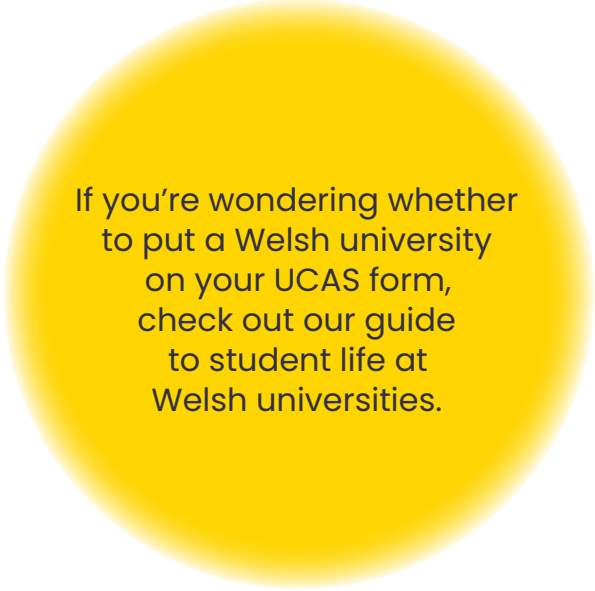
Provides mindfulness and meditation tools (Sage) with the aim of improving mental health and well-being (Caregiver).

The role of Coleg Cymraeg:

Brand archetypes

Here is an example of how to communicate with the target audience as both a Sage and a Caregiver:

If you're thinking about working in Wales after university, watch our interview series with Wales' top employers to find out what they're looking for.

If you've never seen a university timetable, we've got some samples to show you here.

If you're wondering whether to put a Welsh university on your UCAS form, check out our guide to student life at Welsh universities.
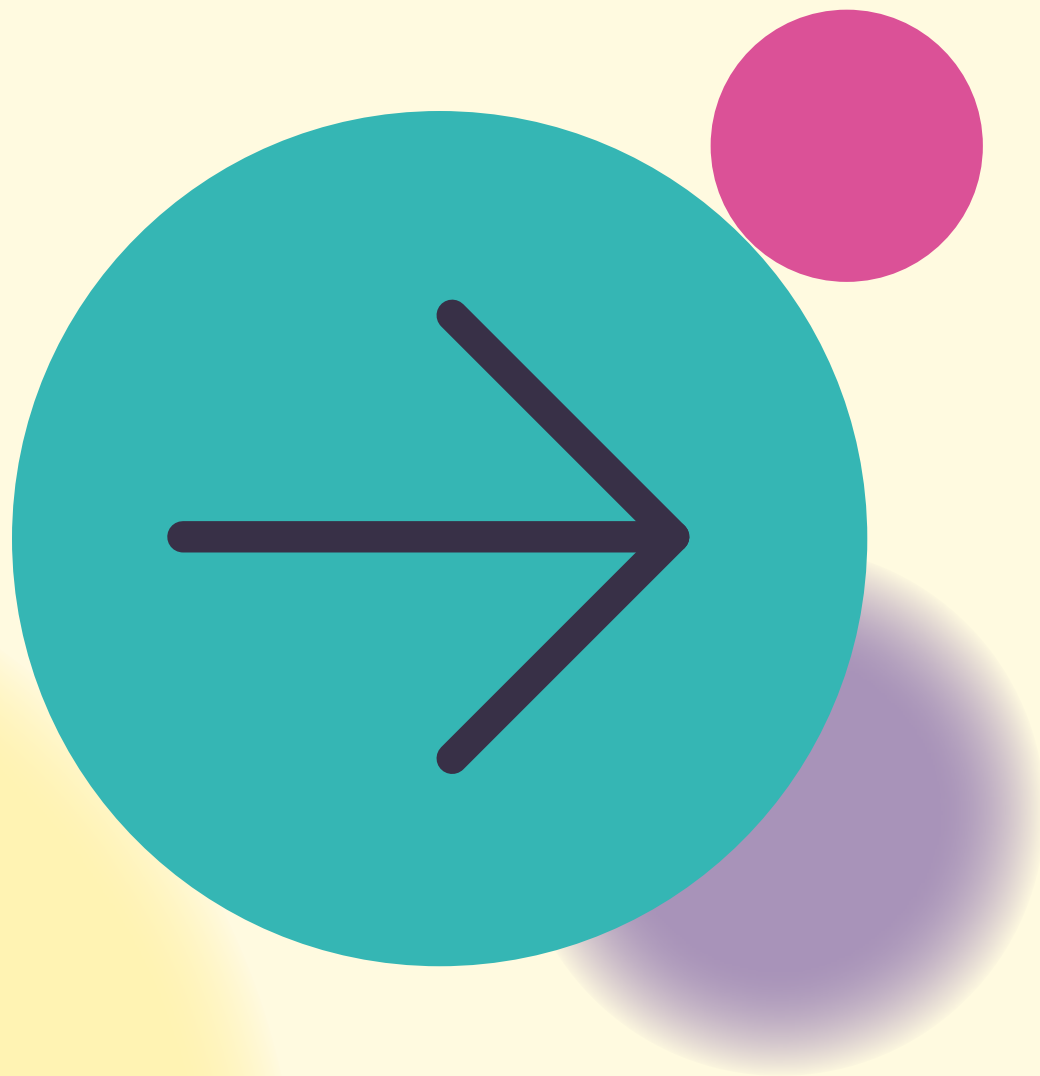
If you're planning on studying medicine at university, we've created a programme just for you.

By looking out for students and becoming a knowledge hub, the Coleg can act as a key touchpoint.

This allows the Coleg to provide info about Welsh language courses, even if this isn't the upfront message.

KEY CHANNELS
AND MESSENGERS

Key channels and messengers:

Key messengers

The Coleg is already utilising a range of different messengers. Our work suggests that those seen as particularly close to the issue are often perceived most favourably. This might include:

- Local heroes: a current or former student who returns to their hometown/school with their story

- System insiders: careers advisors who understand what it's like to be at a Welsh university

- Inspirational leaders: university lecturers who create excitement around going to university.

Students appreciate seeing 'people like me' reflected in communications, emphasising the need for a diverse group of representatives who go beyond the stereotype.

Key channels and messengers:

Key channels

Students are already on an information-seeking journey and our role is to support them on their way.

Communications that feel more personal are particularly impactful:

- Conversations with careers advisors and trusted sources

- School visits from Coleg

- Online and in-person testimonials from former students

- Social media livestreams and videos answering key questions

- Portals where students can receive help directly e.g., Tomorrow's Doctors portal

- Tailored communications across channels e.g., from a lawyer to a prospective law student.

The most important thing is to meet students where they are (school, relevant social media, searching the internet), without adding additional frictions or contributing to information overload.

FUTURE INTERVENTIONS
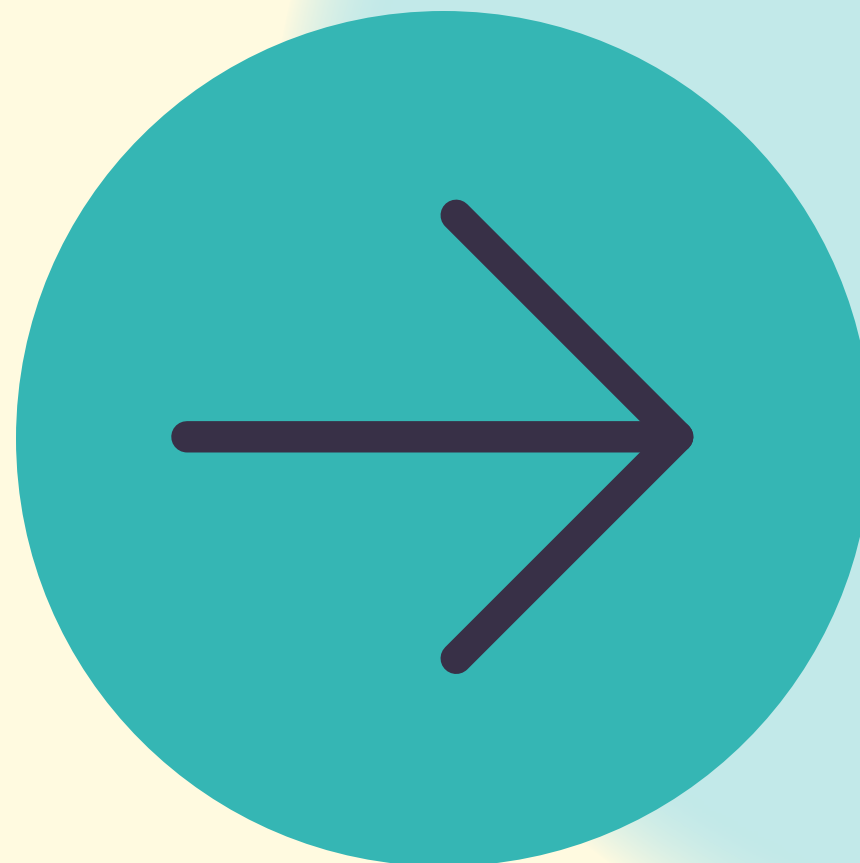
Future interventions:

Potential interventions

Core principles for new interventions

1. Respect teenagers' views, opinions and choices – don't preach

2. Interrupt the existing journey – don't try to create anew

3. Create space for consideration

4. Find the right messengers and support them well

5. Scholarships are a benefit, not a headline

6. Always test and review any new content

Future interventions:

Potential interventions: The Worrier

	Idea in brief	Channels and Tactics	Barriers addressed
Short term	A 'Get Ready for University' pack containing a sample timetable, visuals of small classes, student testimonials, key FAQs etc.	• Coleg website • Social media (paid-for) • PPC (pay per click) • Schools	• Lack of understanding • Uncertainty
Medium term	A standardised web and one-page print template for universities to concisely relay information about their Welsh language provision.	• University websites • University offer letters / emails • Schools / career advisors	• Information overload • Lack of awareness • Uncertainty
Long term	'A Uni Lecturer Answers Your Questions' series, which might also be available via livestream. See 'Wired Tech Support' series for inspiration.	• Social media (paid-for) • Coleg website • University websites	• Lack of awareness • Lack of understanding • Uncertainty • Impersonal methods

Note: We would recommend using the frameworks in the 'Useful Tools' section to plan and evaluate any new intervention.

Future interventions:

Potential interventions: The Go-getter

	Idea in brief	Channels and Tactics	Barriers addressed
Short term	A campaign highlighting empirical facts e.g., nearly 3 in 4 employers ask for Welsh language skills when recruiting (Careers Wales); a list of industries where Welsh matters.	• Social media (paid-for) • Digital ads (UCAS) • Posters (schools, open days)	• Lack of understanding • Uncertainty
Medium term	An interview series with high-ranking professionals in Wales talking about what they look for in new grads, 'powered by Coleg'.	• Social media (paid-for) • Coleg website • School visits (videos, posters, live interviews)	• Information overload • Lack of awareness • Uncertainty
Long term	Watermarks or formal seals of approval that universities can offer students who take certain parts of their degree in Welsh, to share with future employers.	• University transcripts • Certificates	• Institutional policies favouring English • 'No need. I already know Welsh' • Welsh is for school, not the real world

Note: We would recommend using the frameworks in the 'Useful Tools' section to plan and evaluate any new intervention.

Future interventions:

Potential interventions: The Follower

	Idea in brief	Channels and Tactics	Barriers addressed
Short term	As shown in our Adoption Curve, short term interventions specifically aimed at this group are not recommended.	N/A	N/A
Medium term	An opportunity for students to sit down (in person or virtually) with current and former university students who do not fit the stereotype, facilitated by Coleg.	• School visits (best if uni student attended school) • Google Hangouts • Uni open days	• Impersonal methods • Welsh isn't "cool" / I don't want to be different to everyone else • Social norm: who studies in Welsh
Long term	A shift in all Coleg communications to showcase the new generation of (non-stereotypical) students studying in Welsh, emphasising benefits like sense of belonging.	• Social (paid) • All print and digital materials	• Myth-busting • Welsh isn't "cool" / I don't want to be different to everyone else • Social norm: who studies in Welsh

Note: We would recommend using the frameworks in the 'Useful Tools' section to plan and evaluate any new intervention.

Future interventions:
Checklist for new interventions

✓ Are we talking to a segment of our target audience, rather than people who don't need an intervention?

✓ Are we fitting into an existing journey, rather than creating a new one?

✓ Are we aware of the key drivers and barriers for the audience?

✓ Are we using non-stereotypical messengers?

✓ Have we checked our tone of voice (against the Llais y Gymraeg)?

✓ Are we acting as a caregiver?

✓ Are we acting as a source of helpful information?

✓ Are we being selective with our key messages, rather than relaying a list of benefits?

✓ Are we clear how we will measure the outtakes and outcomes?

USEFUL TOOLS FOR FUTURE INTERVENTIONS

Useful tools for future interventions:

OASIS framework

The OASIS framework was developed by the UK government. It is used for campaign planning and ensures that communications are effective, efficient, and evaluated:

Objectives:
What are we trying to achieve? What is the behaviour we're trying to change?

Audience Insight:
Which of our segments are we talking to? What are their drivers and barriers?

Strategy/Idea:
What is our audience journey and where can we intervene?

Implementation:
How will we deliver our strategy? What tactics will we use?

Scoring/Evaluation:
What are our outputs (assets and resources), outtakes (key metrics) and outcomes (changes and impact)?

Objectives

Audience insight

Review and refresh the approach after each phase of the campaign

Strategy/Idea

Implementation

Feedback to optimise implementation

Scoring/Evaluation
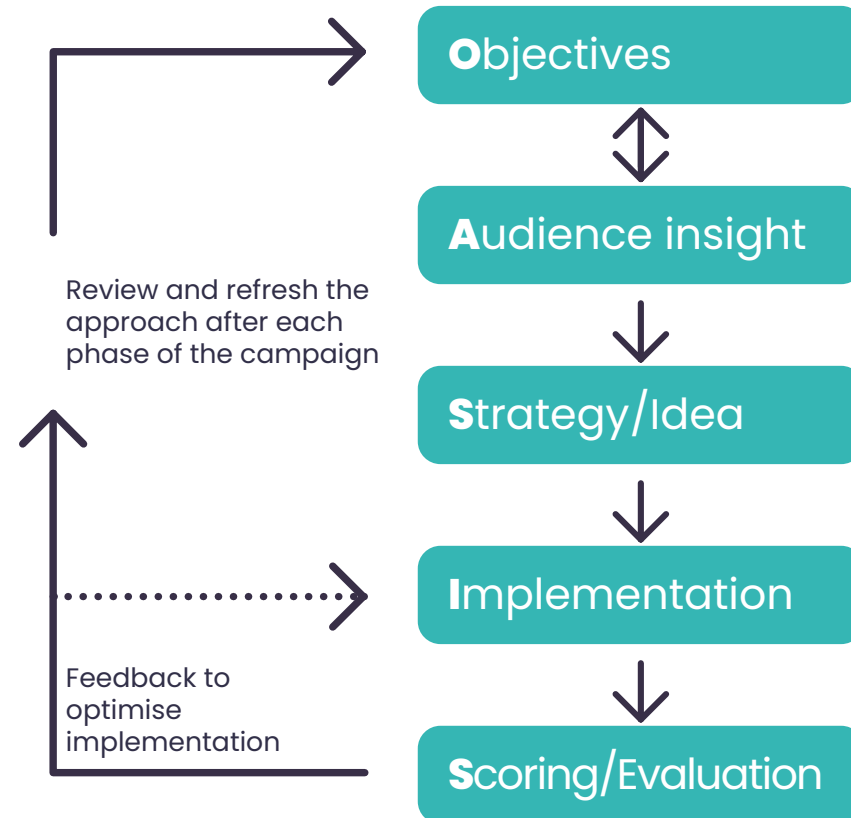
Useful tools for future interventions:

APEASE

APEASE is used as a way to evaluate behaviour change interventions. It can also help you to compare different interventions. Each letter stands for a different measure of evaluation:

Acceptability: → How acceptable is this intervention to stakeholders?

Practicability: → Can it be implemented with the resources available?

Effectiveness: → How effective is this approach in reaching the intended objective?

Affordability: → Will the approach reach all the people intended within budget?

Side-effects: → Could this intervention lead to negative consequences?
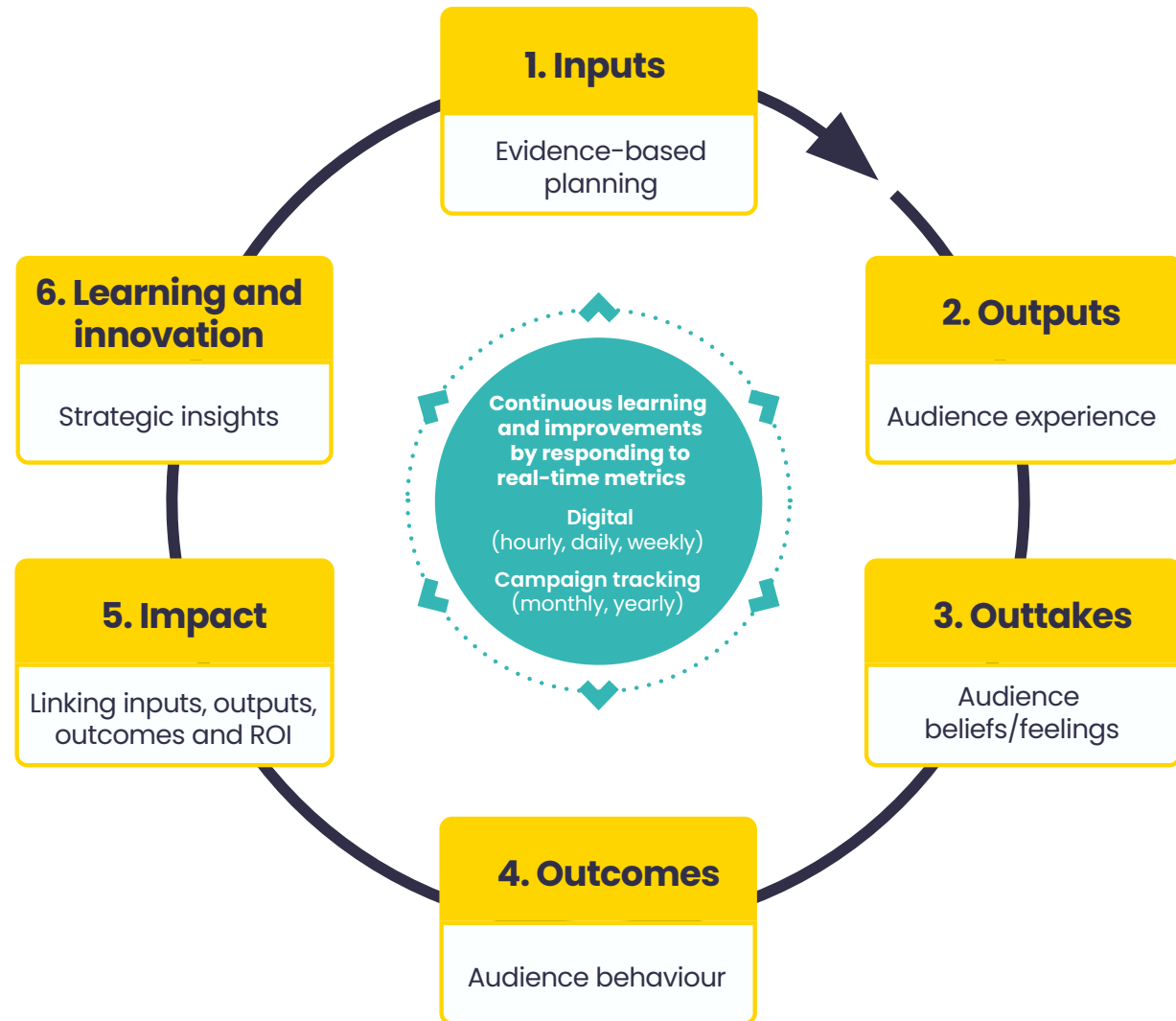
Equity: → Will this approach increase or decrease differences between advantaged and disadvantaged groups?

Useful tools for future interventions:

GCS Evaluation Cycle

The GCS Evaluation Cycle was developed by the UK Government. It is used to support robust evidence-gathering when evaluating campaigns or interventions:

1. Inputs

Evidence-based planning

2. Outputs

Audience experience

3. Outtakes

Audience beliefs/feelings

4. Outcomes

Audience behaviour

5. Impact

Linking inputs, outputs, outcomes and ROI

6. Learning and innovation

Strategic insights

Continuous learning and improvements by responding to real-time metrics

Digital (hourly, daily, weekly)

Campaign tracking (monthly, yearly)

APPENDIX

Appendix 1:

Documents provided by Coleg Cymraeg

Document title	Author
Default registration	Coleg Cymraeg
Job spec. Project Officer: Mapping and Building Language Skills	Coleg Cymraeg
Research Project to explore Welsh medium and bilingual teaching methods	Coleg Cymraeg
Project to Develop Welsh-Medium Stimulation-Based Education and Training (SBET) Resources	Coleg Cymraeg
Academic Plan (Higher Education) 2022 Executive Summary	Coleg Cymraeg
Feedback Forms on School Visits	Coleg Cymraeg
Guidelines for Mentees (Tomorrow's Doctors)	Coleg Cymraeg
Guidelines for Mentors (Tomorrow's Doctors)	Coleg Cymraeg
Aberystwyth University: Project Officer job spec	Coleg Cymraeg
Language Animateurs Project	Coleg Cymraeg
Mae Gen Ti Fantais 2024	Coleg Cymraeg
Coleg Cymraeg Schools Presentation	Coleg Cymraeg
Parent Carers Leaflet	Coleg Cymraeg
Scholarship Sheet	Coleg Cymraeg

Appendix 1 (cont):

Documents provided by Coleg Cymraeg

Document title	Author
Research on the attitudes of students studying in Wales towards Welsh-medium higher education (May 2023)	OB3
Research on the attitudes ofstudents studying outside Wales to Welsh medium highereducation (Sept 2023)	OB3
Feasibility of Welsh medium provision in Biosciences and Psychology at Swansea University (Nov 2017)	OB3
Feasibility Study: Cardiff University	OB3
Feasibility Study: University of South Wales	OB3
Recommendations for increasing the number of secondary school pupils taking their courses through the medium of Welsh and to provide information on the opportunities offered through Coleg Cymraeg Cenedlaethol's higher education courses (Jan 2016)	Geraint Roberts, Education Consultant
Report on the Attitudes and Perceptions of Pupils from Black, Asian and Minority Ethnic Backgrounds to the Coleg Cymraeg Cenedlaethol's Offer for Welsh-speakers, Learners, and Apprentices (Jan 2022)	Ethnic Minorities & Youth Support Team Wales
The relationship between the Welsh language and higher education participation and experience (2023)	PhD from the School of Social Sciences Cardiff University
Post-compulsory education and the Welsh language: the learners' voice (2023)	Welsh Language Commissioner
The WISERD Education Multi-Cohort Study (2012-2022)	WISERD Wales Institute of Social and Economic Research and Data
Welsh Language in Higher Education, 2021/22	Statistics for Wales
Students' Experiences of the Welsh Language in Education	Aberystwyth University
Welsh Medium University Education (2009)	Wavehill Consulting
Increasing the numbers who study through Welsh and bilingually in Further Education (2019)	Laura-Beth Davies, PhD
Behavioural Language Policy (2017)	Osian Elias, PhD

Appendix 2:

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