

Coleg Cymraeg Cenedlaethol Annual Report 2020-2021

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Part 1: Introductions

Foreword by the Acting Chair, Llinos Roberts

It is my pleasure to present the Coleg's annual report for this year. The Coleg's responsibilities have now expanded to include the further education and apprenticeship sectors, and the report includes examples of the work already taking place in these sectors. As this report was being completed, it was confirmed that the Coleg's budget will further increase over the next three years and that this will enable further progress on the Coleg's involvement in vocational education and training. At the same time, the Coleg's original mission of collaboration with universities continues, and over the next year, we will announce a new Academic Plan as the Coleg moves into its second decade.

Despite these successes, it was a difficult year. As well as the challenges of the pandemic, we suddenly and tragically lost our chair, Gareth Pierce. I would like to thank the members of the Board of Directors, the Chief Executive and officers for ensuring that the work continues despite these challenges, and we look forward to the appointment of a new Chair in due course.

A Tribute to Gareth Pierce, Coleg Chair (April 2020 to July 2021)

Following the sudden death of Gareth Pierce, Chair of the Coleg, in July 2021, a special bulletin was published in his memory that includes tributes from friends and colleagues. We owe Gareth a debt of gratitude and we continue to miss his guidance, wise counsel and friendship.

[Read the bulletin in memory of Gareth](#)

Report by the Chief Executive, Dr Ioan Matthews

This year, we will be celebrating a decade since the Coleg Cymraeg was established. In some ways, the Coleg is now coming of age, and is in a position to contribute more widely to the development of public policy in Wales. When the Welsh Government announced its programme for government in July 2021, a programme that was further developed following the agreement between Welsh Labour and Plaid Cymru in November 2021, it became clear that the Coleg would have an important contribution to make in delivering that programme. This will include our work supporting and expanding the Welsh-medium and bilingual choice for students and learners, but also our wider contribution to the plans to reach the goal of creating a million Welsh speakers by 2050. We also welcome the statement by the Minister for Education and the Welsh Language, on the intention to place the Coleg on a statutory footing when the Welsh-medium Education Bill is introduced later during the sixth Senedd term.

However, in welcoming the commitment to extend the Coleg's responsibilities, and to significantly increase the budget over the next three years, a dark cloud was cast over the Coleg's work during the year, following the sudden death of our Chair, Gareth Pierce, while mountaineering in Eryri. Gareth played a vital role in developing and presenting the Coleg's proposals in the run-up to the Senedd elections, and the subsequent policy decisions have largely stemmed from his experience in public life. It is poignant to think that his last public contribution as Chair was to join me in a meeting with the Minister for Education and the Welsh Language, primarily to discuss initial teacher education. This report includes a [link to the bulletin](#) published by the Coleg following Gareth's death. While we continue to feel the loss, I am pleased to confirm that, with the consent of Lynwen and the family, the Coleg will establish an award in Gareth's memory to be launched later this year.

After a decade of collaboration with the universities, which has seen a significant expansion in the provision and the number of staff teaching through the medium of

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Welsh, it is timely to review the Academic Plan in order to find ways of attracting new audiences to pursue Welsh-medium provision. A number of pilot projects are already underway and, following consultation with the universities and other partners, the new Plan will be published within the year.

This year was the first year in which a meaningful budget was provided to start seriously investing in the further education and apprenticeship sector. There is a long-term piece of work to be done in order to support these sectors to develop the capacity and resources needed to ensure that learners across the country have access to Welsh-medium training opportunities locally. The Welsh Government's commitment to support the strategy launched in 2019 is an important step towards transforming the sector in terms of its Welsh-medium opportunities over the next decade and beyond. In the context of our work with the higher education, further education and apprenticeship sectors, we will also deepen our working relationship with the National Centre for Learning Welsh.

Despite the ongoing challenges in light of the pandemic, the Coleg is also beginning to take steps to further expand its work. The Coleg is involved in the discussion on the development of the education workforce and has put forward proposals for expanding our work to support Initial Teacher Training providers. Steps are in place to give health and care students more opportunities, including support for Welsh speakers in departments that, as yet, have not integrated Welsh-medium provision into their plans. And during 2022, we will develop a plan to maintain contact with students who are choosing to study outside Wales, including promoting opportunities for them to return home for further study or to join the workforce. This will be an important initiative since almost half the Welsh speakers studying at university are doing so over the border.

The Coleg has now deepened its commitment to diversity and anti-racism, and created a new role within the team to lead across all of the Coleg's work and ensure that we do everything we can to attract students from all backgrounds to learn through the medium of Welsh. The zero-net agenda is another important priority, and

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we are working with Mudiad Meithrin to review all our activities and to develop new sustainable policies where relevant.

During another challenging year, without being able to meet regularly with colleagues, I would like to express my gratitude to the Coleg's staff for their support and commitment. As ever, I am indebted to them, as are members of the Board, for their enthusiasm and energy. I have now worked with many of them, at the Coleg and its predecessor, the Centre for Welsh-medium Higher Education, for fifteen years and more, but my thanks to everyone, whatever their length of service or their roles at the Coleg, are equally warm. As the Coleg's work develops, we will be welcoming new members to the team over the coming months and wishing others well as they move on to new challenges.

In conclusion, I would like to thank members of the Board, and in particular the acting Chair, Llinos Roberts, as well as the wider Coleg community for their support and contribution to our work during a difficult year.

As this report was being prepared we received the exceptionally sad news about the untimely death of the Welsh Language Commissioner, Aled Roberts. Aled was extremely supportive of the Coleg's work whilst he was a member of the National Assembly and it was a pleasure to work with him more recently in his role as Welsh Language Commissioner. We will feel his loss greatly and we extend our full condolences to Llinos and the family.

Part 2: Progress towards achieving the objectives of the Strategic Plan

The Coleg's [Strategic Plan](#) was launched in February 2020. The Plan outlines the Coleg's vision and values for the period up to 2025 and outlines the strategic priorities for achieving the vision.

Watch a [short film](#) introducing the Strategic Plan

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

This annual report shows the progress made by the Coleg and its partners, during 2020-21, towards the achievement of the Plan's objectives across three fields:

- Field 1: The learner experience
- Field 2: Provision
- Field 3: Employers' awareness of the importance of bilingual skills.

Field 1: The learner experience

The learner experience: Objective 1

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

Higher Education

Higher education data report

The past few years have been rather mixed for Welsh universities – a volatile period of repeated ebb and flow in the number of students choosing to study in Wales, and a period of financial challenges leading to restructures and cuts. Unfortunately, despite the significant progress made in the Coleg's early years, the number of students studying through the medium of Welsh is now flatlining and waning a little.

The number of full-time students studying some of their undergraduate degree scheme in Welsh is holding up generally, and remains significantly higher than it was in 2011 when the Coleg was established. This is also true of the number of full-time postgraduate students, although the drop between 2018/19 and 2019/20 goes against the recent trend of modest but steady increases. However, the number of part-time students studying some of their course through the medium of Welsh has fallen (undergraduate and postgraduate), reflecting a general pattern across the sector as a whole over the last decade.

When the 2020/21 data is published, it is likely that the global pandemic will also have had an impact on Welsh-medium numbers. Despite the introduction of emergency measures to educate students online and through blended learning, the lack of 'in-person' contact has limited the ability of staff to encourage students to study through the medium of Welsh.

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In the meantime, the Coleg has begun consulting on the priorities for its new Higher Education Academic Plan, which will include a number of exciting plans and strategies to expand Welsh-medium study opportunities for students and attract new audiences.

Table 1: Students at all universities studying 'some' through Welsh, by level and mode of study, 2010/11 – 2019/20

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

Data source: 'Welsh Language in Higher Education' Statistical Bulletin, 2019/20 (29 July 2020)

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Case study 1: Expanding the Incentive Scholarships

In response to the challenges faced in attracting students to study through the medium of Welsh during the Covid-19 pandemic, the Coleg's Incentive Scholarships Scheme was expanded in 2020/21. Over 500 Incentive Scholarships were awarded to students who made a commitment to study at least 40 credits a year through the medium of Welsh in any subject area. This is the highest number of students ever to receive an Incentive Scholarship from the Coleg Cymraeg.

Mikey Denman is studying Nursing at Swansea University and received an Incentive Scholarship from the Coleg Cymraeg.

Mikey said, "The Coleg Cymraeg scholarship has helped me greatly. One element is that I've been able to continue my studies through the medium of Welsh which has made my university experience so much better. The Incentive Scholarship also means £500 a year over the course of my degree, which has helped significantly in reducing the financial burden."

Case study 2: Emily Pemberton, Cardiff University

Emily Pemberton is one of the bright students undertaking a part of their Philosophy course through the medium of Welsh at Cardiff University. Emily grew up in an English-speaking home in the Grangetown area and studied at Ysgol Gyfun Plasmawr before starting her course at Cardiff University. Emily also had the experience recently of contributing to the creation of a brand new unit on the life and work of political philosopher Frantz Fanon with her lecturer Dr Huw L. Williams as part of a [Digital Learning Materials](#) project funded by the Higher Education Funding Council for Wales Investment and Recovery Fund. These materials will be released during the 2021/22 academic year.

Emily said, "Over the last few years, it's been a privilege to work within Welsh language circles while building relationships with new individuals and friends from different degree courses. The experience has enabled me to develop my language skills at an academic level, my confidence as a Welsh speaker, and perhaps more

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importantly has ensured that I enjoy the language and use it more often in general. Also, it's important for me personally to normalize the use of the language at all levels, because like so many others across the country, I saw the language as a 'language of school' – and even though I'm still using it at university, I now see Welsh as a much broader and more vibrant language.

"I'm studying, and therefore living, through the medium of Welsh. Working on some materials for the Coleg has been a positive experience in reflecting on the skills I have and trying to summarize parts of my knowledge, which is the opposite of what students tend to do when forming arguments and essays that are thousands of words long. All the different elements of everything I've done over the last few years through the medium of Welsh show that we live in a multilingual country, and I hope we'll see more students choosing to study through Welsh."

Further Education and Apprenticeships

[Further education and apprenticeships data report](#)

We continue to support all Further Education institutions in developing their provision in the priority areas of the Further Education and Apprenticeship Action Plan. That work is currently focused on some subjects in some colleges, so the impact of this investment on national figures will be seen in the medium term.

The Government's Further Education and Apprenticeship Statistical Bulletin now reports consistently on Welsh-medium learning activities, and some progress can be seen in the further education and work-based learning sectors over the last two years.

Table 2: Learning activities with at least a Welsh Language element

Year	Further education	Work based learning
2017/18	7.3%	10.3%
2018/19	8.7%	11.9%

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2019/20	8.8%	13.0%

Data source: [Current LLWR data report](#) (page 17)

Case study: Ifan Phillips wins the William Salesbury Further Education and Apprenticeships Award

The Coleg's Annual Awards were presented to some of the most dedicated Welsh-speaking students and to Welsh-medium lecturers who made a significant contribution to Welsh-medium post-compulsory education during the 2020-21 academic year.

One of those awards was the William Salesbury Further Education and Apprenticeship Award, which recognizes the contribution of a learner or apprentice to Welsh language life and culture within a further education college or apprenticeship provider.

The award winner in 2020-21 was **Ifan Phillips, Apprentice in Electrical Installations at Pembrokeshire College**, for his contribution to the promotion of Welsh-medium and bilingual apprenticeships at the College. Ifan said:

"It was a privilege and an honour to receive this award just as it was a privilege and an honour to become an ambassador for the Coleg Cymraeg and Pembrokeshire College. The support and inspiration I've received from the Coleg Cymraeg, Pembrokeshire College and my family has been invaluable in helping me complete my level two apprenticeship, and I'm sure it will be a huge help to me in completing my level three apprenticeship in the near future."

Ifan received a trophy and a cash prize of £200.

[The awards ceremony can be watched back here](#)

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The learner experience: Objective 2

Together with our partners, we aim to ensure high-quality Welsh-medium and bilingual provision

Higher Education

Higher education data report

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

Table 3: Latest data from the Teaching Excellence Framework (TEF) on students' experience by medium

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

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

Case study 1: Welsh Research and Research Scholarships excelling

According to a [report](#) published in August 2021, the Welsh research sector 'punches above its weight', accounting for '4% of all UK publications and 0.3% of global scholarly output'. The Coleg Cymraeg's Research Scholarships contribute annually to the development of the next generation of researchers, and Bedwyr ab Ion is one of the students currently studying for a PhD in Medicinal Chemistry with the Coleg's support. Bedwyr also contributed to the poster session at the Coleg's [Science Conference](#) in June 2021.

Bedwyr graduated from Oxford University in 2019 with a masters degree in Chemistry (MChem), before returning home to continue his studies. He is now studying for a doctorate and is part of Cardiff University's Medicines Discovery Institute. His research aims to develop therapies for neurodegenerative (prion) diseases through the use of Medicinal Chemistry. Bedwyr hopes to break new ground in the Welsh language with his research, and in order to achieve this ambitious goal, he must use a number of different scientific disciplines, such as synthetic and computational chemistry, biochemistry and biology.

Case study 2: Associate Lecturer Awards 2021 Winners

A large number of nominations were received for the Associate Lecturer Awards in 2021, and the standard of the nominations was excellent once again this year. The Student Award, which gave students the opportunity to nominate a lecturer who had made a big difference to their lives at university, was awarded to Geraint Forster, Senior Lecturer in Sport and Exercise Science at the University of Wales Trinity

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Saint David, for the positive impact his work is having on student experience in the department.

In accepting the award, Geraint Forster said:

"It's a privilege to receive this award. The student experience is the most important part of my role as an educator, and recognition from students is invaluable. Many thanks to the students who nominated me and to the Coleg Cymraeg for the award."

The Outstanding Contribution to Welsh-medium education Award goes to an individual who deserves to be honoured for their outstanding contribution to higher education beyond their professional role. This year's award winner was Dr Lowri Cunnington Wynn, Lecturer in Criminology at Aberystwyth University, for her tireless work developing the Welsh-medium provision in the Department of Law and Criminology, attracting students to study the subject through the medium of Welsh, encouraging current students to choose Welsh-medium modules, and improving the Welsh-medium resources available.

In accepting the award, Dr Lowri Cunnington Wynn said:

"It's a huge privilege to receive this award. Teaching Criminology as a subject is very important to me, but teaching such a unique subject in Welsh is more important to me than anything. No lecturer expects to be thanked for the work they do, but I'm very grateful for this award."

Case study 3: Creating high quality resources

New Welsh-French / French-Welsh dictionary published

Datgarboneiddio ('se décarboniser'), hunlun ('selfie' or 'égoportrait') and Covid hir ('Covid long') – these are some of the contemporary words included in a new [Welsh-French / French-Welsh dictionary](#).

The Coleg commissioned the dictionary in response to clear demand from Modern Languages lecturers and students. It is suitable for students studying for a degree in the subject, as well as A level students and professionals, and like the vast majority

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of the Coleg's resources, is available online free of charge. It was based on a dictionary published by CAA in 2001, with thousands of new words added.

Bethan Lovibond from Bangor University said: "As a student studying French through the medium of Welsh, the dictionary has helped me to translate from both languages more easily, and is faster than using an English dictionary as well."

Introduction to Marketing e-book

[Cyflwyniad i Farchnata](#) [introduction to marketing] is the first ever Welsh language textbook in the field of marketing. Aimed at students studying Business, Management, Communications and Marketing, it will also be of practical use to businesses and communications and marketing practitioners in voluntary and public institutions. It is an e-book with many interactive and multi-touch elements.

Llŷr Roberts, the e-book's editor and Senior Lecturer in Business and Marketing at the University of South Wales, said: "The book is intended to give an overview of the role of marketing within business and society and to explain how to go about marketing something in the real world. There is a focus throughout the e-book on employability, sustainability and digital marketing, and it includes a number of case studies of Welsh companies and institutions."

A spokesperson for the Chartered Institute of Marketing (CIM), the leading professional body for the marketing profession, added: "We welcome the publication of this innovative and comprehensive e-book. It will be valuable in supporting students' learning through the medium of Welsh and in opening doors to professional careers."

Turning the Tide in Thirty Years

The Coleg invited applications from the Welsh Government's Welsh in Education Fund to support activities and resources that promote Welsh as an A level subject.

Rhagoriaith at the University of Wales Trinity Saint David was commissioned to create the online resource, which is hosted on the Coleg's [Porth Adnoddau](#).

The proactive module is attractive and offers an insight into the place and importance of the Welsh language in contemporary Wales.

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It can be used in many contexts and across disciplines, and the main message throughout is the need for a workforce with good Welsh language skills. Particular consideration is given, therefore, to the benefits of continuing to study Welsh after GCSE. There is a focus on several sectors that are part of public life in Wales, and specifically the role of the Welsh language in education.

The interactive aspects are a great way to remember context and facts, and the resource appeals to many groups – from pupils and teachers to students, lecturers and wider audiences.

It raises important questions about the contribution everyone can make to reaching the Welsh Government's goal of one million speakers in 30 years' time.

Troi'r Trai mewn Tri Deg Mlynedd / Turning the Tide in Thirty Years won the Welsh-medium Resource Award at the Coleg's Associate Lecturer awards in 2021.

Further Education and Apprenticeships

[Further education and apprenticeships data report](#)

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

In the meantime, during 2020-21, the Government undertook a survey of the impact of Covid-19 on learners aged 16 and over in further education colleges, school sixth forms and in work-based learning. Of those who spoke Welsh, the survey shows that the majority of learners who responded (79%) continued to learn through the medium of Welsh / bilingually and were satisfied with the availability of Welsh-medium resources (77%). It is clear that challenges remain in ensuring sufficient opportunities for learners to attend social activities (including online) to speak Welsh with other learners beyond their course (31% disagreed that they had received such opportunities).

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The Coleg also focuses on ensuring the best experience for learners studying bilingually by developing attractive digital resources across a range of priority subjects.

Data source: [Effect of COVID-19 on learners survey \(2020\)](#)

Case study: [Over 150 new Welsh language and bilingual resources to support the post-16 sector](#)

More than 150 new resources were published on the Porth Adnoddau, the Coleg Cymraeg's resources website, to support lecturers and practitioners in further education colleges and trainers working with apprenticeships. The resources will support educators to provide Welsh-medium and bilingual provision for *all* learners and apprentices whatever their Welsh language skills, in line with the aims of the Welsh Government's [Further Education and Apprenticeship Welsh-medium Action Plan](#).

The Coleg Cymraeg led a national project to create and update over 150 Welsh language and bilingual digital resources across the four priority subjects: Health and Care, Childcare, Public Services and Agriculture. The project was funded by a £150,000 grant from the Welsh Government.

Joanne DeBurgh, a Childcare Lecturer at Bridgend College, uses the resources with her learners:

"Every resource has been useful. We need bilingual resources as we don't have many students here who come from Welsh-medium schools or Welsh-speaking families."

Ensuring that suitable resources are available to practitioners, lecturers and trainers is key to achieving the objectives of the Welsh Government's further education and apprenticeship action plan, especially given the relatively low percentage of the workforce who consider themselves Welsh speakers.

Field 2: Provision

Provision: Objective 1

Working with partners, the Coleg aims to make Welsh-medium and/or bilingual provision available in as many areas as possible for higher education, and available in the areas identified in the Action Plan for further education and apprenticeships

Higher Education

[Higher education data report](#)

There has been a significant increase in the number of subjects that can be studied through the medium of Welsh since the Coleg was established. There is now some Welsh-medium provision in all 36 of the 'main subject groups', compared to 12 in 2011.

Within the 36 'main subject groups', there are 80 academic subjects. It is now possible to study at least 5 credits through the medium of Welsh in at least one institution in 74 of these subjects, and at least 40 credits in 59 of them. The latest subject that has begun to deliver through the medium of Welsh is Veterinary Science (Aberystwyth University).

[Case study 1: Midwifery at Bangor University](#)

The Coleg continues to develop opportunities for students to study through the medium of Welsh in new subjects and settings. One of the areas that have benefited from investment via the Coleg's Catalyst Grant scheme is Midwifery at Bangor University. Siwan Humphreys, Welsh-medium Lecturer in Midwifery at Bangor University's School of Medical and Health Sciences, said of the developments: "As a result of the Catalyst Grant received by Bangor's Midwifery department last year, students on the undergraduate programme have been able to apply for the incentive scholarship and undertake at least 40% of their work through the medium of Welsh. All practical and clinical skills sessions are now delivered through the

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medium of Welsh as well as a substantial number of the online theoretical lectures. Through the support and investment of the Coleg Cymraeg and the Catalyst Grant, the Welsh-medium students on the programme are able to undertake all elements of the course in their chosen language, which has been a crucial development within the programme. We have been able to provide practical and academic support and education while ensuring that the linguistic needs of Welsh speakers are met. It has enabled us as a team here at Bangor to optimize the learning environment by encouraging, promoting and facilitating the use of Welsh while ensuring that the choices of every student are supported. As a result of these developments and the Coleg Cymraeg's action plans, our students will train to become competent and confident midwives, which will strengthen and enhance the quality of care that Welsh-speaking women and families receive within our health service. We look forward to developing Welsh-medium provision within our revised programme that is newly approved by the Nursing and Midwifery Council for September 2022. We will continue to ensure that the Welsh language and language awareness are given a prominent place on the programme and that the learning culture creates opportunities that will empower and enable Welsh-speaking students to develop their education and clinical skills."

[Case study 2: Dr Eirini Sanoudaki benefits from Work Welsh in Higher Education](#)

Dr Eirini Sanoudaki, Senior Lecturer in Linguistics at Bangor University, inspires everyone she meets through her work or learning Welsh, with her positive attitude, her desire to help others, and her enthusiasm in promoting the use of Welsh. She joined the Work Welsh scheme when it began in 2017. She now uses Welsh daily with colleagues and gives teaching sessions with students through the medium of Welsh or bilingually.

Eirini won a Work Welsh Level 7 Certificate with distinction this year as well as one of the national Work Welsh awards for the best use of Welsh in the workplace.

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She uses Welsh in a completely natural way with students. They respond in Welsh more than they used to, and the School of Modern Languages has received feedback of 100% student satisfaction on the bilingual lectures it runs.

Eirini undertakes research on bilingual children with disabilities. She has attracted numerous research grants, and oversees Welsh-medium postgraduate research students.

She has received many invitations to speak to Welsh language societies about her experience of learning and using the language. She has also appeared in the media, on Radio Cymru and in an article in *Golwg* magazine.

Further Education and Apprenticeships

[Further education and apprenticeships data report](#)

Further education colleges have been allocated £250,000 to increase Welsh-medium and bilingual provision. Development grants were awarded to 11 colleges as follows:

Table 4: Development Grants

Subject area	Institution
Public Services and Childcare	Coleg Gwent
Health and Care, Childcare and Public Services	Gower College Swansea
Public Services and Health and Care	Merthyr College
Childcare	Bridgend College
Childcare	Coleg y Cymoedd
Health and Care, Childcare and Public Services	Cardiff and Vale College
Public Services	Coleg Sir Gâr / Coleg Ceredigion

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Health and Care	Grŵp Llandrillo Menai
Public Services	Pembrokeshire College
Public Services	Coleg Cambria
Public Services	NPTC Group of Colleges

Data source: Development grant data 2021

Case study 1: [Rhiannon Stundon, Lecturer in Animal Science, Coleg Gwent](#)

Rhiannon is originally from Pontypool. She says her interest and pride in the Welsh language grew after the National Eisteddfod was held in Abergavenny in 2016. Rhiannon started Work Welsh at Foundation 1 level at the end of 2018 and has now reached Advanced 1 level.

She uses Welsh every day in her work, not only when introducing elements of Welsh in the provision but also when dealing with e-mail and with colleagues. Since she started learning, she has persuaded three other lecturers in the department to learn Welsh. In 2020, she won the Learner of the Year category at the Coleg Gwent Celebrating Excellence Awards and says the college works hard to promote and support bilingualism.

Rhiannon and her partner bring up their children, who are pupils at Ysgol Gymraeg y Fenni, bilingually. She therefore has many opportunities to develop vocabulary outside of Welsh lessons. Using the Welsh language in an area so close to the border is incredibly important to Rhiannon, and she is proud to promote the Welsh language at every opportunity.

Case study 2: [Naomi Watkeys, Neath Port Talbot College](#)

Naomi Watkeys, who has been appointed as Welsh language Care Employability Skills Lecturer at the NPTC Group of Colleges, is rapidly developing the role of Welsh throughout the School of Health and Social Care and Childcare as a result of Coleg development grant support.

Naomi teaches the childcare course with an emphasis on bilingual learning. She also supports the development of bilingual skills in the health and social care groups.

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Naomi refers to the need to "develop the ability of both staff and learners to prepare for the use of Welsh on placements and in the workplace during and after completing courses."

"I am very keen to develop more of an active role in future work placements giving students the option to undertake their observations and assessments through the medium of Welsh and bilingually. I will also work alongside other school staff to develop Welsh language materials including classroom displays and posters, the aim being to ensure that all students have access to bilingual information relating to their course."

Following Naomi's appointment, the College is now planning to introduce the Childcare course in Welsh.

Provision: Objective 2

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

Higher education

Higher education data report

Staff numbers at the universities teaching through the medium of Welsh remain fairly stable at around 600 individuals across the sector. Many of these staff are supported through the Coleg's Subject Grant and Catalyst Grant schemes. The Coleg's new Academic Plan will aim to fund more lecturing posts in an effort to reach more students who do not currently have access to Welsh-medium provision.

The Associate Lecturer scheme is also going from strength to strength since its launch in 2018. The purpose of the scheme is to create a strong community of Welsh-medium lecturers and educators working across the university sector. Over 575 members have now joined the scheme, an increase of 240 on last year.

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Tabl 5: Staff teaching in Welsh

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

Data source: 'Welsh Language in Higher Education' Statistical Bulletin, 2019/20 (29 July 2020)

Case study: Social Work, Bangor University

The MA Social Work Programme at Bangor University is based within the School of Medical and Health Sciences. It is a two-year programme that welcomes up to 21 Welsh/English bilingual students each year. The five current members of (permanent and support) staff who deliver the programme are fluent and confidently bilingual. This enables students to undertake their studies and academic assessments entirely through the medium of Welsh.

Through effective partnership and well-established arrangements with Conwy, Gwynedd and Ynys Môn local authorities, a deliberate effort is made to match students with assessors who can assess professional practice through the medium

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of Welsh. For individuals with whom social work professionals work, whose circumstances are often difficult, having in place the Active Offer to use the Welsh language, without the need for them to ask for it, removes a further layer of barriers for individuals who are already vulnerable. The Coleg Cymraeg's continuing investment over many years has been instrumental in protecting the linguistic capacity of the provision.

Gwenan Prysor, Director of the MA Social Work course, said:

"The contribution of Bangor University's MA Social Work programme to the training and development of the next generation of bilingual social work professionals is invaluable. By providing the profession with bilingual graduates, we enable the local authorities, and other employers of social workers, to respond to the linguistic needs of the population they serve. However, due to their valuable bilingual skills, these students are also extremely employable beyond the north-west of Wales, and can provide high-quality social work wherever they work."

Further Education and Apprenticeships

[Further education and apprenticeships data report](#)

Data from the Education Workforce Council shows a stable position in terms of the number of staff teaching through the medium of Welsh in the further education and apprenticeship sector, despite the reduction in the overall number of staff teaching in the sector.

This data from the Education Workforce Council for 2020 and 2021 shows how important it is to increase investment in the post-16 sector in order to attract and develop a workforce that is confident to deliver the Welsh language to their learners and apprentices. The need for a substantial and increasing additional budget over the next few years in order to see progress in line with the Further Education and Apprenticeship Welsh-medium Action Plan is evident.

Table 6: Staff who speak and teach through the medium of Welsh

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

[Data source](#) (p. 34 FE, p. 49 WBL)

Case study: Sgiliaith Support builds practitioner confidence in the post-16 sector

Sgiliaith has been providing the post-16 sector with a national staff training programme and a national mentoring programme on behalf of the Coleg Cymraeg since July 2020. During the 2020-21 academic year, support was provided to hundreds of practitioners in further education colleges and apprenticeship providers across Wales.

Kate Evans, Leadership and Management Tutor and Assessor, Bridgend College.

“The mentoring scheme has been a transformational experience for me. In my current post, I accepted the informal role of Welsh language champion, so I embarked on the mentoring scheme to build my confidence in order to support my colleagues to use Welsh with their learners. Since starting the scheme, I've received ideas on how to include more Welsh in my sessions; I speak Welsh with those learners who speak the language and I have a passion for promoting the language with all learners and members of the department. The mentor is very creative, kind and supportive – I would recommend the scheme to anyone who would like to improve their provision.”

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Liz Bowes, Lecturer in Animal Care and Land-based Industries, Coleg Sir Gâr.

“The mentoring programme has helped me gain confidence in using the Welsh language and culture in my teaching sessions. The mentor has been extremely supportive and has shown me many strategies that I can use in my sessions to promote Wales and the Welsh language, even though I don't speak Welsh myself. These new strategies that I have incorporated have allowed my learners to become more comfortable and confident with the Welsh language, and they now have a better understanding of the importance of using the Welsh language”.

Field 3: Employer Awareness

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

Case study: Focus on industry – construction and the new qualifications

Construction companies ISG in Cardiff and John Weaver in Haverfordwest have been working with the Coleg Cymraeg and CITB Cymru, the construction industry training board, to develop new resources that provide insight into construction skills in the context of the new qualifications to be introduced in 2023.

The resources include introductions to the construction sector and the various approaches used to develop new structures and protect old buildings.

Dafydd Williams, ISG Graduate Trainee, said:

"Working with the Coleg Cymraeg and CITB Cymru to share the kind of projects we undertake as an employer is important to us. As a Graduate Trainee for the company, I have learned a great deal of new skills and broadened my knowledge, and if I can share that with a new audience and help them in their studies, all the better."

See an example of the resources [here](#).

Thank you for your interest in the Coleg's work

Link to [annual report appendices](#).