

MONITORING AND REVIEW REPORT
WELSH LANGUAGE SCHEME

2014 / 15

Any enquiries about this report should be sent to

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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 was noted as an essential skill and the percentage filled by Welsh speakers.
Target	To advertise all 'initial contact' posts as 'Welsh Essential'.
Outcome	46 administrative posts (clerical and professional) were advertised at W1 level and 3 posts at W2 level. In terms of the W1 posts, 41 (89%) fluent Welsh speakers were appointed, and 5 (11%) who speak a little Welsh. No one who had no Welsh language skills were appointed to these posts.
Comments	<ul style="list-style-type: none"> The University is performing well in terms of appointing Welsh speakers to posts which are advertised as Welsh Essential. In terms of the 5 members of staff who state they speak 'a little Welsh', 3 were appointed to occasional posts in the Library, one in the Student's Union and the other to an administrative assistant's post. In terms of the person appointed to the administrative assistant's post, the interview was conducted in Welsh. The candidate's language skills were assessed by the panel and it was decided that the candidate's skills were better than the candidate felt they were and that the candidate therefore could successfully undertake the duties of the post. This example highlights the fact that individuals can underestimate their Welsh language

¹ All the staffing statistics were collated in August 2015. **In the context of all the staffing statistics and analysis offered here, we ask you to note that recruitment in 2014/15 was once again influenced by internal restructuring and by the fact that administrative posts were not advertised externally.**

	skills and that raising linguistic confidence is a key part of planning a bilingual workforce. As reported in Section 2, this is a central part of Bangor University's vision in terms of promoting the Welsh language.
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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.
Target	To show an annual (percentage) increase in the number of Welsh speakers among clerical and academic-related staff.
Outcome	See Staffing Statistics in Tables 1, 2, 2a, 3 and 4.
Comments	<ul style="list-style-type: none"> • With regard to developing the institution's bilingual ethos and ensuring effective bilingual administration, there are indications in the data for 2014/15 which shows that the University continues to be in a strong position to fulfil this aim: Indeed, it appears that its' position is strengthening. • In 2013/14 43% of the University staff noted that they spoke Welsh and 25% noted that they spoke some Welsh. It can be said therefore that 68% of the staff had some level of Welsh language skills. In 2014/15 45% of the staff noted that they spoke Welsh and 25% noted that they spoke some Welsh. Now, therefore, 70% of the staff has some level of Welsh language skills and this is the highest percentage since at least 2005/6. This provides a very firm basis for developing a workforce that operates bilingually. • An increase was seen in the percentage of ALC staff who speak Welsh between 2013/14 and 2014/15 (from 50% to 52%) The percentage of clerical staff who speak Welsh has remained constant (62%) over the two years. • In 2013/14, 40% of those appointed to clerical posts could speak Welsh. Concern was voiced in this regard since this percentage was considerably lower than the general percentage of Welsh

	<p>speakers among clerical staff. It was decided to monitor contracts of 3 months or less in detail in order to ensure that they do not have an effect on the percentages of Welsh speakers. In terms of clerical posts in general, it was felt that there is a sufficient pool of Welsh speakers among the local population to enable Welsh medium appointments to clerical posts in most cases. This year, 55% of new clerical appointments speak Welsh, which equates to 30 appointments. 11 clerical appointments had no Welsh language skills. However, it is evident that at least 10 of these posts were specialist posts, e.g. Graduate Learning Assistant, IELTS Examiner, a sabbatical post in the Student's Union and they are not posts that one would usually consider to be clerical in nature. It appears therefore that the fact that appointments of 3 months or less are being supervised in detail is helping to safeguard the percentages of Welsh speakers among the staff.</p> <ul style="list-style-type: none"> • 55% of new ALC appointments spoke Welsh, which equates to 6 appointments. Once again this year, it should be noted that the number of new ALC appointments was very low (11). • In terms of nurturing a bilingual workforce for the future, it could be noted that three of the new ALC appointments were in the 26-35 age group (Table 2a) and that 16 of the new clerical appointments were in the under 25 age group or in the 26-35 age group. • In 2013/14 28% of senior managers spoke Welsh. In 2014/15, 35% of senior managers speak Welsh (Table 3).
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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.
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.
Comments	<ul style="list-style-type: none"> Over the past 3 years, there has been an increase in the percentage of academic staff who speak Welsh, from 28% (2012/13) to 30% (2013/14) to 32% (2014/15 and this increase is in line with the above target. The percentage of academic staff who note they speak some Welsh has also increased (from 23% to 26%). 5 of the 21 new academic appointments who speak Welsh are funded by the Coleg Cymraeg Cenedlaethol. The contribution of the Coleg Cymraeg Cenedlaethol therefore continues to be evident, but this data also shows that Bangor University is investing in Welsh speaking academics of its' own. 14 of the new academic appointments who speak Welsh are in the 45 and younger age group. This bodes well in terms of creating a new generation of academics who can teach through the medium of Welsh. It should be noted that 9 of 24 (38%) Heads of Academic Schools now speak Welsh.

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. ²
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	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.

² For the purposes of this report, the number of Welsh speakers were compared according to school with the number of staff teaching through the medium of Welsh (rather than the number who has noted that they are able to teach through the medium of Welsh on the HR system).

e. 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.
Target	Monitor 3 contracts a year.
Outcome	<p>Contract 1: Laundry Services The tender asked providers to describe how they would ensure that services were available bilingually in Welsh and English for students. The successful company outlined that the instructions on the walls and on the machines would be available bilingually and that their website would also be bilingual. On the website students can put credit on their laundry cards, see what machines are available, report problems and get advice on washing their clothes.</p> <p>Contract 2: Accommodation System for the University's Residential Halls The tender asked for a system that offered students a bilingual interface. The companies were required to show a bilingual system at work as part of the tendering process. The tender documents referred to the guidance provided by the Commissioner's Office in terms of developing bilingual software.</p> <p>Contract 3: Security Provision by the doors of the Academi night club The successful company noted that they could provide staff with bilingual skills. It was noted that the company's marketing materials, signs and forms are bilingual and that the writing on the staff's uniforms is bilingual. The company could provide a team that had 80% bilingual staff for the University.</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.

f. COMPLAINTS

PRIORITY	To ensure that the university responds to any action or behaviour that undermines the principles of the language scheme.
Performance Indicator	Number of complaints received about the operation of the language scheme and the percentage of complaints addressed in line with institutional standards.
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 in Appendix D. (This year, the Audit and Risk Committee has asked for complaints to be graded according to seriousness and a new format is being used for reporting complaints). 17 complaints were received about the implementation of the Language Scheme (13 complaints were received in 2013/14) and 100% of them were dealt with 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.
Target	To monitor whether language issues were considered as new policies and initiatives were developed. To monitor three new policies a year; prepare and/or implement fully two new schemes each year that encourage or assist staff to use Welsh.
Outcome	<p>As was true last year and the previous year, 'Welsh in the Workplace' continued to be an important theme as the University expanded and intensified its' speciality in this field.</p> <p>Strategy on Promoting the Use of Welsh in the Workplace</p> <p>The Strategy on Promoting the Use of Welsh in the Workplace was presented to the University's Executive Committee.</p> <p>Area of Work 4 in the Strategy sets aims in terms of: Identifying workplaces which can benefit from intensive collaboration with Canolfan Bedwyr, Welsh for Adults Tutors and others and develop a relevant research</p>

infrastructure. The objectives of this section of the Strategy provides the opportunity to be innovative and develop a speciality in the field of Welsh at Work. To this end, four important developments took place in 2014/15:

- We were successful in obtaining funding from the Coleg Cymraeg Cenedlaethol to fund a PhD in 'Datblygu'r Defnydd o'r Gymraeg yn y Gweithle' ('Developing the Use of Welsh in the Workplace').
- A mentoring project was planned for the University Library
- A national conference was planned looking at the use of Welsh in the Workplace
- An international symposium was planned looking at turning reluctant speakers into active speakers

A Welsh Jobs Fair for students was held for the first time in 2014/15. The aim of the Fair was to highlight the need for Welsh language skills in a range of jobs. Around 30 employers were in attendance and we received positive feedback from them and from the students. We therefore intend to hold a Welsh Jobs Fair annually.

Pontio is a notable example of how the University is 'putting the language to work'. Every post advertised at the centre has been Welsh Essential and each of those posts have been filled by Welsh speakers. This enables the centre to go about its work in Welsh - in meetings, in e-mails, over the phone etc. To visually signal the importance of the Welsh language, the seating in the performance spaces at Pontio have been lettered according to the Welsh alphabet.

Another substantial project that enables staff to use Welsh is the Science Park. The Park, currently, has three core members of staff and they all speak Welsh and use Welsh at work. The meetings of the Advisory Board and the meetings of the Board of Stakeholders are held in Welsh.

Systems

The University continues to develop systems that allow a prominent place for the Welsh language and for matters that pertain to developing and maintaining the Welsh language. An example of this in 2014/15 is the specific dashboard created within the University's Business Information System (Bangor BI). The dashboard extracts data from Banner (the University's student records system) at the end of each working day. It shows the number of

	students who speak Welsh in the current academic year; the number of Welsh medium FTEs; the number of students who study 5 credits through the medium of Welsh; the number of students who study 40 or more credits through the medium of Welsh. The dashboard allows the user to go down layer by layer through the University's organizational structure to College, School and degree course level. The development of the dashboard is part of the University's efforts to refine our methods of collecting Welsh medium data. This development will be shown as an example of good practice to representatives from other Welsh Universities.
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 regular 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.			
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 3 1.5 hours per week Canolfan Brailsford 4 staff 2 managers, 2 administrative Year 3-4 1.5 hours per week Senior Managers 8 staff Year 1 1 hour per week Lecturers/Managers 12 staff Year 3-4 1 hour per week Lecturers/Managers 8 staff Year 1 0.5 hours per week Library 5 staff Administrative			

	<p>Year 2/4 1.5 hours per week Library 7 staff Administrative</p> <p>One-to-one second language sessions 2-3 times per month to develop specific skills at a specific level:</p> <p>Management Centre (reception) 2 staff</p> <p>Senior managers (meetings) 5 staff</p> <p>Student Services 4 staff</p> <p>International Education Centre 2 staff</p> <p>Library - desk 4 staff</p> <p>Students' Union 4 staff</p> <p>College Administrator 1 staff</p> <p>Welsh in the Workplace - 3 day course to learn a specific language for the workplace</p> <p>Number of University staff who attended: 20</p> <p>Courses for Fluent Speakers</p> <p>One day courses: 2 'Cyflwyniad i Loywi Iaith' (Introduction to Language Improvement) one day courses were held:</p> <ul style="list-style-type: none"> • September 2014 (3 members - 2 from Pontio; 1 - School of Education) • February 2015 (6 members - Social Sciences; Ocean Sciences; Research and Enterprise Office; Environment, Natural Resources and Geography) <p>Weekly courses: Three weekly courses for staff were held:</p> <ul style="list-style-type: none"> • September-December 2014: 6 staff members from service departments • January-February 2015: 2 members of staff from Pontio • March-April: 3 members (two from service departments, 1 from an academic School) <p>Library Staff: an hour's session (Welsh Writing Skills) as well as 6 follow-on sessions: 7 members on level 4.</p> <p>The Management Centre Staff: an hour's session (Writing a simple e-mail in Welsh): 4 members.</p>
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One-to-one support: One new member of the academic staff was provided with one-to-one support. Also, one-to-one sessions were provided as follows:

- one support session on language registers to another member of academic staff
- 4 one hour sessions to an administrative member of staff from a service department.

Cymorth Cymraeg Workshops: Workshops during the lunch hour were held for University staff on different themes to assist them in using Welsh at work, which included Giving Presentations in Welsh, Bilingual Drafting, Welsh on the Computer and Writing in Welsh for the Internet.

Staff learning Welsh as part of their job

In 2014/15 there were 24 staff learning Welsh as part of their job. Each one of these staff members are following a Welsh skills development plan which includes specific targets to be attained within a specific timeframe depending on the job in question. The plan and the targets are agreed between the Welsh Staff 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 - 6 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 the correct way forward.

Developments to note

9 members of staff have gained the Welsh in the Workplace qualification during the year at levels 1 and 2. Tests are now available at levels 3-5 as well, and a number of staff are working towards these levels. The tests at all levels are tailored to meet the specific requirements of the post in order to enable staff to deal with situations that arise in their day-to-day work

Comments	The above activities clearly demonstrate that the university provides various opportunities for staff to develop their Welsh language skills in order to be able to use the language at work. The statistics also demonstrate that staff are very willing to take up these opportunities as 121 members of staff took advantage of the Welsh in the workplace training outlined above. Undoubtedly, the Vice-Chancellor's success in learning Welsh provides clear guidance for staff in general and emphasises the prestige given to the Welsh language in the University. The Vice-chancellor greets new members of staff in Induction sessions and talks of his own experiences of learning Welsh. This piques the interest of new staff in the language lessons available.
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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 according to department/school.									
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	<div>Second Language Courses 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 class was held at the School of Ocean Sciences: <table><tr><td>Year 2-3</td><td>1 hour per week</td><td>School of Ocean Sciences</td><td>6 staff</td><td>Academic</td></tr></table></div> <div>Welsh Improvement courses</div>					Year 2-3	1 hour per week	School of Ocean Sciences	6 staff	Academic
Year 2-3	1 hour per week	School of Ocean Sciences	6 staff	Academic						

	<p>Academic Staff Course: The course was piloted for the first time at the beginning of summer, and took the form of 5 1½ hour sessions on Wednesday afternoons. 5 members of staff attended one or more sessions. (Their subject areas were: French, Health Care, Law, Ocean Sciences and Social Sciences.)</p> <p>Postgraduate Modules</p> <p>The modules for postgraduate students provide an opportunity to develop language skills that are relevant to the world of work:</p> <p>Language module as part of the MA in Environmental Management (ZXC 4002) - 2 students</p> <p>Postgraduate module 'Ymdrin â'ch Pwnc Drwy'r Gymraeg' ('Dealing with your Subject through the medium of Welsh') - (ZXC 4202) - 2 students</p>
Comments	<p>Only a small number of academic staff develop enough confidence in their language skills to lecture regularly in Welsh. However, academic staff who learn Welsh often set goals for themselves in terms of developing their use of Welsh at work. In the 'Learning Welsh, Using Welsh' item in the Newsletter for example, Dr Ross Roberts said that he hoped in due course to be able to lead seminars in Welsh.</p>

WIDER LANGUAGE TRAINING

PRIORITY	To offer opportunities for staff to develop their language skills on community courses and informal sessions.
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 2014-June 2015

	Community courses 1-2 sessions per week: 60 staff Number of these on Higher/Advanced level: 13 New Year's School January 2015: 25 Easter School March 2015: 2 Summer School 2015: 8
Comments	<p>95 members of staff have attended Welsh for Adults courses. 29 members of staff have succeeded in WJEC Welsh for Adults examinations during 2014/15:</p> <p>Entry 11 members of staff Foundation 14 members of staff Intermediate 3 members of staff Higher 1 member of staff</p> <p>Furthermore, lunchtime conversation sessions are held for staff and some learners are attending the University's Welsh language Reading Club.</p> <p>In term of extracurricular activities, although no detailed figures have been gathered for practical reasons, the Welsh for Adults Centre has co-ordinated a large number of 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. These activities include:</p> <ul style="list-style-type: none"> • Working with University students to arrange activities for the S'mae/Shwmai? day. • Holding 17 'Chat and a Cuppa' sessions across Anglesey and Gwynedd in halls, coffee shops, galleries and pubs. • Encourage learners to take part in local and national Eisteddfodau. At the National Eisteddfod in 2015 two learner choirs from north Wales took the first and second prize in the singing group competition and two individuals from north Wales took this first and second prize for a solo recitation and another individual took the first prize for writing a review.

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 day for new members of staff. In 2014/15 119 members of staff attended these sessions.</p> <p>The Human Resources department introduced a 'New to Management' course which gives new managers an overview of their responsibilities. It was ensured that this new course included a presentation on their responsibilities in relation to the Language Scheme and promoting the use of Welsh in general. 44 managers attended the course.</p> <p>As part of the Map and Compasses training programme on the University Strategy, a session on the 'Seven Wonders of the Welsh Language in Bangor' was held. 17 members of staff attended this session.</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>744.7 (672.8 in 2013/14, 667.1 in 2012/13 and 575.4 in 2011/12) *</p> <p>See appendix B table CY4 and appendix C</p> <p>Appendix B table CY3 shows that 1607 students are studying some part of their course through the medium of Welsh, compared to 1504 in 2013/14.</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 2016/17 includes targets for these measures:</p> <p>The increase in the number of students studying at least 5 credits of their course through the medium of Welsh will be maintained and increased further to 1395 in 2016/17. (Baseline 2013/14: 1385). (Target SG CCAUC T6)</p>	<p>The University reports a very substantial increase in its FTE Welsh medium numbers for 2014/15. 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. What makes the increase really striking is the fact that it is happening at a time when the pool of fluent Welsh speakers is continuing to shrink, mostly because of factors outside of the University's control.</p> <p>The increase in the Welsh medium numbers therefore reflects the intentional efforts that have been made across the University to increase participation in Welsh</p>

	<p><i>The increase in the number of students studying at least 40 credits of their course through the medium of Welsh will increase to 900 by 2016/17 (Baseline 2012/13: 718). (Target SG CCCAUC T6)</i></p> <p>As seen in appendix CH, the University has continued to make purposeful progress towards these targets during the year in question. The target has already been surpassed in the case of the numbers studying at least 5 credits in Welsh:</p> <table><tr><td></td><td>2012/13</td><td>2013/14</td><td>2014/15</td></tr><tr><td>5 credit numbers</td><td>1,244</td><td>1,388</td><td>1548</td></tr><tr><td>40 credit numbers</td><td>718</td><td>769</td><td>821</td></tr></table>		2012/13	2013/14	2014/15	5 credit numbers	1,244	1,388	1548	40 credit numbers	718	769	821	<p>medium provision by Welsh speaking students. Indeed, across the vast majority of the university's fields of study there has been an increase in the Welsh medium FTE ratio of Welsh speaking students.</p> <p>Within the increase of 69.9 in the number of FTE, minor patterns of ebb and flow can be seen which are normal when comparing one academic year with the next. In parallel with that, however, a dramatic increase can be seen in the numbers of certain schools, including subjects where the provision is still developing. The increase is most evident in one of the bastions of Welsh medium provision, namely Health Sciences, but there is a very significant increase as well in the field of Sport Sciences (1.7 > 12.0 > 21.8) where provision has been developed anew in the past three years. The work in that field is as a result of investment by the Coleg Cymraeg Cenedlaethol and the University itself. Although the numbers are not close to being as high, an increase of over 50% can</p>
	2012/13	2013/14	2014/15											
5 credit numbers	1,244	1,388	1548											
40 credit numbers	718	769	821											

		<p>be seen in subjects as varied as Law and Biological Sciences.</p> <p>The fact that the FTE numbers are now distributed across all disciplines is very encouraging, but it is also fair to acknowledge that a substantial proportion of the numbers continue to be associated with professional fields (Education, Health Sciences and Social Work). Safeguarding those fields is therefore critical to the University's vision and efforts "to strengthen our position as the main provider of Welsh medium higher education".</p> <p>When considering the general pattern of growth, it can be attributed to a number of factors, including investment in staffing, marketing and recruitment activity, heroic efforts by academic staff to signpost students to the Welsh medium provision, as well as the constant work being done to improve data gathering methods and to keep a record of Welsh medium activity. Indeed, this report in its' entirety bears witness to the</p>
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		<p>efforts of staff across the institution to create an ethos whereby the 'Welsh choice' is a natural one for students and is also a choice secured by a robust infrastructure.</p> <p>As noted in the 'Details' column, the University's plans for the further development of Welsh medium provision are now being informed by the Funding Council's measures. The FTE numbers, however, continue to be a very useful benchmark to denote the length, breadth and depth of the Welsh medium provision at Bangor University.</p>
Welsh-medium/bilingual degree schemes		
New Welsh-medium / bilingual modules	<p>Here are some of the new Welsh medium modules validated in 2014/15:</p> <p>School of Music WXC4011 Portffolio Rhan II WXC-1010 Celfyddyd Sonig</p> <p>School of Modern Languages LWC1402 Sbaeneg Rhagarweiniol Plws</p>	

	<p>School of History, Welsh History and Archaeology</p> <p>HTC2152 Cymru: Delwedd a hunaniaeth</p> <p>HTC3152 Cymru: Delwedd a hunaniaeth</p> <p>HTC2153 Y Chwyldro Ffrengig</p> <p>HTC3153 Y Chwyldro Ffrengig</p> <p>HGC2006 Iwerddon 1912-1973</p> <p>HGC3006 Iwerddon 1912-1973</p> <p>HTC2156 Rhyfel Cartref America</p> <p>HTC3156 Rhyfel Cartref America</p> <p>HTC-2150 Cenedlaetholdeb yn Sbaen</p> <p>HTC-3150 Cenedlaetholdeb yn Sbaen</p> <p>HTC-2151 Gwladgarwyr a Gwladychwyr</p> <p>HTC-3151 Gwladgarwyr a Gwladychwyr</p> <p>School of Philosophy and Religion</p> <p>VPC2216 Llên a Chrefydd 1546-1659</p> <p>VPC3316 Llên a Chrefydd 1546-1659</p> <p>VPC2210 Cenedlaetholdeb, Crefydd a Chyfiawnder</p>	
<p>Examples of resources and activities to support Welsh medium learning and teaching</p>	<p>Information Technology: resources and activities to support learning</p> <p>Staff Development Workshops - Many Staff Development Workshops were provided on different learning technologies throughout the year especially on assessment methods and on-line feedback as well as creating Open Educational Resources. These workshops were provided in Bangor and in a number of other institutions as part of the staff development programme of the Coleg Cymraeg Cenedlaethol.</p>	

	<p>CADARN - As part of the CADARN Project the Learning Technologies Team have been collaborating with lecturers and postgraduates to produce Open Educational Resources to be used with current students and to attract new students. Welsh language resources were produced in the field of Studying Skills and Creative Writing. These resources are available on the CADARN website, and on 'Sream', a new streaming server https://stream.bangor.ac.uk/ which is open for any member of staff to upload open resources. This software is available in Welsh.</p> <p>A project to create a series of podcasts to promote the use of e-learning through the medium of Welsh - Funding was received by the Small Grants Scheme of the Coleg Cymraeg Cenedlaethol to create a series of podcasts with the intention of encouraging colleagues, who are teaching through the medium of Welsh, to share their use of e-learning technologies with others, across all higher education establishments in Wales.</p> <p>Turnitin in Welsh - The Coleg Cymraeg Cenedlaethol's Enriching Learning through Technology Group continues to seek a positive response from the company that provide Turnitin to provide a Welsh version of the software. The Vice-Chancellors' group are now in discussion with Turnitin in this regard.</p> <p>Coleg Cymraeg Cenedlaethol Language Skills Certificate</p>	
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	<p>This year, 58 students from Bangor tried for the Language Skills Certificate, with 56 completing both elements (oral and written) with 53 being successful. (73% of Bangor students succeeded in getting Commendable or Excellent.) 21 preparation sessions were held and a number of students chose to come to one or more of these sessions, with more arranging an appointment to see the tutor.</p>	
<p>Examples of activities outside formal teaching developed in order to support and facilitate Welsh-medium teaching and learning</p>	<p>New activities in order to promote and market the University and the Welsh medium provision with potential students</p> <p>A drop-in clinic was held to help with the Personal Declaration and the UCAS form. There was an opportunity for students to come to the University to get help and information on how to complete their Personal Declaration. Informal sessions were held with members of the Services to Schools Team who are experienced in helping sixth form students with the process of applying to study in university.</p> <p>During July 2015 a group of current Bangor University students went on a tour around a number of schools in south Wales to talk with pupils about their experiences in Bangor and the opportunities offered here to study and live through the medium of Welsh.</p> <p>A new bilingual App was created called Adolygu - Revision to support pupils and schools all over Wales. This is the first ever App to be created to support Year 10 pupils in Wales with their revision work for GCSE examinations. The app, which is available</p>	

	<p>for free, offers materials to help pupils prepare for their exams by way of a quiz conducted 'against the clock'. It has already proved very popular and has been downloaded by around 13k users. The app was created with grant assistance from the Welsh Government's National Science Academy.</p> <p>As part of the same project to offer help and support to pupils and schools with science subjects through the medium of Welsh and English, the latest material in the GCSE Science Revision Guides was published. The revision books; Biology 3, Chemistry 3 and Physics 3, were prepared by experienced teachers and distributed to each school in Wales. All the revision material created by the University is also available on-line to download: https://www.bangor.ac.uk/ccm/gcserevision.php.en</p> <p>During the Easter holidays new GCSE Science Revision Courses were held for year 11 school pupils.</p> <p>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 here for a day to shadow current university students and to experience a day in the life of a student following a degree course.</p> <p>Between September 2014 and February 2015, the School of Music visited Ysgol Gynradd Llanbedrgoch in Anglesey every week as a part of a folk music project (Wales and China). As part of the Hidden Corners series, the School also worked with pupils from year 12 and 13 to create musical residencies in old people's</p>	
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	<p>homes. As part of the Sistema Cymru - Codi'r To ('Raising the Roof') series, musical sessions were held for children and young people, teachers and staff from Ysgol Maesincla and Ysgol Glan Cegin. These projects were in collaboration with Pontio.</p> <p>The Widening Access Centre has been enhancing their engagement with the community. Cofis Bach, a group of children and young people came to the University over Easter to give a Welsh language performance in the University Library. The work was entitle 'Tocyn i Ble' ('Ticket to Where') and a good number of parents and families from the Caernarfon area came to the University, many of them for the first time. The centre is also innovating with work in relation to the Family Learning Signature, which works with primary and secondary school families in disadvantaged areas. The activities are only available in both Welsh and English at Bangor University.</p> <p>Contributions by University staff to Welsh intellectual, social and public life</p> <p>Bangor University staff are having a far-reaching effect on the use of Welsh in day-to-day life and on the range of fields discussed through the medium of Welsh. A number of University staff also devote much of their time to ensure that the Welsh language thrives socially, and often disseminating information about the University's work in doing so.</p> <p>Staff from the School of Health Sciences won two Welsh Language in Health, Social Services and Social Care, Welsh Government awards: i) Welsh Language Champions; ii) Translation and</p>	
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	<p>validation in Welsh of the Cognitive Assessment Toolkit. Gwerfyl Roberts and Gwenan Prysor contributed to the development of the Government's health and social care strategy 'More than Words'.</p> <p>Canolfan Bedwyr's work developing the Welsh language skills of education practitioners from the primary, secondary and further education sectors is by now central to the Welsh language education strategy of the government and the success of individuals in developing their language skills was given recognition in a special ceremony in July.</p> <p>The North Wales Welsh for Adults Centre at Bangor University has developed two interactive fun-filled apps to help Welsh learners practice outside the classroom. The apps were launched on the television series Cariad@Iaith.</p> <p>The Language Technologies Unit at Canolfan Bedwyr launched a new national website. The Porth includes valuable resources and language tools that are available as open 'building blocks' for developers in private and public companies.</p> <p>Daniel Roberts (a Coleg Cymraeg Cenedlaethol lecturer here in Electronic Engineering) appeared on the 'Dibendraw' programme on S4C to talk about (and recreate) Marconi's experiments in sending radio waves across the water. Contributions such as these raises the profile of science through the medium of Welsh beyond the walls of the University. Once again this year, Dr Prysor Williams gave presentations to many</p>	
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	<p>societies about his scientific work and Deri Thomas contributed to discussions about science in the media. Other members of staff (e.g. Dr Aled Llion Jones and Dr Myfanwy Davies) regularly discuss current affairs in the media as well.</p> <p>Socially, a number of University staff are active with Menter Iaith Bangor (Bangor Welsh Language Initiative) and they have also been taking an active role in organizing the Anglesey National Eisteddfod in 2017.</p>	
Research	<p>Research carried out by academic staff from Bangor continues to make a crucial contribution to our understanding of Welsh life in Wales and leads several fields of work which are crucial to the prosperity of the language. The conferences that are held and the projects that are undertaken ensure that academic discussion in Welsh is current and lively and the research work enriches our understanding of life in Wales, in the past and the present. Examples of this work include:</p> <ul style="list-style-type: none"> • Women in Wales Conference (Women's Archive of Wales) (The School of Music) • 'Boddi mewn Celfyddyd': ('Drowning in Art'): A conference to remember Tryweryn (the School of Music and the School of Welsh) • 'Trwy Ddulliau Technoleg' ('By Technological Means') (Language Technologies Unit, Canolfan Bedwyr) 	

	<ul style="list-style-type: none"> • Research work as part of a KESS scholarship in collaboration with Cwmni Da on the lives of young people in Wales • Work on the papers of Penrhyn Castle in the University's archives • Research by Professor Nancy Edwards on Life in Early Medieval Wales • Creative works (e.g. a play commissioned by the National Eisteddfod on Nancy Richards by Professor Angharad Price). <p>One interesting and successful project undertaken in 2014/15 was establishing Cyfres 6 ('Series 6') which was a series of Welsh medium public lectures by University staff in Neuadd Ogwen, Bethesda in November and December 2014. The subjects being discussed included the zombies of the Mabinogi, Welsh on Facebook, child psychology, the literature of the London Welsh and Italian cinema.</p>	
Staffing	<p>5 new members of academic staff were appointed under the auspices of the Coleg Cymraeg Cenedlaethol in 2014/15, in the following subject areas:</p> <ul style="list-style-type: none"> - Scripting - History - Sport - Film 	

	- Nursing	
Coleg Cymraeg Cenedlaethol PhD Scholarships	<p>PhD scholarships in the field of Psychology were undertaken in 2014/15.</p> <p>In addition to this, 9 Coleg Cymraeg Cenedlaethol M level and undergraduate level scholarships were awarded, 9 CCC Main Scholarships were awarded, as well as 30 Incentive Scholarships and 6 Flexible Scholarships.</p>	
Welsh-medium projects funded by the Coleg Cymraeg Cenedlaethol	<p>The Psychology Residential Posts project succeeded in attracting substantial funding from the Coleg Cymraeg Cenedlaethol Strategic Grants fund.</p> <p>Funding was awarded to the following projects from the Coleg Cymraeg Cenedlaethol's Small Grants Fund:</p> <ul style="list-style-type: none"> • Conference: Boddi mewn Celfyddyd: Gwaddol'65, ('Drowning in Art: The Legacy of '65,') • Ysgrifau gan addaswyr ar gyfer y llwyfan ('Essays relating to stage adaptation') • Attending international seminars in Canada • A volume on the Science of Translation • Conference: Bilingualism in Education • Conference: Creu a Chyfleu Lle ('Creating and Conveying a Place') • National history conference: Wales and Ireland 	

The University's Teaching and Learning Strategy	<ul style="list-style-type: none"> • This year, a Teaching Fellowship was awarded to Eleri Hughes, Head Tutor of the Language Improvement Unit at Canolfan Bedwyr. This was recognition of the importance of the linguistic support given to students who choose to study through the medium of Welsh. • In January, a Welsh Medium Data Seminar was held. The aim of the seminar was to strengthen the ability of Bangor University to keep a record of Welsh medium activity in the Schools. Around 50 academic and administrative staff members attended the seminar. A number of action points were identified including developing a Welsh medium dashboard in BI (see Section 2 of the report) and improving how we collect data about postgraduate students' activity. The new electronic system for module validation highlights the range of Welsh medium activities that should be recorded. • On a general point, it is worth noting that Bangor University has performed extremely well in the National Student Satisfaction Survey. It continues to be first in Wales and amongst the top 10 in the UK. Since students who speak Welsh are a significant cohort of the 	

	University's students, their voice has a bearing on the results.	
Student Activities	<ul style="list-style-type: none"> • Caryl Burke, an MA student in the School of Creative Studies and Media won first prize in the Pics film festival in January 2015, in the 18-25 age category, for her short film 'Cofio' ('Remembering'). Caryl has also worked in collaboration on a community film project with the group Cofis Bach in relation to their special visit to the University library. • The Welsh film 'Jaman', produced by John Evans and Lester Hughes from the School of Creative Studies and Media, was shortlisted by the Royal Television Society as the best fiction film by postgraduate students. A ceremony was held in London in June 2015 and the film was shown on Sky Arts and Pick TV. The film had also been shortlisted in the same category, but for the whole industry and not just for students, in the Celtic Media Festival. • As well as contributing regularly to Golwg 360, Jamie Thomas, a fourth year student at the School of Creative Studies and Media, has been writing a book for Gwasg y Lolfa press on the campaign of the Welsh football team in reaching the final rounds of the Euro 2016 Championship in France. • Osian Huw Williams won the Musician's Medal at the National Eisteddfod in Meifod. Osian is studying for a Master's degree in composition in the School of Music. 	

	<p>Osian is the lead singer of the group Candelas and the group was very prominent in the year in question.</p> <ul style="list-style-type: none"> • Ffion Williams, a former student of Bangor University won the Drama Medal at the 2015 Caerphilly Urdd National Eisteddfod. • Elis Dafydd, a Masters student of Bangor Univeristy, won the Chair at the 205 Caerphilly Urdd National Eisteddfod. 	
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PRIORITIES 2014/15

	Maes	Blaenoriaeth	Canlyniad
Priority 1	Language Scheme	Prepare to move to the new Standards framework.	Completed – specifically by responding to the Standards Investigation.
Priority 2	Develop the use of Welsh	Develop a Strategy to increase the use of Welsh by staff, working with the Centre for Behaviour Change.	In progress – funding for a PhD in this field has been secured.
Priority 3	Welsh medium provision	In co-operation with the Coleg Cymraeg Cenedlaethol, introduce Welsh-medium provision in new fields. Refine our methods of collecting data about Welsh medium activities.	Completed – successful applications to fund Welsh medium posts in new academic fields. Completed – a successful seminar on Welsh medium data was held in January 2015.
Priority 4	Pontio	Ensure that the Welsh language remains central to all its activities.	Pontio operates through the medium of Welsh and all posts in the centre have been Welsh Essential posts.
Priority 5	Students	Hold Welsh Medium Jobs Fair to raise awareness amongst students of the opportunities to use Welsh in the world of work.	Completed.

PRIORITIES 2015/16

	Maes	Blaenoriaeth	Amserlen
Priority 1	Language Scheme	Prepare to move to the Standards Framework.	Throughout the year and responding to calls from the Comissioner's Office.
Priority 2	Develop the use of Welsh	Continue to develop Strategy to increase the use of Welsh amongst staff, working with the Centre for Behaviour Change.	Throughout the year and specifically: develop the mentoring programme with the Centre for Behaviour Change; hold the Welsh in the Workplace conference (November); hold symposium on turning passive speakers into active speakers (December).
Priority 3	Welsh medium provision	Develop provision in the new fields where there have been recent appointments. Continue to refine our methods for collecting Welsh medium data, particularly with regards to post-graduate data.	Throughout the year. Throughout the year.
Priority 4	Pontio	Ensure that the Welsh language continues to be central to its activities now that the Centre has opened.	Throughout the year.

Priority 5	Students	Hold the Welsh Jobs Fair again in order to raise awareness amongst students of the opportunities to use Welsh in the workplace and to open the Fair to sixth form students this time. This will address the need to encourage students to opt for Welsh medium routes as well as think about career possibilities.	March 2016
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