

Coleg Cymraeg Cenedlaethol Annual Report 2021/22

Contents

Part 1: Introduction	2
Foreword by the Chair, Dr Aled Eirug	2
The Chief Executive's report, Dr Ioan Matthews	3
Part 2: Progress towards delivering our Strategic Plan	7
Field 1: The learner experience	8
Objective 1	8
Objective 2	15
Field 2: Provision	21
Objective 1	21
Objective 2	26
Field 3: Employer awareness	32

Part 1: Introduction

Foreword by the Chair, Dr Aled Eirug

It was an honour and a privilege to be appointed Chair of the Coleg's Board of Directors to succeed the late, and beloved, Gareth Pierce. I would like to thank board members, the Chief Executive, managers and officers for their support during my first few months in the role. In particular, I would like to thank Llinos Roberts for chairing the board during the year, at a difficult time for her personally.

This year's annual report reflects the Coleg's vital contribution to increasing the use of Welsh at our institutions of higher education, further education and apprenticeships. It also illustrates our support for the Welsh Government's objective of reaching a million Welsh speakers by 2050. The Coleg is a vital part of this strategy across tertiary education, including further education, training and apprenticeships, and I look forward to seeing the development of this work in order to create opportunities for increasing the use of Welsh in employment and the workforce.

The report once again exemplifies the breadth of the Coleg's work, and it is encouraging that the Government's programme for government and its co-operation agreement with Plaid Cymru propose an increase in the Coleg's budget over the coming years. I would like to thank the Minister for Education and Welsh Language, Jeremy Miles, and his officials, for their constant support throughout the year, and we look forward to welcoming the Minister to a meeting with board members in the coming months.

The Coleg has achieved a great deal during the decade since it was established in 2011, but there is still much to be achieved, and with board members and officers, I look forward to building on that work during my time as Chair.

The Chief Executive's report, Dr Ioan Matthews

After two challenging years, there was an opportunity this year for the Coleg, like so many other organisations, to resume normal activities, which enabled us to hold a series of events in the spring and summer to celebrate the Coleg's tenth anniversary. These celebrations reached their pinnacle at the National Eisteddfod in Tregaron in August. As well as a celebration on the Wednesday afternoon, which included a performance of a song composed by Kizzy Crawford and a number of the Coleg's student ambassadors, a memorable lecture was delivered by Professor Geraint H. Jenkins at the *Babell Lên* on the life and work of the late Dr Meredydd Evans, or Merêd. We share warm memories of Dr Meredydd Evans, and his notable contribution to the founding of the Coleg.

During the year, the Coleg has continued to contribute to the development of the Welsh Government's policy in relation to the Welsh language, and the planning to ensure that we meet the target of a million Welsh speakers by 2050. The Coleg believes that the million Welsh speakers is a target rather than an aspiration, and for that reason, it has continued to emphasise the importance of developing a viable and responsive education workforce in order to ensure that the Welsh language is delivered to every pupil in Wales's schools in a way that will enable them to become bilingual citizens by the time they leave the statutory sector. While we welcome the specific project funding provided to the Coleg, among other things to carry out a project to keep in touch with students studying outside Wales, we believe there is a need to build on the *Welsh in Education Workforce Plan* that was published this year in order to create a long-term strategy that will ensure a sufficient supply of teachers. I am writing these words a few days after the publication of the results of the 2021 Census, and with careful and systematic consideration of those data, it is timely to look again at how to reach the challenging 2050 target.

In that regard, I am pleased to report that the Coleg has deepened its partnership with the National Centre for Learning Welsh, to ensure that our two organisations

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work in a coherent and strategic manner, especially in areas where our mission and plans are in harmony. A good example of this is the *Work Welsh* schemes which offer an opportunity to introduce Welsh from scratch to staff in priority areas, such as health and care, as well as within our universities and colleges. On a personal note, I would like to thank the National Centre's former Chief Executive, Efa Gruffydd Jones, for her continued cooperation over the past six years, and in wishing her well in her new role as Welsh Language Commissioner, I look forward to working with her successor, Dona Lewis.

Since the Coleg's responsibilities were extended in 2018 to include the further education and apprenticeships sectors, significant work has been carried out to develop and start implementing 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, our strategic partnership with Qualifications Wales was announced and, in the meantime, the Coleg welcomes the review published by the Welsh Language Minister on the development of vocational qualifications to meet the needs of Wales and is actively contributing to that review.

In higher education, the main development of the year was the review of our *Academic Plan*, and following consultation with the universities and other partners, the updated plan offers opportunities to expand audiences and ensure that an even higher percentage of students in Wales follow at least a part of their course through the medium of Welsh. One of the greatest challenges in recent years has been the impact of the change in the funding arrangements made a decade ago and the removal of the Welsh-medium premium, a recognition within the original funding formula of the additional costs of teaching through the medium of Welsh. The original report by Professor Robin Williams, written before the Coleg was established, assumed that the premium would continue alongside strategic funding from the

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Coleg, and operating without this funding has been challenging at times. For that reason, we very much welcome the recent report commissioned by the Higher Education Funding Council for Wales which recognizes anew the additional costs associated with provision delivered through the medium of Welsh.

Another highlight this year was the appointment of a new member of staff to a new role within the Coleg leading our work in diversity, equality and anti-racism. The Coleg recognizes that there is a long way to go to ensure that post-compulsory Welsh-medium and bilingual education is inclusive, relevant and open to everyone, but I am confident that the steps we have taken over the past two years to acknowledge this and put resources in place will lead to progress.

In the coming year, the new Commission for Tertiary Education and Research will begin its work, inheriting work done to date by the Higher Education Funding Council in higher education, and within the Welsh Government on further education and apprenticeships. The Education and Welsh Language Minister has just confirmed that a formal process to designate the Coleg as a body to advise the new Commission on matters relating to the Welsh language will be completed in the coming months, and we look forward to working with the new Commission. We also look forward to the publication of a White Paper which will lead to a Welsh-medium Education Bill before the end of this Senedd term, legislation that will have an important part to play in providing firmer foundations for the planning and implementation processes for Welsh-medium and bilingual education.

In conclusion, I would like to thank my colleagues at the Coleg once again this year for their constant support and enthusiasm for all aspects of the Coleg's work. Like all organisations, the recent period has forced us to change our working arrangements, and while some developments such as hybrid working are likely to continue, it has also been a pleasure to meet once more and to be able to visit universities, colleges and schools. In March 2023, we plan to hold the Coleg's Annual Congregation for the first time since 2019. It has also been a pleasure to work with the new chair of the Coleg's Board of Directors, Dr Aled Eirug, in recent months, and I would like to thank

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him and all members of the board and its committees for sharing their experience, advice and expertise in order to lead the Coleg confidently into its second decade. Sincere thanks to you all – diolch o galon i chi i gyd.

Part 2: Progress towards delivering our Strategic Plan

The Coleg's [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 for achieving the vision.

Watch a [short film](#) 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 2021/22 towards the achievement 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

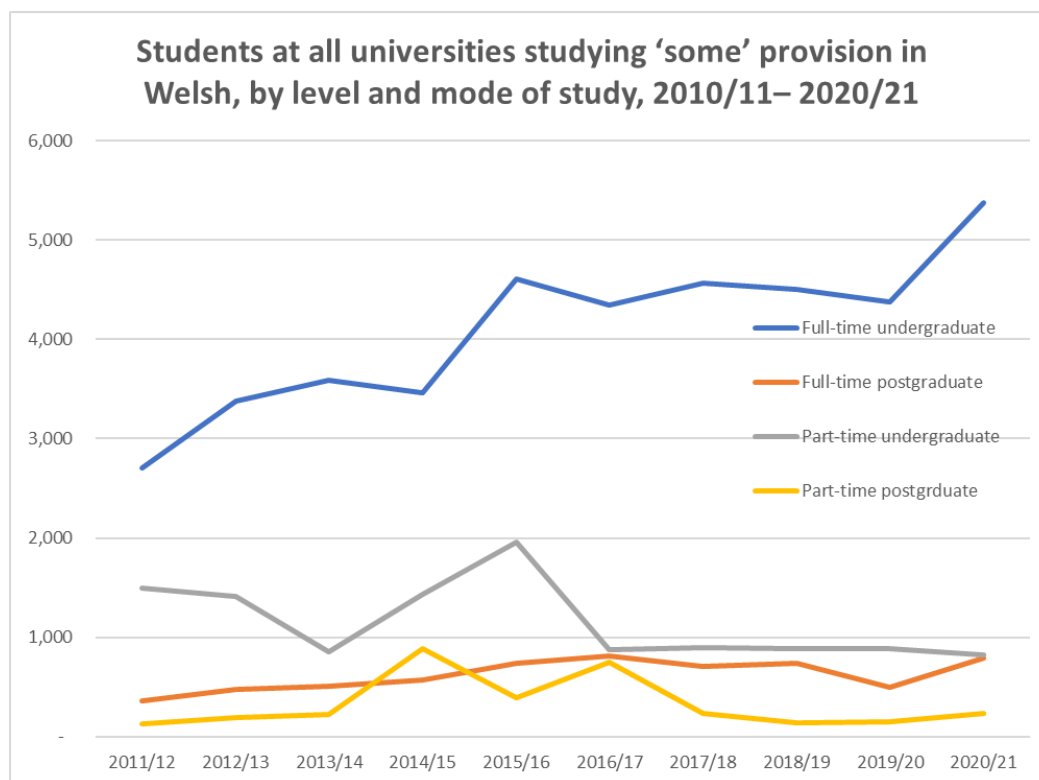
Objective 1

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

Higher education

The first few years of the decade in which the Coleg was established were characterized by rapid growth in the number of students who were studying at least a part of their degree course through the medium of Welsh. A slowdown in growth was then seen as the higher education sector faced a period of restructuring and cuts. However, it was encouraging to see a surge again in the latest numbers to be published for 2020/21, when it was recorded that 7,220 Welsh higher education students were studying to some extent through the medium of Welsh.

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While study patterns vary between different levels and modes of study, a record number of full-time undergraduate students studying through the medium of Welsh was seen in 2020/21 at 5,370, almost twice as many as in 2011/12. The only cohort of students to see a reduction in Welsh-medium numbers since 2019/20 were part-time undergraduate students, continuing a pattern that has been consistent (and universal in the sector) over the last decade.

By now, 18% of all Welsh speakers in the higher education sector in Wales study at least 5 credits a year through the medium of Welsh, and 12% study 40 credits or more in Welsh. Furthermore, an increasing number of students – who currently have no skills in the Welsh language – have the opportunity to experience a bilingual learning environment, and receive language awareness training.

Two of the main priorities of the Coleg's new Academic Plan for Higher Education are to extend Welsh-medium study opportunities to more students, and to attract new audiences to those opportunities. By working closely with the universities and

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further education colleges providing higher education, we will support projects that will lead to further growth in the number of Welsh-medium students over the next decade.

Table 1: Students at all universities with 'some' study in Welsh, by level and mode of study, 2010/11–2020/21

Mode of study	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21
Full time undergrad uate	2,705	3,380	3,590	3,465	4,610	4,350	4,570	4,505	4,375	5,370
Full time postgradu ate	365	475	510	575	740	810	705	740	500	795
Part time undergrad uate	1,500	1,415	855	1,430	1,960	880	900	885	885	825
Postgradu ate part time	130	195	220	890	395	745	230	140	155	230
	4,700	5,465	5,175	6,360	7,705	6,785	6,405	6,270	5,915	7,220

Data source: 'Welsh Language in Higher Education' Statistical Bulletin, 2020/21' (28 July 2022)

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Case study 1: Sociology and Social Policy Lecturers at Bangor University inspire the next generation of students

The Social Policy teaching team at Bangor University succeeds in encouraging 80% of students with a high level of confidence in their Welsh-language skills to pursue Welsh language provision, with ten students a year following part of their course in Welsh. They have also created some great resources, such as the [Sociology Multimedia Resource Pack](#), in order to stimulate the interest of prospective students before they come to university.

According to Dr Cynog Prys, Lecturer in Sociology and Social Policy at Bangor University:

‘The work of encouraging students to pursue Welsh language provision naturally begins before they set foot on university grounds. We are working to create a clear path to study Sociology in Welsh at school and then on to university.’

‘With the publication of the *Sociology Multimedia Resource Pack*, prospective students get used to Welsh language terms and see a useful and attractive resource. The university has new online resources on *Studying Contemporary Wales* and *Sociological Theory* which were jointly produced with other universities under the leadership of the Coleg Cymraeg. These new resources are great assets to inspire and support the students and school pupils of Wales.’

Case study 2: Scholarship supports Rhodri

Aberystwyth was not the first choice for Rhodri Lewis, from Tegryn near Crymych, when he was trying to decide which university to attend to study Geography. But after hearing good things about the department at Aberystwyth University and realising that he would have the choice to study part of his course through the

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medium of Welsh, he decided that the college by the sea was the right choice for him.

Receiving the Coleg Cymraeg's incentive scholarship of £500 a year for studying part of his course in Welsh certainly helped to persuade him to study modules through the medium of Welsh.

He said: 'The scholarship is certainly an incentive for me to follow more modules through the medium of Welsh and it's a good way of continuing to improve my bilingual skills for the future. The scholarship is a great help with living costs as a student.'

Rhodri is now in his final year and wants to pursue a career in Geography, with thanks to his inspirational lecturer Dr Hywel Griffiths. The Department of Geography and Earth Sciences at Aberystwyth University receives a subject grant from the Coleg Cymraeg to develop the Welsh-medium provision offered to students.

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Further education and apprenticeships

Further education and apprenticeships data report

Data from the Lifelong Learning Wales Record (LLWR) for 2020/21 show that the Coleg Cymraeg's initial investment in the further education and apprenticeships sector is bearing fruit. To date, the Coleg has invested in the subject areas of Health and Care, Childcare and Public Services.

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

Year	Further education	Work-based learning
2017/18	7.3%	10.3%
2018/19	8.7%	11.9%
2019/20	8.8%	13.0%
2020/21	14.7%	20.8%

Data source: [Current LLWR data report](#) (p. 29)

Case study: Mainstreaming the Welsh language within an apprenticeship

provider

Emma McCutcheon is a Quality Manager with Educ8 Group, and works in the work-based learning and apprenticeships sector. Emma emphasizes that the company actively supports learners who are at the lower levels of the language pyramid (learners without advanced skills in Welsh) to develop their Welsh language skills, and encourages those who are fluent to undertake their work programme bilingually in order to work towards the Welsh Government's strategy.

Educ8 Group recently appointed a Welsh Language Development Officer to support learners and staff: 'recruiting someone who is fluent in Welsh and passionate about

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the language means that that person can support our staff and learners to develop their Welsh language skills and develop bilingual resources’.

Emma emphasizes that they are committed to developing the Welsh language skills of all members of staff, and although this is a big commitment for them as a company, she points out the need to adopt the right mindset and to approach the Welsh language positively.

‘Welsh is everywhere: there’s a section in Welsh on our learning platform, Moodle; and there’s a Welsh language section on the staff web page. We’re trying to become more bilingual; I believe our mindset is positive.’

The *Prentis-iaith* resource is a core resource for Educ8 apprentices, as all apprentices complete it in the first few months of their programme.

You can hear more about [Emma and Educ8's experiences](#) in a video on the Coleg's YouTube channel.

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Objective 2

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

Higher education

Higher education data report

The official data of the Teaching Excellence Framework (TEF) shows how the experience of students receiving their education through the medium of Welsh or bilingually compares with other students. The data shows that their educational experiences are better than other students. It shows they are also more likely to secure work/further study after graduating, with the work in question more likely to be at graduate level.

Table 3: The latest 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

Data source: *Teaching Excellence Framework data for Welsh Universities (2017, 2018, 2019)*. The OfS (Office for Students) aims to publish the next set of data in 2023.

Coleg Cymraeg Cenedlaethol Annual Report 2021/2022 (accessible version)

Case study 1: Supporting efforts to increase the number of Welsh-medium educators

Recognizing the need for graduates who can speak Welsh and who go on to teach, the Coleg Cymraeg is working proactively with partners to support the development of teaching taster-modules. Introduction to Teaching Mathematics modules were developed with the support of the Coleg at Cardiff and Aberystwyth universities, and a number of these students have gone on to follow a Postgraduate Certificate in Education (PGCE) course, or to get a relevant job straight away. One of these is Llio Davies from Chwillog.

Llio said, ‘During my time as a Mathematics student at Aberystwyth University, I had invaluable experiences. *The Introduction to Teaching Mathematics in Secondary School* module increased my confidence and convinced me that going into education was the right career for me. I had ten days’ experience at Ysgol Bro Teifi where I had the opportunity to reflect on the teaching methods of experienced teachers and develop a good understanding of the key skills for teaching Mathematics.’

‘It made such a difference to my employability skills. In fact, I was offered a job as a Mathematics lecturer at Coleg Meirion Dwyfor in Dolgellau before I graduated, and I’m now getting PGCE training on the job.’

Case study 2: *Making History: Historiography and the Historian’s Craft*

‘In the context of the *Black Lives Matter* movement in summer 2020, the statue of Sir Thomas Picton (1758–1815) was removed from the "Heroes of Wales" gallery in Cardiff City Hall’ said Dr Meilyr Powel in his epilogue to *Llunio Hanes: Hanesyddiaeth a Chrefft yr Hanesydd*. ‘This is evidence of living history; the unending dialogue between the present and the past.’

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This volume, edited by Dr Powel and Dr Gethin Matthews, introduces historiography – how history is written – to undergraduate students. The authors are leading historians who explore different ways of ‘creating’ history, from the history of ‘great men’ to feminist and post-colonial history.

Historiography is part of every History degree course, so the Coleg's aim in commissioning the University of Wales Press to publish this volume was to provide a resource that would summarize the important arguments in accessible language. A free e-book version can be downloaded from the Coleg's [Porth Adnoddau](#).

Case Study 3: Digital Learning Materials

During the Covid-19 pandemic, universities had to adapt their teaching methods in a short time, teaching online only for a period. The Coleg responded by establishing a project to provide materials that would allow lecturers to deliver teaching directly to students through asynchronous methods.

Lecturers were brought together to plan and create the content. The project resulted in [Digital Learning Materials](#) in Business Studies, Social Sciences, Sports Sciences, Psychology and Law. Each unit includes video lectures, PowerPoint slides, seminar questions, a quiz and further reading.

The project has led to the validation of new Welsh-medium modules in some universities, and Welsh speakers studying at universities with no Welsh-medium provision can take advantage of high-quality Welsh language materials to support their learning. The project gave some staff the opportunity to publish work in Welsh for the first time, and hundreds of new terms were standardised.

The project was funded by the Higher Education Funding Council for Wales.

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Further education and apprenticeships

Further education and apprenticeships data report

Ensuring high-quality Welsh-medium and bilingual provision is a priority for the Coleg. Over the next few years, as Estyn resumes its inspections of the further education colleges, we will be able to further develop our understanding of the quality of the Welsh-medium and bilingual provision offered by the colleges with the support of the Coleg.

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 offering practical support to staff on using the Welsh Government's Hwb website, which has recently been extended to the further education sector. Hwb enables the sector's staff to network, share resources and access a library of high-quality resources.

Case study 1: Introducing Hwb to the further education sector

As a result of the Welsh Government's decision to extend Hwb to the further education sector, the Coleg Cymraeg promoted the use of Hwb to staff in the sector with a focus on providing sessions on Hwb in the Care and Public Services subject panels, as well as other meetings. Hwb was introduced to 139 members of the sector's staff at such meetings. Several members of staff said they were not aware that Hwb included bilingual resources for the further education sector before these sessions.

The Coleg works closely with Hwb to ensure that the Coleg's resources are promoted on the Hwb website and that the Coleg promotes Hwb's resources on its

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Porth Adnoddau, to ensure that the sector's bilingual resources reach as wide an audience as possible. The Coleg has also established Hwb networks for the subject panels.

It is hoped that these digital networks will be an opportunity for staff to share good practice, discuss challenges and share resources. The Coleg will also be able to use these networks to share updates and resources with the sector.

Case study 2: Prentis-iaith at the pyramid's higher levels

A [Prentis-iaith](#) resource is now available for apprentices at all levels of the [language pyramid](#) following the launch of two new *Prentis-iaith* resources, at [confidence](#) and [fluency](#) levels. *Prentis-iaith* is one of the Coleg's most successful resources, with over 30,000 visits to the resource series on our [Porth Adnoddau](#).

This is what Elen Rees, one of Cambrian Training's directors, had to say following the release of the two new *Prentis-iaith* resources:

"I'm very pleased to hear that Prentis-iaith resources have been released at Confidence and Fluency levels. Prentis-iaith resources have enabled us to deliver six hours' worth of Welsh to apprentices and learners at awareness or understanding language levels or higher, and to normalise the use of Welsh in the college and the workplace. I'm confident that the next two resources will have the same effect on our apprentices and learners at confidence and fluency language levels, meaning that all apprentices and learners will be able to benefit from these resources whatever their language level."

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Case study 3: Students and lecturers receive awards from prominent Welsh stars

At a special celebration at Canolfan S4C yr Egin in July 2022, outstanding students, apprentices and lecturers received awards presented by some of the most well-known faces in Welsh television, performance and academia.

There were winners across five categories of student awards, including the William Salesbury Further Education and Apprenticeships Award, which recognizes the contribution of a learner or apprentice to Welsh language life and culture within a further education college or apprenticeship provider. The award this year was presented by Dafydd Iwan to Ffion Llewellyn from Cardiff and Vale College for her contribution as an enthusiastic ambassador raising the profile of the Welsh language across the college and supporting people to learn Welsh in fun and creative ways. On receiving the award, Ffion said:

‘I’m so grateful for the recognition and for the opportunities I’ve received with the Coleg Cymraeg as an ambassador, which has encouraged me to continue speaking Welsh in my own area of Newport and in my work. I grew up in a bilingual household and the language and Welsh-medium education meant so much to my late father, so this award is for him.’

Lecturers were also rewarded for their work, and this year the Award for Outstanding Contribution to Welsh-medium Education went to Gwenan Prysor, a senior lecturer in Social Work at Bangor University, who leads an MA Social Work course which is provided 100% through the medium of Welsh. She said:

‘Thank you to the Coleg Cymraeg for recognizing the value of supporting social work as a subject and profession through the medium of Welsh. Providing a Welsh-medium service is so important, and makes all the difference to vulnerable families and children throughout the country. Thank you from the bottom of my heart.’

The [Coleg’s Awards Night](#) can be watched back on the Coleg's YouTube channel.

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](#) for further education and apprenticeships.

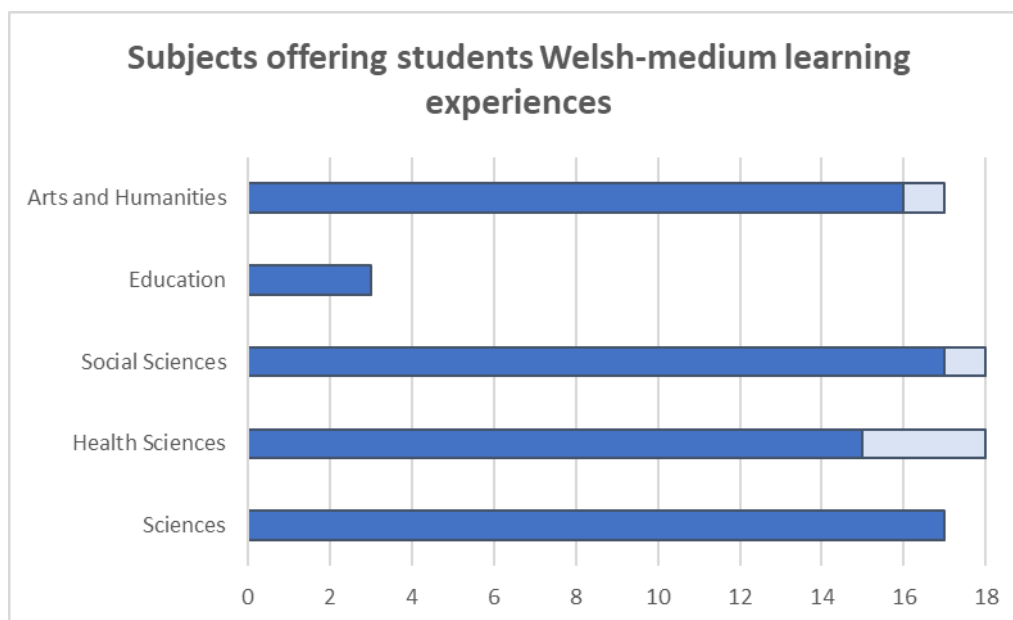
Higher education

[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 75 of these subjects.

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It is also possible to study extensively (i.e. at least 40 credits a year) in 62 of these academic subjects in at least one institution.

Two new subjects receiving the support of the Coleg to develop Welsh-medium learning opportunities for students are **Chemistry** and **Dentistry**. With the support of Catalyst Grants from the Coleg, Cardiff University has appointed Welsh-medium lecturers in both subjects.

Case study 1: Veterinary students learning in Wales and in Welsh for the first time ever

With the support of the Coleg Cymraeg's Catalyst Grant for Aberystwyth University, the 2021/22 academic year saw the first Veterinary Science students studying elements of the course through the medium of Welsh.

The course is provided jointly by Aberystwyth University and the Royal Veterinary College (RVC). Students on the five-year degree programme will spend two years at

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Aberystwyth University, then three years at RVC's Hawkshead Campus in Hertfordshire.

Dr Sharon King, one of the Welsh-medium lecturers for the Veterinary Science course, said, 'Agriculture and its related industries play an important role in the Welsh economy and for the Welsh language, so being able to deliver provision in Welsh helps us develop graduates who have the necessary skills to step into the world of work.'

The course goes further by providing an element of language awareness for all students, as Sharon goes on to explain:

'Foundation level Welsh lessons were held for all second-year students as a compulsory part of the Professional Studies module. The intention is to prepare students for experiences on Welsh farms. By attending the lessons, students will come to understand the importance of communicating in Welsh when dealing with Welsh-speaking farmers and vets'.

Further education and apprenticeships

[Further education and apprenticeships data report](#)

Further education colleges have been allocated £1,075,034 to increase their Welsh-medium and bilingual provision. Development grants were awarded to 12 colleges as follows:

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Table 4: Development Grants

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

Data source: *Development grant data 2022*

Coleg Cymraeg Cenedlaethol Annual Report 2021/2022 (accessible version)

Case study 1: Delivering the Welsh language at Gower College

Wayne Price, a Sports and Public Services tutor, uses the Welsh language naturally in teaching sessions, and has succeeded in developing a Welsh language culture within the department at Gower College. He has spoken to learners about the benefits of having bilingual skills and encouraged them to use Welsh in the classroom both orally and in writing.

Wayne emphasizes the fact that a high percentage of his learners sit within the understanding level on the [language pyramid](#), and that he uses fluent learners to support those at the lower levels. This has led to a positive attitude towards the Welsh language in classes; 'the ethos of the groups towards the Welsh language has changed, people are giving the language a go'.

Every learner in the department completes a *Prentis-iaith* resource, which gives them a foundation in the Welsh language.

Feedback from learners was positive as they noted that they now see the Welsh language as a useful skill that will give them opportunities in the future.

Gower College notes a distinct change in the department as learners are now much more willing to start a conversation in Welsh with staff and their peers.

You can hear more about Wayne's experience in [this video](#).

Coleg Cymraeg Cenedlaethol Annual Report 2021/2022 (accessible version)

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

The numbers of staff at universities teaching through the medium of Welsh have remained fairly stable across the sector, although the total number has decreased slightly since the previous year. Many of these staff are supported through the Coleg's Subject Grant and Catalyst Grant schemes.

The Coleg acknowledges, however, that this is a difficult time for both universities and further education colleges in the face of a number of economic challenges. Institutions were put under considerable pressure as a result of COVID, and inflation will also inevitably affect the staffing costs of education institutions. The Coleg will support them to ensure protection of sufficient staffing resources to be able to maintain Welsh-medium provision for learners and students.

The Associate Lecturers scheme has also been going from strength to strength since its launch in 2018. The purpose of the scheme is to create a strong community of Welsh-medium lecturers and educators working across the university sector. Over 625 members have now joined the scheme.

Table 5: 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

Data source: 'Welsh Language in Higher Education' Statistical Bulletin, 2020/21' (28 July 2022)

Case study 1: Opportunities for health students in the north-east to study in

Welsh

Following the award of an Interdisciplinary Grant to Glyndŵr University, Alex Jones was appointed to develop Welsh-medium provision in health subject areas. Alex is a Specialist Speech and Language Therapist who works clinically with children who have communication needs. In her role as a lecturer, she contributes to the planning and teaching of Glyndŵr University's new Speech and Language Therapy course in Welsh, and is busy developing 40 credits in Welsh in each year of study.

Alex said,

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‘In addition to this, I facilitate elements of Interprofessional Education in Welsh for Welsh-speaking students across the University's health courses. These elements include Effective Communication, Leadership and Health and Wellbeing sessions. There is evidence that treating a patient through their first language has a positive effect on the patient's treatment and experience, and I'm very proud to be contributing to the efforts to ensure that more health practitioners are able to train in Welsh in the north-east.’

Case study 2: Staff appointed to expand the Sports provision at Cardiff

Metropolitan University

For several years, the Coleg Cymraeg has supported Cardiff Metropolitan University to develop Sport through the medium of Welsh. The Sports Studies and Physical Education (‘AChAG’) programme was developed, where the majority of the teaching was provided in Welsh. The course managed to attract a good number of students over the years. Recently, the School of Sport and Health Sciences expanded its Welsh-medium provision across a number of degree courses. One of these is the Sports Media course.

Eleanore Glynn was appointed to teach on this course, who is herself a former student on the AChAG course who studied every possible module through the medium of Welsh.

Eleanore said, ‘Sports Media is a growth area for us at the University. Welsh sports organisations have recognized the demand for a Welsh language online presence, as well as the political, economic and cultural benefits. With the nation's heroic achievements in sports, especially the recent success of the Cymru football team in reaching the World Cup in Qatar in 2022, and with debates about politics in sport, there's no better time to study the subject in Welsh!’

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[Case study 3: Work Welsh developing Kate Wright's skills and confidence in the workplace](#)

Originally from Tamworth, Kate got a taste of learning Welsh when she came to Aberystwyth University as a student.

More recently, as a member of Aberystwyth University staff, she started learning again and benefited from the *Work Welsh* scheme, starting at Foundation Level in 2019, and now learning at Advanced Level.

As a result of the progress she has made, Kate is now using Welsh in her work. She offers parts of training sessions for University staff in Welsh, and is working towards providing every element in Welsh.

Kate is a very enthusiastic person, which has inspired others in her team to start learning Welsh. Her husband is also now part of the *Work Welsh* scheme at Entry level 2, and they try to speak Welsh as a family at certain times of the week as their children are also learning.

Kate won the 'Exceptional Learner' award at the Welsh Language Promotion Awards at Aberystwyth University recently.

[Further education and apprenticeships](#)

[Further education and apprenticeships data report](#)

Data about the staffing position in the further education and apprenticeships sector is published every year by the Education Workforce Council, and the data for 2022 shows an increase in the number of further education staff who speak and use the Welsh language at work. Although the data shows a drop in the number of staff who can speak Welsh in the apprenticeship sector, it shows an increase in the number of staff who are using Welsh in the apprenticeship sector.

Table 6: Staff who can speak and are teaching through the medium of Welsh

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

[Data source](#) (p. 32 FE, p. 45 WBL)

Case study 1: Establishment of the Gwreiddio Scheme

The [Gwreiddio Scheme](#) is a new scheme from the Coleg Cymraeg for staff in the post-16 sector.

Any member of staff in the post-16 sector who contributes or is interested in Welsh-medium and bilingual education and training, is welcome to become a member (whatever Welsh language skills they have). To date, over 100 practitioners, tutors and assessors have joined the scheme and are benefiting from being members of the subject panels, as well as benefiting from having access to a range of resources and being part of a national community across Wales.

Members of the Gwreiddio Scheme are part of an enthusiastic community of staff working to embed bilingualism across the post-16 sector. By joining the Gwreiddio Scheme, staff will also receive the *Coleg's Post-16 Newsletter*. Information about the Coleg's work in the sector and all the benefits of the Gwreiddio Scheme can be found in the [information pack](#), and in the form of an [animation](#).

Coleg Cymraeg Cenedlaethol Annual Report 2021/2022 (accessible version)

Case study 2: Shellie Scott from *Cardiff and Vale College* uses her Welsh in the classroom and beyond

Shellie started learning Welsh on the Work Welsh scheme in 2017, the scheme's pilot year. In addition to her enthusiasm in the lessons, she has also taken every possible opportunity to use her Welsh outside the classroom, since the very first lesson.

Shellie coordinates additional activities for Welsh-speaking staff and those learning Welsh within the College, and enjoyed representing the College on its stand at *Tafwyl* this year.

Aimee Jones, Cardiff and Vale College Work Welsh tutor, said: 'Shellie has shown excellent commitment and is working hard to reach her full potential'.

Shellie has long been a supporter of the Welsh language at Cardiff and Vale College, and has recently been appointed Welsh Language Transition Officer with the College.

She is now a member of staff with responsibility for the Welsh language in her new role, using her experience as a Welsh learner in order to inspire others. She is well-respected and is an inspiration to Welsh speakers at all levels.

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: Partnership with Pembrokeshire College and Hywel Dda Health

Board

As a Work Based Learning tutor at Pembrokeshire College, Janice Morgan has excelled in her role of embedding a bilingual ethos across the Health and Care department at the college by sharing the benefits of studying through the medium of Welsh, as well as providing constant support to apprentices to undertake their work bilingually, and developing the linguistic skills of those who are less confident in Welsh.

She uses Welsh naturally in teaching sessions, and her passion and enthusiasm in encouraging all learners to use their Welsh in class (whatever linguistic skills they have) has had a positive effect.

According to Jasmin Davies-Kumar, who is studying part of her apprenticeship in Clinical Healthcare at Pembrokeshire College through the medium of Welsh:

‘From experience, vulnerable people, and children in particular, prefer to speak in their mother tongue. When a patient hears someone speaking Welsh, they immediately feel comfortable, so by using a little Welsh I’ve managed to develop a close relationship with patients.’

‘Thanks to the Coleg Cymraeg and the direct and constant support of my tutor, Janice Morgan, I’ve developed the skills to work bilingually which will also offer me more work opportunities in the future.’

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Janice has also supported fluent apprentices to complete presentations on Dementia in Welsh, and as a result the confidence of many to use Welsh in more formal contexts has increased.

Jasmin's success and the success of all the other students who have benefited from Janice's dedication and enthusiasm as a tutor has fostered and supported a new generation of apprentices who will be able to work with patients bilingually.

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