

MONITORING AND REVIEW REPORT

WELSH LANGUAGE SCHEME

2013 / 14

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SECTION 1

Secure the facilities for individuals to deal with the University on all occasions and for all purposes in Welsh or English as they prefer.

a. STAFFING¹

PRIORITY	To offer staff, students and members of the public a bilingual service in 'initial contact' situations.
Performance Indicator	The number of administrative posts advertised where Welsh has been noted as an essential skill and the percentage filled by Welsh speakers. (HEPI 2).
Target	To advertise all 'initial contact' posts as 'Welsh Essential'.
Outcome	55 administrative posts (clerical and professional) were advertised at W1 level and 2 posts at W2 level ^{2,3} . Regarding the W1 posts, 49 (86%) fluent Welsh speakers were appointed, 3 (5%) who speak a little Welsh and 5 (9%) who do not speak any Welsh.
Comments	<ul style="list-style-type: none">• In general, the statistics for 2013/14 show that the University is performing well regarding appointing Welsh speakers to posts which are designated as Welsh Essential or Welsh Desirable. In the majority of cases (87%), Welsh speakers are appointed to 'Welsh Essential' posts.

¹ All the staffing statistics were gathered in August 2014. In context of all the staffing statistics and analyses given here, we ask you to note that the recruitment pattern in 2013/14 was different to that of previous years. Administrative posts were not advertised externally and it was also a period of internal restructuring.

² W1 = Welsh Essential; W2 = Welsh Essential or commitment to learn to a specific standard.

	<ul style="list-style-type: none"> In the case of the 8 individuals who 'speak a little Welsh' or 'who do not speak Welsh' who were appointed to Welsh Essential posts, there is an explanation for this; a number of posts were advertised simultaneously at the University Library and there were not enough Welsh speakers to fill them all. It should be noted that these were seasonal posts of few working hours and are filled by students. <p>One positive development is that only 2 clerical posts were advertised on the W2 level, and therefore the University is working towards its target of retaining the W2 category (Welsh essential or a commitment to learn) for specialist posts only.</p>
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b. STAFFING

PRIORITY	To increase the number of staff across the clerical and academic-related post levels who can operate bilingually in order to develop the institution's bilingual ethos.
Performance Indicator	Number and percentage of administrative staff who can speak Welsh according to the post grading. (HEPI 1).
Target	To show an annual (percentage) increase in the number of Welsh speakers among clerical and academic-related staff.
Outcome	See Tables 1, 2, 2a, 3 and 4 in the staffing statistics. The percentage of ALC and clerical staff who are fluent Welsh speakers was the same in 2013/14 as it was in 2011/12 and in 2012/13 (50% ALC staff and 62% clerical staff). The percentage of those speaking a little Welsh has remained the same amongst ALC staff and has fallen 3% amongst clerical staff.
Comments	With regard to developing the institution's bilingual ethos and ensuring effective bilingual administration, there are indications in the data for 2013/14 which shows that the University continues to be in a strong position to fulfil this aim:

	<ul style="list-style-type: none"> • The percentage of Welsh speakers across the institution has stayed the same (43%). By combining the percentage of fluent speakers with the percentage of staff learning Welsh, we see that 68% of the University's staff note that they have some level of ability in Welsh. This is a very firm basis for ensuring a bilingual workforce. • The number of new ALC appointments has been very low (9). Amongst these appointments, there was an 8% increase in Welsh speakers. This is in the context of fewer appointments. • There is more concern for new clerical appointments. 78 staff were appointed to clerical posts. Of those appointed, 40% were Welsh speakers. Amongst the clerical staff in general, 62% speak Welsh. Compared to the data for new clerical staff appointments in 2012/13, there is a fall of 32% in 2013/14 in the clerical appointees who speak Welsh. Or, if conversely expressed, in 2012/13 3/5 of new clerical appointees were Welsh speakers; in 2013/14 2/5 of new clerical appointees were Welsh speakers. If this trend continues, the general percentage of Welsh speakers amongst clerical staff will fall. • However, having said that, and as noted in footnote 1 above, the recruitment pattern in 2013/14 has been impacted by internal restructuring and financial constraints which means that administrative posts were not advertised externally. This, to some extent, explains the results in the context of clerical posts. This is the profile of the new clerical staff who noted that they did not speak Welsh or who 'spoke a little Welsh': 15 Graduate Teaching Assistants, 2 sabbatical officers, 2 IELTS examiners. These represented 40% of new clerical posts in 2013/14 and 27% the previous year. • On a more positive note, 13 (55%) of the new clerical appointees who speak Welsh are in the 25 and younger age group, which means that a new generation of administrators who can speak Welsh have joined the University. • Amongst heads of department (table 3) the percentage of Welsh speakers has remained the same (28%), whilst the percentage of those who do not speak Welsh has increased (14%) and the percentage of those learning Welsh has fallen (9%). <p>In the context of this performance indicator and the previous indicator, the University will keep a close watch on the capacity to speak Welsh amongst new clerical appointments. It seems that a field which needs specific attention is those clerical posts which are initially short term posts (less than 3 months) and are therefore not advertised. The Language Scheme Advisory Committee (PYCI) will seek a regular report on these posts.</p>
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c. STAFFING

PRIORITY	To ensure that the university's staffing situation supports the continuance and development of Welsh language provision.
Performance Indicator	Number and percentage of administrative staff who can speak Welsh according to the post grading. (HEPI 4).
Target	To show an annual (percentage) increase in the number of Welsh speakers among academic staff.
Outcome	See Tables 1, 2, 5 and 5a in the Staffing Statistics. In 2012/13 28% of academic staff were Welsh speakers. In 2013/14 30% of academic staff were Welsh speakers. In terms of percentage according to grade, the statistics show that the percentage of Welsh speakers continues to fall between grade G007 and PROFESSOR grade.
Comments	<p>It is encouraging to see an increase in the percentage of fluent Welsh speakers amongst academic appointments in general and this increase is in accordance with the target noted above.</p> <ul style="list-style-type: none"> • 5 of the 14 new academic members of staff who speak Welsh are funded by the Coleg Cymraeg Cenedlaethol. The contribution of the Coleg Cymraeg Cenedlaethol to sustaining and developing Welsh medium provision is, therefore, apparent again this year. • 13 of the 14 new academic members of staff who speak Welsh are in the 55 and younger age band. Contrary to last year therefore, the statistics suggest that these new appointments are long term rather than short term appointments. This is encouraging when considering the sustainability of the Welsh medium provision. <p>The drop in the percentage of Welsh speakers as the salary scale increases follows the same trend as previous years. As most of the Coleg Cymraeg Cenedlaethol appointments are early career appointments, this trend is not surprising. In 2013/14, however, Welsh speaking academic staff were promoted to higher grades and were appointed heads of schools.</p>

d. STAFFING

PRIORITY	Ensure that the university's staffing situation supports the continuation and development of Welsh language provision.
Performance Indicator	The number and percentage of academic staff who teach through the medium of Welsh according to School. The number and percentage of academic staff who can teach through the medium of Welsh according to School. (HEPI 5) ⁴
Target	Ensure that the University gives staff the opportunity to maintain and develop their language skills to enable them to lecture through the medium of Welsh.
Outcome	See Table 8 in the Staffing Statistics. In the majority of academic schools, many of the Welsh-speaking staff also teach through the medium of Welsh.
Comments	Again this year, this result is encouraging as it means that Welsh-medium provision can be maintained and extended.

⁴ For the purposes of this report, the number of Welsh speakers was compared according to school with the number of staff teaching through the medium of Welsh (rather than the number who noted that they are able to teach through the medium of Welsh on the HR system).

d. 3rd PARTY – CONTRACTED SERVICES

PRIORITY	Ensure that Language Scheme requirements are included in third party contracts.
Performance Indicator	Number and percentage of contracts monitored that comply with Language Scheme requirements. (HEPI 8).
Target	To monitor 3 schemes a year.
Outcome	<p>Contract 1: Pontio ticketing system It was reported last year that the University had undertaken a tendering exercise to supply a ticketing system for Pontio's activities. The chosen system, Audienceview, was in accordance with the requirements of the specification, offering a bilingual public interface. During 2013/14 the Uned Cymraeg Clir at Canolfan Bedwyr collaborated with Audienceview through Pontio to ensure that the administrative side of the system (i.e. the elements used by Pontio staff) are also bilingual. The fact that the administrative interface is also available in Welsh accords with Pontio's ethos of operating through the medium of Welsh. This, most likely, will be the first thoroughly bilingual ticketing system - i.e from the point of view of the customer and the staff who administer the system.</p> <p>Contract 2: Library Management System The University Library has been part of national discussions to obtain a new management system for Welsh universities libraries, The National Library of Wales and Welsh Health Service Universities. As a result of pressure from Bangor University and the National Library it has been ensured that this system will provide a fully bilingual search interface for the user as well as a bilingual administrative interface.</p> <p>Contract 3: Reading Lists System The Library has also been proactive in ensuring, in collaboration with Canolfan Bedwyr, that the reading lists management system it has bought - Tallis Aspire - is available bilingually.</p>
Comments	The three projects described above demonstrate that appropriate consideration is given to the requirements of the Language Scheme when establishing contracts with third parties.

e. COMPLAINTS

PRIORITY	To ensure that the university responds to any action or behaviour that undermine the principles of the Language Scheme.
Performance Indicator	Number of complaints received about the operation of the Language Scheme and the percentage of complaints dealt with in line with institutional standards. (HEPI 9).
Target	To record all complaints received. To investigate those complaints that suggest that there is a lack of understanding of the Scheme and /or a sustained failure to implement it correctly.
Outcome	See the list of complaints received at the end of the report. 13 complaints were received about the implementation of the Language Scheme (7 complaints were received in 2012/13) and 100% of them were addressed in accordance with institutional standards.
Comments	There are robust systems in place to deal with complaints.

SECTION 2

To develop the University's Welsh language ethos, implementing the principle of equality in all its activities and fostering a spirit of harmony and mutual support between cultures.

MAINSTREAMING THE WELSH LANGUAGE

PRIORITY	To mainstream the Welsh language in all university administration and develop new initiatives to promote the use of Welsh among staff/ students.
Performance Indicator	Number and percentage of new policies and initiatives that have been subject to a language assessment. (HEPI 7).
Target	To monitor whether linguistic issues were considered as new policies and initiatives were developed. To monitor 3 new policies a year; prepare and/ or implement fully two new schemes each year that encourage or assist staff in using Welsh.
Outcome	<p>'Welsh in the Workplace' continued to be an important theme for the University in 2013/14 and various projects drove this agenda forward:</p> <p>Strategic Planning</p> <p>The task of developing a strategic plan to promote the use of Welsh in the University's departments was begun. The strategy encompasses cross-institutional plans, as well as plans to work intensively with individual departments, starting with the University Library. One of the plan's most exciting elements is the intention to interlink language planning with the work of the Wales Centre for Behaviour Change to increase the use of Welsh amongst staff.</p>

Technical Projects

The University's IT team developed a way of showing members of staff's linguistic ability within the Outlook e-mail system. Now, every time the e-mail address of a member of staff who speaks Welsh or who is learning Welsh is inputted, a 'tool tip' appears with a message noting: 'I speak Welsh' or 'I speak some Welsh'. The aim of this development is to encourage staff to use their written Welsh in the informal context of e-mail messages.

In 2013/14 another feature of Outlook was used to facilitate the process of reading bilingual e-mail messages. Staff were encouraged to place bilingual e-mail messages side by side, rather than the Welsh above the English. Some staff members were frustrated that they had to scroll down to find the English message. The new procedure avoids this but also, in many respects, gives more prominence to the Welsh and encourages staff to have a go at reading it.

Recruitment Training

Recruiting staff who can use Welsh is essential to ensure that we can implement our Language Scheme. In 2013/14 the Human Resources Department developed a new recruitment training programme. It was ensured that implementing the Code of Practice for appointing staff in accordance with the Language Scheme was a core element of that training. The programme will be introduced for the first time in 2014/15.

Cymorth Cymraeg

Once again a programme of workshops under the Cymorth Cymraeg brand was held, with a range of subjects being discussed, from bilingual drafting to writing for the internet.

'Learning Welsh, Using Welsh'

A standing item has been established on the University's Staff Newsletter, namely 'Learning Welsh, Using Welsh'. In this article a member of staff who has learnt Welsh, or who has rekindled their interest in the language, answers questions about why and when they use Welsh and their hopes for their use of the language. Both academic and

administrative staff are profiled in this item and it is hoped that they will inspire others and also raise a general awareness of the desire amongst staff (from different backgrounds and specialisms) to use Welsh.

Encourage students to use their Welsh skills in the University

A specific effort was made this year to recruit Welsh students to work / volunteer in the University. This is essential to ensure a bilingual service in catering outlets and for activities such as those of Pontio. There was a good response from the students and a list of students was drawn up who wished to be considered for jobs / volunteering opportunities and the list was disseminated to departments at the University.

Developing a specialized Welsh medium workforce

Pontio and Menai Science Park are two large projects the University is responsible for and which will have a far reaching impact on the local area and beyond. By now Pontio employs 26 staff members. All these staff members speak Welsh. Several of those appointed have specialized skills and the advent of Pontio has given them an opportunity to return to their native area and work through the medium of Welsh in their profession. The Science Park has 3 core members of staff and, again, all these individuals are fluent in Welsh. The Welsh language is therefore central to all the activities of these two significant projects.

New qualification 'Welsh in the Workplace'

A new qualification 'Welsh in the Workplace' at level 1 and 2 has been established for Bangor University staff. The qualification enables staff to focus on the Welsh skills needed for their post:

Level 1 - pronounce the names of people and places, job title, name of department or school, greeting phrases, offer services, meetings, etc.

Level 2 - use Welsh for specific situations in the post e.g. reception staff - answering the phone; library staff - desk enquiries; senior managers - chairing meetings/e-mail to colleagues.

	<p>To date, 11 staff members have taken a test and been awarded the level 1 certificate and 5 staff members have passed the test to attain level 2.</p> <p>We will continue to provide the Welsh in the Workplace Level 1 and 2 qualification for staff in various departments, and also work on developing Level 3 for staff who can already use Welsh at work but who need to build their confidence to use it regularly.</p>
Comments	The range of activities outlined above clearly demonstrates that Bangor University gives priority to the Welsh language and that the language has been mainstreamed into the university's activities.

WELSH IN THE WORKPLACE TRAINING (a)

PRIORITY	Develop the ability of existing staff at the institution to use Welsh, especially staff who are in constant contact with the public.				
Performance Indicator	Number and percentage of administrative staff who have received Welsh language training in the workplace according to department / school (HEPI3).				
Target	To offer at least two ‘Welsh in the workplace’ courses each year, geared to meet the needs of specific groups of staff.				
Outcome	Weekly second language courses for staff in departments/schools				
	Year 2	1.5 hours per week	Maes Glas	4 staff	2 managers, 2 administrative
	Year 3	1.5 hours per week	Senior Managers	4 staff	
	Year 1	1 hour per week	Lecturers/Managers	10 staff	
	Year 3	1 hour per week	Lecturers/Managers	6 staff	
	Year 3	1 hour per week	Library	5 staff	Administrative
	Year 3	0.5 hours per week	Humanities	5 staff	Administrative

One-to-one second language sessions 2-3 times per month to develop specific skills at a specific level:

Management Centre (reception)	2 staff
Senior managers (meetings)	2 staff
Student Services	5 staff
International Education Centre	1 staff
Library - desk	4 staff

Welsh in the Workplace - 3 day course to learn a specific language for the workplace

Number of University staff who attended: 25

General Improvement Courses

14 staff members attended one-day improvement courses.

6 staff members attended weekly improvement courses.

Improvement Courses for specific departments

Library	9 staff
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The Management Centre	4 staff
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Staff learning Welsh as part of their job

In 2013/14 there were 23 staff learning Welsh as part of their job. All these staff members are following a Welsh skills development plan which includes specific targets to be attained within a specific time depending on the job. The plan and targets are agreed between the Staff Welsh Tutor and the staff member and his or her line manager following the appointment. The targets can include WJEC Welsh for Adults examinations as well as Bangor University's Welsh in the Workplace Level 1 and 2 qualification. The tutor offers additional lessons to staff members to attain the targets if necessary and visits the staff to review each plan at least once a year. If the targets have to be postponed due to work pressure or other reasons, this is discussed with the line manager or head of school/department to agree on the correct way forward.

	<p>Developments to note</p> <ul style="list-style-type: none"> The Vice-Chancellor had been awarded an A grade in the Advanced Use of Welsh examination and continues to receive improvement lessons.
Comments	<p>The above activities clearly demonstrate that the university provides various opportunities for staff to develop their Welsh language skills so that they are able to use the language at work. The statistics also demonstrate that staff are very willing to take up these opportunities as 126 members of staff took advantage of the Welsh in the workplace training outlined above. Undoubtedly, the Vice-Chancellor's success in learning Welsh, and within a short period, provides clear guidance for staff in general and emphasises the prestige given to the Welsh language in the university.</p>

WELSH IN THE WORKPLACE TRAINING (b)

PRIORITY	To develop the ability of existing staff at the institution to use Welsh.
Performance Indicator	Number and percentage of academic staff who have received Welsh language training in the workplace according to department / school (HEPI 6).
Target	To ensure that the University gives staff the opportunity to maintain and develop their language skills to enable them to lecture through the medium of Welsh.
Outcome	Some academic staff have attended the second language courses noted in the previous table and have also enrolled on Welsh courses in the community. In addition, the following classes were held at the School of Ocean Sciences:

	Year 2 1 hour per week School of Ocean Sciences 5 staff Academic Year 3 1 hour per week School of Ocean Sciences 4 staff Academic Improvement Academic staff and postgraduate students take advantage of the Welsh improvement provision available.
Comments	Although there are few academic staff who become confident enough to lecture through the medium of Welsh, as noted last year, raising awareness of the Welsh language and developing the ability to use the language in some contexts is something which takes place increasingly amongst academics through formal classes. As a result of this, natural use of the language, both orally and written, is developing in contexts that would have been English only until very recently.

OTHER LANGUAGE TRAINING

PRIORITY	To offer opportunities for staff to develop their language skills in their own time.	
Performance Indicator	Number of staff attending Welsh lessons not specifically geared to the needs of their post.	
Target	To ensure the opportunity for staff to enrol on Welsh courses.	
Outcome	Staff who attended Welsh for Adults courses September 2013-June 2014 Community courses 1-2 sessions per week: 117 staff Number of these on Advanced/Mastery level: 17 Welsh in the workplace (September 2013): 25 Ysgol Galan January 2014: 19 Ysgol Basg March 2014: 2	

	Summer School 2014	13
Comments	<p>A large number of staff (176) have attended Welsh for Adults courses. Furthermore, lunchtime conversation sessions are held for staff and some staff who are learning Welsh are attending the university's Welsh language reading club.</p> <p>Extracurricularly, although no detailed figures have been gathered for practical reasons, the Welsh for Adults Centre has co-ordinated over 500 informal learning activities across North Wales; this naturally has led to hundreds of learners having access to the Welsh language outside formal classes, giving them opportunities to practice and gain confidence.</p> <p>One of the centre's main objectives is increasing the number of learners following intensive courses. Although 2013/14 has been difficult (nationally) for recruitment due to the economic climate, there was a 1.2% increase in the intensive provision provided. The bursary was also continued this year which enables learners to follow very intensive courses.</p>	

RAISING AWARENESS OF THE LANGUAGE SCHEME

PRIORITY	To increase awareness of the university's language scheme among staff, emphasising why it should be implemented and how to implement it.
Performance Indicator	Number of staff who have received an introduction to the Language Scheme.
Target	To maintain current opportunities to introduce the Language Scheme to staff (e.g. monthly induction sessions) and to develop one additional opportunity each year to do this – either through a language awareness course or by equality and diversity training.
Outcome	<p>A presentation on the Language Scheme continues to be a standing item on the agenda of the monthly induction for new staff members. In 2013/14 158 staff members attended these sessions.</p> <p>Specific awareness sessions were prepared for staff at the Library, Catering and at the University's sports centre. For staff at the sports centre, a booklet was produced to assist them when offering language choice to school pupils attending training sessions during the holidays.</p>
Comments	The University raises awareness of the Language Scheme regularly and through various methods and forums.

SECTION 3

To promote, develop and extend 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 Area	Details	Comments
Number of Welsh medium (FTE) students	<p>672.8 <i>(667.1 in 2012/13 and 575.4 in 2011/12) *</i> <i>See appendix B table CY4</i></p> <p><i>Following a period where the numbers of fluent Welsh speakers amongst students fell from 1795 in 2010/11 to 1576 in 2011/12 and 1429 in 2012/13, it is encouraging to report that the numbers have been restored to 1788 in 2013/14, despite a fall in the numbers recruited from Gwynedd and Anglesey, from 2153 in 2011/12 to 1547 in 2013/14. See appendix B table CY1</i></p> <p><i>Appendix B table CY3 shows that 1504 students are studying some part of their course through the medium of Welsh, compared to 1337 in 2012/13.</i></p>	<p>Once again this year the University reports an increase in its FTE Welsh medium numbers. Indeed, since the establishment of the current method of reporting on Welsh medium statistics in 2000/1, this is the highest number of Welsh medium students (FTE) that the university has recorded. Although the increase (5.7) is not as dramatic as that which was reported last year, the growth patterns across a number of disciplines is, in reality, more encouraging than an increase based on a great increase in one specific field in 2012/13.</p> <p>The increase can be attributed to a number of factors, including investment in staffing, marketing and recruitment efforts, methods to convert students to the Welsh medium</p>

	<p>Whilst the annual report to the Welsh Language Commissioner measures the provision's situation in terms of FTEs, HEFCW'S Corporate Strategy now measures the success of institutions according to the numbers of students undertaking at least 5 credits, or at least 40 credits, of their course in Welsh. The University's Fee Plan for 2014/15 includes targets for these measures:</p> <p>The numbers studying at least 5 credits will increase to 1350 in 2014/15. The numbers studying at least 40 credits will increase to 900 by 2014/15.</p> <p>As seen in appendix B table CY8, the University has made substantial progress towards these targets during the year in question. The target has already been achieved in the case of the numbers studying at least 5 credits in Welsh:</p> <table><tr><td></td><td>2012/13</td></tr><tr><td>2013/14</td><td></td></tr><tr><td>5 credit numbers</td><td>1,244</td></tr><tr><td>1,388</td><td></td></tr><tr><td>40 credit numbers</td><td>718</td></tr><tr><td>769</td><td></td></tr></table>		2012/13	2013/14		5 credit numbers	1,244	1,388		40 credit numbers	718	769		<p>provision and improvements in data gathering methods and recording Welsh medium activity. In all, these factors reflect a substantial effort by the university to maintain its status as the main provider of Welsh medium higher education.</p> <p>Many of the fields where there was a substantial increase reflect the investment in staffing (principally through the Coleg Cymraeg Cenedlaethol). In the case of some of these fields (e.g. History - growth from 12.2 to 20.3 and Social Science - growth from 55.0 to 70.5), the investment provided by the Coleg has built on investment provided by the university over the years. The increase seen in the field of Education on the other hand (increase from 255.5 to 264.3) has been achieved without any investment by the Coleg. In other fields where there is not much tradition of Welsh medium provision (e.g. Linguistics - increase from 3.2 to 9.6), Sports Sciences - increase from 1.7 to 12.0, Chemistry - increase from 5.5 to 8.1, Psychology - increase from 19.5 to 21.3, the increase has been driven to a great extent by investment from the Coleg.</p> <p>In the specific case of Psychology, this is the fourth consecutive year there has been an</p>
	2012/13													
2013/14														
5 credit numbers	1,244													
1,388														
40 credit numbers	718													
769														

		<p>increase in the school's FTE numbers. This upward trend (11.6 > 14.5 > 19.5 > 21.3) reflects the careful planning that has been undertaken as well as the efforts of the teaching team to encourage Welsh speaking students to choose the provision. Indeed, across the vast majority of the university's fields of study there has been an increase in the Welsh medium FTE ratio to Welsh speaking students.</p> <p>As noted in the 'Details' column, the university's plans for further developing the Welsh medium provision are now being driven by the Funding Council's measures. The FTE numbers, however, continue to be a very useful measure to denote the length, breadth and depth of the Welsh medium provision at Bangor University.</p>
Welsh medium/ bilingual degree schemes	<p>August 2014 saw the launch of a new MA course, Llenyddiaethau Cymru/Literatures of Wales. This is the first course anywhere in the world which focuses on studying and comparing texts from the two main traditions in Wales (in English translation where necessary). The course is the result of collaboration between the School of English and the School of Welsh.</p>	

<p>New Welsh medium /bilingual modules</p>	<p>Below are examples of Welsh modules developed or introduced for the first time in 2013/14:</p> <p>School of Welsh Y Sgrin Fach Gymraeg (The Welsh Small Screen)</p> <p>School of Social Sciences Cymdeithaseg a'r Byd Cyfoes (a module offered to students across Wales as part of y Coleg Cymraeg Cenedlaethol's distance learning package)</p> <p>Business School As part of its work to enhance the Welsh medium provision, in 2013/14 the School of Business recoded modules to ensure there was an element of Welsh medium learning on all modules where there was no Welsh medium provision available previously. This took place for year 1, 2 and 3 modules. The model used is that the main lecture is delivered in English with a support tutorial being available in Welsh. In addition to enhancing the provision, this model enables lecturing staff who speak Welsh, but who are not used to teaching in Welsh, to develop experience of the new teaching medium.</p>	
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	<p>It is worth noting that Dr Mari Wiliam won the 2014 University Teacher of the Year Award in the Student-led Teaching Awards. Mari teaches through the medium of Welsh at the School of History, Welsh History and Archaeology</p>	
<p>Examples of resources and activities to support Welsh medium learning and teaching</p>	<p>Information Technology: learning support resources and activities</p> <p><i>Office 2013 and Lync:</i> The work of upgrading Office software to Office 2013 was begun on staff PCs, in lecture rooms and open access computer rooms. A Welsh version of Office 2013 is available to any member of staff who wishes to use it. As part of the Office 2013 package, a new feature will be available called 'Lync'. This feature enables staff and students to communicate by means of notes, oral conversations, video conversations, as well as working together in real time.</p> <p><i>Mobile Technologies Project:</i> Work on this project was completed with funding from the Coleg Cymraeg Cenedlaethol's Small Grants Scheme. The resource created, which includes a review of the software available for use on mobile technological devices which promote Welsh medium learning, is available as an open resource on Y Porth.</p>	

	<p><i>Cadarn Project:</i> Bangor University is one of five institutions in North and Mid Wales to receive funding to contribute to a learning portal which will include a large number of open learning resources. One of the first resources created as part of the Cadarn project is a series of seven Welsh videos, which provide an outline and taste of student's impressions of academic essays, their concerns and difficulties which they face, as well as suggestions and advice from lecturers how to write successful essays in the first year. These video clips, created jointly with the Study Skills Centre and the Information Technology Services, are available as an open resource on Y Porth. More Welsh resources are in the pipeline as part of this scheme.</p> <p><i>Y Porth:</i> The IT Services collaborated with staff from the Coleg Cymraeg Cenedlaethol and Swansea University to create a direct link from Bangor's Blackboard to Y Porth without having to log in twice. Once a staff member or student has logged into Bangor Blackboard, they can now obtain direct access at Y Porth to any module on which they are registered.</p> <p>Coleg Cymraeg Cenedlaethol Language Skills Certificate</p>	
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	<p>In 2013/14 39 Bangor students sat the Language Skills Certificate examination. 15 preparation sessions on different aspects of the examination were offered at different days and times.</p>	
<p>Examples of activities outside formal teaching that have been developed in order to support and promote Welsh medium teaching and learning</p>	<p>Activities with prospective students</p> <p>During the Easter holidays new GCSE Science Revision Courses were held for year 11 school pupils.</p> <p>In March 2014 a Student Shadowing pilot scheme was held with the School of Psychology and the School of Education where year 12 pupils from local schools came to Bangor University for a day to shadow current university students and to taste a day in the life of a student following a degree course.</p> <p>As part of the work programme bridging the gap between schools and studying Sociology at the University, Cynog Prys, a Sociologist specialising in using Welsh on-line, provided revision advice from the Twitter@CymdeithasegUG account during the three weeks preceding the A level examinations.</p>	

	<p>The School of Music held a day conference (Welsh medium) for Music pupils (GCSE) from schools in north-east Wales at Llangollen Pavilion. The day was a mixture of discussion, composing and introducing and analysing a range of music genres (folk, contemporary classical, pop and music by the greats of the European tradition).</p> <p>During 2014 Ensemble Cymru launched a CD 'Pedr a'r Blaidd' (Peter and the Wolf) by Prokofiev, which introduces orchestral instruments to children and young people. To coincide with performances across Wales, the ensemble provided Welsh learning resources for children and adults through its website. The actor Rhys Ifans was the storyteller/raconteur. Around 3,500 school children (primary age) attended the public performances before the CD was launched. Ensemble Cymru is the School of Music's resident ensemble.</p> <p>The Widening Access Centre, established around 18 months ago, provides new and unique opportunities to create projects with primary and secondary schools as well as the community in general, and many of those take place in Welsh or bilingually. There was an opportunity, for example, for the</p>	
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	<p>University Library to open its doors to the community, welcoming many groups to see the valuable resources which are there for the community. Strengthening the University's links with its community means there are Welsh medium opportunities available which did not previously exist.</p> <p>Contributions by university staff to Welsh cultural and intellectual life</p> <p>University staff members, from various departments, contribute regularly to the development of intellectual debate in Welsh and also raise public awareness of the university's work. Staff from the School of Creative Studies and Media, for example, have been regular contributors during the year to Welsh television and radio programmes, including Post Cyntaf, Post Prynhawn and Newyddion 9, discussing various subjects in the field of creative studies. Ifan Morgan Jones was one of the commentators who contributed to Radio Cymru broadcasts on the night of the Scottish independence referendum. Dr Myfanwy Davies and Dr Jonathan Ervine, to name but two staff members from other academic departments, have been invited to discuss current affairs on</p>	
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	<p>the media, as well as fields which are relevant to their academic expertise.</p> <p>University staff engagement with Welsh institutions in Wales makes an important contribution to the viability and vibrancy of those institutions. Dr Prysor Williams, School of the Environment, Natural Resources and Geography, was elected President of Yr Urdd in 2013-14. In addition to his work with Yr Urdd, it is also worth noting that he gave lectures to over twenty different societies/movements across Wales discussing the University's research work. Dr Llion Jones delivered the adjudication in the Chair competition at the National Eisteddfod and was also appointed the BBC's Poet in Residence for June.</p> <p>A number of staff are members of committees and provide their expertise for the benefit of societies in the area and nationally. Elizabeth Woodcock is a Trustee and Treasurer of the Cyfeirio Gwynedd charity which enables pre-school children with disabilities to take part in local activities. This improves their access to the Welsh language on a community level. Mair Rowlands is a County Councillor on Gwynedd County Council and Dr Einir Young is Chair of the Gwynedd Environmental</p>	
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	Partnership. Menter Iaith Bangor was established in 2013 and a number of University staff have played an active part as the enterprise has developed.	
Research	<p>Research carried out by academic staff from Bangor continues to make a crucial contribution to our understanding of Welsh life and makes an important contribution towards progressing fields of work which are crucial to the prosperity of the language.</p> <p>In 2013/14 several important conferences were held at Bangor which were innovative in their use of Welsh:</p> <ul style="list-style-type: none"> - Conference to discuss copyright and music in minority languages - The first Psychology conference to be held in Welsh - Cyfrwng Conference discussing the challenges of the media - Hacio'r Iaith Conference discussing the relationship between the Welsh language and technology <p>There are examples of research work in the University which enriches our understanding of the life of Wales, in the past and present. These include:</p>	

	<ul style="list-style-type: none"> - A new analysis by Professor Gerwyn Williams of Gwaed Gwirion - A joint study between the School of History, Welsh History and Archaeology and the School of Computer Science on Anglesey Standing Stones - Dr Andrew Edwards' study of the tempestuous relationship between Margaret Thatcher and Wales - Dr Siôn Aled Owen's study on why children are unwilling to use Welsh outside the classroom. - Dr Cynog Prys and Dr Rhian Hodges' study on the place of Welsh in the voluntary sector - Joint study between the School of Creative Studies and Media and the School of Business into the relationship between streaming and the sales of Welsh music - Dr Eben Muse's study considering the attitude of Welsh booksellers to social networking - Development project between Geraint Ellis and Ffion Haf Jones from the university, Cwmni Da television company and the Isle of Anglesey County Council, exploring the use of 	
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	<p>multi-media materials as an attraction for visitors to Beaumaris Prison.</p> <ul style="list-style-type: none"> - Ffion Haf Jones, a part-time lecturer in Theatre Studies at the School of Creative Studies and Media, has also been very prominent in her theatre production work with Theatr Genedlaethol Cymru and Cwmni'r Frân Wen during the year. Her production 'Dim Diolch' was performed at the Edinburgh Fringe Festival and she was nominated for one of the best productions for young people in the Young Critics Awards. - The Language Technologies Unit at Canolfan Bedwyr is innovating with developing Welsh medium Voice Recognition technology and is working jointly with S4C in this field. - In their work with various businesses the Wales Centre for Behaviour Change is raising language awareness amongst their clients, including holding a 'Language Awareness for Business' workshop. During period in question they improved policies and/or use of Welsh in business with 8 different clients. They have also started working with 2 businesses in a project where changing behaviour in 	
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	<p>the context of the Welsh language is the main focus of their work. The Centre advises the government and Welsh Language Enterprises concerning changing behaviour and the Welsh language.</p> <ul style="list-style-type: none"> - Another research centre which raises awareness of the Welsh language in their dealings with businesses is Business Sense and the WISE Network. Through a Knowledge Transfer Partnership, the team is working jointly with Oriel Plas Glyn-y-Weddw on the Eco-Museum project. The aim of the project is to develop an Eco-Museum in Llŷn in order to celebrate the wealth of the entire area as seven heritage institutions come together to work in partnership. The seven institutions operate through the medium of Welsh and bilingually. Another Knowledge Transfer Partnership is the work undertaken jointly with the National Eisteddfod of Wales which attempts to gauge the true value of the National Eisteddfod both socially and economically. The SBBS team and WISE Network regularly promote their 	
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	work bilingually through websites and social networks.	
Staffing	<p>5 new members of academic staff were appointed under the auspices of the Coleg Cymraeg Cenedlaethol in 2013/14, in the following subject areas:</p> <ul style="list-style-type: none"> - Accountancy - Law - Computer Science - Psychology - Nursing 	
Coleg Cymraeg Cenedlaethol Scholarships and Fellowships	<p>PhD scholarships were undertaken in 2013/14 in the following subject areas:</p> <ul style="list-style-type: none"> • Ocean Sciences • Education <p>In addition to this, 11 Coleg Cymraeg Cenedlaethol M level and undergraduate level scholarships were awarded, 14 CCC main scholarships were awarded, as well as 27 incentive scholarships and 15 flexible scholarships.</p>	
Welsh medium projects funded by the Coleg Cymraeg Cenedlaethol	The Psychology Residential Posts project succeeded in attracting substantial funding	

	<p>from the Coleg Cymraeg Cenedlaethol Strategic Grants fund.</p> <p>Funding was awarded to 6 projects from the Coleg Cymraeg Cenedlaethol small grants fund:</p> <ul style="list-style-type: none"> - Establishing Welsh Language Champions in Nursing - A series of public seminars in the field of geography <p>Noting clinical markers for linguistic impediments in Welsh-English bilingual children</p>	
The University's Teaching and Learning Strategy	<p>Amongst activities in the University's Teaching and Learning Strategy to promote use of Welsh, one can note the target to increase to 27 in 2013/14 (from 9 in 2012/13) the number of students who chose to sit the Coleg Cymraeg Cenedlaethol's Language Skills Certificate. We succeeded in surpassing this target as 39 students sat the examination in 2013/14.</p>	
Student activities	<p>Owain Jones from the School of History, Welsh History and Archaeology won the Drapers Company's silver medal for</p>	

	<p>exceptional contribution by a postgraduate student at Bangor University. This is a prestigious award which considers the quality of research, teaching and a student's service to the university and the community. Recently, Owain successfully completed his PhD thesis on historical writing in medieval Wales and currently he is a lecturer sponsored by Coleg Cymraeg Cenedlaethol in the School of History, Welsh History and Archaeology.</p> <p>Once again, Welsh students from Bangor (former and current students) have been very prominent on a national level.</p> <ul style="list-style-type: none"> - Rhian Owen, an MA student in Creative Writing at the School of Welsh, won the Crown at Eisteddfod Môn - Gruffudd Antur, a research student at the School of Welsh, won the Urdd Eisteddfod Chair for the second time - Guto Dafydd, a former student at the School of Welsh, won the Crown at the National Eisteddfod 	
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	<ul style="list-style-type: none"> - Sioned Eleri Roberts, a former student at the School of Music, won the Musician's Medal at the National Eisteddfod - Dewi Wyn Williams, a former Welsh and Drama student at the University, won the Drama Medal at the National Eisteddfod - As well as gaining a first class honours degree and a special prize for her general contribution by the School of Creative Studies and Media, Caryl Burke from Porthmadog was chosen to play one of the main parts in the situation comedy, FM, produced for S4C by the Rondo Media company. Caryl was also successful with her application for an Access to Masters scholarship; this year she is following an MA course in Film Creation, and will be completing an archiving project with Cwmni Da as part of the scholarship. Caryl was also chosen for an access project by Radio 1 and was one of a number of students from the School of Creative Studies and Media 	
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	<p>who worked part-time for Radio Cymru during the year.</p> <ul style="list-style-type: none"> - This year was a very successful year again for Osian Williams from Pontypridd, who has just completed the MA course in Film Creation at Bangor. Amongst a number of other developments, Osian directed behind the scenes in the recent film production of 'Dan y Wenallt'. Osian also won the RTS Wales prize this year for the best documentary film by a student, with his degree project about Plas Hedd home for the elderly. Osian's company, SSP Media, is going from strength to strength and, as part of his Access to Masters project last year, he worked as a cameraman on the Cwmni Da production, 'Pwy laddodd Ian Parry?', which was televised over Christmas. - John Evans from Bangor produced the Welsh film, 'Jarman', for his final study on the MA course in Film Creation, and the film was nominated last year for the prize for Best Short Drama in 	
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	<p>the Celtic Media Festival held at St. Ives, Cornwall. A former Communication and Media student from Bangor, Guto Williams, directed the film 'Gerallt', which won the prize for the best arts documentary at the festival.</p>	
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PRIORITIES FOR 2012-13

	Field	Priority	Schedule	Result
Priority 1	Staffing	Launch and raise awareness of the revised language scheme.	<p>Hold workshops across the campus to raise awareness of the language scheme and look at the structures supporting the scheme.</p> <p>Start looking at the implications of moving from the language scheme to standards.</p>	Completed successfully.
Priority 2	Language Training	Hold Cymorth Cymraeg workshops twice a year and develop new programmes for clerical staff.	<p>Extend the support available through Cymorth Cymraeg.</p> <p>Develop an institutional 'Welsh in the Workplace' qualification.</p> <p>Look at the possibility of establishing a mentoring scheme to develop the confidence of staff in speaking Welsh.</p>	Completed successfully.

Priority 3	Welsh medium provision	Ensure that the university continues to play a leading role by adding to its Welsh-medium provision through investments made by the Coleg Cymraeg Cenedlaethol and the university itself.	In collaboration with the Coleg Cymraeg Cenedlaethol, introduce Welsh medium provision in new areas.	On-going
Priority 4	Pontio	Ensure that the Welsh language is mainstreamed into all of Pontio's priorities.	Ensure that the Welsh language is at the forefront as the project moves to its permanent home in the summer of 2014.	Despite the delay before Pontio can move to its permanent home, the Welsh language has remained a core element of the activities which are held.
Priority 5	Students	Develop plans to encourage students to play an active part in the university's Welsh life (e.g. by ensuring student representation on formal committees and by increasing membership of the Coleg Cymraeg Cenedlaethol).	Conduct two projects looking at students' reasons for choosing/not choosing Welsh medium HE.	Completed successfully

PRIORITIES FOR 2013-14

	Field	Priority	Timescale
Priority 1	Language scheme	Preparing for the move to the Standards system.	Throughout the year, but focusing on the Standards Questionnaire
Priority 2	Develop the use of Welsh	In collaboration with the Wales Centre for Behaviour Change, develop a strategy to increase the use of Welsh by staff members.	Hold a pilot scheme at the University library by summer 2015
Priority 3	Welsh medium provision	In collaboration with the Coleg Cymraeg Cenedlaethol, introduce Welsh medium provision in new areas. Refine our methods of gathering data about Welsh medium activity.	Throughout the year, but focusing on applications to the Coleg Cymraeg Cenedlaethol Staffing Scheme. Holding a seminar on Welsh medium data to identify action points.
Priority 4	Pontio	Ensure that the Welsh language continues to be central to all its activities.	Throughout the year
Priority 5	Students	Hold a Welsh Jobs Fair to raise students' awareness of the opportunity to use Welsh in the workplace.	March 2015

COMPLAINTS CONCERNING THE LANGUAGE SCHEME:

Complaints regarding the profile / status of the Welsh language at the University

- [1] A complaint was received from a student regarding the fact that the University website defaults to the English pages. There was also a discussion about this matter in a meeting of the School of Welsh Medium Studies and about the fact there was no reference to the Welsh medium provision on the new revamped website.
Outcome: A sub-committee was established to look at the issue and it discussed the following points:
- Develop a drop-down menu with a choice of languages to deal with the navigation difficulties.
 - Information about Welsh medium provision - encourage departments to work with the recruitment unit in order for the information required be included on the website.
- [2] A complaint was received from a student regarding the fact that the Welsh language appears at the bottom of the language options list on the University printers.
Outcome: Attention was drawn to this in a meeting of PYCI. The I.T. Department has already done pioneering work ensuring the Welsh option is available, and Bangor is at the forefront with regards to this. The I.T. Department will continue to look at how to maintain and improve language choice for users in all their services.
- [3] A complaint was received from a student regarding the fact that the system to take a book out of the library / to return a book 'defaults' to English.
Outcome: The Library will be the pilot department for Increasing the Use of Welsh in the Workplace Strategic Scheme, and this will be an issue which will be discussed with staff.

- [4] A complaint was received from a member of the public stating that the Welsh language could not be seen on exercise machines at Canolfan Brailsford.

Outcome: The complaint was regarding the English only instructions and the safety warnings on the machines. These are only on the weight machines and they are embedded in the machines. It should be noted that the Welsh language is on the interface of each of the forty new machines at Canolfan Brailsford and providing a Welsh interface was a condition in the tender. As these are leased machines, it is not possible to remove the English instructions and safety warnings from them. Assistance was offered to Canolfan Brailsford to see whether this problem could be overcome practically. The manager of the Centre has emphasised that the Centre is committed to providing bilingual experience to their users.

- [5] A complaint was received regarding the draft of the handbook for Psychology students which suggested there was no need for students to worry about using the Welsh language at Bangor.

Outcome: This situation was discussed with the School of Psychology, and it was agreed immediately to change the wording, emphasising there was no intention to bear a negative attitude towards the Welsh language.

Complaints regarding staffing matters

- [6] Following restructuring to establish an administrative 'hub' in the Normal campus which would serve the School of Education and School of Sports Science, a complaint was received regarding the fact there was concern that the requirements of the School of Education with regards to the Welsh language would not be fulfilled.

Outcome: This was drawn to the attention of senior officers at the University and steps were put in place in order to find a solution.

Complaints regarding signs / correspondence / advertisements / forms

- [7] A complaint was received regarding an 'all staff' message sent with the English above the Welsh version.

Outcome: The message was re-sent with the Welsh version first. A new format for 'all-staff' messages is now encouraged, namely that the Welsh and English appear side by side.

- [8] A complaint was received from a student regarding the lack of Welsh language on the Maes Glas Facebook page.
Outcome: The matter was drawn to the attention of the Deputy Vice-chancellor with responsibility for the Centre, and staff members at the Centre were notified of the need to comply with the Welsh Language Scheme.
- [9] A complaint was received regarding English only temporary signs in the School of Chemistry.
Outcome: The matter was referred to the attention of the Head of School.
- [10] A complaint was received regarding English only permanent signs in the School of Business ('Fire Escape' signs)
Outcome: The matter was referred to the attention of the Estates Department.
- [11] A complaint was received regarding an English only advertisement for computer courses held through the Reaching Wider Centre.
Outcome: The matter was referred to the attention of the Director of the Centre who ensured the material was available bilingually.
- [12] A complaint was received regarding the fact that there are difficulties involved in finding a Welsh registration form for MA courses on the University website.
Outcome: It was discovered that a Welsh version of the form was available, but that the way in which the University website 'defaults' to the English means that the Welsh side of the website does not appear first, unless an individual has re-set his/her computer to ensure this happens.

Complaints regarding the Standard of the Welsh Language

- [13] Complaints were received regarding the standard of the Welsh language on the University website or in messages from University staff, including complaints from two members of the public.

Outcome: In these cases, the practice is to deal supportively with departments and individuals. In one case, for example, a draft message sent to be proof-read by the translation unit had been sent to a student by mistake instead of the message in its final form. The University is eager to maintain a balance between maintaining linguistic accuracy on the one hand and encouraging staff to use the Welsh language on the other.