

## The Coleg's Data: Processes, Procedures and Progress

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**To:** Heads of higher education institutions in Wales, Coleg Cymraeg Cenedlaethol Consultative Group, institutional Welsh Medium Provision coordinators.

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This circular brings together information about the data collected at Welsh HEIs on Welsh Medium study opportunity.

**This document is available on Coleg Cymraeg Cenedlaethol's website**

# Data: Processes, Procedures and Progress

## Introduction

The aim of this circular is to bring together information about the data collected at Welsh HEIs on Welsh Medium study opportunity. It will define the data that is available and how this is collected, explain the use made of the data by different partners and stakeholders and review progress in relation to the data since 2011.

The circular builds on the work undertaken by the Welsh Medium Data Taskforce of 2008/09 and on several presentations and discussion at the annual HEFCW Data workshop.

## Data

Data in relation to Welsh Medium competence and study is collected for Welsh HEIs through the annual HESA return.

There are two specific students fields returned which form the basis for analysis of Welsh fluency and study at HEIs – WELSSP and LANGPCNT.

There are also two staff record fields that are returned in relation to Welsh Medium teaching – TCHWLH and ABLWELSH

### **WELSSP (Ability to Speak Welsh)**

This field records whether the student deems themselves to be a Welsh speaker. The values that may be returned are

- 1      Fluent Welsh Speaker
- 2      Welsh speaker not fluent
- 3      Not Welsh speaking

The field is compulsory for HEIs in Wales and the number of unknown responses has have fallen significantly since 2011. Given that this field is student defined an individual student may vary in their precise definition of what is (or it not) fluency in the Welsh Language, but as basis for assessing the number of Welsh speakers studying a particular subject or at a particular HEI the data provide a robust evidence base for devising strategy. It is understood most HEIs collect this data at registration – and that would seem to be good practice as it allows the HEI centrally and colleagues within particular Schools or Departments to offer Welsh language services / education to these individuals from the outset.

Given that language skills are not fixed, best practice is identified here where these data are refreshed as the student progresses through their career at HEI. Individual systems vary but HEIs should consider confirming this data (a process that is technically relatively straightforward) at the beginning of each academic year.

### **LANGPCNT (%age of module in Welsh)**

This field records the percentage of a module that is taught through the medium of Welsh.<sup>1</sup> It can contain a value between 0 and 100 and can be recorded to one decimal place.

This field (LANGPCNT) is part of the student on a module record – and therefore the percentage taught through the medium of Welsh may differ for different students on the same module.

How the percentage is calculated has been the subject of much discussion in recent years. The guidance issued below is therefore intended to assist HEIs in accurately calculating the percentage and ensuring a degree of consistency in practice across all HEIs in Wales. The challenge in putting together guidance is that the circumstances of each individual module will differ and therefore in each case HEIs will need to exercise an element of judgement. The aim therefore of this guidance is to provide a framework within which HEIs will make reasonable judgements about the percentage of a module taught in Welsh.

We shall begin by considering whether the percentage taught in Welsh should be the same for all students on a module. We shall do so by considering illustrative situations.

**Situation 1: All students on a module are taught together and have the same amount of Welsh medium teaching, and all students submit assessment in the same language.** All students should be recorded with the same percentage.

**Situation 2: The Welsh Medium element of the module is offered as seminar groups, so the English medium students have lectures and seminars in English, the Welsh Medium students have lectures in English but seminars in Welsh.** The Welsh Medium students should normally have the same percentage recorded for their studies in Welsh.

**Situation 3: A small element of Welsh Medium study is introduced to all students on a module (both English speaking and Welsh speaking) e.g. introduction to language awareness and use of simple phrases in a social care setting in Welsh.** All students should have the same (relatively small) percentage recorded in Welsh for their studies on a module.

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<sup>1</sup> For HEIs in Scotland and Northern Ireland it may also be used to record provision delivered in Gaelic.

**Situation 4: The module is principally taught in Welsh, but there is an element of work placement where the amount of Welsh language interaction can vary by employer, and even in some cases on a day by day basis.** You may make a reasonable judgement as to the average percentage of this element of the module that was in Welsh, and apply the same percentage to all students on the module (even though some students will have in reality studied a slightly higher percentage than the average and others will have studied a slightly lower percentage).

Given that the records are based on student on a module, there is no rationale for giving all students on a module the same percentage without considering the options outlined above. For example, if you had 100 students on a 20 credit module, 90 of whom did not speak Welsh and did not study at all in Welsh but shared English medium lectures with their 10 Welsh speaking counterparts (who had seminars in Welsh), it would NOT be consistent with this guidance to record the 100 students as studying 10% in Welsh! It would be far more accurate to record the 90 students as studying 0% in Welsh, and the 10 students as studying a certain percentage in Welsh.

Having considered whether to apply the percentage to all students on a module or a selection of those students, we shall now consider how to determine the percentage of a module taught through the medium of Welsh.

HEIs have for many years made judgements regarding the percentage of a module taught in Welsh and the purpose of this guidance is to identify best practice in order to bring a greater degree of consistency to the judgements made.

The starting point for the consideration of the percentage of a module in Welsh is the student experience. To what extent would the student consider that they had studied a module in Welsh? How much of the student engagement with a module was in Welsh?

The figures here should be reasonable, consistent and auditable.

In preparing the data one should consider the key components of the module:

- Scheduled teaching and learning hours (whether formal e.g. lectures, or less formal tutorials)
- Assessments – both cumulative and summative
- Other self-directed learning activities.

The data is also based on the percentage of a module taught in Welsh – as compared to the percentage taught in English. Though only relevant to a small amount of cases, if a module is taught principally in French, the percentage would be based on the balance between Welsh language tuition and English language tuition on the module.

We shall consider the percentage on a module with reference to a number of situations to illustrate the application of a reasonable and consistent judgement. One useful way to consider the balance of a module is to think of the total hours spent by a student studying a module, and to estimate the percentage of those hours spent in Welsh.

**Situation 1: The module is taught with lectures in English (10 one hour lectures) and seminars in Welsh (10 one hour seminars). All assessments are completed in Welsh (an essay and an exam), and there is a self-directed learning pack in Welsh for students.** We would suggest that this module should be recorded as 75% Welsh Medium. Depending on the precise context of the module and subject and the range of teaching activities and preparation for the seminars one could reasonably note a percentage between 70% and 80%.

Hours of Activity	English	Welsh
Lectures + and reading	10 + 10	0
Seminars + and preparation	0	10 + 20
Self-directed learning pack	0	20
Exam and Essay	5	25
<b>Totals</b>	<b>25 (25%)</b>	<b>75 (75%)</b>

**Situation 2: The module is a French literature module. Though mostly taught in French it is a Welsh medium collaborative module, and all other teaching is delivered in Welsh.** This module should be recorded as 100% Welsh Medium.

**Situation 3: The module is principally taught and assessed in English but there are individual tutorials for Welsh medium students in Welsh – 10 lectures (English), 5 hour long seminars (English), 5 individual tutorials (Welsh) between 30 and 90 minutes; assessments in English.** We would suggest that this module should be recorded as 27% Welsh medium – see below. One could record the module as up to 47% Welsh medium if the assessments are completed in Welsh.

### 3a Assessment in English

Hours of Activity	English	Welsh
Lectures + and reading	10 + 10	0
Seminars + and preparation	5 + 10	0
Tutorials	0	5 + 10
Exam and Essay	20	5
<b>Totals</b>	<b>55 (73%)</b>	<b>20 (27%)</b>

### 3b Assessment in Welsh

Hours of Activity	English	Welsh
Lectures + and reading	10 + 10	0
Seminars + and preparation	5 + 10	0

Tutorials	0	5 + 10
Exam and Essay	5	20
<b>Totals</b>	<b>40 (53%)</b>	<b>35 (47%)</b>

**Situation 4: The module is a Welsh language module introducing students to beginners Welsh.** The module should be recorded as 100% Welsh medium.

**Situation 5: The module is an English medium module but all students are introduced to an element of Welsh medium material in lectures e.g. as preparation for introducing Welsh as part of the primary school curriculum in Wales. This is done in 5 of the 20 scheduled lectures. There are also seminars in English as part of the course.** We would suggest that no more than 10% of this module could reasonably be recorded as Welsh medium.

Hours of Activity	English	Welsh
Lectures + and reading	15 + 20	5 + 5
Seminars + and preparation	10 + 20	0
Exam and Essay	25	0
<b>Totals</b>	<b>90 (90%)</b>	<b>10 (10%)</b>

These are of course illustrative situations only; they cannot cover the whole range of different circumstances for each individual module. If HEIs would like specific advice guidance on particular modules, or suggest additional situations for inclusion in the data, the Coleg Cymraeg would be very happy to hear from you.

### **TCHWLH (Teaching in Welsh)**

This field records the numbers of staff that are, as part of their contracted duties, teaching in Welsh at HEIs in Wales. It does not record the volume of Welsh medium teaching, so if a staff member is teaching entirely in Welsh or a little in Welsh, they should be recorded here as teaching in Welsh.

### **ABLWELSH (Able to teach in Welsh)**

This field records those staff in HEIs in Wales that are able to teach in Welsh. Thus ABLWELSH should include those staff who are teaching in Welsh and those who are able to teach in Welsh.

### **KIS Data**

The percentage of each module taught through the medium of Welsh is crucial in preparing KIS Course returns. Here the data are collected at a course level and relate to the proportion of the course available in Welsh. The KIS data reflect the scheduled Welsh medium teaching and learning available and should reflect the choices available to students. For example if a student may choose reasonably to study all of their 360 credits in Welsh, then the proportion available in Welsh should be returned as 100%. Likewise if two-thirds of the modules are in Welsh (240 credits) and three-quarters of those individual modules are delivered in Welsh, the percentage would be returned as 50% (i.e.  $[(240 \cdot 75)/360]$ ).

In preparing KIS data HEIs should exercise a reasonable judgement as to what a student 'may' choose. A number of course have clear pathways and differentiate between core modules, recommended optional modules (sometimes as a basket of potential recommendations) and optional modules. Some care should be taken to ensure that a student could reasonably study the Welsh medium modules that form the basis for the proportion of study through the medium of Welsh. KIS Welsh medium provision data should be presented for all relevant courses for Welsh HEIs.

## **Use of Data**

The data outlined above is used by a number of different organisations for a range of purposes. The intention of this section of the circular is to illustrate some of the principal uses made of the data. It is not exhaustive but serves to illustrate the range of uses made of the data.

## **Welsh Government**

The Welsh Government produces a regular statistical bulletin on the position of Welsh in Higher Education Institutions.

These statistical releases are available on the Welsh Government website:

<http://gov.wales/statistics-and-research/welsh-higher-education-institutions/?lang=en>  
and the times series begins in 2006 on the Welsh Government website.

The statistical release includes data on:

- The number and percentage of students studying some element of their course in Welsh (by mode, HEI and subject area)
- Proportion of the course studied in Welsh
- Welsh domiciled students studying in Welsh
- ITT courses leading to bilingual teaching
- Staff teaching and staff able to teach in Welsh
- Ability to speak Welsh

## **Higher Education Funding Council for Wales**

HEFCW make significant use of the Welsh Medium data, both in relation to data analysis and corporate strategy.

Until recent changes, the Welsh Medium data formed the basis for the payments of the Welsh medium premium. In recent years the premium has been restricted to those studying part time only and therefore the significance of these payments has declined considerably.

HEFCW's Corporate Strategy includes targets for the sector to achieve by 2016/17:

- 5,600 students studying at least 5 credits through the medium of Welsh
- 3,030 students studying at least 40 credits through the medium of Welsh

The former target includes those who are part of the latter target i.e. by definition if a student is studying at least 40 credits in Welsh, they are also studying at least 5 credits in Welsh.

The Corporate Strategy target is monitored by HEFCW and is part of the fee planning process, and targets have been prepared for each HEI (in collaboration with the Coleg Cymraeg Cenedlaethol) which would ensure that the sector as a whole meets the corporate strategy targets.

## **Coleg Cymraeg Cenedlaethol**

The Coleg Cymraeg Cenedlaethol – the national body charged with the development and coordination of Welsh Medium Higher Education – makes extensive use of the available data.

The Coleg:

- i) Monitors progress towards the national targets and has prepared (in discussion with HEFCW) targets for each HEI in Wales.
- ii) Analyses the data on an individual HEI and individual subject basis to assess progress in relation to the National Academic Plan and the individual subject plans agreed for each discipline.
- iii) Considers the data as a key part of the planning and funding process when awarding grants and planning development
- iv) Seeks to identify gaps in provision where the number of fluent Welsh-speaking students (in a specific location / subject area) is considerably higher than the number of students studying in Welsh.
- v) Provides a 'Chwilotydd Cyrsiâu', a course selection website and app based on KIS data that allows students to search all courses in Wales with some Welsh medium provision:

<http://www.colegcymraeg.ac.uk/en/study/mediumofwelsh/searchforacourse/>

- vi) Offers principal scholarships for all of those courses where more than two-thirds of the provision is available in Welsh each year (i.e. those courses where KIS records a percentage of in excess of 66%) and incentive scholarships in selected subject areas where more than one-third of the provision is available in Welsh each year (i.e. those courses where KIS records a percentage in excess of 33%)
- vii) Analyses trends in UCAS data to identify changing patterns of student choice
- viii) Monitors Coleg grants (particularly the academic staffing scheme) by reference to the developing numbers of Welsh medium students studying particular degrees.

### **Higher Education Institutions**

Each HEI in Wales makes use of the data outlined, but patterns of engagement vary. Those institutions that could be identified as exemplars of best practice have undertaken a combination of the following activities:

- i) Develop a Welsh Medium Education strategy as part of the broader strategy of the HEI driven by data
- ii) Identified areas for growth within the HEI and worked with the Coleg Cymraeg Cenedlaethol to address these areas of potential
- iii) Developed systems to allow those responsible for Welsh Medium studies within the HEI to track Welsh medium registrations and potential registrations in real time.
- iv) Provide information to academic schools and central functions about Welsh medium students who are applying to the HEI
- v) Promote the Coleg Cymraeg scholarships to Welsh speaking students who are registered on eligible courses.
- vi) Regularly review institutional progress towards meeting HEFCW corporate strategy targets at a senior management level within the HEI.
- vii) Have clear and robust procedures in place across all disciplines to identify all students who are studying some element of the module in Welsh – even where the module may not be a designated ‘Welsh Medium module’ within the university student records system.

### **Reviewing the data**

Data on students who can speak Welsh and their options for study in Welsh has been a central part of the Coleg planning processes from the outset. When the Coleg was established the Welsh medium target was to see 5,600 students studying part of the course through the medium of Welsh.

There was discussion on how appropriate the target was given that it focused on studying 'some' element in Welsh - which may be very small portion of a single module.

Following the establishment of the Coleg, two strategic plan targets were set:

- Study at least 5 credits in Welsh - 5,600 students
- Study at least 40 credits in Welsh - 3,030 students

This review summarizes the data across the Welsh medium sector. It does so by taking into account the data on students who speak Welsh; students studying in Welsh; students applying for university places and data on staff language skills. The latest available data from HESA (Higher Education Statistics Agency) data is 2014/15, and therefore contains only an initial picture of the progress of the Coleg.

When considering the numbers studying at least 5 credits and at least 40 credits through the medium of Welsh, the Coleg has prepared projections in both cases. Based on the significant progress that has already occurred we project that the Coleg / sector in the academic year 2016/17 Wales will meet the target set for students studying through the medium of Welsh. We begin by considering the number of students who undertook some Welsh medium study.

### Students studying some element of the course in Welsh

	2010/11	2011/12	2012/13	2013/14	2014/15
Glyndŵr University	95	70	255	85	45
Cardiff Metropolitan University	145	125	195	230	240
University of South Wales	235	230	265	350	385
University of Wales, Trinity Saint David	2,040	2,040	2,425	1,870	2,185
Aberystwyth University	480	485	530	545	545
Bangor University	1,445	1,330	1,330	1,500	1,705
Cardiff University	230	230	235	320	820
Swansea University	250	210	230	350	430
<b>All Welsh HEIs</b>	<b>4,925</b>	<b>4,715</b>	<b>5,465</b>	<b>5,250</b>	<b>6,355</b>

This table illustrates the numbers of students who study some element of their course in Welsh. This could be the entire course, or could be a small part of a single module.

We see a very clear pattern here of progress across the universities. The percentage increase is most striking in those universities where there has been more extensive provision than previously and where the College has invested considerable resources. The picture that emerges is a positive one.

### Students studying at least 5 credits in Welsh

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
University of South Wales	246	251	347	370	<i>National projections based on analysis by HEI and information on Coleg Cymraeg investment</i>	
Aberystwyth University	465	517	539	537		
Bangor University	1,177	1,244	1,385	1,538		
Cardiff University	230	215	321	404		
University of Wales Trinity Saint David	1,780	2,020	1,700	1,869		
Swansea University	196	222	271	328		
Cardiff Metropolitan University	111	195	228	234		
Glyndŵr University	37	148	69	19		
The Open University in Wales	79	53	54	7		
<b>Welsh HEIs</b>	<b>4,321</b>	<b>4,865</b>	<b>4,914</b>	<b>5,306</b>		<b>5,565</b>
<b>Welsh HEIs and FEIs</b>	<b>4,335</b>	<b>4,882</b>	<b>4,932</b>	<b>5,399</b>	<b>5,658</b>	<b>5,738</b>

Data relating to 5+ credit of Welsh medium study shows considerable and purposeful growth since the establishment of the Coleg. In just three years, over 1,000 more students studied elements of their course in Welsh, and that pattern of growth is country-wide.

### Students studying at least 40 credits in Welsh

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
University of South Wales	105	124	99	162	<i>National projections based on analysis by HEI and information on Coleg Cymraeg investment</i>	
Aberystwyth University	316	358	387	399		
Bangor University	786	718	767	823		
Cardiff University	166	159	233	310		
University of Wales Trinity Saint David	706	718	650	549		
Swansea University	94	86	82	103		
Cardiff Metropolitan University	81	179	201	207		
Glyndŵr University	*	*	8	5		
The Open University in Wales	0	0	0	0		
<b>Welsh HEIs</b>	<b>2,255</b>	<b>2,343</b>	<b>2,427</b>	<b>2,558</b>	<b>2,862</b>	<b>2,957</b>
<b>Welsh HEIs and FEIs</b>	<b>2,269</b>	<b>2,360</b>	<b>2,445</b>	<b>2,633</b>	<b>2,937</b>	<b>3,032</b>

These data also suggest clearly that the Coleg / Welsh universities will meet the national target set in terms of students who studied at least 40 credits in Welsh. The Coleg believes that reaching this target is a significant achievement – because we can be confident regarding the advanced bilingual skills of individuals who have studied at least one third of a degree course in Welsh. In scrutinizing the data more closely it also becomes clear that some subjects have experienced significant growth – from a very low base before the establishment of the Coleg. Of those who are studying at least 40 undergraduate credits in Welsh (in 2014/15) there were 55 Business students, 29 Agriculture / Environment, 36 Law, 192 Nursing, 33 Physical and Mathematical Sciences 26 Psychology and and 83 Sport students. These are all areas where the Coleg has been active in academic planning and investing in staffing capacity to expand provision.

#### **FTE Undergraduate Students by subject area 2014/15 studying some element of the course in Welsh**

Art and Design	90
Biological and Biochemical Sciences	54
Business Studies	120
Chemistry	14
Computing/ Computer Sciences	36
Creative industries	214
Dentistry	0
Education and Childhood Studies	944

Engineering	13
Environmental and Agricultural Sciences	48
Geography	84
Health Professions	41
History, Welsh History, the Classics and Archaeology	130
Information Studies	0
Initial Teacher Training	304
Languages	76
Law	100
Mathematics	35
Medicine	14
Music	50
Nursing and Midwifery	236
Optometry	0
Celtic Studies	12
Pharmacy	0
Philosophy	24
Physical Sciences	40
Politics	31
Psychology	50
Social Work	122
Sociology and Social Policy	80
Sports Sciences	134
Technologies	*
Theology & religious studies	49
Welsh	236

We can group these data into broader subject groups as follows:

Arts and Humanities	Educational Studies and ITT	Social Sciences	Health and Social Care	Natural Sciences
881	1248	515	413	327

We see in the first instance that a significant number of students continue to study subjects in the Humanities, Arts and in Education. However, the situation has changed since the founding of the Coleg. There are now significant numbers across the Social, Health and Natural Sciences studying some elements of their course in Welsh, including some of the most popular subjects to study in Welsh: Nursing (236), Social Work (122) Business (120) Sports (134 ) and Law (100). This is in addition to

those who study more 'mature' subjects in Welsh – Education Studies (944), Initial Teacher Training (304), Welsh (236), History (130) and Creative Industries (214).

### Student Language Skills 2014/15<sup>2</sup>

	Fluent	Non Fluent Speakers
Glyndŵr University	395	810
Cardiff Metropolitan University	760	750
University of South Wales	1,865	2,520
University of Wales, Trinity Saint David	1,435	1,495
Aberystwyth University	970	645
Bangor University	1,375	810
Cardiff University	1,800	1,515
Swansea University	1,130	1,060
<b>Totals</b>	<b>9,740</b>	<b>9,600</b>

We see from the data on the number of students who speak Welsh fluently is just below 10,000. This is a fall from 2010/11 when nearly 11,000 indicated that they were fluent. There are two points that arise in the first instance from this table:

- i. In considering the fall in the number of Welsh speakers in our universities in Wales, the progress of the Coleg Cymraeg is even more impressive.
- ii. The largest numbers of fluent Welsh speakers at the Universities of Cardiff and South Wales – suggesting at the very least there is potential for further growth in those locations.

### Staff Teaching (or able to teach) in Welsh<sup>3</sup>

	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Teaching in Welsh</b>	465	510	645	595	630
<b>Able to teach in Welsh</b>	725	800	805	975	975

Data is also collected on the numbers of staff who teach in Welsh (and who can teach in Welsh). Here again the data shows a very clear increase – 165 more staff teaching in Welsh in 2014/15 compared with 2010/11, and 250 more able to study in

<sup>2</sup> These data are derived from WELSSP

<sup>3</sup> These data are derived from TCHWLH ac ABLWELSH

Welsh. This growth is clearly related to the Coleg Cymraeg’s Staffing Scheme and investment in the PhD Scholarship scheme.

### UCAS data

UCAS data pose some difficulty for analysis. UCAS does not require students to identify their language ability. They collect data about the number of applicants who fill their forms in Welsh, but this number is a small percentage of those who are able to study in Welsh and indeed of those who wish to study in Welsh.

By working with the UCAS the Coleg has commissioned a set of data regarding the university choices of students (from Welsh-medium schools and some colleges). This is an imperfect science as some who have attended the schools and colleges selected are incapable of studying in Welsh, while others who have not been included in the data can and want to study in Welsh. However, the data offers a revealing picture of patterns chosen by Welsh medium students.

### Successful applications from Welsh medium students

Country of HE Provider	2011	2012	2013	2014	2015
Wales	1395	1325	1345	1355	1385
England	690	840	825	940	1015
%age Wales	67%	61%	62%	59%	58%

A similar amount of students are successfully applying to and subsequently taking up a place at universities in Wales. But while the number of students who have applied to Welsh universities has remained static, there has been tremendous growth in the number of students who successfully applied for admission to universities in England. (The numbers applying to Scotland and Northern Ireland are insignificant.)

### Successful Applications by A-Level Grades

A Levels	Country	2011	2012	2013	2014	2015
ABB+	Wales	360	305	255	230	260
	England	300	335	350	340	380
No ABB+	Wales	1035	1025	1090	1120	1120

	England	385	505	475	600	635
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UCAS data can also reveal the subject choices by country and A-Level results. Here the picture is even more serious. Since 2011 the number of students with outstanding A Level results in Wales has fallen by over a quarter, and the number going to England has increased by more than a quarter. The picture is less dramatic among those who have not received ABB+ A-Level results

## **Initial Conclusions**

In taking an overview of the data the following themes emerge:

- i. The Coleg has had very significant success in increasing the numbers studying in Welsh
- ii. This success has been particularly dramatic in terms of the numbers of students studying a significant proportion of their degrees in Welsh.
- iii. There has been particular growth in Social Sciences, Health Sciences and Natural Sciences, shifting the balance somewhat from the Humanities, Arts and Education Studies.
- iv. The number of staff teaching in Welsh has increased significantly
- v. This increase has occurred despite patterns of student choice which are arguably impacted and influenced by factors that are far beyond the control of the Coleg Cymraeg.