

WELSH LANGUAGE SCHEME INSPECTION AND REVISION REPORT

2015 / 16

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Executive Summary

The performance indicators of the 2016/17 Language Scheme Annual Report show that Bangor University has once again ensured that the Welsh language is given prominence in all aspects of its business, from academic development to systems development and new significant developments such as the Menai Science Park.

Staffing statistics in Section 1 show that the percentage of staff who speak Welsh or who speak a little Welsh has remained at 70% for the second year in succession. The University therefore remains an institution where the Welsh language is heard and used on a daily basis. The data highlights the fact that departments across the university plan their workforce in a way that ensures that services and opportunities to work through the medium of Welsh are maintained. This is in line with the emphasis on Welsh in internal administration in the Language Standards that the University will need to comply with from 16/17 onwards. However, there are indications in the staffing data that the percentage of Welsh speakers can fall sharply and that major changes can have a substantial impact on the profile of the workforce. In 2015/16, there was a reduction in the percentage of clerical staff who speak Welsh (from 62% to 60%). It appears that changes to Welsh for Adults have influenced this as 33 language tutors (who are categorised in the clerical band) left the university in the period in question. In terms of academic staff, the percentage of Welsh speakers fell from 32% in 14/15 to 31% in 15/16. However, considering that this was the first time in five years for academic staff funded by the Coleg Cymraeg Cenedlaethol not to be appointed, the percentage for 15/16 shows that Bangor University itself is investing in Welsh speaking academics. In facing a challenging financial situation, maintaining a bilingual staffing capacity across the institution is identified as a priority for Bangor University in 2016/17.

The Menai Science Park was referred to above. In considering third-party contracts, the Report focuses on the work undertaken by the Science Park in this respect. The three contracts referred to vary; from a facilities management contract to a construction contract and a research contract. All three contracts, however, require evidence of the successful company's ability to meet the requirements of the Language Scheme. The Welsh language is therefore a clear priority for the Park as it develops.

Section 2 of the report highlights the projects implemented to increase the use of Welsh. The evidence confirms that Bangor University has the experience and the ability to lead on Welsh in the Workplace. Indeed, a successful national conference and an international symposium were held examining issues central to this area. The vision of a bilingual workplace is supported, where staff across the organisation have the opportunity to develop and use their skills, with inclusive and successful language training and the development of bespoke systems.

In terms of academic developments, after reporting a very significant increase in its Welsh medium FTE numbers last year, University statistics for 2015/16 show a decrease of 14.9 to 729.8. That said, this figure continues to be significantly higher than the number of FTEs reported in previous years and confirms Bangor's status as a leading university in terms of Welsh higher education. The data show that there are some specific areas of growth (e.g. Sports Sciences) while the fall in numbers in other areas (e.g. Arts and Humanities) mirrors how recruitment to those disciplines have becoming increasingly challenging due to lifting the cap on numbers at universities in England. In general, a great deal of the progress made over recent years can be attributed to investment in staffing by the Coleg Cymraeg Cenedlaethol and the University itself. As the Coleg's staffing plan comes to an end in the coming years, it will be necessary to ensure that the observed developments are protected.

The report is in three sections. Section 1 concentrates on staffing and compliance, section 2 concentrates on policies and new initiatives and section 3 concentrates on academic data. Due to the change in the way annual reports are inspected by the Office of the Welsh Language Commissioner, this year's report is more concise and focuses on key performance indicators.

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	37 administrative posts (clerical and professional) were advertised at W1 level and 7 posts at W2 level. Regarding the W1 posts, 33 (89%) fluent Welsh speakers were appointed, 3 (8%) who speak a little Welsh and 1 (3%) who does not speak any Welsh.
Comments	<p>The University is performing well in terms of appointing Welsh speakers to posts that are advertised as Welsh Essential.</p> <p>From the point of view of the three members of staff appointed who noted that they speak 'a little Welsh', as happened in similar cases last year, the language skills were assessed by the panel and found to be adequate / stronger than felt by the candidate themselves. These examples highlight the fact that individuals can underestimate their Welsh language skills and that raising linguistic confidence is a key part of planning a bilingual workforce. As noted in Section 2, this is a Central part of Bangor University's vision in terms of promoting Welsh. In the case of one of the posts above, a cohort of staff were being recruited and a specific number of Welsh speakers were recruited as part of that cohort.</p>

¹ All the staffing statistics were collated in August 2016. In the context of all the staffing statistics and analysis offered here, we ask you to note that recruitment in 2015/16 was once again influenced by internal restructuring and by the fact that administrative posts were not advertised externally.

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 2015/16 which shows that the University continues to be in a strong position to fulfil this aim: • In 2014/15 it was reported that 70% of the staff has some level of Welsh language skills and this is the highest percentage since at least 2005/6. This percentage has been maintained in the data for 2015/16 and 70% of the staff again has some level of Welsh language skills. • An increase was seen in the percentage of ALC staff who speak Welsh between 2014/15 and 2015/16 (from 52% to 53%) However, between 2014/15 and 2015/16 there was a reduction in the percentage of clerical staff who speak Welsh (from 62% to 60%). Before 2015/16 the percentage of Welsh speakers amongst clerical staff had remained constant at 62% since 2010/11 when the percentage was also 60%. This difference in the percentage could be attributed to the fact that 60 members of clerical staff who speak Welsh left the university in 2015/16. 33 of them were Welsh for Adults tutors. • Since 2013/14, it was noted that the percentage of new appointments who speak Welsh was lower than the general percentage among clerical staff. As a result, new appointments are monitored carefully. In doing so, we see that jobs one would not normally consider as clerical are included in this category and influence the data. This year, 48% of new clerical appointments speak Welsh, which equates to 24 appointments. 14

	<p>appointments had no Welsh language skills. However, like last year, they were appointments to positions such as Graduate Assistants (50%) and peer mentors (29%).</p> <ul style="list-style-type: none"> • Once again this year, the number of new ALC appointments was very low (5). 3 (60%) of the new appointments speak Welsh and 2 (40%) speak a little Welsh. • In terms of fostering a bilingual workforce for the future, it is worth noting that 14 of the 24 clerical appointments were in the under 25 age group or in the 26-35 age group (Table 2a). • In 2014/15, 35% of senior managers spoke Welsh. In 2015/16, 39% of senior managers spoke 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"> Between 2012/13 and 2014/15 there was an increase in the percentage of academic staff who speak Welsh (from 28% to 30% to 32%). In 2015/16, 31% of academic staff were Welsh speakers. 30% of the new academic appointments speak Welsh. The percentage in 2014/15 was 31%. However, it is fair to note that no academic staff funded by the Coleg Cymraeg Cenedlaethol were appointed in 2015/16, for the first time in five years. Although the percentage of academic staff who speak Welsh was lower in 15/16 than the previous year, the fact that the percentage continues to be comparatively high (31%) shows that Bangor University itself is investing in Welsh speaking academics. 15 of the 20 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. As in 2014/15, 9 of 24 (38%) Heads of Academic Schools speak Welsh.

ch. 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 the 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 have 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.
Target	Monitor 3 contracts a year.
Outcome	<p>The following three examples are from the Menai Science Park.</p> <p>Contract 1: Infrastructure management It was noted in tender documents for the management of road infrastructure to the Science Park and facilities management that the successful supplier would have to ensure that the services provided complied with the Language Scheme.</p> <p>Contract 2: Project evaluation The tender asked the contractors to show their capacity to translate research material, hold bilingual surveys, hold bilingual focus groups and the translation of any responses as required.</p> <p>Contract 3: Planning and construction Welsh requirements for the social framework and benefits were included in the tender.</p>
Comments	The three projects described above, although varied in nature, demonstrate that appropriate consideration is given to the requirements of the Language Scheme when establishing contracts with third parties.

dd. 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. 9 complaints were received about the implementation of the language scheme (17 complaints were received in 2014/15) 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>For several years the University has had robust processes in place to ensure that the Welsh language is mainstreamed into its administration. The main focus in recent years has been on increasing the use of Welsh amongst staff and students and to gain an understanding of what facilitates and hinders this. Indeed, during 2015/16, Bangor University staged national and international discussions on this subject. The University also conducted research in order to broaden and deepen its expertise in the field. By undertaking these activities, the University strives to achieve the goals set out in its Strategy for Developing Welsh in the Workplace.</p> <ul style="list-style-type: none"> • A Welsh mentoring project was held at the University Library. The scheme was celebrated in a St David's Day event. Presentations by staff during the celebration clearly demonstrated that the scheme had been a means of increasing the use of Welsh in the department. By summer 2016, the language mentoring scheme

	<p>had also been implemented in the Student Services department. In these departments, the scheme is supported by PhD research.</p> <ul style="list-style-type: none"> • A national conference 'Rhoi'r Iaith yn y Gwaith' was held which offered an opportunity for practitioners to share information about good practice in Welsh at Work. The First Minister, Carwyn Jones, was the keynote speaker in the conference that was attended by over 100 representatives from different workplaces in Wales. • An international symposium was held looking at turning reluctant Welsh speakers into active speakers. Discussions in the symposium have resulted in research work at Bangor University. • We were successful in obtaining funding from the Coleg Cymraeg Cenedlaethol to fund a PhD in 'Turning passive Welsh speakers into active speakers'. • In March 2016 a Welsh Jobs Fair for students was held for the second time with invitations extended to year 12 and year 13 students. The fair was a success once again with new employers contributing. • Again this year, the university developed systems that make it possible for staff to use Welsh in their work. The IT Services department introduced a new on-line help system. Standard parts of the system by Manage Engine Service Desk Plus were already bilingual. However, IT staff ensured that the bespoke elements for Bangor University were also available bilingually. In addition to offering a bilingual interface, the e-mails generated by the software are also bilingual. The work of offering this system in Welsh was facilitated by the fact that it is possible for the IT team to link the system with web pages already available in Welsh. This demonstrates that investment in a Welsh infrastructure over time is critical.
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	<div>Weekly second language courses for staff in departments/schools</div> <table><tr><td>Year 3-4</td><td>1.5 hours per week</td><td>Canolfan Brailsford</td><td>4 staff</td><td>2 managers, 2 administrative</td></tr><tr><td>Year 3+</td><td>1.5 hours per week</td><td>Senior Managers</td><td>6 staff</td><td></td></tr><tr><td>Year 1</td><td>1 hour per week</td><td>Lecturers/Managers/Administrative</td><td>10 staff</td><td></td></tr><tr><td>Year 2</td><td>1 hour per week</td><td>Lecturers/Managers/Administrative</td><td>4 staff</td><td></td></tr><tr><td>Year 3-4</td><td>1 hour per week</td><td>Lecturers/Managers/Administrative</td><td>6 staff</td><td></td></tr><tr><td>Year 1</td><td>0.5 hours per week</td><td>Library Administrative</td><td>6 staff</td><td></td></tr><tr><td>Year 2/4</td><td>1.5 hours per week</td><td>Library Managers/Administrative</td><td>8 staff</td><td>Administrative</td></tr><tr><td>Year 1</td><td>0.5 hours per week</td><td>Tír na nÓg Administrative</td><td>3 staff</td><td></td></tr></table> <div>One-to-one second language sessions 2-3 times per month to develop specific skills at a specific level:</div> <table><tr><td>Management Centre (reception)</td><td>2 staff</td></tr><tr><td>Senior managers (meetings)</td><td>5 staff</td></tr><tr><td>Student Services</td><td>4 staff</td></tr><tr><td>Registry/Governance</td><td>2 Staff</td></tr><tr><td>Library - desk</td><td>4 staff</td></tr><tr><td>Students' Union</td><td>4 staff</td></tr><tr><td>College Administrator</td><td>1 staff</td></tr><tr><td>Commercial Services</td><td>2 Staff</td></tr></table>					Year 3-4	1.5 hours per week	Canolfan Brailsford	4 staff	2 managers, 2 administrative	Year 3+	1.5 hours per week	Senior Managers	6 staff		Year 1	1 hour per week	Lecturers/Managers/Administrative	10 staff		Year 2	1 hour per week	Lecturers/Managers/Administrative	4 staff		Year 3-4	1 hour per week	Lecturers/Managers/Administrative	6 staff		Year 1	0.5 hours per week	Library Administrative	6 staff		Year 2/4	1.5 hours per week	Library Managers/Administrative	8 staff	Administrative	Year 1	0.5 hours per week	Tír na nÓg Administrative	3 staff		Management Centre (reception)	2 staff	Senior managers (meetings)	5 staff	Student Services	4 staff	Registry/Governance	2 Staff	Library - desk	4 staff	Students' Union	4 staff	College Administrator	1 staff	Commercial Services	2 Staff
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Welsh in the Workplace - 3 day course to learn a specific language for the workplace

Number of University staff who attended: 9

Courses for Fluent Speakers

2 one day courses were held:

- October 2015 (6 members - 1 Biological Sciences, 1 Customer Services Assistant, 1 Student Services, 1 Lecturer, 2 PhD students)
- January 2016 (3 members - Social Sciences; Business School, IT Department)

Cymorth Cymraeg Workshops: Five workshops were held between May - July 2016. Cymorth Cymraeg sessions were workshops held during the lunch hour 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 2015/16 there were 21 staff learning Welsh as part of their job. All these staff members are following a Welsh skills development plan that includes specific targets to be attained within a specific time depending on the job. The Staff Welsh Tutor agrees on the plan and targets with the staff member and the relevant 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 on the correct way forward.

Developments to note

11 members of staff have gained the Welsh in the Workplace qualification during the year at levels 1-5. A number of staff are currently working towards the qualification at different levels. A test for level 6 is now available: this level includes an element of mentoring to help staff in the same department develop Welsh oral skills to use in

	their work. 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 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 nearly 100 members of staff took advantage of the Welsh in the workplace training outlined above. As noted last year, 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.

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	<p>Second Language Courses</p> <p>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 in specific academic schools</p> <table><tr><td>Year 2-3</td><td>1 hour per week</td><td>School of Ocean Sciences</td><td>5 staff</td><td>Academic</td></tr><tr><td>Welsh Improvement</td><td>1 hour per week</td><td>School of Education</td><td>4 staff</td><td>Academic</td></tr></table> <p>One-to-one second language sessions 2-3 times per month:</p> <table><tr><td>School of Sport Sciences</td><td>1 staff</td></tr><tr><td>School of the Environment</td><td>1 staff</td></tr><tr><td>School of Psychology</td><td>1 staff</td></tr><tr><td>School of Linguistics</td><td>1 staff</td></tr><tr><td>School of Ocean Sciences</td><td>1 staff</td></tr></table> <p>Welsh Improvement courses</p> <p>Academic Staff Course: 8 members from Economy, Zoology, Sport Sciences, Nursing, Law, Linguistics, Social Sciences and Business</p> <p>Postgraduate Modules</p> <p>The modules for postgraduate students provide the opportunity to develop language skills that are relevant to the world of work:</p>					Year 2-3	1 hour per week	School of Ocean Sciences	5 staff	Academic	Welsh Improvement	1 hour per week	School of Education	4 staff	Academic	School of Sport Sciences	1 staff	School of the Environment	1 staff	School of Psychology	1 staff	School of Linguistics	1 staff	School of Ocean Sciences	1 staff
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School of Ocean Sciences	1 staff																								

	Language module as part of the MA in Environmental Management (ZXC 4002) - 2 students Language skills provision on the PGCE Primary course
Comments	It is encouraging to report that a number of the academic staff committed to learning Welsh now use some Welsh in seminars and tutorials.

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 2015-June 2016 Community courses 1-2 sessions per week: 50 staff Number of these on Higher/Advanced level: 14 New Year's School January 2016: 14 Summer School 2015: 9
Comments	73 members of staff have attended Welsh for Adults courses. 18 members of staff have succeeded in WJEC Welsh for Adults examinations during 2015/16: Entry 7 staff Foundation 5 staff Intermediate 4 staff Advanced 2 staff Furthermore, lunchtime conversation sessions are held for staff and some learners are attending the university's Welsh language Reading Club.

	<p>In terms 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 '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. A number of staff are members of a North Wales learners' choir that has won several prizes in different competitions. Others participate in oral or writing competitions for learners.
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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 2015/16 132 staff members attended these sessions.</p> <p>For the second year running, the Human Resources department introduced a 'New to Management' course that 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. 8 managers attended the course.</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 <i>* The analysis in this section is based on the data collated for HESA purposes. At the time of writing this report, it became clear that there are some gaps in the data. The process of filling those gaps is ongoing.</i>	<p>729.8 (744.7 in 2014/15, 672.8 in 2013/14, 667.1 in 2012/13 and 575.5 in 2011/12) *</p> <p><i>See appendix B table CY4 and appendix C</i></p> <p><i>Appendix B table CY3 shows that 1568 students are studying some part of their course through the medium of Welsh, compared to 1607 in 2014/15.</i></p> <p><i>Whilst the annual report to the Welsh Language Commissioner measures the provision's situation in terms of FTEs, HEFCW'S Corporate Strategy, and consequently the Coleg Cymraeg Cenedlaethol, now measure 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 includes targets for these measures:</i></p>	<p>After reporting a very significant increase in its Welsh medium FTE numbers last year, University statistics for 2015/16 show a decrease of 14.9 to 729.8. That said, this figure continues to be significantly higher than the number of FTEs reported in previous years and confirms Bangor's status as a leading university in terms of Welsh higher education.</p> <p>On closer examination, the increase in the numbers studying 40 credits or more through the medium of Welsh (from 821 to 831) is significant, and highlights the fact that the majority of students studying through the medium of Welsh in Bangor do so to meaningful degrees. This also reflects the efforts made by academic staff across the university to increase participation in Welsh medium provision by Welsh speaking</p>

	<p><i>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.</i></p> <p><i>(Target SG CCAUC T6)</i></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.</i></p> <p><i>(Target SG CCCAUC T6)</i></p> <p><i>As seen in appendix CH, the University continues to make good progress in terms of these targets. As noted in last year's report, the target has already been surpassed in the case of the numbers studying at least 5 credits in Welsh. Despite the challenging context, the numbers studying at least 40 credits continue to increase.</i></p>	<p>students, at a time when the pool of Welsh speaking students continues to shrink.</p> <p>In considering the situation across the academic schools, some patterns are highlighted that reflect tendencies beyond the area of Welsh medium studies. For example, the decrease in Welsh medium numbers across the Arts and Humanities reflects the way in which recruitment to these disciplines has become increasingly challenging following lifting the cap on numbers in universities in England.</p> <p>However parallel to this, Welsh medium numbers in the College of Health and Behavioural Sciences continue to increase, with an impressive growth in Sport Sciences in particular (1.7 > 12.0 > 21.8 > 27.5). This highlights deliberate planning work as the provision is developed each year alongside the work of developing a cohort of students and establishing a Welsh ethos in the school.</p> <p>The fact that the Welsh medium numbers are now distributed across all disciplines is very encouraging, but it is important to acknowledge that a substantial proportion of the numbers continue to be associated with</p>
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	12/13	13/14	14/15	15/16	
	<i>5 credit numbers</i>	1244	1388	1548	1542
	<i>40 credits numbers</i>	718	769	821	831
	<p>professional fields (Education, Health Sciences and Social Work). As noted on numerous occasions in previous reports, safeguarding those fields is critical to the University's strategy "to strengthen our position as the main provider of Welsh medium higher education".</p> <p>A great deal of the progress made over recent years can be attributed to investment in staffing by the Coleg Cymraeg Cenedlaethol and the University itself. As the Coleg's staffing plan comes to an end in the coming years, it will be necessary to ensure that the observed developments are protected.</p>				

PRIORITIES 2015/16

	Field	Priority	Outcome
Priority 1	Language scheme	Preparing for the move to the Standards system.	As the Regulations were not passed by the Senate in March 2016, the Standards were not placed on the university in 2015/16.
Priority 2	Develop the use of Welsh	In collaboration with the Centre for Behaviour Change, continue to develop a strategy to increase the use of Welsh by staff members.	All targets completed.
Priority 3	Welsh medium provision	Develop the provision in the new areas of recent appointments Continue to refine our methods of gathering data about Welsh medium activity giving specific attention to postgraduate data	Ongoing - continuous Ongoing - continuous
Priority 4	Pontio	Ensure that the Welsh language continues to be central to all of its activities following the opening of the centre.	Ongoing - continuous
Priority 5	Students	Hold a Welsh Jobs Fair again to raise students' awareness of the opportunity to use Welsh in the workplace and extending the Fair	Completed

		to include sixth form students. This will address the need to encourage students to choose Welsh medium routes in addition to considering the possibilities of a Welsh medium career.	
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PRIORITIES 2016/17

	Field	Priority	Timetable
Priority 1	Language Standards	Preparing for the move to the Standards system.	Responding to the Compliance Notice timetable
Priority 2	Plan the workforce and develop the use of Welsh	<p>In a challenging financial climate, ensure that the Welsh language continues to be central in planning the workforce to achieve the University's strategic aims and to comply with the Language Standards requirements.</p> <p>In line with the <i>Strategic Plan: Developing the Use of Welsh in the Workplace</i> (Area of Work 3), maintain critical mass of domains with Welsh medium administration.</p> <p>In collaboration with the Centre for Behaviour Change, continue to develop plans to increase the use of Welsh.</p>	Throughout the year.
Priority 3	Welsh medium provision	Plan to ensure the provision's sustainability, scope and depth in the context of reduced investment	Throughout the year

		from the Coleg Cymraeg Cenedlaethol.	
Priority 4	Pontio	Ensure that the Welsh language continues to be central to all of its activities.	Throughout the year
Priority 5	Students	Ensure that students can receive a comprehensive 'university experience' through the medium of Welsh.	Throughout the year