



**COLEG CYMRAEG  
CENEDLAETHOL**

# **Guidance On Defining Welsh- medium and Bilingual Provision in Higher Education**

**February 2026**

The Coleg is happy to provide advice and guidance on any aspect of this document. Contact us:  
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## Summary

### Aims and objectives

The purpose of this Guidance is to provide advice on how to calculate what proportion of higher education provision is Welsh-medium or bilingual.

It is important to ensure accuracy and consistency in doing this because:

- when courses are promoted and marketed to students and prospective students, the information about the Welsh-medium and bilingual learning opportunities should be clear, understandable and accurate
- the way in which the Welsh-medium and bilingual modules are defined will be important in terms of the accuracy of the data your institution reports to HESA as the data are used for the purposes of funding, monitoring and publication.

### Identifying and defining provision

Provision that includes an element of Welsh-medium or bilingual learning can be identified in the data your institution reports to HESA annually. This is done:

- i. by 'tagging' modules as containing an element of Welsh-medium learning; and
- ii. by stating what percentage of the module is available in Welsh.

This Guidance provides advice and assistance on how to calculate a percentage value for the Welsh-medium or bilingual experience provided in a module to students.

However, a percentage value can be used for two different purposes and therefore can sometimes differ, even for the same module. This distinction is explained fully in the detailed Guidance that follows:

- (1) the percentage shown in the [Module Descriptor](#), which represents the maximum proportion of the module that's **available** in Welsh or bilingually; and

- (2) the percentage **reported** to HESA, which reflects the actual Welsh-medium or bilingual learning experience of each individual student, based on the activities they undertake.

This Guidance proposes a model for calculating the **available percentage** of a Welsh-medium or bilingual module, supported by a calculator tool. Providers should aim to show this calculation in the Module Descriptor, so students know what kind of Welsh-medium or bilingual learning experience to expect.

The data reported to HESA is ultimately based on the experience of individual students. The exact experience of individual students can vary even within the same module. Therefore, as well as providing advice on how to calculate the percentage value of the Welsh and bilingual learning experience when planning a module, the Guidance also explains how the experience can vary from individual to individual.

## ‘Welsh-medium’ and ‘bilingual’ learning experiences

The Coleg's role is to support the development, and promotion of Welsh-medium learning experiences for students. That doesn't mean that Welsh is the only language of learning. In fact, it is inevitable that a portion of all students' learning – regardless of the course they study – will take place through the medium of English. As a result, every student gets a bilingual experience, to varying degrees. Some modules may be mainly through the medium of Welsh – in terms of lectures, seminars, assignments, etc; whilst elements of other modules may be delivered in one language or the other, e.g. lectures in English, but seminar classes and fieldwork groups in Welsh. These all count as modules that include an element of Welsh-medium learning.

The Coleg wants all students to have the opportunity to develop their bilingual skills during their time studying at a college or university. The Guidance encourages providers to ensure that the nature of the provision and the way the Welsh-medium learning experiences are delivered allow for flexibility. That will allow students who may be less

confident in their Welsh language skills to build and increase over the course of their studies the amount of Welsh medium learning they undertake.

### **a) Welsh-medium**

For the purpose of this Guidance, Welsh-medium provision means provision where an **active and meaningful** learning experience is offered in Welsh; that is, where students see, hear, and speak Welsh within a module.

In a Welsh-medium lecture or seminar, it is expected that all visual material, e.g. slides, lecture notes, etc., are provided in Welsh or in both Welsh and English (in equal measure and simultaneously) that the lecture is delivered in Welsh, and that any discussion within the class takes place in Welsh.

In some situations, two languages may be used at the same time, for example, in a **mixed-language class** where the lecturer actively uses both languages when addressing one group of Welsh-speaking students and one group of non-Welsh speaking students (or using simultaneous translation so that both groups receive the lecture in the language of their choice). This can also be calculated as Welsh-medium learning, but in order for it to be effective, and to ensure an equal learning experience for both language groups, it is essential that the lecturers are proficient in bilingual teaching techniques and that they deliberately and carefully plan the learning experiences of both language groups.

### **b) Bilingual (passive learning)**

Several institutions have modules where teaching is delivered through the medium of English, but where there is an element of **low-level, passive bilingual experience**, e.g. through bilingual lecture slides and/or resources, occasional use of spoken Welsh in class, or occasional bilingual experience on placement.

It is appropriate for institutions to promote such modules as offering a bilingual learning experience. These passive experiences can be used as a way of raising awareness of the Welsh language, to increase the confidence of those who have some understanding of Welsh, and it can spark interest in some students to learn Welsh or to improve their Welsh skills.

## Percentage calculation model

By using the Coleg's model, it will be possible to calculate:

- what percentage of the module is designed to be available in Welsh, which is the maximum experience possible;
- the total number of credits that an individual student will have completed depending on which, of the maximum possible, elements they have completed in Welsh.

Institutions should provide a **descriptor** that breaks down the different learning experiences within the module into individual elements (see below), and clearly show which of these elements have been designed to take place through the medium of Welsh. A record will need to be kept of the Welsh-medium percentages specified for the modules, and the method used to calculate them.

Module coordinators should consult with their institution's data officers to ensure they are complying with their institution's data collection rules, as well as those for Medr and HESA.

### a) **Welsh-medium**

Where the learning experience available to the students offers an **active** Welsh-medium experience, that should be counted as a Welsh-medium element within the module descriptor.

This approach offers a framework based on the main elements of most modules:

**A. 80%: Contact hours** e.g. lectures, seminars, tutorials, laboratory sessions

The main element in any Welsh-medium module is the **contact hours** element. The Welsh-medium learning experience should be calculated by counting all the contact hours where the teaching takes place through the medium of Welsh, out of the total contact hours of the module.

Teaching methods where there is active interaction between the lecturer or tutor and the students (i.e. where there is two-way communication, orally and/or written) give the learner an active role in using the language; this gives a richer experience from a linguistic point of view. The weighting applied in this calculation is not related to the amount of Welsh content, but to the level of interaction in the teaching method. The calculation method therefore gives a weighting of:

- **x0.2** to less interactive learning methods (e.g. lectures) to provide 20% of the module's learning experience;
- **x0.6** to more interactive learning methods where there is more active back-and-forth communication between tutor and learner (e.g. seminars) to provide 60% of the module's learning experience.

The only exception to the above is in the case of dissertation or project modules of 40 credits or more, where 40% (rather than 80%) is earmarked for the contact hours element. See [paragraph 6.17](#) of the Guidance for further details.

**B. 10%: Assessments** e.g. essay, oral presentation, exam

In Welsh-medium modules, all students should be encouraged to submit their assessments in Welsh. However, not all students choose to do so, for various reasons, but often due to a lack of confidence in their Welsh-language skills.

Some students may be more open to completing assessments such as an oral presentation in Welsh, rather than written assessments (e.g. essay, exam paper) and therefore this should be taken into account when planning the nature of assessments within individual modules and across programmes of study, so that a variety of assessment methods are used.

Students who do not choose to complete their assessments in Welsh should be encouraged to increase over time the number of assessments they complete in Welsh.

If a student completes one or more of the summative assessments in Welsh, they will have completed 10% of the module in Welsh.

If a student chooses not to submit any work for assessment in Welsh, they will not have completed this 10% of the learning experience through the medium of Welsh and the student's HESA record should be adjusted to show that they did not complete all possible Welsh-medium credits of the module.

The only exception to the above is in the case of dissertation modules or a project that is 40 credits or more. For such modules, 50% (rather than 10%) of the learning experience should be earmarked based on the language of the assessment. That will leave 40% of the learning experience for the contact hours element and 10% for the self-directed learning.

**C. 10%: Self-directed learning** e.g. reading time, preparation, revision

Every module includes an element of self-directed learning. Module coordinators are encouraged to ensure that the reading lists of Welsh-medium modules include as much learning material in Welsh as possible. However, it is not expected that all texts and learning resources on a Welsh-medium module are available in Welsh. In

everyday life, bilingual speakers are constantly switching between languages and learning skills such as translanguaging are invaluable.

Therefore, regardless of the language medium of the reading material and the learning resources on the module reading list, the Coleg recommends that 10% of the available learning experience be assigned to the self-directed learning element (weighting of x 0.1).

**Example:** A 10-credit module with the lectures being delivered through the medium of English (10 x 1-hour lectures) but with a separate seminar group being provided in Welsh for the Welsh-speaking students (10 x 1-hour seminars).

The students in the Welsh-medium seminar group will usually complete all their assessments (oral presentation and essay) through the medium of Welsh, and a reading list is provided that includes some Welsh language texts (with the rest in English) as well as a series of bilingual videos as an additional learning resource for students.

A maximum of 80% of this module is available through the medium of Welsh, equating to 8 credits.

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 10	(0%)	(@ 0.2)	(= 0% of 10cr)	(= 0cr)
Seminars	10 / 10	(100%)	(@ 0.6)	(= 60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>10 / 20</b>			<b>60%</b>	<b>= 6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>

<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>8</b>

If the student had completed one of the assessments in Welsh (e.g. an oral presentation in Welsh, but submitted an essay in English), this would count as completing **some** assessments in Welsh, and it would be appropriate to record the student as having been assessed in Welsh. This student would also therefore have completed a total of 8 credits.

Should a student choose to submit all assessments through the medium of English, that individual student's record when reporting to HESA should be adjusted to show that 7 credits were completed in Welsh (which is 70% of the percentage value of the module although a maximum of 80% is available in Welsh).

### **b) Bilingual (passive experience)**

Where the learning experience available to the students offers a low-level experience of passive bilingualism (but with no structured Welsh-medium teaching elements), this should be reflected in the module descriptor.

If:

- i. **all** the basic learning materials are available to students in both languages<sup>1</sup>, e.g.
  - lecture slides
  - lecture handouts

<sup>1</sup> The materials must be fully and entirely available in both languages either together or in separate Welsh and English versions, and at the same time (i.e. rather than the Welsh version appearing later or only on request).

- worksheets

and/or

- ii. the **classroom learning** includes an element of using some basic Welsh vocabulary and phrases

... the module descriptor will indicate that up to a maximum of 10% of the module can be counted as providing a bilingual experience. As a result, 1 credit of a 10-credit module can be counted as a bilingual experience, 2 credits of a 20-credit module, etc. By doing this it will be possible to include any students who have experienced this passive bilingual learning, both Welsh and non-Welsh speakers, in the data reported to HESA. This is consistent with the aim of introducing a bilingual learning environment for all learners.

If all modules on the degree scheme included bilingual learning experiences, this would equate to no more than 12 credits in a whole year (out of 120 credits). Therefore, while these passive bilingual learners will contribute to institutions' targets for students studying at least 5 credits through the medium of Welsh, the cap will ensure that there is no over-reporting in the data.

## Notes

### Assessments

Students are usually entitled to be assessed in Welsh or English regardless of the language of the teaching.<sup>2</sup> As a result, a student following a module that is taught 100%

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<sup>2</sup> A student's right to submit any written work in Welsh as part of an assessment is protected by Standard 90 and 90A of the Welsh Language Standards, and institutions must not treat work submitted in Welsh for assessment less favourably than work submitted in English.

through the medium of English may choose to submit assessment(s) through the medium of Welsh.

Institutions should therefore ensure that they have suitable procedures in place not only to deliver that right without restriction for students, but also to record the completion of the assessment through the medium of Welsh if you wish the data reported to HESA to reflect all Welsh-medium learning experiences experienced by your students. It will not be possible to recognise those students' achievements in Welsh (i.e. the assessment element) unless a Welsh-medium percentage value has been assigned to the module in advance when planning the module. As a result, it is important that module coordinators try to predict which modules may be in demand from students to submit work for assessment in Welsh, and a Welsh-medium percentage value of up to 10% should be given to the module based on the summative assessments. Providers may also retrospectively amend a student's record once it's known that at least 1 student is being assessed through the medium of Welsh on an otherwise English-medium module. This would be equivalent to 1 Welsh-medium credit on a 10-credit module, or 2 credits on a 20-credit module.

It is essential that dissertation or project modules of 40 credits or more are structured in such a way that students can submit their work for assessment through the medium of Welsh, irrespective of the language of delivery. The module descriptor should explicitly set out this entitlement, and a Welsh medium percentage value of 50% should be assigned to the descriptor as the maximum potential provision through Welsh. This percentage will only be reported to HESA where a student undertakes and submits the dissertation or project in Welsh.

### **Illustrated examples**

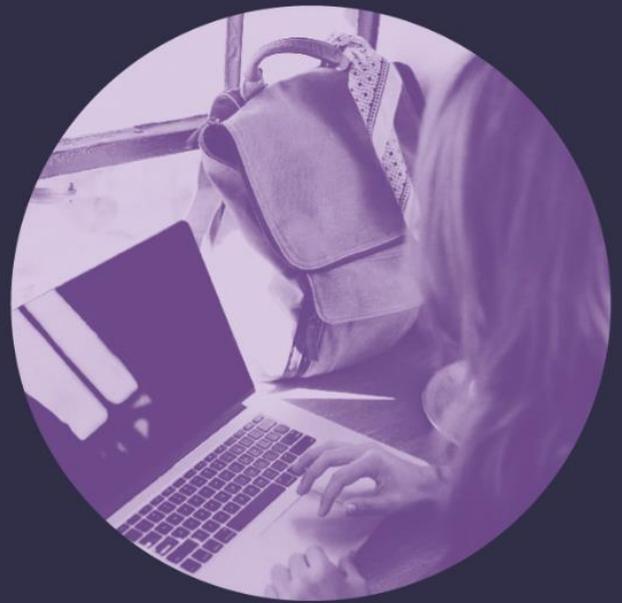
A series of examples are provided in [Appendix A](#) at the end of the Guidance to illustrate how the Coleg's calculation model should be used to come to a reasonable and

consistent view on what percentage of a module is being delivered through the medium of Welsh or bilingually.

# Guidance on Defining Welsh-medium and Bilingual Provision in Higher Education



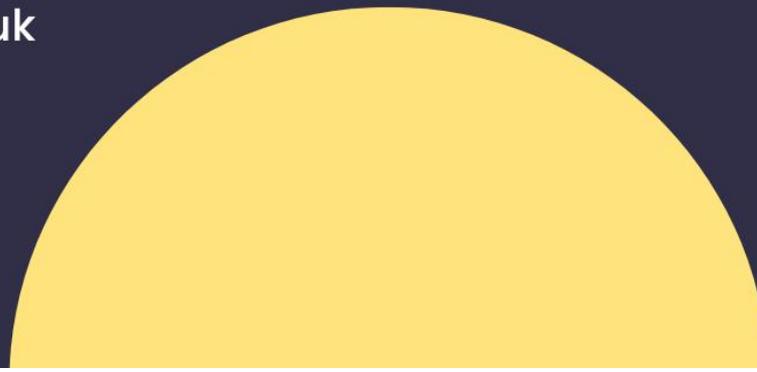
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## 1. Aims and objectives

- 1.1. This **Guidance** has been specifically prepared for module coordinators and academic staff in the higher education sector to support them in planning Welsh-medium and bilingual provision for students.
- 1.2. It provides advice on how to calculate the Welsh-medium learning element and what percentage value to give to a module in respect of the planned Welsh and bilingual learning experience. This will help in promoting provision and explaining the experience offered to students. It will also provide an estimate for how many Welsh medium credits will be available for students to study on their degree programmes. [Appendix A](#) of this Guidance includes a number of examples that illustrate how the percentage value of the Welsh and bilingual learning experience in different types of modules should be calculated.
- 1.3. This is not a technical guide for data officers, and advice for officers responsible for submitting your organisation's data to HESA is provided by Medr. Nevertheless, the way in which the Welsh-medium and bilingual modules have been defined will be important in terms of the accuracy and consistency of the data your organisation reports to HESA. Therefore, when planning the provision, you should consult with your organisation's data officers who will be able to provide advice on processes and regulations relating to the submission of data to Medr and HESA.
- 1.4. It should also be noted that the data reported to HESA is ultimately based on the experience of individual students. The exact experience of **individual students** can vary even within the same module. Therefore, as well as providing advice on how to calculate the percentage value of the Welsh and bilingual learning experience available to students when planning a module, the Guidance also explains how the experience can vary from individual to individual. The examples in **Appendix A** contain advice on how to deal with individual student records for reporting to HESA.

1.5. The main purpose of the Guidance is to ensure that higher education modules that include an element of Welsh-medium or bilingual learning are defined correctly and consistently across institutions and departments. The student experience is a priority, and provision defined as Welsh-medium should match student expectations. When higher education courses are promoted and marketed to students, the information about Welsh-medium and bilingual learning experiences and opportunities should be clear and intelligible. The purpose of this Guidance is to provide advice on how to calculate the proportion of Welsh-medium or bilingual learning in a consistent and reasonable way when designing higher education provision.

## 2. Identifying Welsh-medium modules

- 2.1. All higher education modules that include a Welsh-medium or bilingual learning experience should be easily identifiable as a module that offers a 'Welsh-medium' experience. This will assist providers and organisations such as the Coleg Cymraeg in planning provision, but will mainly support students to identify which modules on their study schemes will give them a Welsh-medium learning experience, at least in part, and to know what to expect.
- 2.2. Research carried out on behalf of the Coleg shows that one of the main obstacles for some students to choose to study through the medium of Welsh is a lack of information and a lack of clarity regarding the 'Welsh-medium offer'. Further work undertaken on behalf of the Coleg to develop messages and techniques to increase the number of students who study part of their degree programmes in Welsh emphasises the need for clear and unambiguous information about what a Welsh-medium module is and what bilingual learning entails, and what they can expect.

2.3. This Guidance clarifies that a percentage value can be used for two different purposes, and can therefore differ, when describing Welsh-medium or bilingual provision:

- the percentage shown in the [Module Descriptor](#), which indicates the maximum proportion of the module that has been designed to be **available** in Welsh or bilingually; and
- the percentage **reported** to HESA, which reflects the actual Welsh-medium or bilingual learning experience of each individual student, based on the activities they undertake.

2.4. This Guidance proposes a model for calculating the available percentage of a Welsh-medium or bilingual module, supported by a calculator tool. Providers should aim to show this calculation in the Module Descriptor, so students know what kind of Welsh-medium or bilingual learning experience to expect.

2.5. Each institution will have specific methods and procedures for identifying and labelling modules. At some institutions, modules that include an element of teaching delivery through the medium of Welsh are given a dedicated code, so that a distinction can be made between 'Welsh-medium' and 'English-medium' modules – although this is not the practice at all institutions.

2.6. The data collection systems within all institutions have been developed around the requirements of the HESA record. Accordingly, all institutions are able to:

- (i) identify modules with some element of learning available through the medium of Welsh (using HESA student record field MODLANGID); and
- (ii) state what percentage of the module has been delivered to a student in Welsh (HESA student record field LANGPCNT, the proportion of the Module Instance that was taken in Welsh).

- 2.7. The advice that follows in this Guidance, based on those existing functions, offers a consistent model to calculate the percentage value of Welsh-medium and bilingual modules. Module coordinators<sup>1</sup> are encouraged to use the model when designing provision to estimate what percentage of a module would normally be available in Welsh (although the experience of individual students on that same module may vary).
- 2.8. The exercise will also help in preparing information that could be shared with prospective and enrolled students to explain module content, and the nature of the Welsh-medium and bilingual experience that will be provided to them.
- 2.9. The level of Welsh-medium or bilingual learning experience can vary greatly from module to module, and the Guidance offers advice on how to reasonably calculate those different levels of experience. Where no structured Welsh-medium learning experiences have been designed as part of a module (in terms of contact hours or formal/informal learning opportunities) those will be considered English-medium modules (i.e. no percentage of the learning will be available in Welsh). However, students will normally be entitled to complete assessments in Welsh or English regardless of the language of the teaching.<sup>2</sup> Assessments are dealt with more fully

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<sup>1</sup> The term 'module coordinator(s)' is used in this Guidance to refer to the individual who is responsible for leading the module, and who has usually designed and created the module. The title used by institutions to describe this role may vary. However, this individual will be responsible for deciding the content of the module, how it is taught and assessed, and for leading the module through quality and validation processes. Often, the same person is primarily responsible for teaching the module, but not in all instances - especially if the module has originally been created through the medium of English and somebody else leads the module through the medium of Welsh. It is important that the module coordinator, and the person who's delivering it, are part of the process of calculating and describing the Welsh-medium learning experience of the module, so that the module descriptor has been properly authorised.

<sup>2</sup> A student's right to submit any written work in Welsh as part of an assessment or examination is protected by Standard 90 of the Welsh Language Standards (No.6) Regulations 2017. Furthermore, Standards 90 and 90A state that work presented for assessment in Welsh should not be treated less

later in the Guidance, including circumstances such as where a student chooses to sit an exam or present an essay or project, etc., in Welsh on an English-medium module.

### 3. 'Welsh-medium' and 'bilingual' learning experiences

3.1. This Guidance considers 'Welsh medium' provision mainly to be provision where an active and meaningful learning experience is offered in Welsh, which will account for 10% or more of the language medium of the learning. However, several institutions have modules where the teaching is delivered through the medium of English, but where there is a low level element of bilingual (Welsh and English) experience within the learning – e.g. through bilingual lecture slides, learning resources that are provided to the students bilingually, occasional bilingual experiences on learning placements, etc. These modules do not provide a substantial element of learning to students through the medium of Welsh, as they only provide a limited bilingual learning experience. Nevertheless, it's appropriate that institutions can promote these modules as providing a bilingual learning experience. (Some institutions will give these modules a dedicated code to signify that they are 'bilingual' modules, where this is consistent with the institution's practice of coding modules). Using the model outlined in this Guidance, all institutions can estimate the percentage of a module that is available in Welsh or bilingually. That includes modules which are mainly provided through the medium of English, but where a low-level bilingual

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favourably than written work submitted in English:  
<https://www.legislation.gov.uk/wsi/2017/90/schedule/1/part/1>.

QAA Guidelines also support students' right to submit work for assessment through the medium of Welsh: <https://www.qaa.ac.uk/news-events/news/updated-guidance-examining-and-assessing-in-welsh-within-wales>

experience is offered, so long as the percentage value is no higher than 10% of the module's learning experience.

- 3.2. Although these types of bilingual learning experiences can be limited and low level, this type of experience can still be of value to students - whether they speak Welsh or not, and it is appropriate for these bilingual learning experiences to be reflected in students' degree transcripts and in the data reported to HESA, as long as the experience is not exaggerated and reported as being more than 10% of the learning experience. It will also help in explaining to prospective and current students the nature of these modules and the learning experience they can expect, so that there is clarity that this bilingual learning experience is a limited one. Bilingual learning experiences are covered in more detail below, with specific guidance on how to define and calculate this type of low level bilingual provision.

## 4. Defining percentages of Welsh-medium modules

- 4.1. When calculating what percentage of a module is 'Welsh-medium', we must consider which aspects of the student learning experience are available in Welsh or bilingually. The percentage of a module identified as Welsh-medium must be reasonable, consistent and auditable. As a result, module coordinators are advised to provide a [Module Descriptor](#) dividing the different learning experiences within the module into individual elements or 'components', and show clearly which of those components will be taking place through the medium of Welsh. A module descriptor outlines a module's aims, learning outcomes, content, teaching and assessment methods, and credit value. It is normally created by the module leader, approved through institutional quality processes, and made available to students via programme handbooks or virtual learning environments. It is also used by staff, external examiners, and accrediting bodies for quality assurance. Sometimes, a

module will be delivered by member(s) of staff other than the coordinator themselves. In those cases, the whole module teaching team should discuss which components will be available in Welsh, and who will be responsible for this, to ensure clarity.

- 4.2. Providers are expected to come to a **reasonable decision** about which elements of the learning are estimated as 'Welsh medium'. The module descriptor should outline in detail what type of teaching, and how much of it will be delivered and received (i.e. contact hours), through the medium of Welsh. The descriptor should also clearly show that the module includes self-directed learning and assessments that can be completed through the medium of Welsh. If only a low-level bilingual learning experience is offered on the module, the descriptor will show that a maximum of 10% of the module is through the medium of Welsh and that this is a passive bilingual experience. There is a fuller treatment of passive bilingual learning in [section 8.2](#).
- 4.3. Because these percentages will be used when estimating what proportion of a module will be available in Welsh, they will also be used as a basis for the data that will be submitted by your institution to HESA. Module coordinators will therefore need to keep a record of the Welsh-medium percentages determined for their modules, and the method used to calculate these percentages. The percentages and the method of calculation may be subject to a future review by the Coleg or an external audit by Medr. It will therefore be necessary to be able to **defend** how the calculation stated in the descriptor was arrived at, and what percentage of the module has been recorded as being available in Welsh.
- 4.4. Module coordinators should consult with their institution's data officers to ensure that they comply with their institution's data collection rules, as well as those for Medr and HESA. It is the institution's responsibility to ensure that students' Welsh-medium learning experience is calculated and reported correctly and in a reasonable manner. This Guidance offers a consistent approach to doing so.

## 5. Percentage calculation model: the Coleg's model

- 5.1. When designing a module, the percentage of the module that is available through the medium of Welsh should be calculated based on the number of **notional learning hours** the student is expected to receive or experience through the medium of Welsh. For each ten credits of provision, students will usually have a notional 100 hours of learning.<sup>3</sup> The module descriptor should therefore show clearly which elements will be available through the medium of Welsh using the planned number of contact hours as a basis to calculate the percentage value of the experience.
- 5.2. The most important learning experience for the student from a language medium perspective is the active learning that takes place in the company of a lecturer or tutor and the other students. Learning sessions (usually on the students' timetable) which are led and delivered by a lecturer, tutor or supervisor can take many forms – such as a lecture, seminar, tutorial, practical session, laboratory session, a learning experience on placement, etc. The active learning (in terms of language) will happen in particular where there is an element of interaction and two-way communication in the session between the lecturer and the students, and the students with each other. However, the notional learning hours will also include other elements of learning, and this Guidance offers advice on how to acknowledge those as well.
- 5.3. When calculating the Welsh-medium experience of a module during its design phase, and determining the module's various 'learning components', the greatest weighting – up to 80% of the value of the whole learning experience – should be given to the taught element during contact hours between lecturer and students.

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<sup>3</sup> <https://www.gov.wales/sites/default/files/publications/2022-03/220323-cqfw-brochure.pdf>

The language of assessment and the language of self-directed learning should also be calculated in the formula, but with less weighting – of 10% (each) – of the value of the learning experience.

5.4. The following model offers a basic framework that's reasonable, and is based on the main elements (or 'components') of most modules, giving the greatest weighting to the more structured learning being delivered by teaching staff:

- A. Teaching (contact hours) (80%)
- B. Assessments (10%)
- C. Self-directed learning (10%)

## 6. Main module elements

### **A. Teaching (contact hours) (worth up to 80% of the language medium of the learning experience)**

(e.g. lectures, seminars, tutorials, laboratory sessions, etc)

6.1. The main element or 'component' of learning in any module – especially in terms of managing the language medium of the learning – is the taught element that usually takes place during timetabled contact hours between the lecturer or tutor and the students. The Coleg's calculation model assigns 80% of the learning experience to this component. The teaching will be delivered in a structured way (usually formally but sometimes informally, depending on the nature of the delivery method), and the teaching will usually take place through one main language. For example, ten lectures and ten seminars delivered by one lecturer over the course of one semester (a total of 20 structured contact hours).

6.2. The Welsh-medium learning experience should be calculated by counting all the contact hours where the teaching takes place through the medium of Welsh, out of the total number of contact hours on the module. This gives a percentage for how much of the learning experience within that component of learning (contact hours) is available through the medium of Welsh. For example:

**Example 1:**

10 Welsh-medium lectures (out of a total of 10 lectures on the module) = 100%

10 Welsh-medium seminars (out of a total of 10 seminars on the module) = 100%

= a total of 20 hours of contact through the medium of Welsh

**Example 2:**

0 Welsh-medium lectures (10 English-medium lectures) = 0%

10 Welsh-medium seminars = 100%

= a total of 10 Welsh-medium hours (out of a total of 20 hours)

6.3. However, it should be acknowledged that different types of teaching during contact hours also provide a different experience – and that some experiences are richer and more comprehensive than others from a linguistic point of view of the learning experience.

6.4. There are modes of teaching where there is active interaction between the lecturer or tutor and the students – i.e. where there is two-way communication, orally and/or in writing – giving the learner a practical and active role in using and practising the language. Therefore, it is appropriate to consider when calculating the medium of the learning experience how active the linguistic experience is per component of the contact hours. So within the 80% of learning experience that has been assigned to

the teaching element, it can reasonably be shown that 60% of the Welsh medium experience relates to learning modes where language is used in an interactive way (e.g. tutorials and seminars, where there is back and forth communication between the lecturer and the students and where Welsh is used as an active medium of interaction), while the other 20% of the Welsh-medium experience belongs to less interactive modes of learning (e.g. lectures, where the communication is in one direction only from the lecturer).

- 6.5. Therefore, in the first example above, all the lectures are available through the medium of Welsh (so 20% of the notional 80% available in terms of the experience of the whole module), and all the seminars (so 60% of the notional 80% available) - giving a total of 80% (the maximum possible) of the learning experience of the module, based on the teaching delivered and received, available through the medium of Welsh.
- 6.6. In the second example above, only the seminars are available in Welsh. But because there is more linguistic value to that learning experience in any case - due to the interactive nature of the learning and the fact that the students actively use the Welsh language - 60% of the module, based on the teaching that is delivered and received, is available through the medium of Welsh.
- 6.7. Examples are given in [Appendix A](#) of this Guidance to illustrate different types of modules. As will be illustrated below, in the Coleg's calculation model the taught component of the module (in contact hours) is equivalent to a total of 80% of the module's learning experience, and it is recommended to give a weighting of x0.6 to learning modes where Welsh is used in an interactive and active way (e.g. seminars) to give 60% of the module's learning experience, and a weighting of x0.2 to less interactive learning modes (e.g. lectures) to give 20% of the learning experience of the module.

6.8. The Coleg's aim is to increase the number of students who undertake part of their higher education studies through the medium of Welsh. It's therefore very important that module coordinators consider how best to introduce Welsh-medium learning experiences into their provision and design it in a way that offers a meaningful and rich experience, but is also accessible and flexible. Some students will be keen to take advantage of every possible opportunity to study through the medium of Welsh, so where possible it should be ensured that every component of the learning is available in Welsh. Other students, however, will be less certain and may wish to undertake only certain elements of the provision in Welsh - perhaps only the more informal, interactive elements - and build their experience and engagement with Welsh-medium learning gradually over the course of their study programme. The aim is to ensure flexibility and easy access to Welsh-medium provision, enabling simple and unhindered movement between English-medium and Welsh-medium learning, and giving students the opportunity to build up their Welsh language skills over time and to develop as confident bilingual individuals. The Coleg is currently supporting several projects to develop teaching methodologies that facilitate this and to embed Welsh-medium learning experiences within modules; advice and good practice from those projects will be shared in due course.

**B. Assessments (worth up to 10% of the language medium of the learning experience)**

(e.g. essay, oral presentation, exam, etc)

6.9. While the taught component as described above is the most important element of the students' learning experience when calculating the Welsh-medium experience, it is also important to acknowledge the language of the assessments carried out as part of a module.

- 6.10. Submitting work to be assessed in Welsh is a clear and measurable test of an individual's ability in terms of their educational and linguistic attainment. All students should therefore be encouraged and supported to present their assessments in Welsh on Welsh-medium modules. Nevertheless, not all students choose to complete their assessments in Welsh, for all sorts of reasons, but most often due to a lack of confidence in their Welsh skills. Institutions should therefore provide ongoing support and assistance to students for them to be able to improve their language skills as part of their education.
- 6.11. Normally, students are expected to submit their work for assessment in the language of instruction. For a Welsh-medium module, it is reasonable to expect that students will usually submit their work for assessment through the medium of Welsh. Therefore, when designing a module and estimating the percentage value of the Welsh-medium experience that will be available, the Coleg's calculation model recommends assigning 10% of the available learning experience to the assessment component.
- 6.12. However, not all students will complete the assessments in Welsh and therefore will not have completed this 10% of the learning experience through the medium of Welsh. Individual student records can be adjusted when reporting to HESA to show what proportion of the *available* Welsh-medium percentage of a module a student has completed.
- 6.13. The examples given in [Appendix A](#) of this Guidance show (i) what percentage of the module is designed *to be available* in Welsh, and (ii) the total number of credits that an individual student *will have completed* depending on which components of the learning they have completed in Welsh.
- 6.14. Students should be encouraged, where necessary, to complete some if not all of a module's formal summative assessments – the assessments that count towards the module's final mark – through the medium of Welsh, since that is an effective

way of measuring their progress and attainment in terms of their language skills as well as their understanding of the subject.

- 6.15. However, as with the structured teaching, some flexibility should be shown when dealing with the language medium of assessments and students who choose not to complete their assessments in Welsh should be encouraged and supported over time to increase the number of assessments they complete in Welsh. It is possible that some students will be more open to completing assessments such as oral presentations, group work, etc., in Welsh, than written assessments (e.g. essays, exam papers, etc.) and therefore that should be considered when designing the nature of the assessments within individual modules and across degree programmes, so that a variety of assessment methods are used. For those who are most resistant to completing the module's summative assessments in Welsh, they could be encouraged to start with some of their formative assessments in Welsh first. Formative assessments are covered in the next section.
- 6.16. To keep the calculation formula as simple as possible, it is recommended to assign 10% of the total value of a module's Welsh-medium learning experience to the assessments. It should be assumed that students will usually complete their assessments in Welsh on a Welsh-medium module, and therefore 10% of the total value of the module *available* in Welsh will be based on the assessments. Therefore, if a student completes one or more of the summative assessments in Welsh, they will have completed 10% of the module in Welsh. However, if a student chooses not to submit any work for assessment in Welsh, that student's HESA record should be adjusted to show that they did not complete all of the module's potential Welsh-medium credits.
- 6.17. The only exception to the above advice is in the case of dissertation or project modules that are 40 credits or more. Because the dissertation or the project is itself the main component of the learning experience, this must be properly

acknowledged when calculating the Welsh medium value of the module. It is possible that some structured contact hours will be part of the module, e.g. 5 one-to-one half-hour tutorials with the lecturer, and a value for those should be calculated within the student's learning experience. However, for any dissertation or project module that is 40 credits or more, **50% of the learning experience should be assigned based on the language of the assessment.** That will leave 40% of the learning experience for the taught component (contact hours) and 10% for the self-directed learning.

6.18. It is also important to remember, as already stated, that students usually have a right to be assessed in Welsh or in English, regardless of the language of instruction. As a result, it is possible that a student undertaking a module that is taught 100% through the medium of English may choose to submit assessment(s) through the medium of Welsh. Institutions should therefore ensure that they have suitable procedures in place not only to easily implement that right for students, but also to record the completion of the assessment element of the learning through the medium of Welsh if it's the institution's wish that the data reported to HESA reflects all Welsh-medium learning experiences experienced by all students.

6.19. It is important that module coordinators try to predict which modules may face student demand for assessments to be submitted in Welsh. Ideally, every effort should be made to offer a structured Welsh-medium learning experience to accompany these modules - even if only low-level bilingual learning is offered (e.g. by ensuring that lecture slides are bilingual, etc.). But at the very least, if it's likely that some students will choose to present their work in Welsh on a module which is otherwise an English-medium module, this should be clearly stated in the module descriptor and a percentage value of up to 10% Welsh-medium can be given to the module based on the summative assessments. So keeping to a weighting of x0.1 - or

10% of the credit value of the whole module – this would be the equivalent of 1 Welsh medium credit on a 10 credit module, or 2 credits on a 20 credit module, etc.

6.20. It's very important, therefore, that dissertation or project modules that are 40 credits or more are designed so that it will be possible to present work for assessment through the medium of Welsh – whatever language the module is delivered in. On a dissertation or a project module of 40 credits or more, where the assessment accounts for 50% of the credit value of the whole module, it must be ensured that the module descriptor clearly states the potential for students to present their work for assessment in Welsh, and that a Welsh medium percentage value is given to the module.

6.21. Note, however, that not all students who have followed a module where 10% or 50% of the module is available in Welsh (based on the opportunity to present work for assessment) will choose to complete any part of their assessment in Welsh. Therefore, providers should not report Welsh-medium credits for all students on such a module. Instead, only those students who actually complete one or more assessments in Welsh should be recorded as having Welsh-medium credits. All other students should be recorded as having 0 Welsh-medium credits, even though the module itself is recorded as being available in Welsh.

6.22. Although it should be clearly stated in the module descriptor that work can be submitted for assessment in Welsh on modules of this type, they shouldn't be marketed or promoted as 'Welsh-medium' modules giving a false impression to students of what to expect from the module. Only modules where an element/elements of the teaching delivered and received take place through the medium of Welsh or bilingually should be marketed as being 'Welsh-medium' or bilingual. The fact that students are able to submit an assessment through the medium of Welsh is not enough in itself to justify labelling a module as a Welsh-medium, partially Welsh-medium, or bilingual module.

6.23. Whilst module coordinators, when designing the provision, should make every effort to assess whether any students are likely to present work to be assessed in Welsh, and assign it a notional Welsh-medium percentage value, returns to the HESA data for individual students can be amended to show that they have completed a percentage of a module through the medium of Welsh despite it otherwise being an English-medium module. For any individual instances where a student has submitted work to be assessed in Welsh, on a module which is otherwise provided entirely through the medium of English, and where no notional Welsh-medium percentage value has been given to the module, this Guidance's advice is to amend the individual student's record when returning to HESA.

**C. Self-directed learning (worth up to 10% of the language medium of the learning experience)**

(e.g. reading time, preparation, reflection, etc)

6.24. Every module contains an element of self-directed learning. This learning is in addition to the structured contact hours and represents the students' independent input to their learning through the reading work they do, as well as reflection, revision, formative assessments, seminar preparations, etc.

6.25. Again, it is assumed that all students undertaking a Welsh-medium module will also complete their self-directed learning through the medium of Welsh, and it is therefore appropriate to include the self-directed learning as an element or 'component' of a module's Welsh-medium learning experience. So when designing a module and estimating the percentage value of the Welsh-medium experience that will be available, the Coleg's calculation model recommends assigning 10% of the available learning experience to the self-directed learning component.

6.26. In a Welsh-medium module, at least some of the reading material and learning resources to support the module will be available in Welsh. Module coordinators are

encouraged to ensure that the reading lists of Welsh-medium modules contain as much Welsh language learning material as possible, and if there is a shortage of such material, to produce appropriate Welsh-medium material to fill the gap. (Where there is a shortage of Welsh language materials, the Coleg can support subjects via our Small Grants and project funds).

6.27. However, it is not expected that all texts and learning resources on a Welsh-medium module will be available in Welsh. That is not practically possible or reasonable. A number of learning and research sources and materials published in journals, monographs and digital platforms in English, as well as other languages, will be available to students, and this will enrich their learning. This is the nature of bilingual and multilingual education across the world. In everyday life, bilingual speakers constantly switch between languages, therefore learning skills such as translanguaging is both important and valuable.

6.28. Therefore, whatever the language of the reading material and learning resources included on the module reading list, the self-directed learning will be included as a component of the students' learning experience – equal to 10% (and weighted as x0.1) of the Welsh-medium learning experience and credit value of the module. (See **Appendix A** for examples.)

6.29. Some modules will also include formative assessments to track student progress. These assessments will not count towards the final mark of a module, but are used by the coordinator / teaching team to ensure that students understand what they are studying. These assessments can take the form of short assessments, reading comprehension, problem sheets, quizzes, etc. It is expected that all formative assessments given to students on a Welsh-medium module will be available to them in Welsh or bilingually.

6.30. As with the summative assessments, on a Welsh-medium module it is assumed that students will complete the formative assessments in Welsh. However, should a

student choose not to complete one or more of the formative assessments through the medium of Welsh, the student's record should not be changed to show that 0% of the self-directed learning was completed through the medium of Welsh. An element of discretion should be allowed, to take into account the student's effort and engagement with learning through the medium of Welsh. As already stated, some students who lack confidence in their Welsh language skills are sometimes reluctant to submit work for assessment in Welsh. Every opportunity should therefore be taken to encourage and support them to complete their formative assessments in Welsh in order to increase their confidence. This can be a step towards encouraging them to complete some of their summative assessments in Welsh too.

[Appendix A](#) at the end of this Guidance has a series of illustrative examples to show how the Coleg's calculation model should be used to come to a reasonable and consistent view on what percentage of a module is being delivered through the medium of Welsh or bilingually.

## 7. Further considerations

### 7.1. *Minimum expectations of learning resources for Welsh-medium modules*

7.1.1. The Coleg expects as a minimum that all supplementary learning materials **provided to students on a Welsh-medium or bilingual module by the module coordinator / lecturer**, is provided to them **in Welsh or bilingually**, e.g. slides, lecture notes, leaflets, case studies, etc.

### 7.2. *Synchronous and asynchronous learning*

7.2.1. Asynchronous learning is increasingly used to complement and enrich the student learning experience. Synchronous learning is usually delivered in the form of timetabled face-to-face contact hours. That can happen either in person or online. Asynchronous learning is usually delivered in the form of self-directed learning packages, pre-recorded video presentations, online quizzes or tests, etc., and can be watched or completed at a time of the student's choice. Entire modules can sometimes be delivered asynchronously.

7.2.2. A module containing asynchronous components can reasonably be validated and promoted as a Welsh-medium module following a method similar to that described above for 'Teaching (contact hours)'.

7.2.3. All reasonable steps should be taken to ensure that students are actively **using** the Welsh-medium asynchronous materials when learning, rather than materials being produced and provided but not being used. If equivalent English-medium asynchronous materials are available to the students for the module, the presence of a Welsh-medium version of the materials on the institution's learning platform will not be sufficient in itself to justify reporting students as Welsh-medium learners: students must be encouraged to use these Welsh-medium materials and module

coordinators should develop the practice of checking every now and again that the students are using the Welsh materials as part of their active learning.

### 7.3 *Different types of directed learning*

- 7.3.1 The Coleg recognises that a very wide range of learning and teaching methods are used across the various subjects and disciplines. These methods extend far beyond the traditional lectures and seminars, and can include practical sessions in a laboratory, practical sessions on a computer, practical work in a studio, performance rehearsals, fieldwork, placement learning, simulated clinical learning sessions, etc.
- 7.3.2 The main measure for determining which proportion of these learning methods can be recorded as Welsh-medium is the language used by the lecturer / tutor / coordinator / supervisor / demonstrator, etc, when giving instructions and when communicating with students during a learning session.
- 7.3.3 In some circumstances, these can be calculated as 100% Welsh-medium sessions, while in other circumstances the Welsh-medium learning experience will be at a lower level and delivered to a specific group of students within a wider learning environment where delivery to the whole group is through the medium of English.
- 7.3.4 It is up to the module coordinator to come to a reasonable conclusion when calculating the percentage value of a module which language is intended to be used during the different sessions and different learning methods, and record that clearly in the module descriptor. As already stated, a record will have to be kept of how the percentage of Welsh-medium learning was calculated, and the module coordinator should be prepared to defend it.
- 7.3.5 For specific types of learning (e.g. placement learning for Nursing or Midwifery students), the **minimum** provision and/or experience available through the medium of Welsh should be described. For example, in order for these placement learning modules to be labelled as Welsh-medium modules, students must have:

- i. A Welsh-speaking Practice Supervisor
- ii. A Welsh-speaking Practice Assessor
- iii. A Welsh-speaking Academic Assessor

7.3.6 Placing a placement student in an area where there is a high or above average percentage of Welsh speakers within the community (meaning a higher probability that the student will come across other Welsh speakers on the staff or among patients / service users) is not sufficient in itself to label an experience as a 'Welsh-medium' experience.

7.3.7 However, the Coleg recognises that calculating the Welsh-medium component within these varied learning experiences is a complex task, and that this Guidance will not always provide an answer for all situations and examples. We will therefore be very happy to discuss specific examples with module coordinators and to advise as necessary. This guidance will also be continually updated to reflect new learning and teaching methods and methodologies.

## 8 Defining 'bilingual' provision

This part of the Guidance deals with 'bilingual learning.' The advice that follows explains how to calculate different levels of bilingual learning, including learning where the Welsh-medium experience is actually very little.

### 8.1 *What is 'bilingual learning'?*

8.1.1 Bilingual learning can mean different things in different contexts. Almost without exception, all students studying an element of their degree scheme through the medium of Welsh, regardless of the subject, will have a bilingual learning experience to some extent. This is true whether their course contains a great deal

of Welsh or very little. These students will have access to all kinds of reading materials and learning resources in languages other than Welsh.

- 8.1.2 For that reason, this Guidance encourages institutions to define each module where one or more elements of the provision taught to the students takes place through the medium of Welsh. That includes modules where both languages are used to deliver the teaching – e.g. where the lectures are in English, and the seminars in Welsh. Such modules are bilingual in the sense that both languages are used, although only one language is used within the classroom at a time. But as this Guidance explains, it is possible to calculate and give a specific percentage for how much of the learning experience is delivered to students through the medium of Welsh on any module. Even in modules that include the use of both languages – such as modules with English-medium lectures and Welsh-medium seminars – it is fair and appropriate to describe those modules as having an element of Welsh-medium learning.
- 8.1.3 'Bilingual' becomes a more complicated issue when two languages are used at the same time within the same learning environment. There are different models of bilingual teaching: for example, mixed-language classes which are mainly taught through the medium of English, but with some bilingual materials being provided to the whole class (e.g. bilingual lecture slides with Welsh and English side by side, bilingual lecture notes, bilingual module booklet, etc); or a mixed language class where the lecturer actively uses both languages when addressing the two groups of Welsh-speaking and non-Welsh speaking students (or uses simultaneous translation so that each group receives the lecture in the language of their choice).
- 8.1.4 The first type of bilingual learning experience within a mixed-language class is considered 'passive' and a fuller description of it can be found in section 8.2 .

- 8.1.5 The second type of bilingual learning experience offers an active experience through the medium of Welsh **for some** of the students within the wider class. In order for this type of bilingual teaching to be effective, and to ensure an equal and equitable learning experience for both language groups, lecturers need to be trained to a very high level, so they are well-versed in bilingual teaching techniques and pedagogy and plan the learning experiences of both language groups carefully and deliberately. Research shows that there is a constant risk of bias towards one language in a mixed-language class, leading to a lower quality learning experience for one language group, unless best practice structures and strategies are put in place and followed closely.
- 8.1.6 Mixed-language classes should be avoided where possible, unless there are strong pedagogical reasons for mixing languages (e.g. as a method of raising the confidence of students who would otherwise not attempt any element of their studies through the medium of Welsh). Certainly, mixed-language classes should not be used as a method of cutting provision costs by combining Welsh-medium and English-medium groups. If mixed-language classes must be held, care should be taken that those students who are being addressed and taught through the medium of Welsh have the supporting learning materials in Welsh so that the self-directed learning can take place through the medium of Welsh, and that they are encouraged to complete their assessments in Welsh.

## 8.2 *'Active' or 'passive' Welsh-medium or bilingual learning experiences*

- 8.2.1 A distinction should be made between the active and passive Welsh-medium or bilingual learning experiences that are available to students.

- 8.2.2 In order to learn 'actively' through the medium of Welsh, students need to see, hear and speak Welsh within a module. Therefore, in a **Welsh-medium** lecture or seminar, it is expected that all of the visual material, e.g. slides, lecture notes, etc, are in Welsh (or bilingual), that the lecture is delivered in Welsh, and that any discussion within the class takes place in Welsh. In such a situation, students are directly and **actively** engaged with the Welsh language.
- 8.2.3 However, students can also have a 'passive' learning experience of Welsh. Usually, English will be the main medium of learning – i.e. the language used by the lecturer when delivering and speaking with the students. But if there is an element of bilingualism in the learning environment within the class, e.g. bilingual lecture slides, lecture notes, or even an element of hearing Welsh being spoken (e.g. the lecturer greeting the class with 'Bore Da', occasional use of Welsh expressions and terms when delivering, showing a video clip where Welsh is spoken with English subtitles, etc.), this can be described as a **passive** bilingual learning experience.
- 8.2.4 The Coleg recognises the value of passive bilingual learning experiences. At the very least, these passive experiences can be used as a way of raising awareness of the Welsh language and building the confidence of those who have some understanding of the Welsh language, and can even spark student interest and encourage some students to start learning Welsh or improving their Welsh language skills. One of the priorities of the Coleg's Higher Education Academic Plan 2022 is to expand audiences of students who study through the medium of Welsh, so all institutions are encouraged to introduce bilingual elements to their modules and degree schemes – especially in subjects and sectors where bilingual workforces need to be developed, e.g. health and care, public services, initial teacher education, and education and childhood studies.
- 8.2.5 Where the learning experience available to students provides an **active** Welsh-medium experience, that should be calculated as a recognised Welsh-medium

component within the structure of the module. It should be calculated in using a method similar to the one recommended in this Guidance with a descriptor clearly showing that the module includes component(s) of acknowledged Welsh-medium learning.

8.2.6 However, any learning elements that give students a **passive** bilingual experience within provision should also be acknowledged and recorded. Using a module descriptor, it should be clearly shown that a module contains a low-level element of bilingualism, and this can then give a percentage value to the module. This way it will be possible to include any students who have experienced this passive bilingual learning – both Welsh speakers and non-Welsh speakers – in the data reported to HESA.

### 8.3 *How to calculate and report passive bilingual learning?*

8.3.1 Where the Welsh-medium learning experience is not active and where it is not possible to calculate the experience as a component of the structured teaching within a module, as outlined above, the following procedure can be followed.

8.3.2 For modules without any structured Welsh-medium teaching components, up to a maximum of 10% of the module can be calculated as a bilingual experience if:

- i. **all** the basic learning materials are available to the students in both languages<sup>4</sup>, e.g.
  - o lecture slides

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<sup>4</sup> The materials must be fully and entirely available in both languages either together or in separate Welsh and English versions, and at the same time (i.e. rather than the Welsh version appearing later or only on request). Of course, this could lead to a great demand for support from translation units and may put an additional burden on the capacity that institutions have to hand to produce bilingual resources. As such, efforts should be prioritised to produce learning materials that favour modules that offer a Welsh-medium learning experience for students, and develop a more long-term program to target modules that could provide a passive bilingual experience for students.

- lecture notes
- worksheets, etc

and/or

- ii. the **learning in class** includes an element of basic spoken Welsh vocabulary and expressions.

8.3.3 Up to 10% of the credit value of a module can be calculated as 'bilingual' under these circumstances. As a result, 1 credit from a 10-credit module can be calculated as a bilingual experience, 2 credits from a 20-credit module, etc. (see [example A12 below](#)).

8.3.4 Using this approach, any passive bilingual experiences within a module can be acknowledged, where there is no acknowledged element of teaching being delivered through the medium of Welsh. When designing a module, the module coordinators will include the passive bilingual experiences in the module descriptor so that the Academic Office is aware of the provision and has recorded it as a percentage value of 10% of the module. Since 10% of the module will be the maximum that can be recorded as a bilingual learning experience, the maximum number of credits recorded will be capped, to reflect the fact that it is a passive bilingual learning experience, not active Welsh-medium learning.

8.3.5 All students who have followed a module with a passive bilingual learning experience will be included in the data that institutions will report to HESA - whether they speak Welsh or not (i.e. the data will not be filtered based on students' linguistic ability - everyone on the module will have without distinction completed the minimum credits available for Bilingual Learning. This is consistent with the aim of introducing a bilingual learning environment for everyone, not just Welsh speakers, and is a way of increasing awareness of living and working in a bilingual community. Institutions are encouraged to promote the value and benefits of

modules that include bilingual learning experiences, and to be clear about the bilingual element within marketing material.

8.3.6 Because the maximum that a non-Welsh speaking student can have studied bilingually is 10% of a module, the experience that can be reported will be capped at 1 credit in a 10-credit module. If every module on the degree scheme included bilingual learning experiences, this would equate to no more than 12 credits in a whole year (out of 120 credits) or 36 credits over three years (out of 360 credits). So, while these passive bilingual learners can contribute to institutional targets for students who study at least 5 credits through the medium of Welsh, the cap will ensure that they do not contribute to over-reporting in the data. This will also allow for a more effective distinction in the data between the 'passive' bilingual learners and the 'active' Welsh-medium learners. (Students who have studied up to 12 credits in a year will generally have had a passive experience of the Welsh language, while students who have studied more than that will have completed at least part of their degree programme through the medium of Welsh.)

## Appendix A – Illustrative Examples

The following examples show how the calculation model outlined in this Guidance should be used in order to arrive at a reasonable and consistent view on the percentage of a higher education module that is delivered through the medium of Welsh.

There is also a list in [Appendix B](#) of different types of learning experiences within modules. The list also includes minimum expectations for being able to reasonably consider that it is a 'Welsh-medium' or bilingual learning experience.

### *A. Determining the Welsh-medium credit value of a module*

The examples below all focus on how to calculate the Welsh-medium learning experience for Welsh-speaking students, unless otherwise stated. (There are some examples that explain the difference between the learning experience of Welsh-speaking students and non-Welsh speaking students who are undertaking the same module.)

Each example includes what **percentage** of the entire module *is available* in Welsh (i.e. the percentage to be used in a module descriptor, when marketing and promoting to students, and when estimating numbers who will have studied through the medium of Welsh if everyone had followed every component available in Welsh); and the **total number** of credits an individual student will have studied through the medium of Welsh according to the circumstances described in the example (i.e. the number of credits studied through the medium of Welsh to be reported for an individual student in a HESA record. This may be different from the number of credits *available*, depending on which components of the learning experience the student has experienced in Welsh.)

**Example A1:**

**A 10-credit module with the lectures being delivered through the medium of Welsh (10 x 1-hour lectures) and the seminars in Welsh (10 x 1-hour seminars). All assessments are completed through the medium of Welsh (essay and exam), and a self-directed learning package in Welsh is provided to the students.**

According to the framework above, 100% of this module is available in Welsh. This would equate to ten credits of Welsh-medium provision if a student were to experience every element of the experience that is available in Welsh.

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	10 / 10	(100%)	(@ 0.2)	(= 20% of 10cr)	(= 2cr)
Seminars	10 / 10	(100%)	(@ 0.6)	(= 60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>20 / 20</b>			<b>= 80%</b>	<b>= 8</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>10</b>

**Example A2:**

**A 10-credit module with the lectures being delivered through the medium of English (10 x 1-hour lectures) but where a separate seminar group is run in Welsh for the Welsh-speaking students (10 x 1-hour seminars). The students in the Welsh-medium seminar group will usually complete all their assessments (oral presentation and essay) through the medium of Welsh, and a reading list is provided that includes some Welsh language texts (with the rest in English) as well as a series of bilingual videos as an additional learning resource for students.**

According to the framework above, it could reasonably be calculated that a maximum of 80% of this module is available through the medium of Welsh, equating to 8 credits if all elements were completed in Welsh.

A2a (as per description above, with the assessments being completed in Welsh)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 10	(0%)	(@ 0.2)	(= 0% of 10cr)	(= 0cr)
Seminars	10 / 10	(100%)	(@ 0.6)	(= 60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>10 / 20</b>			<b>60%</b>	<b>= 6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>

<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>8</b>

However, should a student choose to submit all the assessments in English, that individual student's record should be adjusted on returning to HESA as in the example that follows – to show that 7 credits were completed in Welsh (i.e. 70% of the percentage value of the module despite that 80% was available in Welsh).

A2b (as per description A2a, but with differing contact hours for lectures and seminars)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 10	(0%)	(@ 0.2)	(= 0% of 10cr)	(= 0cr)
Seminars	5 / 5	(100%)	(@0.6)	(60% of 10cr)	(=6cr)
<b>Total contact hours</b>	<b>5 / 15</b>			<b>60%</b>	<b>=6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>8</b>

## A2c (as per description A2, but all the assessments being completed in English)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 10	(0%)	(@ 0.2)	= (0% of 10cr)	(= 0cr)
Seminars	10 / 10	(100%)	(@ 0.6)	= (60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>10 / 20</b>			<b>= 60%</b>	<b>= 6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>7</b>

Had the student completed one of the assessments in Welsh (e.g. given the oral presentation in Welsh, but submitted the essay in English), this would be counted as **some** assessments completed in Welsh, and the student could still appropriately be returned as having been assessed in Welsh. Therefore, this student would also have completed a total 8 credits in Welsh.

## A2d (as per description A2, but one assessment completed in Welsh and the second in English)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
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<b>A. Contact hours</b>					
Lectures	0 / 10	(0%)	(@ 0.2)	(= 0% of 10cr)	(= 0cr)
Seminars	10 / 10	(100%)	(@ 0.6)	(= 60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>10 / 20</b>			<b>= 60%</b>	<b>= 6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>	<b>++</b>	<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>8</b>

### Example A3:

**A 20-credit module taught mainly through the medium of English but with individual tutorials delivered in Welsh to the Welsh-medium students – 20 lectures (in English), 10 x 1-hour seminars (in English), and 10 individual tutorials (in Welsh) lasting between 30 and 90 minutes each.**

According to the model outlined above, a maximum of 50% of this module would be available through the medium of Welsh (or a total of 10 credits out of the 20 credits available), if the assessments were completed in Welsh (either all or some of the assessments).

## A3a (as per description A3, with the assessments being completed in Welsh)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 20	(0%)	(@ 0.2)	(= 0% of 20cr)	(= 0cr)
Seminars	0 / 10	(0%)	(@ 0.3)	(= 0% of 20cr)	(= 0cr)
Tutorials	10 / 10	(100%)	(@ 0.3)	(= 30% of 20cr)	(= 6cr)
<b>Total contact hours</b>	<b>10 / 40</b>			<b>= 30%</b>	<b>= 6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 2</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 2</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>50%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>10</b>

However, if all the assessments were completed in English, the student will have completed 8 credits in Welsh, as in the example that follows (since only 40% of the learning experience has been undertaken in Welsh, despite that a maximum of 50% of the learning experience is available in Welsh):

**A3b (as per description A3, but with all the assessments being completed in English)**

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 20	(0%)	(@ 0.2)	(= 0% of 20cr)	(= 0cr)
Seminars	0 / 10	(0%)	(@ 0.3)	(= 0% of 20cr)	(= 0cr)
Tutorials	10 / 10	(100%)	(@ 0.3)	(= 30% of 20cr)	(= 6cr)
<b>Total contact hours</b>	<b>10 / 40</b>			<b>= 30%</b>	<b>= 6</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 2</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>50%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>8</b>

In the module in this particular example, learners with different language skills could be studying the same module. They would attend the same (English-medium) lectures and seminars together. However, bilingual slides are used in all the lectures, and some Welsh is used in the seminar classes with the Welsh-speaking students, although English is the main medium of teaching. The structured teaching (contact hours) element does not give the learners a Welsh-medium experience (other than a passive Welsh language

experience as the learning environment is bilingual). But, in this example, the module coordinator provides an additional Welsh-medium learning experience for Welsh-speaking students through individual tutorials.

Only the Welsh-speaking students will have been able to follow 8 credits through the medium of Welsh (or 10 credits, if they have submitted their assessments in Welsh); this would not be the case for the non-Welsh speaking students. However, in accordance with the above model for calculating and reporting bilingual learning experiences, it can reasonably be reported that the non-Welsh speaking students (and any students who can speak Welsh, but who have chosen not to attend the Welsh-medium tutorials that are available) have received a passive bilingual learning experience.

For those students who have had a passive bilingual learning experience, the credits could be calculated as follows:

A3c (as per description A3, but with students who have only had a passive bilingual experience)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 20	(0%)	(@ 0.2)	(= 0% o 20cr)	(= 0cr)
Seminars	0 / 10	(0%)	(@ 0.3)	(= 0% o 20cr)	(= 0cr)
Tutorials	0 / 10	(0%)	(@ 0.3)	(= 0% o 20cr)	(= 0cr)
<b>Total contact hours</b>	<b>0 / 40</b>			<b>= 0%</b>	<b>= 0</b>

<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input type="checkbox"/>		@ 0.1	= 0%	= 0
<b>C. Self-directed learning</b>	<input type="checkbox"/>		@ 0.1	= 0%	= 0
<b>OR:</b>					
<b>D. Bilingual learning</b>	<input checked="" type="checkbox"/>		@ 0.1	= 10%	2
<b>Maximum percentage of module available through the medium of Welsh</b>					<b>50%</b>
<b>Minimum percentage of module available through the medium of Welsh</b>					<b>10%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>2</b>

Therefore, it can be reported that the non-Welsh speaking students (and any Welsh-speaking students who haven't taken part in the active Welsh-medium components of the module) will have completed the minimum of the module that is available through the medium of Welsh, i.e. 2 credits, because the learning environment gave them a passive experience of the Welsh language. (See also example A12 below).

**Example A4:**

**A 20-credit module with English-medium lectures (20 x 1-hour lectures in English), and 20 laboratory sessions where the students are placed in Welsh language or English language groups and where a Welsh-speaking tutor or demonstrator works with the Welsh-speaking group.**

According to the model outlined above, it would be reasonable to calculate that a maximum of 80% of this module's learning experience is available in Welsh. If an individual student partakes of every component of the learning available in Welsh – including completing at least one of their assessments in Welsh – they would have completed 16 credits of the 20 credit module through the medium of Welsh.

#### A4a (as per description A4, with the assessments being completed in Welsh)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 20	(0%)	(@ 0.2)	(= 0% of 20cr)	(= 0cr)
Laboratory sessions	20 / 20	(100%)	(@ 0.6)	(= 60% of 20cr)	(= 12cr)
<b>Total contact hours</b>	<b>20 / 40</b>			<b>= 60%</b>	<b>= 12</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 2</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 2</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>16</b>

If a student were to present all their assessments in English, they will have completed 70% of the available Welsh-medium learning experience, and that individual student's record could be adjusted to show that 14 credits were completed in Welsh.

As in example A3 above, Welsh-speaking and non-Welsh speaking students may be taught together on the same module in example A4. In this example, however, rather than separate Welsh-medium tutorials being provided to the Welsh-speaking students, the students are taught together in one mixed-language space. All the lectures are provided in English, but laboratory sessions are also provided where the Welsh-speaking and non-Welsh speaking students are taught together. In order to ensure that the Welsh-speaking students have a meaningful Welsh-medium learning experience (and to be able to record this as a structured Welsh medium learning component in a module descriptor) it must be ensured that the Welsh-speaking students are grouped together within the module and during their teaching, and that they are supported by a Welsh-speaking tutor or demonstrator through the medium of Welsh. (This example could be extended to other situations where two languages are used when teaching in a mixed-language space, e.g. practical sessions, fieldwork, etc.).

As regards the non-Welsh speaking students who follow the same module, they should not be given the same percentage of Welsh learning experience when reporting to HESA, even though they have attended the same laboratory sessions as the Welsh-speaking students. The non-Welsh speaking students would only have received a passive bilingual experience, meaning 10% of the module at most (or 2 credits) could be reported for them. To report this appropriately, the learning environment must also reach the required minimum basic experience before it can be described as a bilingual experience and reported in the HESA data, i.e. that all the basic learning materials (lecture slides, lecture notes, worksheets, etc) are entirely bilingual.

**A4b** (as per description A4, but the non-Welsh speaking students having a 'passive' bilingual)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					

Lectures	0 / 20	(0%)	(@ 0.2)	(= 0% o 20cr)	(= 0cr)
Laboratory sessions	0 / 20	(0%)	(@ 0.6)	(= 0% o 20cr)	(= 0cr)
<b>Total contact hours</b>	<b>0 / 40</b>			<b>= 0%</b>	<b>= 0</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>OR:</b>					
<b>D. Bilingual learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>2</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>10%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>2</b>

If no bilingual experiences were provided within the learning environment for the non-Welsh speaking students, those students would have experienced 0% of the Welsh language (and therefore it should be reported to HESA that they received 0 Welsh medium credits).

### Example A5:

**A 20-credit module in a Health subject with the lectures being delivered through the medium of Welsh (10 x 2-hour lectures) and Welsh-medium seminars being held for small groups (10 x 1-hour seminars). Students will also spend 10 days on placement**

**and will complete an essay reflecting on their experiences on placement. Welsh-speaking students will be placed with Welsh-speaking Practice Educators.**

Some modules (e.g. in health) will include placement experiences and we recognise that the experience of each individual student will vary as a result of elements such as geographical location and the level of engagement with staff and patients from different linguistic backgrounds.

However, students who choose to study through the medium of Welsh should have access to Welsh-medium provision for any components taught at, or by staff from, the higher education institution, and have access to Welsh-speaking Academic Assessors. Providing access to Academic Assessors in Welsh will be an essential requirement for a module defined as being Welsh-medium.

Practice Supervisors and Practice Assessors during the placement (e.g. for Nursing students in line with the definition set out in the Nursing and Midwifery Council guidelines, or equivalent roles within other professions) who support the students who have chosen to study through the medium of Welsh should also be Welsh-speaking, where possible.

#### A5 (with at least one assessment being completed in Welsh)

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	20 / 20	(100%)	(@ 0.2)	(= 20% of 20cr)	(= 4cr)
Small group seminars	10 / 10	(100%)	(@ 0.6)	(= 60% of 20cr)	(= 12cr)

Clinical Placement (with a Welsh-speaking practice supervisor)	(No credits attached; however, the placement must be completed to pass the module)				
<b>Total contact hours</b>	<b>30 / 30</b>			<b>= 80%</b>	<b>= 16</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>2</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>2</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>20</b>

If the lectures were delivered through the medium of English, and only the seminars would be provided in Welsh – but the student had a Welsh-speaking Practice Supervisor to support their period on placement – a maximum of 80% of the learning experience of this module would be available in Welsh (and the student will have completed 18 credits

in Welsh if they had submitted at least one piece of work to be assessed in Welsh, or 16 credits if they had submitted all their work in English).

### Example A6:

**A 30-credit module on the Postgraduate Certificate in Education (PGCE) course, which is taught through a combination of English-medium lectures (9 x 2-hour lectures), and Welsh-medium seminars and workshops (9 x 2-hour seminars or workshops) for Welsh-medium students. All assessments (i.e. a research project (60%) and a reflective professional journal (40%)) are usually completed through the medium of Welsh by the students who attend the Welsh-medium seminars and workshops, and a resource and reading list is provided that includes some Welsh language texts (with the rest in English).**

According to the model above, it could reasonably be calculated that a maximum of 80% of this module is available through the medium of Welsh, equating to 24 credits.

#### A6a At least one assessment in Welsh

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 18	(0%)	(@ 0.2)	(= 0% of 30cr)	(= 0cr)
Seminars and workshops	18 / 18	(100%)	(@ 0.6)	(= 60% of 30cr)	(= 18cr)
<b>Total contact hours</b>	<b>18 / 36</b>			<b>= 60%</b>	<b>= 18</b>

<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 3</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 3</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>24</b>

If the student had completed the reflective professional journal in Welsh, but submitted the research project in English, that would still equate to 24 credits since they would have completed at least part of their assessments in Welsh.

However, should a student choose to submit all of the assessments through the medium of English, that individual student's record should be adjusted to show that 21 credits were completed in Welsh.

#### A6b Assessments in English

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
Lectures	0 / 18	(0%)	(@ 0.2)	(= 0% of 30cr)	(= 0cr)
Seminars and workshops	18 / 18	(100%)	(@ 0.6)	(= 60% of 30cr)	(= 18cr)
<b>Total contact hours</b>	<b>18 / 36</b>			<b>= 60%</b>	<b>= 18</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>

<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 3</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>80%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>21</b>

### Example A7:

**A 60-credit module on a Postgraduate Certificate in Education (PGCE) course that is based on a School Experience / Teacher Training element. There are no lectures or seminars: the student's learning comes from time spent in schools and the students complete a portfolio and 3 online workbooks that form part of the Professional Learning Passport.**

Trainees who wish to pursue a career in Welsh-medium or bilingual schools do their teacher training in Welsh-medium or bilingual settings. All Welsh-speaking student teachers (regardless of whether they are on a course preparing them to teach in Welsh) are encouraged to undertake at least one placement in a Welsh-medium or bilingual school.

Because all learning is placement-based, the Welsh-medium or bilingual provision available to students depends directly on the proportion of time spent in each type of school. In these cases, it is reasonable for the Module Descriptor to record the maximum Welsh-medium availability as the placement split (e.g. 50/50 or 40/40). This represents an exception to the usual taught-module pattern, but is appropriate for school-experience modules.

**A7a Teacher Training placements and Assessments in Welsh**

<b>Components</b>	<b># in Welsh</b>	<b>% of experience</b>	<b>weighting</b>	<b>% Welsh- medium</b>	<b>credits</b>
<b>A. Contact hours</b>					
Teacher Training Placement 1	1 / 1	(100%)	(@ 0.4)	(= 40% of 60cr)	(= 24cr)
Teacher Training Placement 2	1 / 1	(100%)	(@ 0.4)	(= 40% of 60cr)	(= 24cr)
<b>Total contact hours</b>	<b>2 / 2</b>			<b>= 80%</b>	<b>= 48</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>60</b>

If a student undertook one Teacher Training Placement at a Welsh-medium or bilingual school (and the experience is predominantly Welsh-medium, i.e. not in an English-medium stream within a bilingual school) and the other Teacher Training Placement at an English-medium school, and completed half the assessments in Welsh, that individual student's record should be adjusted to show that the percentage of the module completed in Welsh was 60% (36 credits).

**A7b One Teacher Training placement and one Assessment in Welsh**

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Teacher Training Placement 1	1 / 1	(100%)	(@ 0.4)	(= 40% of 60cr)	(= 24cr)
Teacher Training Placement 2	0 / 1	(0%)	(@ 0.4)	(=0% of 60cr)	(= 0cr)
<b>Total contact hours</b>	<b>1 / 2</b>			<b>= 40%</b>	<b>= 24</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>60%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>36</b>

If a student undertook one Teacher Training Placement at a Welsh-medium or bilingual school (and the experience is predominantly Welsh-medium, i.e. not in an English-medium stream within a bilingual school) and the other Teacher Training Placement at an English-medium school, and submitted the assessments in English, that individual student's record should be adjusted to show that the percentage of the module completed in Welsh was 50% (30 credits).

## A7c One Teacher Training placement but all Assessments in English

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Teacher Training Placement 1	1 / 1	(100%)	(@ 0.4)	(= 40% of 60cr)	(= 24cr)
Teacher Training Placement 2	0 / 1	(0%)	(@ 0.4)	(=0% of 60cr)	(= 0cr)
<b>Total contact hours</b>	<b>1 / 2</b>			<b>= 40%</b>	<b>= 24</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>50%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>30</b>

**Example A8:**

**A 10-credit module with 8 Welsh-medium lectures that are pre-recorded and made available for students to view on the institution's e-learning platform. A Welsh-**

**medium seminar group is also provided for Welsh-speaking students (over 8 weeks in 1 semester), while English-medium seminar groups are available separately.**

This is an example of a module where part of the structured Welsh-medium teaching is available to students asynchronously. The pre-recorded lectures could be used for flipped learning, where students are expected to watch a pre-recorded lecture in preparation for a synchronous seminar later in the week. The Welsh-medium lectures should be full equivalents of the English-medium lectures, and provide a complete learning experience for students; they should not be a summary of the English language version. The corresponding English-medium lectures may also be available asynchronously, or it may be that those lectures have been timetabled and will be delivered in person. There would be nothing to prevent Welsh-medium students from watching / attending the English-medium lectures as well as watching the Welsh-medium lectures. However, the module coordinator should take reasonable steps to assess and evaluate the students' use of the asynchronous Welsh-medium lectures. After evaluating their use, if it is found that the students are not watching the recorded Welsh-medium lectures, the value and purpose of the resource should be reconsidered and a more suitable method of delivering the lectures to the students in Welsh should be provided (in order to be able to justify calculating this component of the learning as Welsh-medium in the module descriptor).

In this example, the students have followed the 8 asynchronous lectures in Welsh, attended the 8 seminars with the Welsh language group, and completed the assessment (essay) in Welsh.

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					

Lectures	8 / 8	(100%)	(@ 0.2)	(= 20% of 10cr)	(= 2cr)
Seminars	8 / 8	(100%)	(@ 0.6)	(= 60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>16 / 16</b>			<b>= 80%</b>	<b>= 8</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>10</b>

### Example A9a:

**On a taught Master's course, students are given the option of completing their 60-credit dissertation module in Part 2 through the medium of Welsh.**

Students who choose to undertake the dissertation in Welsh would have a Welsh-speaking tutor who would provide the teaching / mentoring element of the module through the medium of Welsh; additional learning materials would be provided through the medium of Welsh; and students would submit their dissertations in Welsh. If the learning materials shared by the lecturer / dissertation supervisor are available either in Welsh or completely bilingual, it could reasonably be calculated that this module offers a

complete learning experience through the medium of Welsh, i.e. 100% (even though a number of the sources and further reading texts are in English).

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Tutorials	5 / 5	(100%)	(@ 0.4)	(= 40% of 60cr)	(= 24cr)
<b>Total contact hours</b>	<b>5 / 5</b>			<b>= 40%</b>	<b>= 24</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.5</b>	<b>= 50%</b>	<b>= 30</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>60</b>

### Example A9b:

**On a taught Master's course, a student will choose independently to complete their 60-credit dissertation module in Part 2 through the medium of Welsh, even though the Master's course is otherwise entirely in English.**

This module does not provide any tutorial element or learning materials through the medium of Welsh, meaning that no percentage of the structured teaching or contact hours are delivered through the medium of Welsh. The student has exercised their right

to submit their dissertation in Welsh, and it is appropriate that the institution adjusts this individual student's record when reporting to HESA that they have completed some credits (self-directed learning and the assessment) through the medium of Welsh – namely a total of 36 credits.

However, in order to be able to report to HESA that this student has completed some credits in Welsh, the module will need to have been identified in advance as one where a student could choose to present work for assessment in Welsh, so that it has a possible Welsh-medium percentage value in a descriptor. If that had not been done in advance, it would not have been possible to report the special case of the student in question because officially 0% of the module is available through the medium of Welsh.

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Tutorials	0 / 5	(100%)	(@ 0.4)	(= 0% of 60cr)	(= 0cr)
<b>Total contact hours</b>	<b>0 / 5</b>			<b>= 0%</b>	<b>= 0</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.5</b>	<b>= 50%</b>	<b>= 30</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 6</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>60%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>36</b>

**Example A10:**

**This 10 credit module is a Welsh language module that introduces students to Welsh for beginners. All elements of the module are delivered through the medium of Welsh, and all assessments are completed in Welsh.**

This module can be reported as 100% Welsh-medium for all students following the module, regardless of whether they are recorded as Welsh-speaking students.

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	10 / 10	(100%)	(@ 0.2)	(= 20% of 10cr)	(= 2cr)
Seminars	10 / 10	(100%)	(@ 0.6)	(= 60% of 10cr)	(= 6cr)
<b>Total contact hours</b>	<b>20 / 20</b>			<b>= 80%</b>	<b>= 8</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>10</b>

**Example A11:**

**The module is a 10-credit collaborative module on French literature delivered between two universities. Although there are some introductory lectures in Welsh delivered via asynchronous video, most of the learning in seminars is delivered locally by a tutor through the medium of French. Work for assessment is submitted in French, but feedback from the tutor is returned in Welsh.**

This module should be report as 100% Welsh-medium.

The percentage value of the module is based on what percentage of it is taught in Welsh **compared to the percentage taught in English**. Although this will only be relevant in a small number of examples, the percentage is based on the balance between the Welsh-medium teaching and the English-medium teaching, even though French is the main language of teaching (e.g. if a French literature module was taught with lectures in Welsh and seminars in French, it would be possible to record this module as 100% Welsh-medium).

Components	# in Welsh	% of experience	weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	3 / 3	(100%)	(@ 0.8)	(= 80% of 10cr)	(= 8cr)
Seminars	0 / 0	(0%)	(@ 0)	(= 0% of 10cr)	(= 0cr)
<b>Total contact hours</b>	<b>3 / 3</b>			<b>= 80%</b>	<b>= 8</b>

<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>100%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>10</b>

**Example A12:**

**A 10-credit module where the teaching during the contact hours is all through the medium of English, but where all the students will be learning in a bilingual environment, e.g. where the lecture slides, lecture notes, the supporting learning materials on the e-learning platform, etc, are all completely bilingual.**

No more than 10% of this module should be calculated as Welsh-medium – for either Welsh speakers or non-Welsh speakers.

Components	# in Welsh	% of experience	Weighting	% Welsh-medium	credits
<b>A. Contact hours</b>					
Lectures	0 / 10	(0%)	(@ 0.2)	(= 0% of 10cr)	(= 0cr)
Seminars	0 / 10	(0%)	(@ 0.6)	(= 0% of 10cr)	(= 0cr)

<b>Total contact hours</b>	<b>0 / 20</b>			<b>= 0%</b>	<b>= 0</b>
<b>B. Assessment(s)</b> (one or more assessments in Welsh)	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>C. Self-directed learning</b>	<input checked="" type="checkbox"/>		<b>@ 0.1</b>	<b>= 0%</b>	<b>= 0</b>
<b>OR:</b>					
<b>Bilingual learning</b>	<input checked="" type="checkbox"/>	100%	<b>0.1</b>	<b>= 10%</b>	<b>= 1</b>
<b>Percentage of module available through the medium of Welsh</b>					<b>10%</b>
<b>Total number of credits completed through the medium of Welsh</b>					<b>0</b>

Although English is the medium of instruction for this module during the structured contact hours (i.e. the lectures or the seminars), a low-level, passive bilingual learning experience is provided to all the students. Because of that, when designing the module it will be possible for the module coordinator to indicate in the module descriptor that up to 10% of the learning experience is available bilingually. When reporting to HESA it will be possible to report that all students on the module have had some bilingual experience, as a result of the bilingual learning environment.

By following the above method of calculation for this example, the data records of Welsh-speaking students and non-Welsh speaking students would show the same – i.e. that they had a bilingual learning experience on the module. That would equate to no more than 10% of the module's credits, or 1 credit in this case. However, if the Welsh-speaking student had also completed an assessment in Welsh, it would be possible to return a higher number of Welsh-medium credits in that individual student's record (so 1

credit for the self-directed learning through the medium of Welsh and 1 credit for the assessments. Please note that self-directed learning credits **and** passive bilingual learning credits should not be calculated at the same time – one or the other can be calculated, but not both).

Each module descriptor should clearly show which modules contain an element of Welsh-medium or bilingual learning, what is the percentage value of the Welsh-medium experience, and which learning components are Welsh-medium or contain an element of bilingual learning experience. This information could be used as a basis for marketing and promoting modules and courses that offer Welsh-medium and bilingual learning experiences. This will also help students to identify which modules offer a more comprehensive Welsh-medium learning experience, or a more limited passive bilingual learning experience.

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These are just examples to illustrate how a model similar to the Coleg's illustrated above can reasonably be used to calculate the Welsh-medium element within modules. These examples do not cover the full range of possible circumstances for each module. It is the module coordinator's responsibility to show which elements or 'components' – and how many of those components – can **reasonably** be considered experiences that take place through the medium of Welsh and bilingually. For very specific types of learning activity (e.g. a work placement), a definition is also needed of the minimum amount of provision and / or student experience that is available through the medium of Welsh. There is a comprehensive list of different types of learning experiences within modules in **Appendix B**. The list also includes minimum expectations in order to be able to reasonably consider that the learning experience is 'Welsh-medium'.

### *B. Reporting the students who are studying Welsh-medium modules*

Students who are enrolled on a module that has been identified as being Welsh-medium (i.e. where the module descriptor identifies Welsh-medium or bilingual components) will be included in the numbers being reported to HESA. However, the data returned to HESA can vary for each individual depending on how much of the module they have completed through the medium of Welsh.

If students who are enrolled on a Welsh-medium module have completed all the components that are available in Welsh (including completing at least one of the required assessments through the medium of Welsh, then they will have completed the highest possible percentage of the module that is defined as 'Welsh-medium'. However, as already stated, not all students, for various reasons, will have completed some, or all, of the Welsh-medium components available on the module (such as the assessments) in Welsh, and they will have completed them in English instead. Module coordinators will be able to inform the Academic Registry at the end of the module of any students who haven't completed all the components available in Welsh (such as the assessments). For example, since the assessment element accounts for 10% of the entire learning experience, the records of individual students who have not completed any assessments in Welsh can be adjusted by reducing the percentage value of the module for those students by 10%.

Here are some examples to illustrate how students who have undertaken Welsh-medium provision should reasonably be reported:

**Example B1:**

**All students on a module are taught together and receive the same amount of Welsh-medium education, and all submit their assessments in Welsh.**

All students should be reported with the same number of credits through the medium of Welsh.

**Example B2:**

**The Welsh-medium element of the module is delivered as seminar groups. The Welsh-medium students will attend lectures with their English-medium peers, but will go to separate seminars that are available through the medium of Welsh, and complete all their assignments in Welsh.**

The Welsh-medium students will be reported as following the percentage indicated in the module descriptor through the medium of Welsh, while the English-medium students will be reported with 0 Welsh-medium credits (unless the learning environment is completely bilingual in which case all the students can be reported as having had a minimum 10% passive bilingual learning experience to acknowledge the bilingual environment they experienced while studying the module).

**Example B3:**

**The same module as example B2, but three of the students have chosen to complete their assignments in English.**

While the other students will have completed the highest possible percentage available in Welsh, these three students will have completed a lower percentage (i.e. all other elements of the module minus the assessment – which is 10% of the Welsh-medium learning experience that is available).

**Example B4:**

**A small element of Welsh-medium study is delivered to all students on a module (both English-speaking and Welsh-speaking students), e.g. an introduction to language awareness and use of basic Welsh language expressions in a healthcare context.**

Although no Welsh-medium provision is being delivered on this module, the module does provide a passive bilingual learning experience to all the students. Since the Welsh-medium experience provided to the students is only a low level one, only 10% of the value of the module can reasonably be reported as having been studied in Welsh. If more of the module's content was delivered through the medium of Welsh, or if the module was focused on teaching students Welsh, a proportion of the formal learning would be delivered through the medium of Welsh, and all students would be reported as having studied the same percentage through the medium of Welsh.

**Example B5:**

**This module is mainly taught through the medium of Welsh, but there is a work placement element where the Welsh-medium interaction can vary depending on the placement and the employer, and could even vary day-to-day within a placement.**

In such a situation, where it is difficult if not impossible to calculate the percentage of the module followed through the medium of Welsh for individual students, institutions should come to a reasonable view as to what percentage of this element of the module is available in Welsh on average, and report the same percentage for all students on the module (although some students will actually have experienced a slightly higher than average percentage through the medium of Welsh, and others a slightly lower percentage).

### *Further support*

Institutions and individual staff who would like advice and guidance on specific situations or examples are encouraged to contact the Coleg Cymraeg directly.

## Appendix B – Teaching Methods Table

This table lists different types of learning experiences within higher education modules. It also includes minimum expectations for being able to reasonably consider that the learning experience is 'Welsh-medium'.

Type of module	Minimum expectations
Research Project Module	Supervision through the medium of Welsh as well as work being submitted in Welsh
Welsh-medium lecture	<ul style="list-style-type: none"> <li>- Delivery through the medium of Welsh</li> <li>- Slides and supporting material available in Welsh</li> <li>- Bibliography that includes Welsh-medium resources</li> </ul>
Welsh-medium seminars	<ul style="list-style-type: none"> <li>- Discussions through the medium of Welsh</li> <li>- Supporting material available in Welsh</li> <li>- Bibliography that includes Welsh-medium resources</li> </ul>
Tutorials	A Welsh-speaking tutor who conducts the discussion and gives feedback in Welsh.

<p>Practice Learning (placements) for Nursing, Midwifery, Health Care Sciences</p>	<p>Welsh-speaking students should be given priority to attend placements in Wales.</p> <ul style="list-style-type: none"> <li>• Students should be encouraged to reflect on their experiences through the medium of Welsh and to communicate with patients or members of the public through the medium of Welsh</li> <li>• Students should be offered opportunities to work with Welsh-speaking staff on placement (and Welsh-speaking <b>Practice Supervisors</b> and <b>Practice Assessors</b> should be provided, where possible).</li> <li>• Welsh-speaking <b>Academic Assessors</b> should be provided.</li> </ul>
<p>Practice Learning (placements) for Pharmacy</p>	<p>Welsh-speaking students should be given priority to attend placements in Wales.</p>

	<ul style="list-style-type: none"> <li>• Welsh-speaking pre-registration tutors should be provided</li> <li>• Welsh-speaking students should be given priority to attend placements in Wales and in areas with a high percentage of Welsh speakers whenever possible</li> </ul>
<p>Clinical Placements (Medicine, Dentistry)</p>	<p>Welsh-speaking students should be given priority to attend placements in Wales.</p> <ul style="list-style-type: none"> <li>• Students should be encouraged to reflect on their experiences through the medium of Welsh and to communicate with patients or members of the public through the medium of Welsh</li> <li>• Students should be offered opportunities to work with Welsh-speaking staff on placement</li> </ul>

<p>Learning Experience (placements) for PGCE courses, BA Education with QTS, etc</p>	<p>The Accreditation Criteria for ITE courses require Partnerships to: 'encourage all Welsh-speaking student teachers (regardless of whether they are on a course preparing them to teach in Welsh) to undertake at least one placement in a Welsh-medium or bilingual school.' And for trainees 'wishing to pursue careers in Welsh-medium or bilingual schools' the guidance states an expectation that 'all mainstream school placements are conducted in a Welsh-medium or bilingual setting.'</p> <p>In order to record Learning Experience module credits as Welsh-medium, therefore, it is essential to ensure:</p> <ul style="list-style-type: none"> <li>• that one or both placements have been undertaken at a Welsh-medium school; or</li> </ul>
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	<ul style="list-style-type: none"> <li>• that one or both placements have been undertaken in the Welsh-medium stream at a two-stream 'bilingual' school; or</li> <li>• if the Learning Experience takes place in a 'bilingual' school but not in language-based streams, that the majority of the experience takes place in classes where teaching is delivered through the medium of Welsh, and mentor support is in Welsh.</li> </ul>
Distance learning	The resources and supporting material must be available in Welsh and/or bilingually, and usage of the Welsh-medium resources should be evaluated.
Case-based learning (Medicine)	<p>A trained Welsh-speaking facilitator should be provided.</p> <p>Welsh-speaking students should be grouped together.</p>

<p>Simulated clinical activities</p>	<p>A trained Welsh-speaking facilitator should be provided.</p> <p>Welsh-speaking students should be grouped together.</p>
<p>Laboratory work (Sciences)</p>	<p>A trained Welsh-speaking facilitator or demonstrator should be provided.</p> <p>Welsh-speaking students should be grouped together.</p>
<p>Studio work (Arts)</p>	<p>Supervision should be provided by a qualified Welsh-speaking individual.</p> <p>Welsh-speaking students should be grouped together.</p> <p>Resources must be available through the medium of Welsh and all briefings must be available in Welsh.</p>
<p>Training Session</p>	<p>Supervision should be provided by qualified Welsh-speaking individual(s).</p> <p>Welsh-medium students should be grouped together and with trainers who can speak Welsh.</p>

Self-directed learning	A bibliography that includes Welsh-medium resources should be provided.
Fieldwork	<p>Supervision should be provided by qualified Welsh-speaking individual(s).</p> <p>Welsh-speaking students should be grouped together.</p>

The above table does not include all teaching methods, and the list will develop and evolve over time. In the meantime, please contact the Coleg if you have any questions relating to the calculation of Welsh-medium provision, or if there are additional teaching methods that you would like to have added to this appendix.