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The Coleg Cymraeg Cenedlaethol Strategic Plan 2027–2032







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The Coleg Cymraeg Cenedlaethol Strategic Plan, 2027-2032

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Introduction by the Chair and the Chief Executive



Ann Beynon
Chair



Dr Ioan Matthews
Chief Executive

It is a pleasure to present the Coleg Cymraeg Cenedlaethol's (the Coleg) Strategic Plan, which sets out our long-term vision and priorities for the next five years. This plan builds on the significant successes of the Coleg's first fifteen years and sets a clear direction for the development of Welsh-medium provision, in the context of supporting the learner's journey and experience through tertiary education and into the workplace.

The core of our vision is that the Welsh language belongs to us all, and the Coleg has a key role in ensuring that people from all backgrounds can study, train and develop their careers through the medium of Welsh. As the Welsh Government reviews its ambition to increase the number of speakers and strengthen the use of Welsh in all aspects of life, the contribution of the tertiary sector is more important than ever.

This Strategic Plan reflects our commitment to work in partnership with higher education institutions, further education institutions, apprenticeship and training providers, schools, employers, learners and national and local stakeholders throughout Wales. Working together, we can expand opportunities, increase participation, and ensure the highest quality support for learners and the tertiary education workforce.

During the term of this plan, our focus will be increasing Welsh-medium provision, nurturing the next generation of bilingual workers, including within the tertiary education workforce itself, and supporting excellence in research and innovation. We will ensure that learners are at the heart of everything we do. We will also continue to develop the Coleg as an influential national institution that leads, enables and inspires positive change.

This plan has been drawn up by listening to the voices of our partners and stakeholders, and is based on a clear understanding of the needs of Wales today and its aspirations for the future. It sets ambitious but realistic objectives, and provides a framework for measuring impact and ensuring accountability. In implementing the plan, we will make key contributions to the implementation of the Tertiary Education and Research (Wales) Act 2022, the Welsh Language and Education (Wales) Act 2025 and the Well-being of Future Generations (Wales) Act 2015.

We would like to thank everyone who has contributed to the development of this plan and who continues to support the Coleg's work. Together, we can ensure that the Welsh language flourishes as a language of education, training and the workplace, creating more opportunities for individuals and reinforcing the future of Wales as a truly bilingual nation.

We look forward to working with our learners, our partners and our communities to deliver the vision outlined in this strategic plan.

Vision



The Coleg's long-term vision is that all learners use, maintain and develop their Welsh during their tertiary education or training.

This is a continuing vision, and its aim is to contribute to the Welsh Government's objectives of creating a million Welsh speakers and doubling the daily use of Welsh by 2050. This vision was presented to Medr in 2024 as a basis for the Coleg's initial advice under its designation by Welsh Ministers to advise Medr on its duties relating to Welsh under Section 9 of the Tertiary Education and Research (Wales) Act 2022.

The Welsh language belongs to us all. All learners in the tertiary education sector should be given the opportunity and encouragement to use, maintain and develop their Welsh, in a way and at a level that is appropriate and feels relevant to them. All learners should complete their tertiary education or training having acquired Welsh language skills that will support them in the next steps in their careers and lives, allowing them to be members of bilingual workforces and communities.

In this vision, education and training providers are aware of the learners' Welsh language skill levels at the start of their course or training. They provide appropriate and meaningful Welsh-medium or bilingual provision for all learners, whatever their ability, skills and background: a combination of Welsh-medium or bilingual learning, Welsh lessons, language awareness provision and/or opportunities to use Welsh on work placements. All pathways are available through the medium of Welsh. All providers have sufficient staff who are qualified to support learners along their pathway, and the qualifications taken are available through the medium of Welsh. Learners are supported to make informed, positive decisions about their Welsh language journey. Learners leave the tertiary sector having had Welsh-medium and bilingual educational experiences of the highest quality, and equipped to use their Welsh in the workplace and in the community.

This strategic plan outlines how the Coleg will work towards achieving the vision over the period 2027–32.

The role of the Coleg:

our contribution to achieving the vision



The Coleg is a national planning body for the Welsh language in the tertiary education sector.

Ours is a long-term vision for the entire tertiary education system. To realise it, we must work with every provider and national body that is part of the system. We will put learners at the heart of our work and use our expertise to support others to play their part.

Recent external changes mean that the role of the Coleg is evolving. These changes include new legislation, the establishment of Medr as an arm's length body to regulate and fund the tertiary sector, policy changes, and broader challenges in terms of participation, demographic changes and the economic climate. As such, we need to be clear about the role and responsibilities of the Coleg and others in order to act strategically, coherently and sustainably, and in order to ensure and measure success.

The Coleg focused on university education during its first few years. Since 2019, we have also been responsible for planning Welsh-medium provision in further education and apprenticeships. In 2023, the Coleg's responsibilities were extended further when we were designated by the Welsh Ministers to advise Medr on its duties relating to the Welsh language. Under the Tertiary Education and Research (Wales) Act 2022, Medr must encourage demand for and participation in Welsh-medium tertiary education, taking all reasonable steps to ensure that there is sufficient Welsh-medium tertiary education to meet demand.

The Coleg's designation to advise Medr regarding these duties covers all parts of the sector: further education, higher education and apprenticeships, as well as adult community learning and school sixth forms. Beyond relatively small, specific projects, the Welsh Government has not instructed the Coleg to fund any adult community learning or sixth form provision. Medr has extensive funding and regulatory powers, so the designation gives the Coleg a significant opportunity to achieve strategic objectives that could not be achieved through the Coleg's budget alone.

In addition, Medr has a duty to use its regulatory, funding and monitoring capacity to strengthen the position of the Welsh language in the sector. The Coleg will support Medr with our expertise in language planning and our experience of working closely with providers. Maintaining the current provision is not the Coleg's main role, despite its key role in putting that provision in place. Our aim over the next period will be to use our funding strategically to innovate and to stimulate new developments in relation to provision, develop the workforce and support the learner's journey and experience. We will work to put innovative developments that prove to be successful on a sustainable basis.

The Welsh Language and Education (Wales) Act 2025 provides additional impetus for the strategic planning of Welsh-medium and bilingual tertiary education. The Act includes a target to increase the number of speakers to one million and to increase the use of Welsh by 2050. It sets a goal of ensuring that every learner leaves statutory education as an independent Welsh speaker. The Government's National Framework for Welsh Language Education and Learning Welsh will specify the steps that will be taken to promote and facilitate the use of Welsh in schools and on to tertiary education. The Coleg needs to give clear leadership as the tertiary sector plans for this. Appropriate provision, Welsh-medium qualifications and a qualified workforce will be needed in order to support the increased number of learners reaching the tertiary education sector able to speak Welsh; we will also need to ensure that appropriate encouragement and support is in place for learners to facilitate Welsh-medium progression pathways.

A Code to Describe Welsh Language Ability, based on the Common European Framework of Reference for Languages (CEFR), will be developed in light of the Act: a vital tool for the Coleg and the whole system to measure and track the language skills of learners and staff across the tertiary education sector, and from there to bilingual workforces – something that is not currently possible. We will contribute our linguistic planning expertise to the process of developing the Code and of applying it within the sector, to ensure that it provides the necessary basis for planning and measuring progress at an individual, institutional and whole-system level.

Following the 2026 election, the Welsh Government announced its intention to ensure that education and training opportunities are compatible with the actual needs of Welsh employers and industries. The Coleg will contribute to guiding these plans, but in turn, our work over the next period will also be guided by the results of this important work.

Despite these positive developments, the current reality is that a high percentage of learners stop learning through the medium of Welsh at each key stage of education, leading to many learners joining the workforce unable to work bilingually and therefore facing the additional challenge of upskilling after reaching the workforce. In its manifesto for the 2026 Senedd Election, the Coleg called on the Government to take purposeful action to:

- **Increase the number of learners following Welsh-medium and bilingual pathways throughout the entire education system, and the tertiary sector in particular.**
- **Increase the number who can and who choose to work bilingually, including the education workforce.**

Tertiary education is a bridge between statutory education and the workplace and is key to the vitality of communities. The work of the Commission for Welsh-speaking Communities draws attention to the growing need for the Coleg and others to consider the linguistic context of different areas in any planning work, and to link this to the workforce.

The Commission's first report, which focuses on strengthening Welsh-speaking communities, recommends varying policy in order to respond to the linguistic and social needs of areas of higher density linguistic significance. Its second and third reports focus on areas of lower density where increasing the use of Welsh is equally important, although in a different context with different challenges. The Coleg is keen to work with providers to plan interventions to increase the amount of Welsh-medium and bilingual tertiary education provision in a way that meets the labour market and public service needs of these diverse communities.



The Coleg cannot do its work successfully without asking learners how we can support them, and listening to them. We will advocate for access for all young people to Welsh-medium or bilingual tertiary education and promote participation among underrepresented groups.

The ground has been prepared. But allowing all learners to use, maintain and develop their Welsh during their tertiary education or training is not entirely within the influence or scope of the Coleg's work. In order to succeed, every tertiary education provider will need to play their part. The sector faces complex funding challenges as well as new regulatory requirements. The Coleg understands this and will be there to support them. But we want to see providers taking ownership of their responsibility in positive ways, embedding support for the Welsh language into all their strategies. We will continue to work closely with providers while sharing our expertise and experience of language planning in the tertiary education sector.

To transform the situation at a national level, national bodies will also need to shoulder their responsibilities, working in a progressive and ambitious way, through joint planning and a collaborative approach. As well as Medr, a range of other national bodies are key to the success of Welsh in the tertiary sector, including the Welsh Language Commissioner, Universities Wales, ColegauCymru, the National Training Federation for Wales (NTfW), CYDAG, Qualifications Wales, the National Institute for Learning Welsh (the Athrofa), Adnodd, Dysgu, Estyn, the Education Workforce Council, the QAA, HESA, UCAS, Careers Wales, and others. Our success and their success are part of the same picture. We will use our influencing and advisory role purposefully and positively to achieve objectives that have been beyond the Coleg's budget and remit over the first 15 years.

Measuring the impact of the Strategic Plan is a priority. While the Coleg has identified outcomes and indicators for the three strategic objectives, there are challenges in relation to the data and information available. This means that measuring certain aspects, such as progression in the language skills of learners and staff, is currently challenging. We trust that Medr, like us, recognises the challenge and is committed to addressing the situation as part of the development of Medr's National Plan for the Welsh Language (National Plan). As part of the Welsh Government's wider work to reach the targets of Cymraeg 2050, which are now statutory targets, the Coleg would like to see the Government, with the support of partners, mapping out the progress expected from the entire tertiary sector between now and 2050. By doing so, concrete milestones could be set which would enable the Coleg and others to assess progress over the next quarter of a century.

At the time of drawing up and launching this Strategic Plan, we are in a period of significant transformation – with the Welsh Language and Education (Wales) Act 2025 in the process of being implemented, and Medr's work programme, including planning, regulation and funding processes, in development. The Coleg's activity over the course of this Plan will continue to evolve as a result of the changes to the landscape around us. Collaboration with Medr and the Government to ensure clarity on roles and responsibilities will be a priority for the Coleg in the initial phase of the Strategic Plan.

We want to raise the ambition across the sector. Over the next five years, our aim is to take great strides towards realising the vision in a way that will change learners' life opportunities, lead to workforces that can serve the public increasingly bilingually, and contribute significantly towards increasing the number of people who use Welsh in their daily lives.



Values





The Coleg's values support our vision and are at the core of our way of working. We are a language planning body with expertise in education and policy, and a leading organisation for Welsh in the tertiary education sector.

- In leading, the Coleg will always be **ambitious** and **progressive**, will **lead change**, give direction, and propose **innovative** solutions. Achieving our objectives will create long-term change in the position of the Welsh language within the tertiary sector, promoting the **stability** and **sustainability** of the provision, the workforce and the Welsh-language and bilingual experience for learners. Great progress has been made over the past fifteen years, but there is much more to be done to realise our vision.
- The Coleg is an **inclusive**, **supportive** and **participatory** body where people are central to our values and activity - from our own staff to colleagues across the sector, and most importantly, learners. It is important to foster the sense of **belonging** and to create the conditions that enable individuals to study, work and develop their careers through the medium of Welsh. We also place great importance on being **transparent** and **collaborative**, which is at the core of our relationship with providers and partners. The Coleg and all its partners can only realise our vision by **working together** and **co-owning** the objectives in this plan.
- We are always ready to respond to new challenges, and the Coleg is therefore a **dynamic** and **agile** organisation, constantly reviewing and evaluating the impact of our activities, willing to **innovate** and **experiment**, and to plan **boldly** and **proactively** for the future.

Strategic objectives

Given the Coleg's long-term vision for the Welsh language in the tertiary sector, and the Coleg's role in contributing, with others, to achieving that vision, these are the Coleg's strategic objectives for the next five years.



Strategic objective 1:

Tertiary provision
Ensure that increased numbers of seamless Welsh-medium and bilingual pathways are created and provided so that learners complete their education and tertiary training with the Welsh language skills they will need when joining the workplace.

Strategic objective 2:

Tertiary education workforce
Contribute to ensuring a supply of qualified staff for the tertiary sector to enable learners to follow Welsh-medium and bilingual pathways, and support them along the way.

Strategic objective 3:

Learner journey and experience
Encourage and support more learners to make informed, positive decisions about following Welsh-medium or bilingual provision in the tertiary sector, and ensure that they are provided with first-rate support throughout the journey.

Operational approaches

These are **the main operational approaches** that the Coleg will use to deliver the **three strategic objectives** and to **measure the impact** of the plan.

i. Strategic planning and advising

The Coleg is a national strategic planning body that works with the Welsh Government, Medr, other relevant national bodies and tertiary education providers to plan progress for the Welsh language in the sector.

Medr is the body that regulates and funds the tertiary sector, the Coleg's designation by the Welsh Ministers to advise it on its duties in relation to Welsh is a key tool that contributes to ensuring that the language is a central consideration.

Medr will monitor providers' compliance with the Welsh Language Condition as part of the wider regulatory framework, and the Coleg will support Medr in agreeing targets for providers and play its part in reporting back on delivery against those targets. The Coleg's planning and advisory role includes providing advice to Medr on the objectives and priorities of its National Plan, and supporting and advising providers as they draw up their own Welsh Language Strategies in response to the National Plan. We will support Medr to implement the Welsh Language Condition, and provide it with strategic advice on its responsibilities in relation to the aims of promoting and encouraging more use of Welsh, increasing demand for, and participation in, education through the medium of Welsh, and promoting and encouraging the carrying out of research and innovation activities that support the Welsh language or that are carried out through the medium of Welsh.

The Coleg also has a role in constructively challenging providers and sharing good practice across the sector – ensuring that accountability leads to a real improvement in provision rather than just compliance on paper. The Code to Describe Welsh Language Ability will be key as a basis for much of the strategic planning work.

ii. Funding and innovation

The Coleg receives funding from the Welsh Government and from other sources to invest in the Welsh language in the tertiary sector. We invest based on data and local, regional and national priorities, with a focus on contributing to the creation of bilingual workforces in priority areas.

As the Coleg's funding corresponds to 1% of Medr's budget for the sector, the most efficient use of that funding is to stimulate new provision in strategic priority areas, with the intention of ensuring sustainable provision and activity that will not be reliant on the Coleg's innovation funding beyond the initial setup period.

iii. Promotion and behaviour change

In order to increase the rates of learners who undertake Welsh-medium and bilingual provision, we need to ensure, through collaboration with others, that learners are aware of the opportunities and support available to them at the right time and that they are encouraged and supported to make positive decisions about following the provision. The Coleg has a role engaging directly with learners, but we will also work with other stakeholders to ensure that learners receive information from the most reliable and influential sources to support them in making informed decisions. Making full use of behaviour change techniques over the next period will be vital.

iv. Influence and policy

Opportunities for the Coleg to influence public policy have developed significantly over recent years. This can mean providing briefs to opinion leaders, being part of working groups and advisory groups and responding to consultations from Government, Senedd committees or external bodies. There is an increasing demand for the Coleg to express its views, to provide commentary or feedback and to meet with various stakeholders. The Coleg's designation by Welsh Ministers to advise Medr on its duties relating to the Welsh language has raised the status of the Coleg and its ability to influence and persuade. The Coleg must maximise these opportunities.

v. Measuring impact

In considering how the Coleg will measure the impact of its Strategic Plan, we have identified the outcomes and indicators for each of the three strategic objectives. The outcomes describe what we expect will happen as a result of our work, that is, what the impact of our work will be and what difference we expect to make. The indicators outline what we will measure to show that we are achieving (or not achieving) an outcome. The indicators are separated into two categories: what is within the Coleg's control, and what is the responsibility of the entire system with the Coleg contributing towards them.

In some cases, the sources we would like to report against either do not yet exist or are not available to the Coleg. Working towards a system where complete, accurate and consistent data and information are collected and published on Welsh in the tertiary sector is a key part of the Coleg's influencing and policy work through this Strategic Plan. Although the Coleg will have an important role, ultimately Medr has the responsibilities and levers necessary to ensure a consistent data system across the sector. Its contribution will be essential.



The Coleg's designation by Welsh Ministers to advise Medr on its duties relating to the Welsh language has raised the status of the Coleg and its ability to influence and persuade. The Coleg must maximise these opportunities.

Strategic objectives and operational approaches

Strategic objective 1: tertiary provision

Ensure that increased numbers of seamless Welsh-medium and bilingual pathways are created and provided so that learners complete their education and tertiary training with the Welsh language skills they will need when joining the workplace.

In order to achieve Strategic Objective 1, the Coleg will reach agreement with Medr and the Welsh Government on roles, responsibilities and approaches under the new regulatory, planning, monitoring and funding system.

It will be vital to reach agreement with Medr on a sustainable funding system that: maintains mainstream provision; encourages new provision in strategic areas; and maintains provision where numbers are low and likely to remain low.

We will operate as follows over the next five years:

1.i Strategic planning and advising

- Advise on and influence the content and implementation of Medr's National Plan for the Welsh Language, including Welsh-medium research and Welsh as a subject.
- Advise Medr and providers on the suitability of individual providers' Welsh Language Strategies, in accordance with the regulatory condition for the Welsh language.
- Advise Medr on planning local 16 to 18 curricula in relation to the Welsh language and ensure there is an understanding of the importance of Welsh-medium sixth form provision for creating seamless pathways and for increasing the daily use of Welsh among young people and establishing lifelong linguistic habits.
- Advise Medr on other relevant matters under the designation, including funding methods.
- Support Medr to establish a baseline for Welsh-medium and bilingual pathways by field, area and sector.
- Analyse the evidence that comes from establishing the baseline, including identifying gaps in the provision, and developing recommendations for the Welsh Government, Medr, Qualifications Wales, and others, paying particular attention to the need to maintain and increase appropriate provision for learners who are already proficient users of Welsh.
- Collaborate with Welsh Government, Medr and other national partners to develop a plan to increase Welsh-medium apprenticeships, paying particular attention to areas with a high density of Welsh speakers.



1.ii Funding and innovation

- Agree which principles and considerations will drive the Coleg's decisions to invest in new provision. These may include:
    - The priorities of the Welsh Government's Cymraeg 2050 strategy, and specifically, the Government's strategy to create bilingual workforces and workplaces.
    - Workforce needs at national and local or regional levels.
    - Analysis of the opportunities to stimulate viable new provision in discussion with providers.
- Based on those principles, develop a new Funding and Innovation Strategy based on the work done to establish the baseline and the analysis set out above.
- Reach agreement with Medr on funding for 'protected subjects' in the higher education sector, i.e. subjects that are studied by low numbers of learners that could not be supported by premium funding alone.
- The allocation of funding for new provision based on the Funding and Innovation Strategy, with the intention of ensuring sustainable provision for the future that will not be reliant on innovation funding beyond the initial setup period.



1.iii Influence and policy

- In the context of the Welsh Language and Education (Wales) Act 2025, ensure there is understanding and agreement that Welsh-medium and bilingual provision in the 14-16 period must support progression to Welsh-medium and bilingual tertiary education.
- Work with Qualifications Wales to ensure the suitability and sufficiency of Welsh-medium and bilingual qualifications.
- Influence the data landscape in order to establish an evidence base for planning, funding and monitoring Welsh medium and bilingual provision. This will include advising Medr to develop and implement ways to:
    - define and record Welsh medium and bilingual provision in a consistent manner.
    - identify and record the Welsh language skill levels of learners and the tertiary education workforce in line with the Code to Describe Welsh Language Ability, including measuring progress over time.
    - follow learners through the tertiary education system.
- Learn from and influence the international language planning community in relation to tertiary education.

1.iv Measuring impact

Outcomes	Indicators
Increased numbers of seamless Welsh-medium and bilingual pathways created and provided	**Indicators within the Coleg's control**
	• The number or percentage of providers with whom the Coleg has collaborated to plan strategically and that the Coleg has advised on their Welsh Language Strategies. The nature and impact of the collaboration and advice. • The number and impact of grants provided by the Coleg to providers. • The number of providers who have committed to specific targets or action plans in relation to the Coleg.
	• The influence of the formal and informal advice presented to Medr in relation to provision and related matters.
	• The nature and impact of the Coleg's relationship with the Welsh Government and other stakeholders, and the nature and impact of the policy work produced.
	Whole-system indicators
	• The number of seamless pathways and the provision available to learners and any change over time, with a specific focus on Welsh as a subject. • The number or percentage of providers who comply with the Welsh Language Condition within Medr's regulatory system. • The nature of the content of Medr's National Plan.

Outcomes	Indicators
Increased numbers of seamless Welsh-medium and bilingual pathways created and provided	• The nature of the content of providers' Welsh Language Strategies. • The suitability of the mapping and gap identification processes. • In relation to higher education, the number of subjects where 40 credits are available, in which areas, at which providers and any change over time. • The suitability of the Medr, HESA and Qualifications Wales data collection and reporting systems. • Welsh-medium submissions and references to the Welsh language in universities' submissions to the Research Excellence Framework.
	• The availability and sufficiency of qualifications.
	• The nature of the content of the National Framework for Welsh Language Education and Learning Welsh, the plans of Local Authorities and related information.
	• The suitability of funding systems and the amounts spent on Welsh-medium provision to deliver policy objectives.
	• The Coleg's ability to stimulate new provision.

Strategic objective 2:

tertiary education workforce

Contribute to ensuring a supply of qualified staff for the tertiary sector to enable learners to follow Welsh-medium and bilingual pathways, and support them along the way.

In order to achieve Strategic Objective 2, the Coleg, in collaboration with Medr, the Athrofa and others, will develop and maintain plans that aim to increase the staffing capacity of those who can contribute to Welsh-medium and bilingual provision. We will also ensure that support is available for the workforce in order to support them as they maintain and develop seamless Welsh-medium and bilingual pathways for learners.

Over the next five years, we will operate as follows:

2.i Strategic planning and advising

- Advise Medr about the sector's workforce needs for teaching through the medium of Welsh, and for supporting learners through the medium of, and in relation to, Welsh.
- In collaboration with Medr, use the evidence and analysis resulting from the work done to establish a baseline for the provision, together with data about the Welsh language skills of the current workforce to identify the tertiary sector's needs in relation to a Welsh medium workforce, including the parts of the workforce that provide essential support to learners such as the additional learning needs (ALN) workforce.
- Collaborate with partners to map out the staffing situation in the apprenticeship sector and develop various interventions to increase the number of staff who can support apprentices to follow Welsh-medium and bilingual provision.
- In collaboration with Medr, develop a national succession planning framework for the Welsh-medium tertiary education workforce, identifying key roles and fragile subject areas, and planning proactive interventions to mitigate the risks of losing expertise.
- Collaborate with partners, including the Athrofa, to ensure that structured plans are in place which are based on the strategic needs of the sector and which allow teaching staff to develop their language skills and proficiency with the aim, over time, of delivering Welsh medium or bilingual provision to learners.
- Ensure that the Welsh language tertiary education workforce is appropriately supported through activities that create a sense of community and create opportunities to share expertise and experiences.

- Carry out research and pilot schemes to develop expertise in the pedagogy leading to Welsh-medium and bilingual provision that is attractive to learners and fosters their ability to discuss their fields confidently in both languages; collaborate with stakeholders to agree and disseminate the principles and the model.

- Collaborate with the Athrofa in the context of Welsh language research to identify priorities and share expertise.



2.ii Funding and innovation

- For the current tertiary education workforce:

    - ensure opportunities for teaching staff who already speak Welsh to have access to tailored support to increase their confidence to put Welsh into practice in the workplace, including when teaching, with priority for staff in areas of strategic importance. Collaborate on this with the Athrofa.

    - give staff opportunities to develop their teaching skills by sharing the latest practice and research in Welsh-medium and bilingual pedagogy.

- Create a series of plans to attract and develop qualified staff from within and without the tertiary education sector.

- Review the Research Scholarship Scheme to ensure a focus on developing future lecturers and academics.

- Support postgraduate students and early career academics and foster skills for researching and teaching in Welsh, with a view to developing future lecturers and academics.

- Ensure that funding provided by the Coleg to stimulate new provision supports increased staffing capacity.

- Together with Medr and relevant partners, develop a structured plan to increase the numbers of staff who support apprentices to complete Welsh-medium and bilingual apprenticeships.



Ensure that the Welsh language tertiary education workforce is appropriately supported through activities that create a sense of community and create opportunities to share expertise and experiences.

2.iii Promotion and behaviour change

- Support the Welsh Government to ensure that tertiary sector leaders understand and support the Cymraeg 2050 strategy, Welsh Language Standards, Medr's strategic duties and the Coleg's aims and objectives.
- Support staff in providers to recruit more learners to Welsh-medium and bilingual provision using behaviour change techniques.

2.iv Influence and policy

- Work with providers to ensure that they release members of staff in areas of strategic importance to develop their Welsh language skills with the intention of being able to contribute to Welsh-medium provision.
- Work with providers to collect and disseminate effective practice in relation to motivating staff to teach through the medium of Welsh and in relation to recognising the additional demands associated with Welsh-medium and bilingual teaching.
- Collaborate with national bodies to develop and share expertise on Welsh-medium and bilingual pedagogy across the sector.
- Continue to influence the development of initial practitioner training across the sector, as well as the relevant professional standards, in order to ensure that the programmes focus specifically

on language awareness, developing the language skills and proficiency of trainees, and Welsh-medium and bilingual pedagogy.

- Collaborate with relevant stakeholders to ensure that career pathways into tertiary education professions are developed and promoted effectively.

Collaborate with national bodies to develop and share expertise on Welsh-medium and bilingual pedagogy across the sector.

2.v Measuring impact

Outcomes	Indicators
More new staff joining the tertiary education workforce with the skills to teach, assess or support learners through the medium of Welsh or bilingually	**Indicators within the Coleg's control**
	• The number of new staff attraction schemes developed; the impact of the schemes.
	• The number/percentage of Research Scholarship holders becoming lecturers, and change over time.
	• Analysis of influence on relevant Initial Education programmes and Professional Standards.
	Whole-system indicators
	• The number of new staff joining the workforce who are able to teach in Welsh.
More staff already in the tertiary education sector are able to teach, assess or support learners through the medium of Welsh or bilingually, and feel part of a professional community	**Indicators within the Coleg's control**
	• The number of staff, in what areas, at what levels participating in Welsh language skills development programmes for educators; the impact of the programmes.
	• The number of staff to whom specialist support and mentoring is provided; the impact of the support, including on confidence levels.
	• The number of postgraduate students supported to develop research and teaching skills in Welsh; the nature and impact of the support.
	• The number of members of the workforce supported through activities that create a sense of community and create opportunities to share expertise and experience; the nature and impact of the activities.
	• The number and quality of resources published by the Coleg.

Outcomes	Indicators
	Whole-system indicators
	• Number/percentage of staff able to teach through the medium of Welsh.
	• Number/percentage of staff providing learning or support in Welsh.
	• Percentage of workforce with Welsh language skills at certain levels.
	• Staff confidence and satisfaction levels.
	• Providers expand Welsh language provision.
The quality, effectiveness and consistency of Welsh-medium and bilingual pedagogy has improved	**Indicators within the Coleg's control**
	• The number and impact of pilots.
	• The number of members of the workforce supported in relation to pedagogy; the impact of the support.
	• The number of resources published and their impact/influence.
	• The impact of the work with stakeholders to agree and disseminate effective pedagogy.
	Whole-system indicators
	• Increase in consistency of teaching methods.
	• Increased use of new practices.
	• Increase in learner satisfaction, completion rates or progression.

Outcomes	Indicators
A better-planned, more stable and sustainable Welsh-medium tertiary education workforce	**Indicators within the Coleg's control**
	• How many stakeholders are working together; the impact of the collaboration.
	• The impact of the shared effective practice in relation to motivating staff to teach through the medium of Welsh, and acknowledging the additional requirements.
	• The number of grants allocated by the Coleg supporting jobs in the tertiary education sector.
	• The influence of the formal and informal advice presented to Medr.
	Whole-system indicators
	• How many providers use a succession planning model; the impact of the planning.
	• How many providers use methods to motivate and acknowledge staff who teach and support learners in Welsh in action; the impact of this.
	• The existence and suitability of data systems in relation to the language levels of the tertiary education workforce.
A higher proportion of apprenticeship staff able to deliver and assess through the medium of Welsh so that more apprentices can follow Welsh-medium and bilingual programmes	**Indicators within the Coleg's control**
	• The impact of support on the skills development of apprenticeship staff.
	• The number of pilot interventions implemented; the impact of the interventions.
	Whole-system indicators
	• The nature and impact of a system-wide scheme to increase staff supporting apprentices.

Outcomes	Indicators
	• The number of apprentices in Welsh or bilingual provision.
	• The number of staff supporting Welsh or bilingual apprenticeships.
	• The number of apprenticeship programmes available in Welsh or bilingual.
Leaders and institutions within the sector prioritise Welsh language in workforce planning	**Indicators within the Coleg's control**
	• The number of providers who have received advice on their Welsh Language Strategies from the Coleg; the impact of the advice.
	• The influence of the formal and informal advice presented to Medr.
	Whole-system indicators
	• Suitability of providers' Welsh Language Strategies in relation to the tertiary education workforce.
	• Numbers of leaders who have attended training on leadership in a bilingual country.
	• Level of investment in Welsh workforce development.

Strategic objective 3:

learner journey and experience

Encourage and support more learners to make informed, positive decisions about following Welsh-medium or bilingual provision in the tertiary sector, and ensure that they are provided with first-rate support throughout the journey.

In order to achieve Strategic Objective 3, the Coleg will commission a piece of work to map learner journeys from secondary education into and through tertiary education. The aim of this work would be to identify the interventions that would encourage and support learners to make positive decisions about following Welsh-medium or bilingual provision, including at key points, while training and studying. The Coleg will ensure that the learner voice is central when formulating and implementing its plans.

Over the next five years, we will operate as follows:

3.i Strategic planning and advising

- Develop advice for Medr on implementing its duty to encourage the demand for and participation in Welsh-medium and bilingual provision. Ensure there is an understanding of the vital link between these duties and the duty to ensure provision.
- Continue to develop processes to ensure that the learner voice is central to the Coleg's planning work across the three strategic objectives.
- Support providers to ensure that the learner voice is central to their planning and implementation in relation to the Welsh language.
- Draw up a Learner Journey and Experience Strategy based on the work done to map learner journeys, identifying behaviour change interventions to support learners to follow Welsh-medium or bilingual provision.
- Commission an independent review of the Coleg's Undergraduate Scholarship Scheme and its influence on learner decisions about studying through the medium of Welsh or bilingually.
- Collaborate with Adnodd and others to ensure that learning resources are available to enrich the learner experience.
- Ensure that the Coleg's promotion and behaviour change work is based on research and data.

3.ii Funding and innovation

- Following the independent review of the Coleg's Undergraduate Scholarship Scheme, consider and introduce modifications to the scheme.
- Support more mentoring schemes and develop and expand other effective methods to advise and support learners to make positive decisions, especially in the priority areas.
- Based on the priorities of the Learner Journey and Experience Strategy, and priorities linked to Strategic Objective 1 (Provision), support activities that enrich the learner experience (e.g. Welsh-medium employability skills development plan, encouraging providers to offer and promote Welsh-language cultural/social activities) and build their confidence when studying and training through the medium of Welsh or bilingually.

3.iii Promotion and behaviour change

- Implement the Learner Journey and Experience Strategy and plans arising from it.
- Develop a closer strategic relationship with providers' marketing departments, advising them on their Welsh medium and bilingual marketing strategies and the relationship between those strategies and the providers' Welsh Language Strategies.
- Explore opportunities for more practical collaboration between the Coleg, providers and other key bodies that influence the learner journey.
- Take action to encourage and support underrepresented learners to undertake Welsh medium or bilingual provision.
- Continue to implement communication plans that ensure a high awareness of the Coleg's work and successes among the public and among opinion makers and corporate audiences.

3.iv Influence and policy

- Undertake policy work to consider whether the higher education student finance system could be used to encourage learners to follow Welsh-medium or bilingual provision and/or to work in priority sectors in Wales after graduation.
- Work with the Welsh Government as they develop the National Framework for Welsh Language Education and Learning Welsh to ensure that due attention is given to the duty on Welsh Ministers and local authorities to encourage progression from the statutory sector to the tertiary sector in accordance with the Welsh Language and Education (Wales) Act 2025.
- Contribute to any review by the Welsh Government of the Seren Academy's aims and objectives and the scheme's role in promoting Welsh medium and bilingual pathways.
- Collaborate with and advise organisations or schemes that influence the learner journey to ensure that they uphold their responsibilities in relation to promoting Welsh-medium and bilingual pathways.
- Collaborate with Medr, other relevant national bodies and the providers to ensure that impartial, accessible information is available to learners about the Welsh medium and bilingual provision available.
- Support providers to encourage learners to make positive decisions about following Welsh-medium or bilingual provision, including automatic enrolment of learners on Welsh-medium or bilingual provision if they have received their statutory education through the medium of Welsh (with the option for them to opt out).
- Work closely with Medr and the Welsh Language Commissioner to ensure that providers offer their learners holistic Welsh language experiences.

3.v Measuring impact	
Outcomes	**Indicators**
A higher proportion of learners making informed and positive decisions about following Welsh-medium or bilingual provision in the tertiary sector.	**Indicators within the Coleg's control**
	• The influence of the formal and informal advice presented to Medr in relation to encouraging demand and participation.
	• The extent to which the Learner Voice affects the Coleg's plans.
	• The contents of the Learner Journey and Experience Strategy and Action Plans. • The number of learners reached through promotion and behaviour change activities. • The number or percentage of learners from underrepresented backgrounds who are reached through promotion and behaviour change activities.
	• The extent to which the Scholarship Scheme contributes to learner decisions.
	• The impact of policy work produced that influences the learner journey and experience.
	• The number of events, press releases, media items that raise awareness of the Coleg's work.
	Whole-system indicators
	• The number or percentage of providers who comply with the condition in relation to encouraging demand and participation. • The nature of the content of providers' Welsh Language Strategies and relevant activity arising from the plans. • The nature and impact of collaboration with providers' marketing departments.

Outcomes	Indicators
	• The proportion of learners who follow Welsh medium or bilingual provision. • The proportion of learners joining bilingual workforces and using their Welsh language skills.
	• The nature and impact of Medr's and the providers' Learner Voice processes.
	• The nature and impact of collaboration with key stakeholders influencing the learner journey and experience.
	• The contents of information available to learners about choices.
Support of the highest quality provided to learners throughout the journey.	**Indicators within the Coleg's control**
	• The number of learners supported through mentoring schemes in strategic areas and their impact. • The number, quality and impact of activities to enrich the learner experience supported by the Coleg.
	Whole-system indicators
	• The level of learners' Welsh language skills at the beginning and at the end of their period in tertiary education.
	• The suitability and sufficiency of resources..

Priority areas for developing bilingual workforces



The Coleg notes the need to prioritise workforce planning in sectors where there is an urgent need for people who can work bilingually.

Over the next five years, therefore, we will place a specific focus on collaboration with leading bodies, including the Welsh Government, Medr and sectoral and specialist bodies, to develop specific plans that will lead to progress in the following sectors:

- **Health**
- **Social care**
- **Childcare and education (early years, the statutory education workforce and the tertiary education workforce)**

Collaboration with partners such as the Welsh Language Commissioner and the Regional Skills Partnerships, organisations that are in dialogue with employers about their workforce needs, will also be key.

In line with the reports and recommendations of the Commission for Welsh-speaking Communities, the linguistic context of different areas and the needs of their local economies and services will be a central consideration for the Coleg.

The Coleg will continue to ensure that Welsh-medium and bilingual provision is available in a wide range of areas across the tertiary sector, but the three sectors above will be a specific focus over the course of this Strategic Plan in terms of the role of the tertiary sector in producing employees who can operate confidently in Welsh and English.





Infrastructure:

the elements that enable the Coleg to carry out its work



The Coleg is conscious that **people** are our most important resource, and that the change needed to realise our vision for the Welsh language in the tertiary sector will be created by people.

In addition to ensuring that there are enough people with the necessary skills and dedication to promote the Welsh-medium and bilingual agenda working across the tertiary education sector workforce, people are also the most important resource of the Coleg itself.

The Coleg is very proud of our team of professional and effective staff, and we will continue to ensure that we have **sufficient staffing resources** to carry out our work to a high standard, who have the necessary **facilities and resources**, receive regular **training** and development opportunities, and are supported by robust **human resource** arrangements and policies. We will invest where necessary to develop expertise and to adapt to enable us to fulfil the Coleg's role as the designated body to advise Medr on the Welsh language, and the subsequent work to support providers across the sector to achieve their objectives.

We will continue the work of developing and refining our **information services** infrastructure in order to ensure effective digital systems to support our staff internally and the sector externally, to improve efficiency, to ensure **data security**, and to facilitate our **engagement** with learners and staff across the sector, our stakeholders and partners, and the public. The Coleg has robust **funding arrangements** in place. In order to ensure that the Coleg's funds have the greatest possible impact, that our operational approaches are efficient and prudent, and to protect the long-term resilience of the organisation, we will carry out continuous reviews.

The Coleg is committed to being an **anti-racist** organisation and to being proactive in trying to ensure that underrepresented learners have access to Welsh-medium and bilingual provision. Aligning the current Equality, Diversity and Anti-Racism Strategy with this Strategic Plan will be a priority over the next period.

We will make greater use of **research and data** to guide the Coleg's work, and to form the basis for our strategic planning work in policy and measuring impact.

The Coleg is alert to opportunities to improve and strengthen **governance** structures and procedures in order to ensure an organisation with a robust and transparent structure, which maintains the highest standards of governance, with appropriate scrutiny of our work, and accountability for our use of public funds.

We will ensure a Board that has the necessary skills and experience to lead the Coleg's evolving role and to support the management team and staff, that there are independent members on the Board's sub-committees who will bring additional expertise, and that forums that represent all parts of the sector – especially to hear the learner voice – feed into our planning and policy work.

Members of the Coleg Board work closely with the senior management team to ensure that the Coleg has the necessary structures, resources and capacity described here from the perspective of Infrastructure to be able to carry out our work and deliver our vision.

It is the Board's responsibility to oversee the delivery of the Coleg's strategic objectives, our use of funding, compliance with legislation and regulatory requirements, and to ensure that we always meet the highest standards of corporate governance.

In addition to the regular reports that will be provided to the Board and its committees, each term we will also report on our progress to the Welsh Government, the Coleg's main sponsor, against our annual action plan. The Coleg's Annual Report and audited accounts are published on our website every year in March following the Coleg's annual general meeting.



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