Inspection and Revision Report

Welsh Language Scheme

2008-09

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SECTION 1: Ensure that there are facilities for individuals to deal with the University on every occasion and for all purposes in Welsh or English according to their choice.

STAFFING

PRIORITY	Offer a bilingual service in all of the University's reception areas.
Performance Indicator	Number and percentage of main reception posts where Welsh was advertised as an essential skill and the percentage of those posts filled by Welsh speakers.
Target	Advertise all reception posts as 'Welsh Essential' posts.
Outcome	In 2008-9, 9 'first contact' clerical posts were advertised. 3 of these posts (33%) were advertised as 'Welsh essential'. The other 6 posts (67%) were advertised as 'Welsh desirable'. The 3 'Welsh essential' posts (100%) were filled by Welsh speakers. Of the posts where Welsh was desirable, 2 of those appointed spoke Welsh, 1 was learning and 3 did not speak Welsh.
Comments	The system in place for appointing Welsh speakers to 'Welsh Essential' posts works effectively. One possible reason why 6 of the 9 posts were not designated as 'Welsh essential' is that the term 'receptionist' is no longer used (since the HERA jobs evaluation framework was initiated). It is therefore possible that the 'face to face' aspect was not apparent in the job description when the post's linguistic level was designated. Since mid 2009 the Human Resources department has tightened the internal monitoring procedure for designating language levels for different posts and a Human Resources Officer is now notified of the language level designated for every clerical/administrative post and can question the language level if it is not acceptable. It is therefore hoped that it will be possible to ensure that all clerical posts which include a substantial element of reception work are designated as Welsh Essential in future.

STAFFING

PRIORITY	Increase the number of staff across the clerical and academic related levels who can work bilingually in order to develop the institution's bilingual ethos.
Performance Indicator	Number and percentage of staff who can speak Welsh according to job grades.
Target	Show an annual increase (percent) in the number of Welsh speakers amongst staff.
Outcome	See Tables 1 and 2 **All Staff Speakers: Table 1A (page 19)** Looking at the data for all staff the percentage of Welsh speakers and learners across the institution has fallen 1% in 2008-09. However, looking specifically at the academic-related category (ALC), the percentage of Welsh speakers has increased 1% and the percentage of learners has fallen 2%. Regarding clerical staff, the percentage of Welsh speakers has stayed the same, whilst the percentage of learners has fallen 2%. **Those appointed in 2008-9: Table 2 (page 22)** Comparing data for new staff appointed in 2008-09 with data for new staff in 2007-08, there is an increase of 21% in the percentage of Welsh speakers and Welsh learners across the job levels. Looking specifically at the ALC category, the percentage of Welsh speakers has remained the same whilst the percentage of learners has fallen 4%. The percentage of Welsh speakers amongst clerical staff has increased 40% whilst the percentage of learners has increased 7%.
Comments	In general it can be noted that the university is in a strong position to increase the number of staff across the clerical and academic-related job levels who can operate bilingually. The percentage of Welsh speakers amongst ALC staff is consistently high, whilst the percentage of Welsh speakers amongst the new clerical appointments has increased substantially.

3RD PARTY – SERVICES THROUGH AGREEMENT

PRIORITY	Ensure that the Language Scheme requirements are included in third party agreements.
Performance Indicator	Agreements which have been monitored which conform to the requirements of the language scheme.
Target	Monitor 3 agreements annually.
Outcome	Document 1 : *Specification for a 3rd party company setting guidelines for changing the lifts in the Main Arts Building.* The document noted clearly that all the labels, warnings and aural equipment should be bilingual, with Welsh first. Document 2: *Invitation for a 3rd party to tender for Administering Parking Regulations.* Document 3: *Instructions for a 3rd party company preparing signs for the new halls of residence.* The document noted clearly that the signs were to be bilingual.
Comments	Document 2: The document notes clearly that all the literature, stationery etc. and signs were to be bilingual. However, it is possible that there are further dimensions which should be considered. For example, the document mentions administrative procedures to deal with appeals and customer management which the successful company will need to undertake. It is therefore proposed that the development of this project be supervised.

COMPLAINTS

PRIORITY	**Ensure that the University responds to actions or conduct which undermine the principles of the Language Scheme.**
Performance Indicator	Number of complaints received regarding the implementation of the language scheme and the percentage of complaints dealt with in accordance with the institution's standards.
Target	Record every complaint received. Investigate those complaints which suggest a lack of understanding of the Scheme and/or regular failure to implement it properly.
Outcome	See list in the appendix, page 24. 11 complaints were received relating to the implementation of the Language Scheme and 100% were dealt with in accordance with the institution's standards.
Comments	There are robust systems in place to deal with complaints.

SECTION 2: Develop the University's Welsh ethos, implementing the principle of equality in all its activities and fostering a spirit of harmony and mutual support between the cultures.

MAINSTREAMING THE WELSH LANGUAGE

PRIORITY	Mainstream the Welsh language into the entire University administration.
Performance Indicator	New policies that include linguistic assessment.
Target	Monitor whether or not linguistic issues were considered when new policies are developed. Monitor 3 new policies annually.
Outcome	The University has adopted a procedure for undertaking Equality Impact Assessments (EIA) on Policies. This includes a process where policies are screened to see whether or not they contain a risk to equality and, if it is believed that the risk of discriminatory practice is high, then the Policy is subject to a full impact assessment in order to remove or reduce the discrimination noted. The process is undertaken giving consideration to key equality legislation, but includes linguistic issues as well. The EIA process is currently being undertaken on central policies and an action plan is being developed for 2010 which includes: • Making EIA an essential part of the policy development process • Continue to raise the awareness of senior managers of the importance of EIA • Provide appropriate training and support • Review the EIA process.
Comments	The EIA procedure provides a robust framework to ensure that linguistic issues are considered when new policies are produced. It will be possible to monitor this system's effectiveness when the action plan is implemented from 2010.

NEW INITIATIVES

PRIORITY	Develop new initiatives to promote the use of Welsh amongst staff/students.

Performance Indicator	Number of improvement initiatives which have:
	   (a) been prepared
	   (b) fully implemented

Target	Prepare and/or fully implement two new initiatives annually which encourage or assist staff/students to use Welsh.
Outcome	A scheme has been fully implemented to note members of staff's ability to speak Welsh on the Contacts page on the university website. The aim of this initiative is to encourage staff to use Welsh when sending e-mails or telephoning. A successful grant bid was prepared in order to undertake a project to promote the use of Welsh with computers. The grant will enable the university to offer staff 1-1 training. The training will commence in January 2010.
Comments	Staff have responded positively to the development on the University's Contacts page; they report that the scheme gives them confidence to e-mail colleagues in Welsh.

'WELSH IN THE WORKPLACE' TRAINING

PRIORITY	Develop the ability of the institution's current staff to use Welsh, especially staff who liaise regularly with the public.
Performance Indicator	Number of staff who have received Welsh language training, which has been specially tailored to the needs of their post.
Target	Offer at least two 'Welsh in the workplace' courses annually which have been tailored to the needs of specific groups of staff.
Outcome	6 courses have been held for specific staff members: • 10 week course at beginner's level for Administrators. (10 members) • 10 week course at intermediate level for Administrators. (7 members) • 10 week course at intermediate level for Careers Centre staff. (4 members) • Course throughout the year at two levels (beginners and intermediate) for Library staff. (11 members) • Two courses throughout the year at beginner's level for Senior Managers. (8 members) Language Improvement Courses for Staff: • On-line course which includes two one to one contact hours with a tutor (4 members). • Two weekly language improvement courses (around 10 members attend regularly). • September 2008 – one day course (8 members registered). June 2009 – one day course (6 members registered).
Comments	All the courses have helped to strengthen staff's awareness of the importance of Welsh in the institution. The most successful course was the intermediate course for administrators as that course built on the members' previous knowledge of Welsh: those who attended the courses are more confident in using Welsh in their work by now. The language improvement courses give staff an opportunity to undertake language tasks which are relevant to their jobs. They are an important part of the provision as the lessons enable staff who are fluent in Welsh to increase their confidence in order to use Welsh in the workplace.

LINGUISTIC INSTRUCTION OUTSIDE WORKING HOURS

PRIORITY	Provide opportunities for staff to develop their language skills in their own time.
Performance Indicator	Number of staff who attend Welsh lessons which have not been specially tailored to the needs of their posts.
Target	Ensure opportunities for staff to enrol for Welsh lessons.
Outcome	68 members of staff enrolled on public courses in their own time.
Comments	11 of those who enrolled in 2008-09 have now attained a Higher level within the progression route.

INCREASE AWARENESS OF THE LANGUAGE SCHEME

PRIORITY	**Increase awareness of the University's language scheme amongst staff and emphasise why it should be implemented and how to implement it.**
Performance Indicator	Number of staff who receive an introduction to the Language Scheme.
Target	Maintain the current opportunities to introduce the Language Scheme to staff (e.g. monthly induction) and develop one additional opportunity annually to do so – either through a language awareness course or through equality and diversity training.
Outcome	132 staff have received an introduction to the Language Scheme through the induction sessions for new staff. 96 staff has completed on-line equality training which includes a question on the Language Scheme.
Comments	Including a presentation on the Language Scheme to all new staff at the institution is an effective means of raising staff awareness of the Scheme at the outset of their time at the university. Also, including a discussion on the Language Scheme as part of the wider discussion on equality and diversity gives a wider perspective to the aims of the Scheme.

SECTION 3: **Promote, develop and expand the University's Welsh medium work with the aim of realising students' right to receive higher education through the medium of Welsh and/or English.**

Development Field	Details	Comments
Number of Welsh medium FTE students	559.2 (542.6 in 2007-08)	This is an increase of 16.5 since last year.
Degree programmes through the medium of Welsh/bilingual	Two new postgraduate courses which offer a Welsh medium provision have been validated: **MA / MSc Sustainable Environmental Management** (whole course through the medium of Welsh) **MA Language Policy and Planning**	See Target to offer new degree programmes. Provision in the field of Language Planning is now offered at postgraduate level as part of an interdisciplinary course.
Welsh / bilingual modules	The following modules were introduced for the first time in 2008-09: **School of Social Sciences** Language Planning	

	School of Law The Law in Welsh (combining work on Law with elements of language improvement) School of Music Music in Health and Welfare History of Welsh Pop Music History of Punk Rock College of Natural Sciences Key and Statistical Skills (including an element of language improvement) School of Psychology Seminars in Psychology I Seminars in Psychology II Research Foundations III Research Foundations IV	See Target relating to considering alternative ways and different patterns of offering language improvement provision. See Target relating to considering alternative ways and different patterns of offering language improvement provision.
Examples of resources to support Welsh medium teaching and learning which were developed in 2008-09.	*Gwella* Project: A three year, HEFCW funded, project to facilitate teaching and learning through technology. One of the project's main priorities is to enhance Welsh medium teaching and learning through the use of technology, as well as effective collaborative provision. The Learning Technologies Team within the Information Technology Services have undertaken a number of developments	These developments accord with the target set by a number of schools to use electronic resources to enhance the use of Blackboard and other resources to enhance Welsh medium learning.

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as part of the project, e.g.: assisting School of Education staff to place multiple choice tests on Blackboard as an assessment tool to be used by undergraduates and postgraduates.

Podcasting and the use of video and sound equipment

- Chemistry Experiments (School of Chemistry) – Five Chemistry experiments were filmed and placed on Blackboard to assist year 1 and 2 students before they held the experiments themselves. There was positive feedback from the students; some had watched them on-line through Blackboard whilst others had downloaded them on mobile equipment, e.g. mobile phone or mp3.
- Welsh Second Language Lessons (School of Education) – Welsh Second Language lessons by 3rd year students on the BA Primary Education course were filmed and placed on Blackboard to support the students' work. The intention is to place the video clips on Y Porth as part of the 'Welsh Colleges Scheme'.
- Transfer two Welsh films from the

	1940s onto Blackboard for the School of History.	
	Blackboard Language Package – The work of preparing a Welsh translation of version 8 of the Blackboard software through collaboration between the Information Technology Service and Canolfan Bedwyr was completed. The language package has been disseminated to all Welsh higher education establishments and it will also be used by 'Y Porth'.	
	Training and Support – Provide training and support on a variety of learning technologies to staff across the University, as well as staff on the Staff Development scheme of the Centre for Welsh Medium Higher Education.	
	Simultaneous Translation – Increased use has been made of simultaneous translation in Welsh medium/bilingual teaching sessions – especially the practice of translating student presentations. This aspect has received very positive feedback from both staff and students.	
Research	Once again this year University staff have undertaken research through the medium of	

	Welsh, for example, in education, music, theology and history. In addition, innovative research in Welsh and bilingualism has been undertaken by Llais (research in the field of Health) and by the ESRC Centre for Research on Bilingualism in Theory and Practice.	
Staffing	A new lecturer who lectures through the medium of Welsh has been appointed in the School of Creative Studies and Media. As a result of financial support from the Centre for Welsh Medium Higher Education two lecturers have been appointed in the School of Social Sciences to lecture through the medium of Welsh in Social Policy and Social Work.	
HEFCW Scholarships and Fellowships	**Scholarships** School of Creative Studies and Media School of History, Welsh History and Archaeology School of Modern Languages School of Education School of Ocean Sciences **Fellowships** School of Business	These scholarships and fellowships are in accordance with the Schools' targets.

	School of Law School of Environmental Studies and Geography	
Welsh Medium Projects supported by HEFCW	• Digitising Drama Texts • New Media Resources Pool • Distance Learning Resources for Key Skills (in the field of Natural Sciences) • Sports Sciences project to identify demand amongst students for Welsh medium education **Y Porth** : University staff have collaborated with the Centre for Welsh Medium Higher Education, through the E-Learning and Combined Learning Group, to develop a national Welsh medium e-learning platform for the Higher Education sector, namely 'Y Porth', and ensure that resources, e.g. The Digitisation of Drama Texts Project and the Interactive Package for Nursing, have been placed on Y Porth. Y Porth was launched at the National Eisteddfod in August 2009.	
The University's Teaching and Learning Strategy.	The Welsh language has been mainstreamed into the University's teaching and learning provision through the teaching and learning strategy.	

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STATISTICS : STAFF

TABLE 1: STAFF LINGUISTIC SKILLS

A: ORAL

Category	Able to speak Welsh		Not able to speak Welsh		Learning Welsh		Total
Academic	**154**	**30%**	**246**	**48%**	**112**	**22%**	**512**
	214	*38%*	*233*	*42%*	*111*	*20%*	*558*
ALC	**149**	**52%**	**67**	**24%**	**69**	**24%**	**285**
	143	*51%*	*63*	*23%*	*72*	*26%*	*278*
Research	**22**	**14%**	**107**	**66%**	**32**	**20%**	**161**
	26	*13%*	*130*	*65%*	*43*	*22%*	*199*
Clerical	**275**	**59%**	**92**	**20%**	**97**	**21%**	**464**
	188	*59%*	*57*	*18%*	*74*	*23%*	*319*
Technical	**46**	**51%**	**30**	**33%**	**14**	**16%**	**90**
	48	*53%*	*31*	*35%*	*11*	*12%*	*90*
Manual	**159**	**61%**	**69**	**27%**	**32**	**12%**	**260**
	153	*64%*	*61*	*25%*	*26*	*11%*	*240*
OR/related staff							
	9	*45%*	*6*	*30%*	*5*	*25%*	*20*
Total	**805**	**45%**	**611**	**34%**	**356**	**20%**	**1772**
	781	*46%*	*581*	*34%*	*342*	*20%*	*1704*

- The 2008/9 figures are shown in bold print and the 2007/8 figures in italics.

- Statistics collation date: August 2009.

- The total number of university staff on the statistics collation date was 1904. The university has information about the ability of 1772 staff to speak Welsh. We do not therefore have information relating to the ability of 7% of staff. (In 2007/8 there was no information about 5% of the staff).

- The statistics for OR/Related Staff are only relevant for 2007/8. By 2008/9 they have been incorporated either into the Academic or ALC category.

- There is a significant decrease in the number of those able to speak Welsh in the Academic category. 13 of those who did not return in 2008/9 were full-time staff from the following departments: Education – 8, Canolfan Bedwyr – 1, ERSC Centre for Research on Bilingualism – 1, The Central Registry – 1, ELCOS – 1, School of History, Welsh History and Archaeology – 1. The other 66 were part-time staff from the following departments: Education – 57, ELCOS – 1, School of History, Welsh History and Archaeology – 1, Dyslexia Unit – 1, IT Services – 1, School of Environment, Natural Resources and Geography – 1, Bangor Business School – 1, School of Computer Science – 1, School of Electronic Engineering – 1, School of Psychology – 1.

- There is a much higher number of staff in the Clerical category in 2008/9 as research assistants are categorised as Clerical staff following HERA.

B: READING

Category	Able to read Welsh		Not able to read Welsh		Learning to read Welsh		Total
Academic	**144**	**30%**	**245**	**51%**	**90**	**19%**	**479**
	194	*38%*	*229*	*44%*	*91*	*18%*	*514*
ALC	**136**	**51%**	**75**	**28%**	**59**	**22%**	**270**
	134	*51%*	*72*	*27%*	*58*	*22%*	*264*
Research	**23**	**15%**	**107**	**69%**	**26**	**17%**	**156**
	23	*12%*	*136*	*70%*	*36*	*18%*	*195*
Clerical	**261**	**59%**	**97**	**22%**	**83**	**19%**	**441**
	180	*59%*	*66*	*21%*	*61*	*20%*	*307*
Technical	**39**	**49%**	**31**	**39%**	**10**	**13%**	**80**
	42	*53%*	*30*	*38%*	*7*	*9%*	*79*
Manual	**136**	**60%**	**66**	**29%**	**24**	**11%**	**226**
	128	*61%*	*64*	*30%*	*18*	*9%*	*210*
OR/related staff							
	8	*42%*	*6*	*32%*	*5*	*26%*	*19*
Total	**739**	**45%**	**621**	**38%**	**292**	**18%**	**1652**
	709	*45%*	*603*	*38%*	*276*	*17%*	*1588*

- The 2008/9 figures are shown in bold print and the 2007/8 figures in italics.

- Statistics collation date: August 2009.

- The total number of university staff on the statistics collation date was 1904. The university has information about the ability of 1652 staff to read Welsh. We do not therefore have information relating to the ability of 13% of staff. (In 2007-08 there was no information about 12% of the staff).

- The statistics for OR/Related Staff are only relevant for 2007-08. By 2008-09 they have been incorporated either into the Academic or ALC category.

C: WRITING

Category	Able to write Welsh		Not able to write Welsh		Learning to write Welsh		Total
Academic	**135**	**28%**	**256**	**54%**	**87**	**18%**	**478**
	186	*36%*	*243*	*47%*	*86*	*17%*	*515*
ALC	**124**	**46%**	**85**	**31%**	**62**	**23%**	**271**
	122	*46%*	*82*	*31%*	*59*	*23%*	*263*
Research	**20**	**13%**	**113**	**72%**	**23**	**15%**	**156**
	20	*10%*	*143*	*73%*	*32*	*17%*	*195*
Clerical	**241**	**55%**	**115**	**26%**	**81**	**19%**	**437**
	163	*53%*	*86*	*28%*	*59*	*19%*	*308*
Technical	**38**	**48%**	**33**	**42%**	**8**	**10%**	**79**
	41	*53%*	*32*	*41%*	*5*	*6%*	*78*
Manual	**119**	**53%**	**81**	**36%**	**24**	**11%**	**224**
	110	*53%*	*80*	*39%*	*17*	*8%*	*207*
OR/related staff							
	8	*42%*	*6*	*32%*	*5*	*26%*	*19*
Total	**677**	**41%**	**683**	**42%**	**285**	**17%**	**1645**
	650	*41%*	*672*	*42%*	*263*	*15%*	*1585*

- The 2008/9 figures are shown in bold print and the 2007/8 figures in italics.

- Statistics collation date: August 2009.

- The total number of university staff on the statistics collation date was 1904. The university has information about the ability of 1645 staff to write Welsh. We do not therefore have information relating to the ability of 14% of staff. (In 2007-08 there was no information about 12% of the staff).

- The statistics for OR/Related Staff are only relevant for 2007-08. By 2008-09 they have been incorporated either into the Academic or ALC category.

Table 2 :: Those appointed between September 2008 and August 2009

Category	Welsh speaking		Non Welsh speaking		Learning Welsh		Total
Academic	**21**	**22%**	**53**	**56%**	**20**	**21%**	**94**
	15	*19%*	*52*	*67%*	*11*	*14%*	*78*
ALC	**15**	**60%**	**6**	**24%**	**4**	**16%**	**25**
	6	*60%*	*2*	*20%*	*2*	*20%*	*10*
Research	**7**	**21%**	**23**	**70%**	**3**	**9%**	**33**
	8	*11%*	*52*	*71%*	*13*	*18%*	*73*
Clerical	**33**	**54%**	**15**	**25%**	**13**	**21%**	**61**
	1	*14%*	*5*	*71%*	*1*	*14%*	*7*
Technical	**0**	**0%**	**7**	**78%**	**2**	**22%**	**9**
	0	*0%*	*2*	*100%*	*0*	*0%*	*2*
Manual	**21**	**47%**	**17**	**38%**	**7**	**16%**	**45**
	0	*0%*	*2*	*100%*	*0*	*0%*	*2*
Total	**97**	**36%**	**121**	**45%**	**49**	**18%**	**267**
	30	*17%*	*115*	*67%*	*27*	*16%*	*172*

- The 2007/8 figures are shown in bold print and the 2008/9 figures in italics.
- At the time of writing the report no information was available about the linguistic abilities of 121 of the new appointees (47 academic, 3 ALC, 7 research, 18 clerical, 2 technical, 44 manual). For the purposes of the tables it was assumed that the staff sample for which there is information available is representative.

Table 3 :: Senior Managers

	Welsh speaking		Non Welsh speaking		Learning Welsh		Total
Heads of Department	**30**	**32%**	**38**	**40%**	**21**	**22%**	**89**
	17	*29%*	*22*	*38%*	*15*	*26%*	*54*

- The 2007/8 figures are shown in bold print and the 2008/9 figures in italics.
- No information is available about the linguistic ability of 6 senior managers.
- The category 'senior managers' includes heads of departments, colleges and schools as well as deputy heads. The numbers include all those people who have held these posts during the reporting period (e.g. if the post holder has changed over the reporting period, 2 heads will be included in the statistics for one department / college / school).

Table 4 :: Academic staff appointed between September 2008 and August 2009

College/Department/School	Speaking Welsh			Reading Welsh			Writing Welsh		
	Speaking Welsh	Not speaking Welsh	Learning to speak Welsh	Able to read Welsh	Not able to read Welsh	Learning to read Welsh	Able to write in Welsh	Not able to write in Welsh	Learning to write in Welsh
Education	4	3	3	4	4	2	4	4	2
Theology and Religious Studies		1			1			1	
Creative Industries	1	1	1	1	1	1	1	1	1
Law	1	1	1	1	1	1	1	1	1
Music	0	1	2	0	1	2	0	1	2
Business	5	7	0	5	7	0	4	7	0
Social Sciences	2	5	1	2	5	1	2	5	1
Psychology	0	2	1	0	2	1	0	2	1
Biological Sciences	0	1	0	0	1	0	0	0	0
History, Welsh History and Archaeology	0	1	1	0	1	1	0	1	1
Modern Languages	1	0	0	2	0	0	2	0	0
English	0	1	0	0	1	0	0	1	0
Environment and Natural Resources	0	5	1	0	5	1	0	5	1
Linguistics	2	2	2	1	3	2	2	2	2
ELCOS	4	12	5	2	14	2	3	14	5
Welsh	0	0	0	0	0	0	0	0	0
ESRC Centre for Bilingualism Research	0	0	0	0	0	0	0	0	0
School of Medical Sciences	0	2	0	0	2	0	0	2	0
School of Ocean Sciences	0	3	0	0	3	0	0	3	0
School of Electronic Engineering	0	2	0	0	2	0	0	2	0
School of Chemistry	0	0	1	0	0	1	0	0	1
Total	20	50	19	18	54	15	19	52	18

COMPLAINTS RELATING TO THE LANGUAGE SCHEME

[1]   Two complaints were received regarding the fact that pay scales on the Welsh side of the Finance website were out of date.

Outcome: The finance department were contacted and asked to update the Welsh site. This has now been done.

[2]   A student warden complained about receiving information in English from the HR department.

Outcome: The HR department issued an apology, explaining that the student's language choice was noted as English in their system. They noted that this information would be corrected.

[3]   A complaint was received from a Welsh speaking member of staff and Welsh speaking member of the public who had received a telephone call in English as part of the Telethon campaign.

Outcome: The Director of Communications agreed to look into the matter.

[4]   A postgraduate student complained about the volume of e-mails that were sent by individual students to large mailing lists. He noted that the e-mails were never bilingual.

Outcome: It is understood that the IT department have now tightened their control of e-mail lists.

[5]   A complaint was received by Gwynedd County Council staff who had attended a course at the Management Centre about the lack of consideration of the needs of Welsh speakers on the course and the lack of compliance with the language scheme (e.g. asking students to pay for translation of their work into Welsh).

Outcome: A meeting was arranged between the Chief Executive of the Management Centre and representatives of Canolfan Bedwyr in order to explain the support available to the Management Centre and to stress the importance of compliance with the scheme. An apology was issued to the Gwynedd County Council staff.

[6]   Four complaints were received about the Management Centre, two relating to English-only e-mail messages being circulated and two about the accuracy of the Welsh text on the Management Centre website.

Outcome: The need to comply with the language scheme and the support available to staff will be stressed again to the Management Centre.

[7]   Complaints were received from a student and staff that the voice recording in the newly-installed lifts in the Main Arts Building were in English only.

Outcome: The matter was brought to the attention of the Director of Estates. It was stressed that all lifts are commissioned to be fully bilingual but some technical problems had occurred in relation to the lifts installed in Main Arts. Additional difficulties have been encountered as the main contractors for the project have gone into liquidation. The Estates Department are pursuing the matter.

[8]   A complaint from a member of the public was received about the fact that the questionnaires used for research by the Psychology department are not fully bilingual.

Outcome: It was explained to the complainant that sections 4-7 of the questionnaire are presented in English only as these sections comprise of standard outcome measures which have not yet been validated for use in Welsh. The Head of School has written to the complainant explaining that the questionnaire complies with the language scheme requirements.

[9]   A complaint was received from a member of the public regarding English-only correspondence from the HR department.

   Outcome: Human Resources contacted the complainant and explained that the error had occurred because they were acting on behalf of a third party (the form sent to the complainant was part of Magnox's security arrangement and was not an university form). The HR department noted their intent to discuss how to ensure third-party compliance with the language scheme in future.

[10]   A member of staff complained about the Welsh-language level requirements of a post that was advertised. Welsh was not essential even though this was a 'front-line' post.

   Outcome: A representative from HR contacted the department that had advertised the post and stressed the importance of Welsh-language skills for the post. The individual appointed will attend Welsh-language lessons this academic year. Additionally, steps have been taken to ensure that PYCI is able to monitor the language level of posts in E-Work.

[11]   A complaint was received by a member of the public regarding an incident between himself and security staff at the Ffriddoedd site. The complainant felt that the member of staff was not adhering to the language scheme's requirements.

   Outcome: It was decided that this matter was best dealt with under the Staff and General Complaints Procedure.

ACADEMIC PROVISION:

STATISTICS