

Coleg Cymraeg Cenedlaethol Strategic Plan 2026–2031 – draft for external consultation

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1. Introduction by the Chair and Chief Executive

To be drafted during the autumn term 2026.

2. The Coleg's vision

The Coleg Cymraeg's long-term vision is that all learners use, maintain and develop their Welsh during their tertiary education or training.

This is a continuing vision, and its aim is to contribute to the Welsh Government's objectives of creating a million Welsh speakers and doubling the daily use of Welsh by 2050. This vision was presented to Medr in 2024 as the basis for the Coleg's initial advice under the designation.

The Welsh language belongs to us all. All learners in the tertiary education sector should be given the opportunity and encouragement to use, maintain and develop their Welsh, in a way and at a level that is appropriate and feels relevant to them. All learners should complete their tertiary education or training having acquired Welsh language skills that will support them in the next steps in their careers and lives, allowing them to be members of bilingual workforces and communities.

In this vision, education and training providers are aware of the learners' Welsh language skill level at the start of their course or training. They provide appropriate and meaningful Welsh-medium or bilingual provision for all learners, whatever their ability, skills and background: a combination of Welsh-medium or bilingual learning, Welsh lessons, language awareness provision and/or opportunities to use Welsh on work placements. All pathways are available through the medium of Welsh. All providers have sufficient staff who are qualified to support learners along their pathway, and the qualifications taken are available through the medium of Welsh. Learners are supported to make informed, positive decisions about their Welsh language journey. Learners leave the tertiary sector having had Welsh-medium and bilingual educational experiences of the highest quality, and equipped to use their Welsh in the workplace and in the community.

This strategic plan outlines how we will work towards achieving the vision over the period 2026–31.

3. The Coleg's role: our contribution to delivering the vision

The Coleg Cymraeg is a national planning body for the Welsh language in the tertiary education sector.

Ours is a long-term vision for the entire tertiary education system. To realise it, we must work with every provider and national body that is part of the system. We will put learners at the heart of our work and use our expertise to support others to play their part.

Recent external changes mean that the role of the Coleg is evolving. These changes include new legislation, the establishment of Medr as an arm's length body to regulate and fund the tertiary sector, policy changes, general challenges in Wales in terms of participation, demographic changes and the challenging economic climate. It is therefore vital to be clear about the role and responsibilities of the Coleg and others in order to ensure and measure success.

The Coleg focused on university education during its first few years. Since 2019, we have also been responsible for planning Welsh-medium provision in further education and apprenticeships. In 2023, the Coleg's responsibilities were further extended when we were designated by the Welsh Ministers to advise Medr on its duties relating to the Welsh language under Section 9 of the Tertiary Education and Research (Wales) Act 2022. Under the Act, Medr must encourage the demand for and participation in Welsh-medium tertiary education, taking all reasonable steps to ensure that there is sufficient Welsh-medium tertiary education to meet demand.

The Coleg's designation to advise Medr regarding these duties covers all parts of the sector: further education, higher education and apprenticeships, as well as adult community learning and school sixth forms. Beyond relatively small, specific projects, the Welsh Government has not instructed the Coleg to fund any adult community learning or sixth form provision. Medr has extensive funding and

regulatory powers, so the designation gives the Coleg a significant opportunity to achieve strategic objectives that could not be achieved through the Coleg's budget alone.

In addition, Medr has a duty to use its regulatory, funding and monitoring capacity to strengthen the position of the Welsh language in the sector. The Coleg will support Medr with our expertise in language planning and our experience of working closely with providers. Maintaining the current provision is not the Coleg's main role, despite its key role in putting that provision in place. Our aim over the next period will be to use our funding strategically to innovate and to stimulate new developments.

The Welsh Language and Education (Wales) Act 2025 provides additional impetus for the strategic planning of Welsh-medium and bilingual tertiary education. The Act includes a target to increase the number of speakers to one million and to increase the use of Welsh by 2050. It sets a goal of ensuring that every learner leaves statutory education as an independent Welsh speaker. The Government's National Framework for Welsh Language Education and Learning Welsh will specify the steps that will be taken to promote and facilitate the use of Welsh in schools and on to tertiary education. The Coleg needs to give clear leadership as the tertiary sector plans for this. Appropriate provision, Welsh language qualifications and a qualified workforce will be needed in order to support the increased number of learners reaching the tertiary education sector able to speak Welsh; we will also need to ensure that appropriate encouragement and support is in place for learners to facilitate Welsh-medium progression pathways.

The Act also requires the development of a Code to Describe Welsh Language Ability, based on the Common European Framework of Reference for Languages (CEFR). This will be a vital tool for the Coleg and the whole system to measure and track the language skills of learners and staff across the tertiary education sector, and on to bilingual workforces.

Despite these positive developments, the reality at present is that a high percentage of learners are leaving Welsh-medium learning at every key stage of education, leading to many learners joining the workforce unable to work bilingually. In its

manifesto for the 2026 Senedd Election, the Coleg called on the Government to take purposeful action to:

- Increase the number of learners following Welsh-medium and bilingual pathways throughout the entire education system, and the tertiary sector in particular.
- Increase the number who can and who choose to work bilingually, including the education workforce.

Our manifesto emphasises that tertiary education is a bridge between statutory education and the workplace, and is crucial for the viability of Welsh-speaking communities. The work of the Commission for Welsh-speaking Communities draws attention to the growing need for the Coleg and others to consider the linguistic context of different areas in any planning work, and to link this to the workforce. The Commission's first report, which focuses on strengthening Welsh-speaking communities, recommends varying policy in order to respond to the social and linguistic needs of areas of higher density linguistic significance. The Coleg is keen to work with providers to plan interventions to increase the provision of Welsh-medium and bilingual tertiary education in some of these areas in order to meet the needs of specific sections of the workforce in those communities.

The Coleg cannot do its work successfully without asking learners how we can support them, and listening to them. We will advocate for access for all young people to Welsh-medium or bilingual tertiary education, and promote participation among underrepresented groups.

The ground has been prepared. But allowing all learners to use, maintain and develop their Welsh during their tertiary education or training is not entirely within the influence or scope of the Coleg's work. In order to succeed, every tertiary education provider will need to play their part. The sector faces complex funding challenges as well as new regulatory requirements. The Coleg understands this and will be there to support them. But we want to see providers taking ownership of their responsibility in positive ways, embedding support for the Welsh language into all their strategies. We will continue to work closely with providers while sharing our expertise and experience of language planning in the tertiary education sector.

To transform the situation at a national level, national bodies will also need to shoulder their responsibilities, working in a progressive and ambitious way, through joint planning and a collaborative approach. As well as Medr, a range of other national bodies are key to the success of Welsh in the tertiary sector, including the Welsh Language Commissioner, Universities Wales, Colegau Cymru, the National Training Federation for Wales (NTfW), CYDAG, Qualifications Wales, the Athrofa, Adnodd, Dysgu, Estyn, the Education Workforce Council, the QAA, HESA, UCAS, Careers Wales, and others. Our success and their success are part of the same picture. We will use our influencing and advisory role purposefully and positively to achieve objectives that have been beyond the Coleg's budget and remit over the first 15 years.

At the time of drawing up and launching this Strategic Plan, we are in a period of significant transformation (with the Welsh Language and Education Act in the process of being implemented, and Medr's work programme, including planning, regulation and funding processes, in development); it is important to note, therefore, that the Coleg's activity over the period of this Plan will continue to evolve as a result of the changes to the landscape around us. Collaboration with Medr and the Government to ensure clarity on roles and responsibilities will be a priority for the Coleg in the initial phase of the Strategic Plan.

We want to raise the ambition across the sector. Over the next five years, our aim is to take great strides towards realising the vision in a way that will change learners' life opportunities, lead to workforces that can serve the public increasingly bilingually, and contribute significantly towards increasing the number of people who use Welsh in their daily lives.

4. Values

The Coleg's values support our vision and are at the core of our way of working. We are a language planning body with expertise in education and policy, and a leading organisation for Welsh in the tertiary education sector.

- In leading, the Coleg will always be **ambitious** and **progressive**, will **lead change**, give direction, and propose **innovative** solutions. Great progress has been made over the past fifteen years, but there is much more to be done to realise our vision.
- The Coleg is an **inclusive**, **supportive** and **participatory** body where people are central to our values and activity – from our own staff, to colleagues across the sector, and most importantly, the learners. We also place great importance on being **transparent** and **collaborative**, which is at the core of our relationship with providers and partners.
- We are always ready to respond to new challenges, and the Coleg is therefore a **dynamic** and **agile** organisation, constantly reviewing and evaluating the impact of our activities, willing to **innovate** and **experiment**, and to plan **boldly** and **proactively** for the future.

5. Strategic objectives

Considering the Coleg's long-term vision for the Welsh language in the tertiary sector, and the Coleg's role in contributing, with others, to achieving that vision, these are the Coleg's strategic objectives for the next five years:

Strategic Objective 1: Tertiary provision

Ensure that increased numbers of seamless Welsh-medium and bilingual pathways are created and provided so that learners complete their education and tertiary training with the Welsh language skills they will need when joining the workplace.

Strategic Objective 2: Tertiary education workforce

Contribute to ensuring a supply of qualified staff for the tertiary sector to enable learners to follow Welsh-medium and bilingual pathways, and support them along the way.

Strategic Objective 3: Learner journey and experience

Encourage and support more learners to make informed, positive decisions about following Welsh-medium or bilingual provision in the tertiary sector, and ensure that they are provided with first-rate support throughout the journey.

6. Priority areas for workforce development

In line with the Coleg's long-term vision, we want to ensure that all pathways in the tertiary sector are available in Welsh. Purposeful progress towards that goal has been made since the Coleg was established.

Only 12 main subjects were available through the medium of Welsh in the higher education sector in 2011. Provision is now available in all 36 main subjects. In the further education and apprenticeships sector, since the Coleg's investment began, bilingual provision is available in all of the priority areas identified by the Coleg.

Ensuring a wide range of provision for learners remains vital, but the Coleg also recognises the need to prioritise subjects and areas where there is an urgent need to ensure a workforce that can work bilingually.

For this reason, as well as supporting provision in a wide range of subjects and disciplines, over the next five years the Coleg will place a specific focus on workforce planning for the following areas:

- **Health**
- **Social care**
- **Childcare and education (early years, the statutory education workforce and the tertiary education workforce)**

For these three priority areas, the Coleg will work with leading organisations, including the Welsh Government, Medr and sector and specialist bodies to develop specific plans that will ensure progress by profession. Collaboration with partners such as the Welsh Language Commissioner, who holds a dialogue with employers regarding their workforce needs, will also be key.

In line with the reports and recommendations of the Commission for Welsh-speaking Communities, the linguistic context of different areas, and the needs of their local economies and services, will be a central consideration for the Coleg.

7. The Coleg's approaches in responding to the strategic objectives:

The Coleg has identified **four main approaches** in order to respond to the **three strategic objectives**:

i. **Strategic planning**

The Coleg is a national strategic planning body that works with the Welsh Government, Medr, other relevant national bodies and tertiary education providers to plan progress for the Welsh language in the sector. Medr is the body that regulates the tertiary sector and will monitor providers' compliance with the Welsh Language Condition as part of the wider regulatory framework. The Coleg supports Medr in agreeing targets for providers and plays its part in reporting back to Medr on delivery against those targets. The Coleg's planning role includes advising Medr on the objectives and priorities of its proposed National Plan for the Welsh language, and the Coleg will support and advise providers as they draw up their own Welsh Language Strategies in response to the National Plan. We will support Medr in implementing the Welsh Language Condition, and provide them with strategic advice on their responsibilities in relation to the aims of promoting and encouraging more use of Welsh, increasing demand for, and participation in, education through the medium of Welsh, and promoting and encouraging the carrying out of research and innovation activities that support the Welsh language. The Coleg also has a role in constructively challenging providers and sharing good practice across the sector – ensuring that accountability leads to a real improvement in provision rather than just compliance on paper. The Code to Describe Welsh Language Ability will be key in providing a foundation for much of the strategic planning work.

ii. **Funding and innovation**

The Coleg receives funding from the Welsh Government and from other sources to invest in the Welsh language in the tertiary sector. We invest based on data and local, regional and national priorities, with a focus on contributing to the creation of bilingual workforces in priority areas.

As the Coleg's funding corresponds to 1% of Medr's budget for the sector, the most efficient use of that funding is to stimulate new provision in strategic priority areas, with the intention of ensuring sustainable provision and activity that will not be reliant on the Coleg's catalyst funding beyond the initial setup period.

iii. **Promotion and behaviour change**

In order to increase the rates of learners who undertake Welsh-medium and bilingual provision, we need to ensure, through collaboration with others, that learners are aware of the opportunities and support available to them at the right time and that they are supported to make positive decisions about following the provision. The Coleg has a clear role in engaging with learners, but it will also be vital to influence others to ensure that they receive information from the most reliable and influential sources, which will support them to make informed decisions. Making full use of behaviour change techniques over the next period will be vital.

iv. **Influence and policy**

The Coleg's role in influencing public policy has developed significantly over the period of the last Strategic Plan, and the Coleg's designation by the Welsh Ministers to advise Medr on its duties relating to the Welsh language means a further strengthening of this element of the Coleg's work over the next five years.

8. Strategic objectives and approaches

Strategic Objective 1:

Ensure that increased numbers of seamless Welsh-medium and bilingual pathways are created and provided so that learners complete their education and tertiary training with the Welsh language skills they will need when joining the workplace.

In order to achieve Strategic Objective 1, the Coleg will reach an agreement with Medr and the Welsh Government on roles, responsibilities and approaches under the new regulatory, planning, monitoring and funding system.

It will be vital to reach an agreement with Medr on a funding system that: maintains mainstream provision; encourages new provision in strategic areas; and maintains provision where numbers are low and likely to remain low.

The Coleg aims to take action in the following ways over the next five years:

1.i Strategic Planning

- Collaborate with Medr to establish a baseline for Welsh-medium and bilingual pathways by field, area and sector.
- Analyse the evidence that comes from establishing the baseline, including identifying gaps in the provision, and developing recommendations for the Welsh Government, Medr, Qualifications Wales, and others, paying particular attention to the need to maintain and increase appropriate provision for learners who are already proficient users of Welsh.
- Advise tertiary education providers on their Welsh Language Strategies and their implementation, identifying and sharing good practice.
- Collaborate with Medr and other national partners to develop a plan to increase Welsh-medium apprenticeships, paying particular attention to areas with a high density of Welsh speakers.

1.ii Funding and innovation

- Agree which principles and considerations will drive the Coleg's decisions to invest in new provision. These may include:
 - The priorities of the Welsh Government's Cymraeg 2050 strategy, and specifically, the Government's strategy to create bilingual workforces and workplaces.
 - Workforce needs at national and local or regional levels.
 - Analysis of the opportunities to stimulate new viable provision in discussion with providers.

- Based on those principles, develop a new Funding and Innovation Strategy which is based on the work done to establish the baseline and analysis set out above.
- An agreement with Medr on a budget for 'protected subjects' in the higher education sector, i.e. subjects that are studied by low numbers of learners that could not be supported by premium funding alone.
- The allocation of funding for new provision based on the Funding and Innovation Strategy, with the intention of ensuring sustainable provision for the future that will not be reliant on catalyst funding beyond the initial setup period.

1.iii Influence and policy

- Advise and influence the content and implementation of Medr's National Plan for the Welsh language, including Welsh-medium research and Welsh as a subject
- Advise Medr and providers on the suitability of individual providers' Welsh Language Strategies, in accordance with the regulatory condition for the Welsh language.
- Advise Medr on planning local 16 to 18 curricula in relation to the Welsh language and ensure there is an understanding of the importance of Welsh-medium sixth form provision for creating seamless pathways and for increasing the daily use of Welsh among young people and establishing lifelong linguistic habits.
- Ensure there is understanding and agreement that Welsh-medium and bilingual provision in the 14-16 period must support progression to Welsh-medium and bilingual tertiary education, ensuring consistency with the Welsh Language and Education (Wales) Act 2025.
- Influence the data landscape in order to establish an evidence base for planning, funding and monitoring Welsh-medium and bilingual provision. This will include advising Medr in order to develop and implement ways to:
 - define and record Welsh-medium and bilingual provision in a consistent manner.
 - identify and record the Welsh language skill levels of learners and the tertiary education workforce in line with the Code to Describe Welsh Language Ability, including measuring progress over time.
 - follow learners through the tertiary education system.

- Learn from and influence the international language planning community in relation to tertiary education.

Strategic Objective 2: Tertiary education workforce

Contribute to ensuring a supply of qualified staff for the tertiary sector to enable learners to follow Welsh-medium and bilingual pathways, and support them along the way.

In order to achieve Strategic Objective 2, the Coleg, in collaboration with Medr, the Athrofa and others, will develop and maintain plans that aim to increase the staffing capacity of those who can contribute to Welsh-medium and bilingual provision. We will also ensure that support is available for the workforce in order to support them as they maintain and develop seamless Welsh-medium and bilingual pathways for learners.

Over the next five years, we will operate as follows:

2.i Strategic planning

- Use the evidence and analysis resulting from the work done to establish a baseline for the provision, together with data about the Welsh language skills of the current workforce from the Education Workforce Council and HESA, and detailed information by provider, to identify the needs of the tertiary sector in terms of the Welsh-medium workforce, including the parts of the workforce that provide essential support to learners such as the additional learning needs (ALN) workforce.
- In collaboration with Medr, develop a national succession planning framework for the tertiary education workforce, identifying key roles and fragile subject areas, and planning proactive interventions to mitigate the risks of losing expertise.
- Collaborate with partners to ensure that structured plans are in place which are based on the strategic needs of the sector and which allow teaching staff to develop their language skills and proficiency with the aim, over time, of delivering Welsh-medium or bilingual provision to learners.

- Ensure that the Welsh language tertiary education workforce is appropriately supported through activities that create a sense of community and create opportunities to share expertise and experiences.
- Carry out research and pilot schemes to develop expertise in the pedagogy that leads to learners who can discuss their fields confidently in both languages.
- Collaborate with partners to map out the staffing situation in the apprenticeship sector and develop various interventions to increase the number of staff who can support apprentices to follow Welsh-medium and bilingual provision.

2.ii Funding and innovation

- For the current tertiary education workforce:
 - Ensure opportunities for teaching staff who already speak Welsh to have access to tailored support to increase their confidence to put Welsh into practice in the workplace, including when teaching, with priority for staff in areas of strategic importance.
 - Give staff opportunities to develop their teaching skills, by sharing the latest practice and research in Welsh-medium and bilingual pedagogy.
 - Create a series of enticement schemes to recruit qualified staff from within and without the tertiary education sector, and early career academic development schemes in the higher education sector.
- Review the Research Scholarship Scheme to ensure a focus on developing future lecturers and academics
- Support postgraduate students to develop research and teaching skills in Welsh.
- Together with Medr, and relevant partners, develop a structured plan to increase the numbers of staff who support apprentices to complete Welsh-medium and bilingual apprenticeships.

2.iii Promotion and behaviour change

- Support the Welsh Government to ensure that tertiary sector staff and leaders understand and support the Cymraeg 2050 strategy, Welsh Language Standards, Medr's strategic duties and the Coleg's aims and objectives.
- Support staff within the providers to recruit more learners to Welsh-medium and bilingual provision using behaviour change techniques.

2.iv Influence and policy

- Work with providers to ensure that they release members of staff in areas of strategic importance to develop their Welsh language skills with the intention of being able to contribute to Welsh-medium provision.
- Work with providers to collect and disseminate effective practice in relation to motivating staff to teach through the medium of Welsh, and to recognise the additional demands associated with Welsh-medium and bilingual teaching.
- Collaborate with national bodies in order to develop and share expertise on Welsh-medium and bilingual pedagogy across the sector.
- Continue to influence the development of initial practitioner training across the sector in order to ensure that the programmes pay specific attention to language awareness, developing the language skills and proficiency of trainees, and Welsh-medium and bilingual pedagogy.

Strategic Objective 3: Learner journey and experience

Encourage and support more learners to make informed, positive decisions about following Welsh-medium or bilingual provision in the tertiary sector, and ensure that they are provided with first-rate support throughout the journey.

In order to achieve Strategic Objective 3, the Coleg will commission a piece of work to map learner journeys from secondary education into and through tertiary education. The aim of this work would be to identify the interventions that would encourage and support learners to make positive decisions about following Welsh-medium or bilingual provision, including at key points, while training and studying. The Coleg will ensure that the learner voice is central when drawing up and implementing plans in this field.

Over the next five years, we will operate as follows:

3.i Strategic planning

- Continue to develop processes to ensure that the learner voice is central to the Coleg's planning work.

- Support providers to ensure that the learner voice is central to their planning and implementation in relation to Welsh.
- Draw up a Learner Journey and Experience Strategy based on the work done to map learner journeys, which identifies behaviour change interventions to support learners to follow Welsh-medium or bilingual provision.
- Commission an independent review of the Coleg's Undergraduate Scholarship Scheme and its influence on learner decisions about studying through the medium of Welsh or bilingually.
- Collaborate with Adnodd and others to ensure that learning resources are available to enrich the learner experience.

3.ii Funding and innovation

- Following an independent review of the Coleg's Undergraduate Scholarship Scheme, consider and introduce amendments to the scheme.
- Support more mentoring schemes, and develop and expand other effective methods to advise and support learners to make positive decisions, especially in the priority areas.
- Based on the priorities of the Learner Journey and Experience Strategy, and priorities linked to Strategic Objective 1 (Provision), support activities that enrich the learner experience (e.g. Welsh-medium employability skills development plan, encouraging providers to offer and promote Welsh-language cultural/social activities) and build their confidence when studying and training through the medium of Welsh or bilingually.

3.iii Promotion and behaviour change

- Implement the Learner Journey and Experience Strategy and plans arising from it.
- Develop a closer strategic relationship with providers' marketing departments, advising them on their Welsh-medium and bilingual marketing strategies and the relationship between those strategies and the providers' Welsh Language Strategies.
- Take action to encourage and support underrepresented learners to undertake Welsh-medium or bilingual provision.

- Continue to implement communication plans that ensure a high awareness of the Coleg's work and successes among the public and among opinion makers and corporate audiences.

3.iv Influence and policy

- Develop advice for Medr on implementing its duty to encourage the demand for and participation in Welsh-medium and bilingual provision.
- Undertake policy work to consider whether the higher education student finance system could be used to encourage learners to follow Welsh-medium or bilingual provision and/or to work in priority sectors in Wales after graduation.
- Work with the Welsh Government as they develop the National Framework for Welsh Language Education and Learning Welsh to ensure that due attention is given to the duty on Welsh Ministers and local authorities to encourage progression from the statutory sector to the tertiary sector in accordance with the Welsh Language and Education (Wales) Act 2025.
- Contribute to any review by the Welsh Government of the Seren Academy's aims and objectives and the scheme's role in promoting Welsh-medium and bilingual pathways.
- Collaborate with and advise organisations or schemes that influence the learner journey to ensure that they uphold their responsibilities in relation to promoting Welsh-medium and bilingual pathways.
- Collaborate with Medr, other relevant national bodies and the providers to ensure that impartial, accessible information is available to learners about the Welsh-medium and bilingual provision available.
- Support providers to encourage learners to make positive decisions about following Welsh-medium or bilingual provision, including automatic enrolment of learners on Welsh-medium or bilingual provision if they have received their statutory education through the medium of Welsh.

9. Infrastructure

The Coleg is well aware that **people** are our most important resource, and that the change needed to realise our vision for the Welsh language in the tertiary sector will be created by people.

In addition to ensuring that there are enough people with the necessary skills and dedication to promote the Welsh-medium and bilingual agenda working across the tertiary education sector workforce, people are also the most important resource of the Coleg itself.

The Coleg is very proud of our team of professional and effective staff, and we will continue to ensure that we have **sufficient staffing resources** to carry out our work to a high standard, who have the necessary **facilities and resources**, receive regular **training** and development opportunities, and are supported by robust **human resource** arrangements and policies. We will invest where necessary to develop expertise and to adapt to enable us to fulfil the Coleg's role as the designated body to advise Medr on the Welsh language, and the subsequent work to support providers across the sector to achieve their objectives.

We will continue the work of developing and refining our **information services** infrastructure in order to ensure effective digital systems to support our staff internally and the sector externally, to improve efficiency, to ensure **data security**, and to facilitate our **engagement** with learners and staff across the sector, our stakeholders and partners, and the public. The Coleg has robust **funding arrangements**. In order to ensure that the Coleg's funds have the greatest possible impact, that our approaches are efficient and prudent, and to protect the long-term resilience of the organisation, we will carry out continuous reviews.

The Coleg is committed to being an **anti-racist** organisation and to being proactive in trying to ensure that underrepresented learners have access to Welsh-medium and bilingual provision. Aligning the current Equality, Diversity and Anti-Racism Strategy with this Strategic Plan will be a priority over the next period.

We will make greater use of **research and data** to guide the Coleg's work, and to form the basis for our strategic planning work in policy and measuring impact.

The Coleg is alert to opportunities to improve and strengthen **governance** structures and procedures in order to ensure an organisation with a robust and transparent structure, which maintains the highest standards of governance, with appropriate scrutiny of our work, and accountability for our use of public funds. We will ensure a Board that has the necessary skills and experience to lead the Coleg's evolving role and to support the management team and staff, that there are independent members on the Board's sub-committees who will bring additional expertise, and that forums that represent all parts of the sector – especially to hear the learner voice – feed into our planning and policy work.

10. Achieving the priorities: a section identifying the methods and metrics that will need to be identified in order to track progress

A process is underway to complete this section during the summer of 2026.