**Coleg Cymraeg Cenedlaethol Annual Report 2022/23**

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Part 1: Introduction

## Foreword by the Chair, Dr Aled Eirug

It is my pleasure to present the Coleg’s annual report for 2022/23. This was my first full year as Chair, and I have been impressed by the evidence of the Coleg’s work and influence across the various educational sectors.

At our universities, the impact of our planning and the funds we invest are significant. By supporting provision in a variety of subjects and providing scholarships to students, the Coleg increases Welsh speakers’ access to higher education through the medium of Welsh. It is exciting to see the Coleg continuing to promote new learning experiences – especially in areas that are key to developing the bilingual workforces of the future, such as the health professions, education and the creative industries, for example – through subject grants, catalyst grants and various projects.

While the Coleg has worked with universities for over a decade, its involvement with further education colleges and the apprenticeship sector is relatively recent. The initial investment is already making an impressive impact in these areas, often in contexts where there is little or no tradition of Welsh-medium provision. The review of the action plan for post-16 provision will be an opportunity to build on this and expand the Coleg’s work.

I would like to thank members of the Coleg Board, the senior management team and all of the Coleg’s staff for their support during the year, as well as Welsh Government officials for their cooperation. I trust that the contents of this annual report will be an inspiration, especially to those of you who are students and prospective students.

## The Chief Executive’s report, Dr Ioan Matthews

I am writing these comments a few weeks after Mark Drakeford’s announcement that he intends to retire as First Minister, approximately halfway through the sixth Senedd. It is therefore timely to review not only the year covered in this report, but also the Coleg’s achievements since May 2021.

In the manifesto drawn up before the Senedd elections in 2021, the Coleg focused on supporting the Welsh Government’s policy objectives for the Welsh language and education and training, and specifically working towards a million Welsh speakers and increasing the use of the language. With these objectives in mind, the Coleg has welcomed the publication of the White Paper on the Welsh Language Education Bill which, among other things, states the intention to establish the goal of one million Welsh speakers as a statutory target. During the year, the Coleg Board has had several discussions on the importance of creating an education workforce that is trained to meet the ambitious objectives described in the White Paper, and in our institutional response, we expressed the need for appropriate action across government to achieve this.

This report highlights some of the exciting developments that have taken place in the further education and apprenticeship sectors as a result of the expansion of the Coleg’s responsibilities to include these areas, and the additional resources that have subsequently been secured. The progress made is impressive, as seen in the latest data, which shows an increase in the number of learners in both sectors who are receiving bilingual provision. At a discussion session on the Maes of the National Eisteddfod in Boduan in August 2023, I had the opportunity, with the Minister for Education and Welsh Language, Jeremy Miles MS, and colleagues from other organisations, to celebrate some of these successes with learners from Grŵp Llandrillo Menai. Five years have passed since Kirsty Williams, the then Minister for Education, launched the further education and apprenticeship action plan in 2019, so it will be timely in the coming year to review the work undertaken to date and draw up a plan for the next few years.

Since the Coleg’s responsibilities were extended in 2018 to include the further education and apprenticeship sectors, significant work has been carried out to implement a long-term strategy for these areas. I am pleased to be able to report that a significant increase in the budget for further education and apprenticeships was secured during the year, which has enabled us to start investing more significantly, specifically to enable further education colleges and apprenticeship providers to increase their capacity to deliver through the medium of Welsh. At the National Eisteddfod in Tregaron in August 2022, our strategic partnership with Qualifications Wales was announced and, in the meantime, the Coleg welcomed and actively contributed to the review published by the Minister for Education and Welsh Language on the development of vocational qualifications to meet the needs of Wales.

The numbers studying through the medium of Welsh at universities have remained constant, despite the ongoing concern about the numbers of Welsh speakers who are choosing to study outside of Wales. Maintaining contact with these students, and attracting some of them back to Wales in due course, as well as expanding the audiences who are studying through the medium of Welsh and bilingually, will be a priority as the Coleg implements the latest higher education strategy created in 2022. A number of specific plans arising from this work will be developed during the next year, including the development of resources to influence the linguistic behaviour of students; the development of specific provision for students who lack confidence in their Welsh language skills; the expansion of provision in health and care; and support for ambitious plans to develop Welsh-language workforces in the public sector specifically.

One of the most significant steps during the year was the confirmation of the decision of the Minister for Education and Welsh Language to designate the Coleg as a body to advise the new Commission for Tertiary Education and Research (CTER) on its statutory duties in relation to the Welsh language. The establishment of this innovative organisation, with responsibilities covering higher education, further education, apprenticeships, sixth form provision and community education, could be an opportunity to embed from the beginning the principle of strategic planning and development of Welsh-medium education. In preparing advice for the Commission in the future, the Coleg will consider themes such as establishing suitable funding systems to acknowledge the specific costs of delivering Welsh-medium provision; encouraging the Commission to use its regulatory powers in relation to the Welsh language in a firm but fair manner; and establishing an expectation that providers will invest in Welsh-medium provision from within their own resources.

We must acknowledge that the next few years will be a challenging time in the public sector, especially in view of the pressures on the Welsh Government’s budget. Although disappointed that the Coleg has not received the predicted increases for 2024/25 (meaning that some plans and developments will need to be postponed or halted), we acknowledge the support of Welsh Government officials and welcome the fact that there were no cuts to our core budget. We believe that exercising care when managing budgets is an important responsibility in the current circumstances, and developments such as our Memorandum of Understanding with the National Centre for Learning Welsh are a sign of our intention to work with other organisations, where possible, to deliver on targets in the most cost-effective ways possible.

For the first time in four years, we were able to hold the Coleg’s Annual Congregation, held this year in Cardiff, to recognise the success of research students who have studied for doctorates through Coleg funding, and to inaugurate Dr Haydn Edwards, Delyth Murphy and Professor Sioned Davies as Honorary Fellows. The Coleg also had successful visits to the Urdd Eisteddfod and the National Eisteddfod, while the Coleg’s ambassadors in the various sectors held events and activities throughout the year.

But the year was not without its sorrows. In May, we lost Denise Williams, one of the Coleg’s Honorary Fellows and a member of the Appointments and Governance Standards Committee. Before retiring, Denise was Deputy Registrar at the University of Glamorgan and made several important contributions to the Coleg’s development, especially in the early years. And during the summer, we received the news of the passing of Professor Brynley F. Roberts, who was also a Coleg Fellow. Several tributes were paid to Bryn Roberts for his lifelong contribution to Welsh-language scholarship, his active public life and his support for young academics. We are pleased that he was able to deliver the first lecture (in 2013) in the Edward Lhuyd lecture series, which is organised jointly between the Coleg and the Learned Society of Wales. In different ways, I benefitted from Denise and Bryn’s sage advice on many occasions, and we will cherish their memories.

In the Coleg’s early years, over a hundred new lecturers were appointed through the Coleg’s staffing scheme, and one of the stars, without question, was Llŷr Roberts, lecturer in Business at the University of South Wales and Cardiff Met (and more recently, Bangor). Llŷr inspired his students, was a pioneer of presentation and teaching methods, and wrote a book on marketing that won one of the Coleg’s awards in 2022. The news of Llŷr’s sudden death, while on holiday in Greece in summer 2023, was a heavy blow to his family, friends and colleagues. The Coleg is extremely grateful to Llŷr’s family for their cooperation in establishing a fund in his memory, which was launched on the Maes of the National Eisteddfod in Boduan. A very respectable sum was collected which will be used to support students studying through the medium of Welsh.

In closing, my gratitude to members of the Board and my colleagues at the Coleg is as sincere as ever. I appreciate their professionalism and dedication in a year that was, at times, quite difficult. Despite the challenges, we look forward with confidence to seeing the work of the Coleg mature and bear fruit over the next few years.

# Part 2: Progress towards the delivery of our Strategic Plan

The Coleg’s [**Strategic Plan**](https://colegcymraeg.ac.uk/en/pages-a-z-content/strategic-plan/) was launched in February 2020. The Plan outlines the Coleg’s vision and values for the period up to 2025 and outlines the strategic priorities in order to deliver the vision.

Watch a [short film](https://colegcymraeg.ac.uk/en/pages-a-z-content/strategic-plan/) introducing the Strategic Plan.

Our role as a national strategic planning body is to support and influence partners with the resources provided by the Welsh Government to promote post-statutory education through the medium of Welsh.

This annual report shows the progress made by the Coleg and its partners in 2022/23 towards the delivery of the plan’s objectives across three fields:

* Field 1: The learner experience
* Field 2: Provision
* Field 3: Employers’ awareness of the importance of bilingual skills

## Field 1: The learner experience

### Objective 1

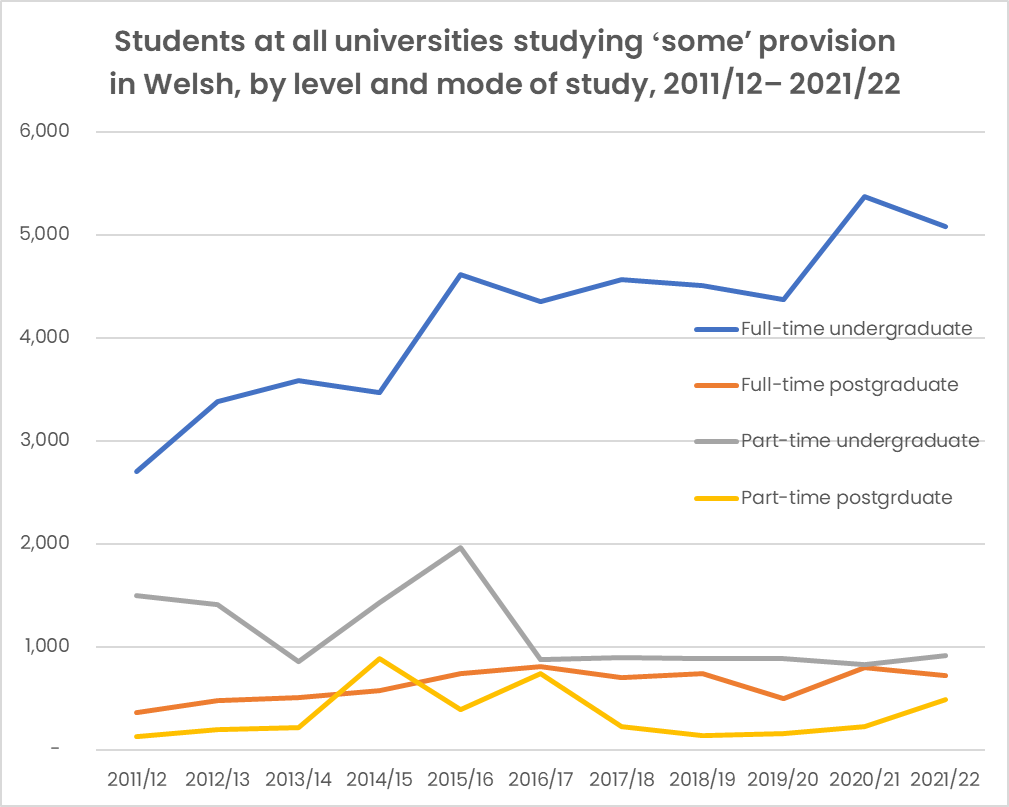
The Coleg aims to work with partners to ensure an increase in the number of students and/or the percentages benefitting from Welsh-medium and/or bilingual provision across the post-compulsory sector.

#### Higher Education

##### Higher education data report

The first few years after the Coleg was established were characterised by rapid growth in the number of students studying at least a part of their degree course through the medium of Welsh. Growth then slowed as the higher education sector faced a period of restructuring and cuts, before increasing again and reaching a high point in 2020/21, when it was noted that 7,220 higher education students in Wales were undertaking some of their studies through the medium of Welsh.

The total number of students who undertook some of their studies through the medium of Welsh, in the latest data published for 2021/22, was 7,215. Looking at the study patterns between different levels and modes of study, a slight decline was seen from the previous year in the numbers of students studying through the medium of Welsh full-time (at undergraduate and postgraduate level), but there was an increase among part-time students. The impact of COVID-19 could be seen on enrolment patterns, especially as students were still studying under restrictions without access to the same Welsh-medium opportunities as usual. Anecdotal evidence also suggests that some students’ confidence in their Welsh language skills has suffered during the COVID years, affecting the numbers who choose to study through the medium of Welsh at university. The high numbers of individuals each year who are enticed to study at universities outside Wales continue to have a negative impact on the potential pool of students who could be studying part of their higher education course through the medium of Welsh.



**Source:** [‘The Welsh language in Higher Education, 2021/22](https://www.gov.wales/welsh-language-higher-education-september-2021-august-2022)’ Statistical Bulletin (21 September 2023)

Of all the higher education students in Wales who can speak Welsh, 28% are now studying at least 5cr through the medium of Welsh, and 13% are studying 40cr or more through Welsh. An increasing number of students who currently have no skills in the Welsh language are also having the opportunity to experience a bilingual learning environment and receive language awareness training.

Two of the main priorities of the Coleg’s Higher Education Academic Plan (2022) are extending Welsh-medium study opportunities to more students, and attracting new audiences to take up those opportunities. By working closely with the universities and further education colleges providing higher education, we will support projects that will lead to further growth in the number of Welsh-medium students between now and the end of the decade.

Table 1: Students at all universities with ‘some’ study in Welsh, by level and mode of study, 2011/12–2021/22

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mode of study** | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Undergraduate full time | 2,705 | 3,380 | 3,590 | 3,465 | 4,610 | 4,350 | 4,570 | 4,505 | 4,375 | 5,370 | 5,080 |
| Postgraduate full time | 365 | 475 | 510 | 575 | 740 | 810 | 705 | 740 | 500 | 795 | 725 |
| Undergraduate part time | 1,500 | 1,415 | 855 | 1,430 | 1,960 | 880 | 900 | 885 | 885 | 825 | 920 |
| Postgraduate part time | 130 | 195 | 220 | 890 | 395 | 745 | 230 | 140 | 155 | 230 | 490 |
|  | **4,700** | **5,465** | **5,175** | **6,360** | **7,705** | **6,785** | **6,405** | **6,270** | **5,915** | **7,220** | **7,215** |

Data source: ‘[The Welsh language in Higher Education, 2021/22](https://www.gov.wales/welsh-language-higher-education-september-2021-august-2022)’ Statistical Bulletin (21 September 2023)

##### Case study 1: Coleg Ambassadors: Promoting Welsh-medium and bilingual opportunities

The Coleg had 100 higher education, school, further education, apprenticeship and postgraduate ambassadors during the 2022–23 academic year. The ambassadors support the Coleg to promote the Welsh-medium and bilingual opportunities available in their sectors and to raise awareness of the advantages of the Welsh language in the workplace.

The ambassadors work closely with the Coleg’s marketing team during school visits, at UCAS fairs and careers fairs, at events such as the Eisteddfod and many more, to promote the opportunities available to study and socialise in Welsh. Ambassadors share their experiences with others, and are available to answer any questions pupils have and to encourage others to follow similar paths to their own.

The ambassadors gain confidence to speak in public and there are opportunities for them to develop their social media skills by writing blogs, creating videos and sharing content that is relevant to the target audience. The content can vary a great deal, from talking about their experiences studying at school, college or university, to various courses, social events, and work experience.

##### Case study 2: Morgan Ward: Dysgu’r Dyfodol

The Welsh Government’s [Welsh in Education Workforce Plan](https://www.gov.wales/welsh-education-workforce-plan) sets out the steps that the Government, in partnership with others, will take to increase the number of teachers who can teach Welsh as a subject, or teach through the medium of Welsh. As part of the Plan, the Coleg Cymraeg has received funding from the Government to run a Mentoring Scheme for students who would like to find out more about being a teacher.

Morgan Ward is doing a PGCE course at Cardiff Metropolitan University in order to qualify as a Welsh teacher. During the last year of his degree in Welsh at Cardiff University, he decided to take part in the Coleg Cymraeg’s new scheme, [**Dysgu’r Dyfodol**](https://colegcymraeg.ac.uk/en/students/postgraduate-studies/dysgur-dyfodol-scheme/), which gives students the opportunity to find out more about a career as a school teacher.

He had three online mentoring sessions with an early-career teacher in the subject of interest to him, which was Welsh. This gave him the opportunity to ask questions in an informal setting, and receive honest answers from someone who had trained fairly recently and had now settled into their role. He was also given advice on how to apply and prepare for the PGCE course.

He then had the chance to spend two days in a school to see Welsh being taught. Morgan said:

“Being at the school was so interesting, chatting with staff about being a teacher today, especially about the new Curriculum for Wales.

“The teachers shared advice that I’m benefitting from, now that I’ve started teaching on a PGCE course.”

Morgan loves the PGCE course, and is on his way to achieving his ambition of making his contribution to increasing the number of Welsh speakers.

##### Case study 3: Developing the Welsh language skills of tomorrow’s doctors

With the support of the Coleg Cymraeg, Swansea University has developed a pioneering accelerated degree for graduates who want to train to be doctors through the medium of Welsh. This year was a particularly successful year, as 14 first-year students were welcomed to study at least a third of their course in Welsh.

The University sees an important role for itself in training non-Welsh speakers and those who are less confident as well as fluent speakers, and a 12-hour course has been established that teaches Welsh words and phrases that are relevant to the field of Medicine.

One of the course leaders is Lauren Blake. Lauren said, “In response to the demand for more graduates who can speak Welsh in the health sector, it’s important for us to ensure that our students have a variety of opportunities to practise using their Welsh language skills while studying Medicine. As well as having the opportunity to use Welsh on placement with patients and colleagues, students in years one and two also have clinical skills sessions through the medium of Welsh. We also contribute to the [Coleg Cymraeg’s Doctoriaid Yfory](https://colegcymraeg.ac.uk/en/students/university/tomorrow-s-doctors/) scheme, and since 2021 the scheme has been opened up to graduates.”

#### Further Education and Apprenticeships

##### Further education and apprenticeships data report

Data from the *Lifelong Learning Wales Record* (LLWR) for 2021/22 shows that the Coleg Cymraeg’s initial investment in the further education and apprenticeships sector continues to bear fruit. Investment in the subject areas of Health and Care, Childcare and Public Services continues, and new investment was seen in Sport and Land-based Studies.

Table 2: Teaching activities with at least an element in Welsh

|  |  |  |
| --- | --- | --- |
| **Year** | Further education | Work-based learning |
| 2017/18 | 9.6% | 13.4% |
| 2018/19 | 11.9% | 15.4% |
| 2019/20 | 11.8% | 14.6% |
| 2020/21 | 14.7% | 20.8% |
| 2021/22 | 18.2% | 25.3% |

Data source: <https://www.gov.wales/cymraeg-2050-annual-reports>

*\*The figures have been adjusted compared to the Coleg’s previous annual reports to ensure consistency with Welsh Government reporting methods*

##### Case study: Creating links between the Welsh language and employability

Coleg y Cymoedd, like every other further education college in Wales, has received funding from the Coleg Cymraeg towards the recruitment of Welsh Language Facilitators within priority areas designated by the Coleg.

Lois Moremon has been working as a Facilitator in the Health and Social Care subject area since the Autumn term 2022, and during this period she has worked closely with lecturers and students to embed the Welsh language into the curriculum. She has also worked with partners as part of her role to ensure an increase in the number of students who benefit from Welsh-medium and bilingual provision.

Lois said: “Since starting in the role, I’ve created links between the course and employability; for example, an invitation was extended to a Health Board representative to talk to learners about the Welsh language and employability in the sector. This emphasised to learners the benefit of undertaking an element of their course in Welsh and showed them the importance of Welsh at work.

“As a basis for my work, I’ve introduced a bilingual programme for Level 2 and Level 3 learners, focusing on the Welsh language. To help with this work, and to ensure that I’m supporting learners, I undertook supervision training in order to offer a Welsh-medium ‘reader’ provision for those taking exams in Health and Social Care.”

### Objective 2

The Coleg aims to work with partners to ensure high-quality Welsh-medium and bilingual provision.

#### Higher Education

##### Higher education data report

It is important to be able to measure and evaluate the quality of the Welsh-medium provision offered to students in the higher education sector, and the universities do this by collecting student feedback at module and degree scheme level. Unfortunately, there is no single sector-wide method in use across Welsh institutions that allows for the performance of students who have studied through the medium of Welsh to be measured and compared with that of their peers who have not studied through the medium of Welsh. The data set out in the table below is now dated, but the Teaching Excellence Framework results showed that the educational experiences of students who study through the medium of Welsh are better than those of other students. They were also more likely to secure work / further study after graduating, with the work in question more likely to be at graduate level.

Table 3: Teaching Excellence Framework data on student experience by language medium

|  |  |  |
| --- | --- | --- |
|  | Medium of teaching |  |
|  | English | Welsh |
| Happy with the standard of teaching on the course | 86 | 89 |
| Happy with the standard of assessment and feedback | 73 | 77 |
| Happy with the academic support | 82 | 86 |
| The percentage of students in employment or further study after graduating | 93 | 97 |
| The percentage of students in advanced employment or further study after graduating | 67 | 73 |

**Source:** *Teaching Excellence Framework data for Welsh Universities (2017, 2018, 2019)*

The Coleg is keen to see the introduction of a consistent and reliable method of measuring the outcomes of students who study through the medium of Welsh. In the meantime, the Coleg continues to value teaching provision of the highest quality and continues to develop high-quality teaching resources to support staff and students.

##### Case study 1: Identities: Welshness

During 2022/23, a series of six online discussions were held on the theme of ‘Identities: Welshness’. The sessions were inspired by the influential book *Welsh (Plural): Essays on the Future of Wales* (Eds. Darren Chetty, Grug Muse, Hanan Issa and Iestyn Tyne, Repeater Books, 2022). With the Coleg’s support, the series was the vision of Dr Gareth Evans-Jones, lecturer in Religion and Philosophy at Bangor University, who chaired the conversations.

The sessions explored Welshness from the perspective of people from ethnic minorities, the LGBTQ+ community, and different beliefs. Speakers were invited to discuss how their personal identity intertwined with their Welsh identity. The conversations reflected on how multifaceted ‘Welshness’ is in modern Wales, stimulating relevant and important discussions.

The conversations were held in Welsh, with the use of simultaneous translation for two sessions where not all panel members spoke Welsh. The sessions have been recorded and uploaded to the [Coleg’s Porth Adnoddau](https://www.porth.ac.uk/en/collection/hunaniaethau-cymreictod).

A diverse audience was attracted to the sessions, including students, members of the public, lecturers and those involved in Welsh civic society.

##### Case study 2: *More than just words: Communication in Health and Care*

“It can feel difficult to ask [for care in Welsh] when you are in a situation where you are already asking so much of someone to help you,” says Lowri, one of the patients who tells her story in [*More than just words: Communication in Health and Care*.](https://www.porth.ac.uk/en/collection/mwy-na-geiriau)

The aim of this interactive resource, funded by the Coleg, is to teach students to be aware of the language wishes of patients and service users, and build their confidence to use whatever skills they have in the Welsh language while giving compassionate care.

By following the paths of eight patients, the resource shows how different professions intertwine and have an impact on the experience of the patient or service user. It is aimed at all students studying a Health and Care course at a university in Wales, regardless of their ability in the Welsh language. It is also suitable for use as part of the continuing professional development of practitioners already working in the field.

The resource is hosted on the [Coleg’s Porth Adnoddau](https://www.porth.ac.uk/en/collection/mwy-na-geiriau).

##### Case study 3: What is the Welsh language?

“Welsh is an ever-changing language”, according to Angharad Naylor, Llion Pryderi Roberts and Dylan Foster Evans in their editorial foreword to *Beth yw’r Gymraeg?*, a book published by the University of Wales Press with funding from the Coleg.

*Beth yw’r Gymraeg?* gives university students a taste of the buzz and opportunities that come with studying Welsh, giving fifteen researchers a platform to share their passion for their subject. The e-book [is available for free on the Coleg’s Porth Adnoddau](https://www.porth.ac.uk/en/collection/beth-yw-r-gymraeg).

The Coleg is also busy inspiring the same enthusiasm among younger audiences. A schools tour was held to get year 10 and 11 pupils interested in studying Welsh, and annual grants are awarded to schools and further education colleges to support provision or enrich the experiences of students studying A Levels. The Coleg also organises A Level revision sessions and is working with the Government on digital resources.

#### Further Education and Apprenticeships

##### Further education and apprenticeships data report

Ensuring high-quality Welsh-medium and bilingual provision is a priority for the Coleg. Estyn has now resumed its inspections of the further education colleges, which will enable us to further develop our understanding of the quality of the Welsh-medium and bilingual provision offered by the colleges with the Coleg’s support.

The Coleg focuses on ensuring the best experience for learners who study bilingually by developing attractive digital resources across a range of priority subjects, as well as giving staff practical support to use digital methods to support the learning and teaching.

##### Case study 1: New ‘Fferm Ddiogel’ resource

An exciting new resource, the first of its kind, was launched at the 2023 Royal Welsh Show. The resource is called ‘Fferm Ddiogel’ [safe farm] and is available in augmented reality (AR) and virtual reality (VR) formats. Designed to support lecturers and assessors to teach in a practical way, the app uses dynamic scenarios that highlight dangers and demonstrate how to mitigate risk when working with animals, driving vehicles and carrying out tasks on the farm.

Anyone can download the AR version for free from our [Porth Adnoddau](https://www.porth.ac.uk/en/collection/fferm-ddiogel) to a tablet or mobile phone. The VR version is also available for free to anyone who owns an Oculus/Meta Quest 2 headset.

The new app was warmly welcomed by Mark Needham and Sara Roberts, lecturers in Agriculture at the Gelli Aur Campus at Coleg Sir Gâr.

“This resource is perfect for everyone studying or working in agriculture, whatever their skills in the Welsh language.

“It’s fantastic that an innovative VR resource on farm safety exists, and we’re incredibly fortunate to be able to bring the latest technology into the classroom,” said Mark.

Sara added: “This resource is perfect for teaching about practical elements of the curriculum. Learning about farm safety is vitally important. It enables learners to identify dangers, understand the risks and how to avoid them in an effective and ‘real’ way but within a safe and controlled environment. I’m sure the resource will be very popular with learners.”

##### Case study 2: Teclyn Iaith (Welsh Toolkit)

A new resource was launched for staff and learners in the further education and apprenticeships sector, called the ‘[Teclyn Iaith](https://www.porth.ac.uk/en/collection/teclyn-iaith)’. The purpose of the tool is to present information about the apps, programmes and software that support bilingual learning. The resource has four sections, one for each level of our [language pyramid](https://colegcymraeg.ac.uk/en/staff/college-staff/welsh-medium-action-plan-for-further-education-and-apprenticeships-towards-cymraeg-2050-a-million-welsh-speakers/), to direct staff and learners to the resources that could be useful for them.

To support the resource, we offer support training led by Mary Richards, the Coleg Cymraeg’s e-learning specialist.

Amy Lewis, Lecturer in Health and Social Care at Bridgend College, who attended the training, said:

“I enjoyed the ‘Teclyn Iaith’ training sessions. I teach in a priority area and we are encouraged to include as much Welsh as possible in our teaching. This activity was full of useful tips about how to translate text quickly and which apps could be useful.”

##### Case study 3: Awards for Wales’ brightest learners, apprentices and lecturers

Individuals who made a significant contribution to post-compulsory Welsh-medium and bilingual education during the year were rewarded at a special celebration at Canolfan S4C yr Egin in July 2023.

For the first time this year, the winners of four further education and apprenticeship awards were announced, as well as a number of higher education awards.

One of the new awards was the Gareth Pierce Apprenticeship Award, in memory of the Coleg’s former chair. The award recognises an apprentice who has shown a particular talent and made an impression in the workplace, and apprentice Osian James from Coleg Ceredigion’s Woodwork Department was delighted to receive recognition for his work:

“I fell in love with woodworking during lockdown when I started watching videos on YouTube and made a new cupboard for my mam to put in the hall. I look forward to completing my apprenticeship, and hope to work in this field offering the community a Welsh language service in the future.”

Another highlight of the evening was seeing Yvon-Sebastien Landais receive the William Salesbury Further Education and Apprenticeship Award from his hero, Dafydd Iwan, for his success in learning Welsh, and for his enthusiasm in supporting his fellow learners at Pembrokeshire College. Seb said,

“The award is important because it’s a huge boost for me to continue my journey learning Welsh, and it’s certainly going to increase my confidence and strengthen the feeling of Welshness in me. I look forward to using Welsh in the workplace when I start working for a construction company in the near future.”

Lecturers were also rewarded for their work, and this year the Extraordinary Contribution to Welsh-medium Education Award was awarded to Dr Hywel Griffiths, a lecturer at Aberystwyth University’s Department of Geography and Earth Sciences, for his contribution at the University and beyond. The award was presented to him jointly by Professor Anwen Jones and naturalist Iolo Williams via video link.

The awards night can be viewed on the Coleg’s [YouTube channel](https://www.youtube.com/watch?v=Ntl2UhEqm3E).

## Field 2: Provision

### Objective 1

Working with partners, the Coleg aims to make Welsh-medium and/or bilingual provision available in as many subject areas as possible for higher education, and available in the areas identified in the [Action Plan](https://colegcymraeg.ac.uk/media/yhlnlwwv/towardscymraeg2050.pdf) for further education and apprenticeships.

#### Higher Education

##### Higher education data report

There has been a significant increase in the number of subjects that can be studied through the medium of Welsh since the Coleg was established. There is some provision in Welsh in each of the 36 ‘main subject groups’ listed in the Coleg’s Higher Education Academic Plan, compared to 12 in 2011.

Within the 36 ‘main subject groups’, there are 80 academic subjects. It is now possible to study at least 5 credits through the medium of Welsh in at least one institution in 76 of these subjects.

Table 4: Higher education subjects offering Welsh-medium learning experiences for students

|  |  |  |
| --- | --- | --- |
|  | Main subjects | Constituent subjects |
| Arts and Humanities | 7/7 | 17/17 |
| Education | 2/2 | 3/3 |
| Social Sciences | 8/8 | 18/19 |
| Health Sciences | 8/8 | 19/21 |
| Sciences | 9/9 | 17/17 |
| Personal development and others | 2/2 | 2/3 |

It is also possible to study extensively (i.e. at least 40 credits a year) in 68 of these academic subjects in at least one institution.

Two new subjects that are currently receiving Coleg support to develop Welsh-medium learning opportunities are Speech and Language Therapy (Wrexham University) and Economics (Cardiff University). With the support of Interdisciplinary Grants from the Coleg, the universities have appointed lecturers in these two subjects who will also create modules that can be offered across several subjects. This will give more students access to Welsh-medium provision across a wider range of subjects, contributing to the aim of the Coleg’s Higher Education Academic Plan to expand audiences.

##### Case study 1: Training the next generation of paramedics to provide care through the medium of Welsh

When individuals are in a vulnerable situation or facing a crisis, receiving support in their mother tongue can make a huge difference. That is why the Coleg is proud to support new provision in the field of Paramedic Science at Swansea University through the Catalyst Grant scheme.

Tace Richards was appointed as a lecturer to lead this project to provide bilingual education and training for Paramedic Sciences students.

Tace said:

“It’s essential that we promote the Welsh language among Welsh-speaking students. Our course sends students all over Wales during their practical placements. Being able to ensure that elements of the Paramedic Science course at Swansea University are provided in Welsh is very important to me, because it means that the patients can be treated by paramedics in their first language. Since I started in post, over 30 of our students have chosen to study through Welsh.”

#### Further Education and Apprenticeships

##### Further education and apprenticeships data report

Further education colleges were provided with £1,415,814 to increase Welsh-medium and bilingual provision. Development grants were awarded to 12 colleges as follows:

Table 5: Development Grants

|  |  |
| --- | --- |
| **Subject area** | Institution |
| Skills | Adult Learning Wales |
| Childcare  Health and Care  Public Services  Sport | Cardiff and Vale College |
| Childcare  Health and Care  Public Services  Sport  Land-based Studies | Coleg Cambria |
| Childcare  Health and Care  Public Services  Sport  Land-based Studies | Coleg Gwent |
| Childcare  Health and Care  Public Services  Sport | Gower College Swansea |
| Childcare  Health and Care  Public Services  Sport | Merthyr College |
| Health and Care  Public Services  Sport | Bridgend College |
| Childcare  Health and Care  Public Services  Sport  Land-based Studies | Pembrokeshire College |
| Childcare  Health and Care  Public Services  Sport  Land-based Studies | Coleg Sir Gâr / Coleg Ceredigion |
| Childcare  Health and Care  Public Services  Sport | Coleg y Cymoedd |
| Childcare  Health and Care  Public Services  Sport  Land-based Studies | NPTC Group of Colleges |
| Health and Care  Sport and Public Services  Land-based Studies | Grŵp Llandrillo Menai |

In the apprenticeship sector, £186,680 was allocated to four apprenticeship providers to increase Welsh-medium and bilingual provision in the priority areas.

|  |  |
| --- | --- |
| **Subject area** | Institution |
| Health and Care | ACT |
| Hospitality  Health and Care | Cambrian Training |
| Childcare  Health and Care | Educ8 |
| Childcare  Health and Care | ITEC |

Data source: Development grant data 2023

##### Case study 1: Expanding into Sport: Guto Williams, Welsh Language Facilitator, Grŵp Llandrillo Menai

Sport is a new area that received investment from the Coleg during 2022/23.

Guto, who is the new Welsh Language Facilitator in the Sport department at Grŵp Llandrillo Menai, supports and encourages learners to use and develop their Welsh language skills in teaching sessions and in extracurricular settings. He has been working with local organisations to offer volunteering opportunities through the medium of Welsh to learners in order to emphasise the real advantage of having bilingual skills in the workplace.

Guto notes that he works with a wide range of learners across the [language pyramid](https://colegcymraeg.ac.uk/en/staff/college-staff/welsh-medium-action-plan-for-further-education-and-apprenticeships-towards-cymraeg-2050-a-million-welsh-speakers/) levels. He uses this model to tailor sessions to different groups, from awareness level where basic greetings are introduced, to confidence level where learners have the opportunity to use and practise their spoken Welsh in the classroom. According to Guto, “They now show a real desire and willingness to develop and improve their Welsh.”

Amy Thompson, Sport and Public Services Programme Area Manager at Grŵp Llandrillo Menai, said that “appointing a Facilitator to the department has had a positive impact on staff and learners. Six of our lecturers are now attending Welsh lessons, and the learners are much more confident when using Welsh.”

The appointment has increased the Welsh language provision available in the Sport department at Grŵp Llandrillo Menai.

### Objective 2

By working with partners, the Coleg aims to ensure that the necessary number of staff are available to maintain Welsh-medium and/or bilingual provision.

#### Higher Education

##### Higher education data report

Over the last year, the numbers of university staff teaching through the medium of Welsh have fallen slightly once again. This reflects the fact that the higher education sector has experienced a difficult economic period in recent years. The universities and a number of colleges have had to make significant financial savings, which has led to restructuring and a number of staffing changes. This is naturally a cause of concern for the Coleg, and especially so if it leads to a reduction in the number of staff teaching through the medium of Welsh.

The Coleg continues to support many academic departments at the universities and colleges via schemes such as the Subject Grants, the Catalyst Grants and the Interdisciplinary Grants. The Associate Lecturer scheme has gone from strength to strength since its launch in 2018. The purpose of this scheme is to create a strong community of Welsh-medium lecturers and educators working across the university sector. Over 600 members have now joined the scheme.

The Coleg also runs a Staff Development Programme annually to provide training and share good practice across the academic staff community. The Coleg’s Research Scholarships scheme is another way of developing the next generation of Welsh-medium academics by sponsoring postgraduate students to undertake doctorates, so that they can then compete for lecturing positions.

Table 6: Staff teaching in Welsh

|  |  |
| --- | --- |
|  | Teaching in Welsh |
| 2008/09 | 455 |
| 2009/10 | 460 |
| 2010/11 | 465 |
| 2011/12 | 510 |
| 2012/13 | 645 |
| 2013/14 | 595 |
| 2014/15 | 630 |
| 2015/16 | 590 |
| 2016/17 | 635 |
| 2017/18 | 635 |
| 2018/19 | 605 |
| 2019/20 | 600 |
| 2020/21 | 575 |
| 2021/22 | 535 |

**Source:** ‘[The Welsh language in Higher Education, 2021/22](https://www.gov.wales/welsh-language-higher-education-september-2021-august-2022)’ Statistical Bulletin (21 September 2023)

##### Case study 1: Former ambassador and Research Scholarship holder lecturing through the medium of Welsh

Dione Rose from Rhondda Cynon Taf lectures through the medium of Welsh at the School of Sport and Health Sciences at Cardiff Metropolitan University.

Dione studied for her first degree, a BSc (Hons) in Sport Studies and Physical Education, at Cardiff Metropolitan University. She studied a large part of the course through the medium of Welsh and graduated with a first class degree. During her time at the University, she was an ambassador for the Coleg Cymraeg, visiting higher education fairs and schools to try to encourage prospective students to study through the medium of Welsh.

The University submitted an application for a Research Scholarship from the Coleg Cymraeg, with the intention that the successful individual would eventually be able to contribute to and deepen its Welsh-medium education provision. The scholarship was offered to Dione for a doctorate on ‘The Implementation and Contextualisation of the “Health and Wellbeing” Area of Learning and Experience in the Welsh curriculum reforms’.

Dione said, “The Welsh-medium lecturers were such an inspiration to me during my course, and their influence has encouraged me to provide Welsh language experiences to the next generation of students.”

##### Case study 2: First National Conference for staff in the post-16 and higher education sectors

On 18 May, almost 150 staff from the post-16 and higher education sectors came together at the Cornerstone in Cardiff for the Coleg Cymraeg’s National Conference. This is the first time that members of the Further Education [Gwreiddio Scheme](https://colegcymraeg.ac.uk/en/staff/college-staff/the-gwreiddio-scheme/) and the Coleg’s Higher Education [Associate Lecturer Scheme](https://colegcymraeg.ac.uk/en/staff/university-staff/associate-lecturers/) came together to discuss and learn about applying good practice in Welsh-medium and bilingual provision.

The Conference was opened by the Welsh Language Commissioner, Efa Gruffudd Jones. [She outlined her vision](https://colegcymraeg.ac.uk/en/news/blogs/blog-efa-gruffudd-jones/) for the role and emphasised the importance of the post-compulsory sector’s contribution to the ambition of creating a million confident Welsh speakers. There was a full day of presentations and talks by leading academics and experts from both sectors. Delegates heard for the first time about the findings of research by OB3, commissioned by the Coleg, to understand student attitudes towards Welsh-medium higher education. This led to a lively discussion about ways of encouraging students to pursue Welsh-medium provision, as well as the opportunity to hear about behaviour change techniques that could be utilised by the institutions.

The second session focused on creating links between the sectors. Another session that ran concurrently was a session by Mary Richards outlining the Welsh-medium and bilingual resources available on the Porth to support practitioners in the apprenticeships sector.

After lunch, delegates were divided into two groups to discuss moving students along the language continuum, with sessions tailored for each sector. The session for further education practitioners presented a resource by SgiIiaith that helps tutors develop their bilingual teaching skills, the [Further Education Tutor Support Package.](https://www.porth.ac.uk/en/collection/pecyn-cefnogi-tiwtoriaid-addysg-bellach)

##### Case study 3: Elissa Griffiths, Cymraeg Gwaith (Work Welsh), Wrexham University

Elissa is a Digital, Design and Communications Coordinator at Wrexham University.

She joined the Cymraeg Gwaith scheme at Foundation level in September 2022, with the aim of challenging herself to develop professionally, and on a personal level, to feel more connected to Wales.

Before joining Cymraeg Gwaith, Elissa was able to follow some of the conversation between her Welsh-speaking colleagues, but she is now able to join in the conversation.

After just one year of lessons, Elissa uses her Welsh language skills regularly at work, for example to create bilingual signs and posters and when sending emails.

Elissa won the Language Champion Award at the Students’ Union awards in 2023. Due to her success and enjoyment of the course, other members of staff have been asking her about joining the Welsh lessons.

Elissa says her confidence has grown as a result of following the course, and she feels great pride in what she has achieved so far.

#### Further Education and Apprenticeships

##### Further education and apprenticeships data report

Data about the staffing position in the further education and apprenticeships sector is published each year by the Education Workforce Council, and the data for 2023 shows an increase in the number of further education and apprenticeships staff who speak and use the Welsh language at work.

Table 7: Staff who can speak and are teaching through the medium of Welsh

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2020 | 2021 | 2022 | 2023 |
| Welsh-speaking staff (FE) | 1,095 | 1,083 | 1,120 | 1,160 |
| Welsh-speaking staff (Apprenticeships) | 456 | 435 | 432 | 476 |
| Staff teaching in Welsh (FE) | 764 | 771 | 789 | 814 |
| Staff teaching in Welsh (Apprenticeships) | 314 | 313 | 321 | 355 |

Data source: [Education Workforce Statistics](https://www.ewc.wales/site/index.php/en/about-us/policy-and-research/workforce-statistics), Education Workforce Council (p. 36 FE, p. 53 WBL)

##### Case study 1: Laura Main, Learning Support Coordinator, Coleg Sir Gâr, Ammanford Campus

Laura lacked confidence in Welsh and used very little Welsh at college. She started on the Cymraeg Gwaith scheme in September 2018, determined to develop her skills so she could support learners in Welsh. In 2019, she won a national Cymraeg Gwaith award for her contribution to the Welsh language in the workplace.

Laura is now following an Intermediate course and converses naturally in Welsh. As she had set herself the goal of becoming fluent, she was keen to attend an intensive course. When she heard about Cymraeg Gwaith+, she decided to go for it.

Cymraeg Gwaith+ has helped Laura increase her confidence when communicating with staff and students both verbally and in writing.

“Although I’ve spoken some Welsh throughout my life, it was only when I started working for Coleg Sir Gâr that I realised how much of a community language Welsh is in the Ammanford area.

“I encourage students to use their bilingualism and I’ve started using Welsh to discuss more complex work with staff.”

Laura will continue with Cymraeg Gwaith in 2023/24.

##### Case study 2: Laura Thomas, Childcare Lecturer, Cardiff and Vale College

##### Laura joined the Cymraeg Gwaith scheme in 2021 and is currently studying at Intermediate level. Laura is a Childcare Lecturer at Cardiff and Vale College. She is extremely enthusiastic about the Welsh language, and uses Welsh in her lessons with her learners wherever she can. Laura spoke at ColegauCymru’s Teachmeet to share good practice on embedding Welsh in her subject. Demonstrating a great deal of confidence, Laura spoke bilingually throughout the presentation, highlighting several examples of good practice and discussing how to normalise the Welsh language for learners. She noted that she sings in class with the students, uses key words bilingually, gives praise through the medium of Welsh, and practises reading children’s books with the learners so that they can do the same on work placements.

Laura attended a residential course at Glan-llyn on behalf of the Health and Care department, and has been observed teaching through the medium of Welsh since being on the Cymraeg Gwaith scheme.

## Field 3: Employer awareness

The Coleg aims to work with others to increase awareness among employers of the importance of bilingual skills and Welsh language skills.

##### Case study: Anna MacKenzie, Junior Doctor, Ysbyty Gwynedd, Betsi Cadwaladr Health Board

When Anna started as a junior doctor at Ysbyty Gwynedd, she quickly realised how important it is to be able to communicate in Welsh at the hospital – almost everyone on her ward spoke Welsh, and she didn’t understand a word.

Anna grew up in Stockport. Her mother’s family speaks Welsh, and she had always wanted to learn the language.

So, during the pandemic, she started learning with the Duolingo and Say Something in Welsh apps. After the lockdown, she had the chance through work to go to Nant Gwrtheyrn to undertake two Welsh courses. This gave her the confidence to start speaking Welsh with patients and colleagues.

Last year, in order to further develop her language skills, Anna decided to take the Language Skills Certificate that is offered by the Coleg Cymraeg in a limited number of workplaces.

“Communication is hugely important in medicine and I think people deserve to have their health care in their first language.

“As a result of the qualification, I can speak, write and read better, and I know that my new skills will be invaluable for my work as a GP in this area in the future.”

Betsi Cadwaladr Health Board has been working with the Coleg Cymraeg to offer the Language Skills Certificate since 2018.

Thank you for your interest in the Coleg’s work.