

# **MONITORING AND REVIEW REPORT**

## **WELSH LANGUAGE SCHEME**

**2011 / 12**

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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. STAFFING<sup>1</sup>

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	47 posts were advertised at A1 or A2 level (Welsh Essential) and 26 posts at B1 or B2 level (Welsh Essential or Willingness to Learn). Welsh speakers were appointed to 44 (94%) of the A1 and A2 posts. Of the 3 other posts advertised at A1 and A2 level, 2 (4%) of the appointees speak a little Welsh; there is no information regarding the language ability of 1 (2%) of those appointed. Of the 26 posts at level B1 or B2, 11 (42%) of the appointees speak Welsh, 7 (27%) speak a little Welsh and 8 (31%) speak no Welsh.
Comments	In 2010/11, it was reported that category B ('willingness to learn') and category C ('Welsh desirable') should not be used for posts at clerical level. This is because they are often posts that offer a 'first contact' service and because the required skills are most frequently generic. In 2010/11, 37 clerical skills were advertised as 'Welsh Desirable' (more than were advertised at levels A and B in that year). Of the 104 clerical posts advertised in 2011/12, 32 (31%) had a language requirement in category C, 26 (25%) in categories B1 and B2, and 47 (44%) in categories A1 and A2. Of the 32 posts in category C, 10 (31%) of the post-holders noted that they spoke Welsh fluently and 9 (28%) noted that they spoke a little Welsh. In the vast majority of cases (94%), Welsh speakers are appointed to 'Welsh Essential' posts. There was an increase of 11% in the number of Welsh speakers appointed to these posts in 2010/11 and the University will work to ensure that all of these appointees are able to speak Welsh in 2012/13. For posts at levels B1 and B2 (where in some cases it is possible to appoint non-Welsh speakers on the condition that they learn), the vast

<sup>1</sup> All the staffing statistics were collated in November 2012.

	majority of those appointed (69%) already either speak Welsh fluently or speak a little Welsh. This is encouraging and proves that individuals with appropriate skills for the post as well as Welsh language skills are available. Following the revision of the Code of Practice on Appointing Staff in accordance with the Welsh Language Scheme, there are now robust guidelines for managers when considering language skills when drafting job descriptions and appointing new members of staff.
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## b. STAFFING

<b>PRIORITY</b>	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.
<b>Performance Indicator</b>	Number and percentage of administrative staff who can speak Welsh according to the post grading.
<b>Target</b>	To show an annual (percentage) increase in the number of Welsh speakers among clerical and academic-related staff.
<b>Outcome</b>	See Staffing Statistics: Tables 1, 2 and 4. The percentage of ALC staff reporting that they speak Welsh or speak a little Welsh has decreased by 3% and the percentage of clerical staff reporting that they speak Welsh or speak a little Welsh has increased by 1%.
<b>Comments</b>	The percentage of all University staff who speak Welsh has decreased by 1% (44%). The percentage of those who speak a little Welsh has decreased by 2% (20%). It should be noted that the total number of all University staff reporting that they speak Welsh fluently or speak a little Welsh has remained unchanged at 1373 since 2010/11. There has been a 3% increase in the number of University staff who do not speak Welsh. There has been a significant reduction in the number of staff appointed in 2011/12 compared to the previous year. The percentage of ALC staff reporting that they speak Welsh fluently has decreased from 34% in 2010/11 to 28% in 2011/12; which is a clear cause for concern, particularly in view of a 42% increase in the number of ALC staff appointed in 2011/12 reporting that they do not speak Welsh and the further decrease in the percentage of ALC staff reporting that they can speak a little Welsh – from 39% in 2010/11 to 5% in 2011/12. Although there has been an increase in the percentage of fluent Welsh speakers appointed to clerical posts – from 49% in 2010/11 to 52% in 2011/12 – it should be noted that

	the number of appointments decreased significantly between these years: 141 clerical posts were filled in 2010/11 compared to 75 posts in 2011/12. It should also be noted that the total percentage of ALC and clerical staff who are fluent Welsh speakers has increased in 2011/12 - an increase of 1% for ALC staff and 2% for clerical staff. The University will continue to monitor the situation.
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### c. STAFFING

<b>PRIORITY</b>	To ensure that the University's staffing situation supports the continuance and development of Welsh language provision.
<b>Performance Indicator</b>	Number and percentage of administrative staff who can speak Welsh according to the post grading.
<b>Target</b>	To show an annual (percentage) increase in the number of Welsh speakers among academic staff.
<b>Outcome</b>	See Staffing Statistics: Tables 1, 2 and 5. The percentage of Welsh speakers among the academic staff has remained constant at 30% in general and has decreased from 33% to 31% among new appointments. With regard to the percentages according to grade, the statistics show that the percentage of Welsh speakers decreases between grade G007 and PROFESSOR grade. To meet the requirement and the demand for more Welsh speakers in management posts, the Staff Development Unit held a Welsh-medium leadership course in 2011/12. 11 members of staff registered for the course.
<b>Comments</b>	The fact that the percentage of Welsh-speaking academic staff has remained constant is encouraging considering the general reduction in recruitment in 2011/12. However, the total number of academic staff employed by the University increased between 2010/11 and 2011/12, with 62 more members working for the University by August 2012, 39% of whom were fluent Welsh speakers. This highlights the significance of the opportunities offered by the Coleg Cymraeg Cenedlaethol to the University - without the nine appointments made under the auspices of the Coleg Cymraeg in 2011/12, the percentage of academic staff who can speak Welsh fluently would have decreased significantly. With regard to the number of speakers according to grade, the results are the same as last year, which is not surprising as reversing this trend is a long-term process. The University will continue to review its development of Welsh speaking academic staff.

## d. STAFFING

<b>PRIORITY</b>	Ensure that the University's staffing situation supports the continuation and development of Welsh language provision.
<b>Performance Indicator</b>	The number and percentage of academic staff <u>who teach</u> through the medium of Welsh according to school. The number and percentage of academic staff <u>who can teach</u> through the medium of Welsh according to school. <sup>2</sup>
<b>Target</b>	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.
<b>Outcome</b>	See Staffing Statistics: Table 8. In the majority of academic schools, the majority of Welsh-speaking staff also teach through the medium of Welsh.
<b>Comments</b>	As last year, this result is encouraging as it means that Welsh-medium provision can be maintained and extended. It is encouraging that a reduction in the percentage of staff in 2011/12 only occurred in two academic departments and that there was, in fact, a significant increase in several departments.

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<sup>2</sup> For the purposes of this report, the number of Welsh speakers according to school was compared with the number of staff teaching through the medium of Welsh (rather than the number reporting that they are able to teach through the medium of Welsh on the HR system).

### e. 3<sup>rd</sup> PARTY – CONTRACTED SERVICES

PRIORITY	Ensure that language scheme requirements are included in third party contracts.
<b>Performance Indicator</b>	Number and percentage of contracts monitored that comply with language scheme requirements.
<b>Target</b>	Monitor 3 schemes a year.
<b>Outcome</b>	<p><b>Contract 1: Bilingual touchscreens</b> Touchscreens were installed in several teaching rooms in 2011/12. Welsh and English language choices were developed for these screens in co-operation with the 3<sup>rd</sup> party tasked with installing them.</p> <p><b>Contract 2: Studentpad</b> As a means of helping students searching for private accommodation in the area, the Studentpad Bangor website was launched in 2011/12. Studentpad (studentpad.co.uk) is a commercial company and in order to comply with the University's Language Scheme, they were required to develop a bilingual service – a first for the company. The company collaborated with the Cymraeg Clir Unit at Canolfan Bedwyr. As a result of this development, the company is well-placed to offer a similar service to other institutions that have a Welsh Language Scheme.</p> <p><b>Contract 3: E-recruitment system</b> The Human Resources Department's new e-recruitment system was launched in August 2012. The contracted company, Lumesse, collaborated with the University to provide a fully bilingual system in accordance with the request outlined by the University in 2010/11.</p>
<b>Comments</b>	These agreements implemented for these three important projects have ensured that appropriate attention has been given to the requirements of the language scheme and that the Welsh language has been given consideration from the very beginning in internal developments and when dealing with third party providers.

## f. COMPLAINTS

<b>PRIORITY</b>	To ensure that the University responds to any action or behaviour that undermines the principles of the language scheme.
<b>Performance Indicator</b>	Number of complaints received about the operation of the language scheme and the percentage of complaints addressed in line with institutional standards.
<b>Target</b>	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.
<b>Outcome</b>	See the list of complaints received (pp. 33-4). 9 complaints were received about the implementation of the language scheme (16 complaints were received in 2010/11) and 100% of them were dealt with in accordance with institutional standards. The complaints received in relation to Pontio have been grouped as one complaint.
<b>Comments</b>	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

<b>PRIORITY</b>	To mainstream the Welsh language in all University administration and develop new initiatives to promote the use of Welsh among staff/students.
<b>Performance Indicator</b>	Number and percentage of new policies and initiatives that have been subject to a language assessment.
<b>Target</b>	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.
<b>Outcome</b>	<p>In 2011/12, several schemes to promote the use of the Welsh language in the institution were formulated and implemented and the Welsh language remained an important consideration when formulating and reviewing policies and strategies. Here are examples of such schemes introduced in 2011/12:</p> <p><b>Bangor360</b> Following a pilot scheme with some individual departments, the intranet - which is a means of centralizing all the University's service in one accessible location - was extended across the University for the use of staff and students. The intranet is fully bilingual and bilingual staff are available to answer any enquiries on its use. The intranet was ready to be launched in October 2012.</p> <p><b>Bangor Employability Award</b> Following successful pilot schemes with some academic schools, there were significant developments in the award in 2011/12. A Welsh-medium coordinator, tasked with promoting the award among the Welsh language student body</p>

and developing it further in response to their needs, was appointed for the award. Another significant development was the recognition of the WLPAN Welsh language courses in the award and the launching of the 'Bilingual Bonus' element, which gives additional recognition to students who complete some activities (such as work experience or voluntary work) bilingually. The 'Bilingual Bonus' promotes the obvious advantages of bilingualism in the workplace and highlights the value of the Welsh language as an element that increases graduate employability.

#### **Canolfan Bedwyr**

Following major developments during 2010/11, Canolfan Bedwyr received the main award on behalf of the University in the category 'Welsh in the workplace' at the Gwobrau Ysbrydoli Cymru / Inspire Wales Awards ceremony in Cardiff in June 2012. The University was nominated for the award on the basis of a wide range of activities which enables it to maintain a bilingual workplace. The rich bilingual provision in the areas of staff development and Information Technology, Welsh lessons for staff at all levels and the wide range of Welsh-medium modules that prepare students to work bilingually after graduation were also acknowledged. The University's emphasis on increasing staff confidence to use Welsh at work every day - specifically through the Cymorth Cymraeg project - was central to the nomination, along with the University's desire to ensure that staff across the institution have a role in promoting a bilingual workplace.

#### **Quality Assurance Agency (QAA)**

The Welsh language and the infrastructure that supports academic provision through the medium of Welsh was given due prominence in the self-evaluation document submitted to the Quality Assurance Agency as part of its Institutional Review of the University in May 2012. Attention was drawn to the University's language scheme and its implementation by Canolfan Bedwyr and how the University implements good practice by mainstreaming the Welsh language in its activities. It was noted that the University has a leading role in higher education in Wales in its involvement with the Coleg Cymraeg Cenedlaethol.

#### **Mae Gen Ti Ddewis**

A grant was awarded by the Welsh Language Board to encourage students to use the University's services through the medium of Welsh. A campaign was run, 'Mae Gen Ti Ddewis', which focused specifically on the Library and IT services during February and March 2012.

	<p><b>Strategic Equality Scheme</b></p> <p>The University's language scheme was a prominent part of this scheme formulated by the Human Resources Department, which provides accessible information on the expectations for University staff to operate bilingually. This is a good example of how the need to comply with the language scheme is addressed from a number of different directions.</p> <p><b>Pontio</b></p> <p>In 2011/12, two important appointments were made in terms of the need to give the Welsh language a central role in Pontio's activities: Elen ap Robert was appointed Artistic Director and Professor Jerry Hunter from the School of Welsh was appointed to lead the Culture research theme.</p> <p><b>Sustainability at Bangor University</b></p> <p>As noted in its strategic plan for 2010-2015, the University wishes to position itself 'as a global university, with a reputation for sustainability', and the University has been very active and successful in the area of sustainability during 2011/12. Giving the Welsh language prominence in its vision, its activities and its engagement with the public and private sectors as a fundamental aspect of sustainability is becoming increasingly important. For example, the Welsh Institute for Natural Resources, which has a key role in promoting the embedding of sustainability in all the University's activities, also works with businesses and other organizations to raise awareness of the economic benefits of sustainability and this includes promoting the benefits of being able to work bilingually.</p>
<b>Comments</b>	The range of activities noted 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)

<b>PRIORITY</b>	Develop the ability of existing staff at the institution to use Welsh, especially staff who are in regular contact with the public.
<b>Performance Indicator</b>	Number and percentage of administrative staff who have received Welsh language training in the workplace according to department / school.
<b>Target</b>	To offer at least two 'Welsh in the workplace' courses each year, geared to meet the needs of specific groups of staff.

<b>Outcome</b>	<p>Second language courses for staff and sessions to develop specific skills and the numbers registered on them:</p> <ul style="list-style-type: none"> <li>• A 40 week course (1.25 hours per week) for senior managers: 11 staff members</li> <li>• A course on answering calls/administration (30 minutes per week): College of Arts and Humanities: 6 staff members</li> <li>• A course on reception/customer care skills (30 minutes per week): The Management Centre: 6 staff members</li> <li>• Administrative skills (60 minutes per week): The Library: 4 staff members</li> <li>• One-to-one lessons for the Vice-Chancellor: 2 hours per week on average</li> </ul> <p>Language improvement courses and the numbers registered on them:</p> <ul style="list-style-type: none"> <li>• Weekly courses for staff held during the year - 22 (a large proportion of which were clerical staff).</li> <li>• A one day course held in June 2012 – 3 (2 academic staff, 1 postgraduate student)</li> </ul> <p>10 staff members, who need to learn Welsh to a specified level in accordance with the conditions of their appointment, have been receiving regular training and support from the language tutor for staff during 2011/12. They each have a development plan for their Welsh language skills and this plan requires them to attend intensive language courses at least twice a year and that they reach specific targets in their use of Welsh in the workplace.</p>
<b>Comments</b>	<p>The work of running courses in the workplace for specific groups of staff (e.g. the course for senior managers and members of the Library) continued, many of whom work in departments which, because of their nature, have had relatively few Welsh speakers. It is encouraging to note that 6 members of staff from the School of Ocean Sciences and 12 members of staff from WISCA received 90 minutes of language training every week during 2011/12. Following the appointment of a language tutor for staff in July 2011, the number and range of courses offered has increased significantly, and it is encouraging that the number of staff members who receive help from the tutor increased in 2011/12, and includes several senior managers who receive language training in formal and informal sessions (e.g. 'Sesiynau Sgwrsio' held at lunchtime every fortnight).</p>

## WELSH IN THE WORKPLACE TRAINING (b)

<b>PRIORITY</b>	To develop the ability of existing staff at the institution to use Welsh.
<b>Performance Indicator</b>	Number and percentage of academic staff who have received Welsh language training according to department/school.
<b>Target</b>	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.
<b>Outcome</b>	No language courses have been held specifically for academic staff, but academic staff have attended some of the language courses and improvement courses listed above. Some academic members of staff registered on Welsh courses in the community.
<b>Comments</b>	Although no language courses have been held specifically for academic staff in 2011/12, it is clear that the University's current provision of language courses and improvement courses have resulted in some remarkable outcomes. This is particularly true of Dr Jonathan Ervine from the School of Modern Languages, a Scotsman who took advantage of the University's provision of language training. From following WLPAN courses right through to language improvement classes designed for fluent speakers, he developed into a fluent Welsh speaker. As a result of his attendance on yet another course offered by the University, the Sabbatical Scheme for Welsh Language Training, between January and March 2012, he will start lecturing through the medium of Welsh to students in Bangor and other institutions in 2012/13. He is also a staunch supporter of Bangor City Football Club and creates regular Welsh-medium podcasts about his beloved team. This demonstrates that the University's provision operates at several levels; strategically, it can lead to increasing the Welsh-medium teaching provision offered and it can also enable non-Welsh speakers to participate in the socio-cultural life of the area.

## WIDER LANGUAGE TRAINING

<b>PRIORITY</b>	To offer opportunities for staff to develop their language skills on community courses and informal sessions.
<b>Performance Indicator</b>	Number of staff attending Welsh lessons not specifically geared to the needs of their post.
<b>Target</b>	To ensure the opportunity for staff to enrol on Welsh courses.
<b>Outcome</b>	93 members of staff registered on community courses in 2011/12.
<b>Comments</b>	16 of those members of staff have registered on advanced level 1, advanced level 2 courses or for 'sgwrs a stori' sessions which demonstrates that they have achieved a good level of competency in Welsh. There was an increase in the number of staff attending courses offered by the Welsh for Adults Centre, including 46 staff members taking WLPAN courses.

## RAISING AWARENESS OF THE LANGUAGE SCHEME

<b>PRIORITY</b>	To increase awareness of the University's language scheme among staff, emphasising why it should be implemented and how to implement it.
<b>Performance Indicator</b>	Number of staff who have received an introduction to the language scheme.
<b>Target</b>	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.
<b>Outcome</b>	<p><b>Induction</b> 160 staff have had an introduction to the language scheme at the induction sessions for new staff (these staff came from 50 different departments/schools and research units).</p> <p><b>Equality and Diversity Training</b> Issues concerning the language scheme have been integrated into the University's equality training. This training was delivered in two different ways in 2011/12: Individual one to one training - 130 members of staff</p>

	<p>Equality training via the bilingual e-learning pack – 319 staff.</p> <p><b>Language awareness training</b></p> <p>Language awareness training was held again this year for several University departments, including the Finance Office and the Library.</p>
<b>Comments</b>	<p>The University continues to raise awareness of the language scheme through various means. In June 2012, the University published the findings of the Staff Survey - the first in approximately 5 years - the survey included some specific questions about the experience of working in a bilingual institution. The findings were published in full on the University's website, but for the purposes of this report, here are the responses given to the questions regarding the Welsh language:</p> <ul style="list-style-type: none"> <li>• 64.1% of the 1214 staff who filled the questionnaire reported that they speak Welsh or are learning Welsh.</li> <li>• Of those, 89.2% reported that they feel they have the opportunity to use their Welsh skills in their college/department.</li> <li>• 64% agreed that their college/department operates bilingually (24% tended to agree, 9% tended to disagree and 4% disagreed).</li> <li>• 70% agreed that the University provides information on its language policy (26% tended to agree, 3% tended to disagree and 1% disagreed).</li> <li>• 63% agreed that the University provides support for staff to implement the policy (28% tended to agree, 6% tended to disagree and 3% disagreed).</li> <li>• 67% agreed that the University provides support for staff members to develop and improve their Welsh language skills (25% tended to agree, 6% tended to disagree and 3% disagreed).</li> </ul>

### 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
<b>Number of Welsh-medium (FTE) students</b>	<p>575.4 (603 in 2010/11) *  <i>see appendix B table CY4</i></p> <p><i>During the same period, the number of fluent Welsh speakers among the student body decreased from 1795 to 1576.  See appendix B table CY1</i></p>	<p>This decrease of 27.6 in the number of students (FTA) studying through the medium of Welsh breaks the pattern of consistent growth since 2007/08. Although this decrease is disappointing at a time when the government (through the Coleg Cymraeg Cenedlaethol) has increased its investment in Welsh-medium higher education, there are a number of internal and external contextual factors which shed light on the decrease.</p> <p>During the period in question, there was a general decrease of 200 in the number of students with home addresses in Wales. Within that</p>



pattern, there was a very significant decrease in fields where high percentages of students tend to study through the medium of Welsh (e.g. there was a decrease of 80 in student numbers in the School of Education in 2011/12 and a decrease of 70 in student numbers in the School of Healthcare Sciences).

There was no recruitment in Social Work or Theology and Religious Studies in 2011/12. With the validation of the new MA in Social Work for 2012/13, and establishing the re-constituted School of Philosophy and Religion, it is anticipated that Welsh-medium numbers can be recovered in these areas.

In such a context, and considering the reduction of 219 in the number of fluent Welsh speakers, the reduction in the number of Welsh speaking FTEs is not as significant as feared. Indeed, the healthy increase in fields varying from Creative Studies, Psychology and Chemistry is

		encouraging. Based on this and on the work being done by the first appointees under the staffing scheme of the Coleg Cymraeg Cenedlaethol, it is envisaged that the pattern of increase in numbers of Welsh-medium FTEs will be restored in 2012/13.
<b>Welsh-medium / bilingual degree schemes</b>	<p><b>'Y Celtiaid / The Celts'</b> A bilingual MA programme validated in 2011/12.</p> <p><b>Undergraduate Nursing</b> The undergraduate nursing programme was revalidated, extending the Welsh-medium provision across other undergraduate programmes such as radiography and biomedical sciences, by establishing joint bilingual modules. To coincide with this development, two part-time Welsh-medium lecturers were appointed to the School of Healthcare Sciences in January 2012 (under the auspices of the Coleg Cymraeg Cenedlaethol). Furthermore, the strategy of the School of Healthcare Sciences for Welsh-medium provision was approved by the school's board of studies in November 2011.</p>	
<b>New Welsh-medium / bilingual modules</b>	Several modules were developed in various departments 2011/12, a number of them were specifically developed for sharing on <i>Y Porth</i> , the Coleg Cymraeg Cenedlaethol's e-learning platform. For example, a teaching fellow at the School of Psychology developed a bilingual module called 'Seicoleg Datblygiad' for first year students, in addition to 3 modules for <i>Y Porth</i> . All the University's Welsh-medium and bilingual modules were listed in two brochures; one for first year students and the	The range of subjects mentioned demonstrates that Bangor University is continuing to develop Welsh-medium provision in several areas. The evidence also shows that the University is continuing to contribute to the development of Welsh-medium education beyond

	<p>other for second and third year students.</p> <p>A good example of academic schools continuing to develop their Welsh medium teaching provision is the work undertaken at the School of Creative Studies and Media:</p> <p>Welsh medium modules developed by the school during 2011/12:</p> <p>UXC 1120 – Cyflwyniad i Berfformio  UXC 2120 – Theatr a Pherfformiad: Cymdeithas  UXC 2121 – Theatr a Pherfformiad: Yr Hunan  UXC 2067 – Cyfraith y Cyfryngau  UXC 2085 – Mentergarwch a Rheoli Cyllid  UXC 3065 – Cymdeithaseg a’r Cyfryngau  UXC 3060 – Radio: Theori ac Ymarfer</p> <p>Welsh medium modules introduced during 2011/12:</p> <p>UXC 1063 – Gweld y Llun  UXC 2047 – Y Cyfryngau yng Nghymru  UXC 3119 – Newyddiaduraeth Ymarferol Safonol (previously taught as a level 2 module under the same title)  UXC 3121 – Ymarfer Theatr</p>	its own walls.
<b>Examples of resources and activities to support Welsh-medium teaching and learning</b>	<p><b>Resources</b></p> <p>The School of Healthcare Sciences was very successful again in 2011/12 (following similar success in 2010/11) in developing resources to support Welsh-medium teaching, learning and research. This demonstrates that the School of Healthcare Sciences is responding to the need for Welsh-medium provision in a field which has regular and visible contact with the Welsh</p>	These various projects are a clear sign that Bangor is leading on the development of resources to support Welsh-medium teaching and learning.

	<p>public. The school secured two grants from the small projects scheme of the Coleg Cymraeg Cenedlaethol. The projects pertain to identifying the needs of Welsh speaking mentors when providing Welsh-medium mentoring and prioritizing and planning national provision for Wales.</p> <p>In 2011/12, funding was secured from the strategic development fund of the Coleg Cymraeg Cenedlaethol for a joint project between the School of Linguistics and the School of Education. The aim of the project is to produce a Welsh language book on bilingualism for students and staff.</p> <p>Professor Huw Pryce from the School of History, Welsh History and Archaeology also secured funding from the same fund to create a website on mediaeval Welsh history.</p> <p><b>Marketing Material</b></p> <p>The Welsh-medium marketing material produced by the Department of Corporate Communications and Marketing during 2011/12 included the 2012 postgraduate prospectus, and leaflets for the following academic schools: School of Philosophy and Religion, School of Music and the School of Creative Studies and Media. The Department of Corporate Communications and Marketing was also responsible for producing Welsh-medium videos for the University's website, specifically for prospective students but also drawing attention to new developments of interest to the University's current students, e.g. a video was produced for BangorTV on the Bangor Employability Award.</p>	
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	<p><b>Social Networks</b></p> <p>The University's presence on social networks such as <i>Facebook</i> and <i>Twitter</i> was strengthened with the appointment of two Brand Communication Officers to the Department of Corporate Communications and Marketing. The University has Welsh streams on both these websites, and the content adheres to the standard expected in terms of quality, accessibility and accuracy.</p> <p><b>Lecture-recording software</b></p> <p>A substantial increase was also seen in the use of the <b>Panopto</b> software during 2011/12 and the Learning Technology Team provided support to an increasing number of staff to record lectures and place them on <i>Y Porth</i> to share with students from other institutions. Work has continued with assisting several members of teaching staff to place teaching resources on <i>Y Porth</i>, from notes to <i>PowerPoint</i> presentations and video clips. In addition to this, various methods for student assessment and communication were implemented through <i>Y Porth</i>.</p> <p><b>Study Skills</b></p> <p>The website of the Study Skills Centre was developed bilingually and one of the centre's aims for 2012/13 is to further develop the website. Furthermore, Welsh-medium study skills workshops were held for students from the School of Education and bilingual workshops for students from the School of Healthcare Sciences.</p> <p><b>National Welsh Language Skills Certificate</b></p> <p>The development of this scheme continued during 2011/12, and a pilot project was run between May 2011 and August 2012. Led by Canolfan Bedwyr, the project was piloted at the universities of</p>	
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	<p>Bangor, Trinity St David and Cardiff. Following the preparatory period, mock examinations were held in Summer 2012 and a report was received from the external examiner with recommendations for improvements. Development and promotion of the certificate will continue in 2012/13.</p> <p><b>Online Marking</b> In 2011/12, staff began marking students' work online through the medium of Welsh. Several training workshops were held on using the online marking package (<i>GradeMark</i>) on <i>Turnitin</i>. The package makes it possible to create a store of Welsh comments that can be used again and shared between modules on <i>Blackboard</i>. In addition to this, the store can be transferred so that the comments work with modules on <i>Y Porth</i>. Unfortunately, and despite enquiries made by the Blackboard Wales User Group, the company responsible for <i>Turnitin</i> currently have no intention of creating a Welsh version.</p> <p><b>E-learning website</b> The Learning Technology Unit's website was developed and it now offers bilingual training information and material on various learning technologies, including:</p> <ul style="list-style-type: none"> <li>• Lecture recording equipment <b>Panopto</b></li> <li>• Anti-plagiarism software <b>Turnitin</b></li> <li>• Audience response system</li> <li>• Interactive whiteboard</li> <li>• Video-conferencing software</li> </ul> <p><a href="http://www.bangor.ac.uk/itservices//lt/home.php.cy">http://www.bangor.ac.uk/itservices//lt/home.php.cy</a></p>	
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	<p><b>IT Services Newsletter</b></p> <p>The Learning Technology Team also regularly publishes any learning technology developments that facilitate Welsh-medium provision in the IT Services Newsletter.  <a href="http://www.bangor.ac.uk/itservices/newsletter.php.cy">http://www.bangor.ac.uk/itservices/newsletter.php.cy</a></p> <p><b>Welsh Improvement and Translation</b></p> <p>The staff of Canolfan Bedwyr continued to support Welsh-medium teaching and learning through Language Improvement lessons, Cysgliad training sessions and through written and simultaneous translation services. In 2011/12, a total of over 4 million words were translated as part of the service for academic departments and service departments. Simultaneous translation services were provided at over 300 meetings and over 93,000 words were proof-read during the year.</p>	
<p><b>Examples of activities outside formal teaching developed in order to support and facilitate Welsh-medium teaching and learning</b></p>	<p><b>Activities for school pupils</b></p> <p>The marketing unit promoted Welsh-medium provision to prospective students again in 2011/12, but extended the programme by including two revision days aimed at AS/A Level pupils in five specific schools in South East Wales. The subjects discussed with the pupils included History, Psychology, Modern Languages, Welsh and Sociology.</p> <p><b>Urdd Eisteddfod Eryri 2012</b></p> <p>The University had a strong presence at the Urdd Eisteddfod in 2012 as it was one of the main sponsors of the event. In addition to sponsoring several stage competitions and providing a video screen on the site, the University had a much larger stall than usual and held several activities for younger children, such as a 'Fun with Science' event, which included sports competitions,</p>	

	<p>chemistry activities, psychology tests, a sea life exhibition, arts and crafts, a story-telling and singing session with representatives from the School of Education. A Welsh-medium video was also produced to be used on the stall to promote the University to prospective students. One of the highlights of the week-long festival was the awarding of the John and Ceridwen Hughes Trophy to Mr Bryn Tomos from the School of Education (along with his wife) for their dedicated work for the Urdd movement in Bangor.</p> <p><b>Residential Course at the Urdd camp, Glan-llyn</b>  For the third year in succession, the School of Welsh - in collaboration with the Urdd - held a week-long residential course at Glan-llyn for A/AS Level pupils which was once more well attended.</p> <p><b>Cultural activities in the wider community</b>  In 2011/12, Bangor University again played a key role in Welsh cultural life by supporting local and national activities and societies.</p> <p>Gwerfyl Roberts, a senior lecturer at the School of Healthcare Sciences, was invited by the <i>Consortium National de Formation en Santé</i> (CNFS) to deliver a lecture at their conference '3rd National Research Forum on the Health of Canada's Francophone Minority Communities' in June 2012. Following her visits, there are plans for further collaboration between the consortium and Bangor University.</p> <p>Between them, Dr Jason Walford Davies, Professor Jerry Hunter, Professor Peredur Lynch, Dr Angharad Price and Professor</p>	
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	<p>Gerwyn Wiliams gave a total of nearly 30 lectures in North Wales and beyond as part of Literature Wales' authors on tour scheme. Dr Davies was awarded a scholarship by Literature Wales that will enable him to complete his first volume of poetry; Professor Wiliams' book 'Rhwng Gwibdaith a Coldplay' was shortlisted for the Book of the Year 2011 competition and Professor Jerry Hunter published his second novel, 'Gwreiddyn Chwerw' in June 2012.</p> <p>In August 2012, Professor Huw Pryce from the School of History, Welsh History and Archaeology was elected Fellow of the Learned Society of Wales. The society was established in 2010 and its aim is to celebrate, maintain, acknowledge, safeguard and foster excellence in all scholarly disciplines.</p> <p>Joanna Wright, a part-time lecturer at the School of Creative Studies and Media was given an award by the Welsh Heritage Schools Initiative for her work with the pupils of Ysgol Bro Hedd Wyn. The aim of the project was to interview former and current workers of Trawsfynydd Nuclear Power Station and record the sessions in order to identify some of the social effects of the station on the area.</p>	
<b>Research</b>	<p>Bangor University staff have continued to contribute to Welsh medium research and research pertaining to Wales. They have also continued to raise the profile of the Welsh language and identity through their involvement with the international community. Below are some examples of these activities.</p> <p>Under the auspices of the Coleg Cymraeg Cenedlaethol, Dr Aled Llion Jones from the School of Welsh visited two universities in</p>	

	<p>Poland, the Catholic University of Lublin and Adam Mickiewicz University in Poznan, which offer courses on Welsh language and literature to interested students. Following his visit, an Erasmus scheme agreement was established with the Catholic University of Lublin. Professor Peredur Lynch went on a similar visit to the University of the Basque Country in 2011/12. Professor Gerwyn Williams was awarded a grant from the Coleg Cymraeg Cenedlaethol to fund research into Cynan's work as sensor, held in the Lord Chamberlain's collection in the British Library in London. The findings of this research will be published in an article in <i>Ysgrifau Beirniadol XXXII</i>. A major academic work was published by Professor Jerry Hunter during 2011/12 entitled 'Llwybrau Cenhedloedd', a study of the missionary work of two Welsh Baptists among the Cherokee people in North America during the 19th century.</p> <p>The School of Welsh continued to foster links with various companies and external bodies through the Access to Masters scheme. 'Llyfryddiaeth Llafar Gwlad' was launched at the Bro Morgannwg National Eisteddfod. This work was produced by Siôn Pennant Thomas as part of the ATM scheme in collaboration with Gwasg Carreg Gwalch. Jason Walford Davies was responsible for coordinating a similar scheme with the Welsh Books Council, and new partnerships were established with Cwmni Barn Cyf. and Gwasg y Bwthyn.</p> <p>Robat Trefor, a postgraduate student at the School of Welsh, was awarded a scholarship from Santander which enabled him to visit the Basque Country to meet academics and experts from the University of the Basque Country to discuss language research.</p>	
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	<p>Manon Wyn Williams, a research student and tutor at the School of Welsh in the field of drama, was awarded a grant from the Coleg Cymraeg Cenedlaethol that enabled her to hold two interview sessions with the experienced scriptwriter, Roger Williams.</p> <p>The School of Healthcare Sciences was given funding to run a PhD programme on palliative care for stroke patients. The student started her research at the beginning of the 2011/12 academic year.</p>	
<b>Staffing</b>	<p>9 new members of staff were appointed under the auspices of the Coleg Cymraeg Cenedlaethol in 2011/12 in the following subject areas:</p> <ul style="list-style-type: none"> <li>• The Environment</li> <li>• Psychology</li> <li>• Nursing (0.5) x2</li> <li>• Social Sciences</li> <li>• Modern Languages (French)</li> <li>• Music (popular)</li> <li>• Music (and film)</li> <li>• Chemistry</li> </ul> <p>Funding from the Coleg Cymraeg Cenedlaethol was secured for the 2012/13 academic year in the following subject areas:</p> <ul style="list-style-type: none"> <li>• Linguistics</li> <li>• Social Sciences</li> <li>• Music (health and well-being)</li> <li>• History</li> <li>• Modern Languages (German)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Marine Ecology and Zoology</li> <li>• Social Work</li> </ul>	
<b>Coleg Cymraeg Cenedlaethol PhD Scholarships</b>	<p>Scholarships were undertaken in 2010/11 in the following subject areas:</p> <p><b>Area of research</b>  Welsh  Business  Healthcare Sciences  Psychology (x2)</p> <p>Through the Coleg Cymraeg Cenedlaethol, Bangor University secured funding for 4 PhD scholarships for 2012/13. These scholarships will fund research in the following subject areas: Social Sciences, Electronic Engineering, Biomedicine and Environment and Business.</p>	
<b>Welsh-medium projects funded by the Coleg Cymraeg Cenedlaethol</b>	<p>A Work Placement Officer for the Coleg Cymraeg Cenedlaethol, based in Bangor, has been appointed and has started providing services and advice to undergraduate and postgraduate students and developing valuable links with <i>Go Wales-Graduate Opportunities Wales</i>.</p> <p>The Development Officer for Welsh as a Degree Subject was based in Bangor for the third part of the project.</p> <p>Through the Coleg Cymraeg Cenedlaethol, Bangor University secured funding from the strategic development fund for 3 projects that will begin in 2012/13; including a project on digitization, e-publishing and electronic corpus building in the field of language technologies.</p>	

<b>The University's Teaching and Learning Strategy</b>	<p>In 2011/12, two conferences were held jointly between Bangor and Aberystwyth in order to agree on the strategy's targets for 2012-13. An additional meeting was held to discuss widening access aspects of the strategy. Specific targets include targets pertaining Welsh-medium provision and developing new targets.</p>	
<b>Student Activities</b>	<p>In what is almost becoming a tradition, Bangor students had considerable success at the Urdd National Eisteddfod in Eryri, among them Llŷr Titus, a student from the School of Welsh, who won the Crown. Another student from the school, Gwenno Griffith, won first prize in the chair competition at the Young Farmer's Eisteddfod in 2012.</p> <p>Nia Davies Williams and Lois Eifion, two students from the School of Music, came third in the 2012 'Cân i Gymru' songwriting competition.</p> <p>The Intercollegiate Eisteddfod was held in Bangor in 2012 - and Bangor students had considerable success against competitors from the other universities.</p> <p>The Vice-Chancellor officially opened a new lounge and new link corridor in Neuadd JMJ in March 2012, an event at which the popular singer Meinir Gwilym provided the entertainment. The lounge and the link corridor were the outcome of over £200,000 investment by the University to ensure a full social experience for Welsh speaking students.</p> <p>Côr Aelwyd JMJ continued to go from strength to strength in 2011/12 and took part in both the Gŵyl Gerdd Dant and the National Eisteddfod in 2012.</p>	

	<p>Since September 2011, UMCB has held monthly Welsh language gigs. These have been an opportunity to promote the Welsh language and give Welsh bands, students and local musicians an opportunity to take part.</p> <p>Peris Tecwyn, a student in the School of Welsh who is a cage fighter in his spare time, was featured in an S4C programme, 'Cwffio Cawell', broadcast as part of a series in April 2012.</p>	
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## PRIORITIES 2011-12

	Field	Priority	Schedule	Outcome
<b>Priority 1</b>	Language scheme	Revise the University's language scheme and incorporate the code of practice. Ensure that the revised language scheme responds to changes in the University (e.g. Pontio and the Coleg Cymraeg Cenedlaethol) and to the new context following the new Language Measure.	Summer 2012	The revised language scheme was approved by the University Council at its meeting on 14 December 2012.
<b>Priority 2</b>	Develop the use of Welsh	Continue to develop plans to increase staff confidence to use Welsh (e.g. Cymorth Cymraeg and language training).	On-going	New elements were incorporated into Cymorth Cymraeg and the staff tutor created new classes.
<b>Priority 3</b>	Welsh-medium provision	Ensure that Bangor is in a position to play a leading role in the Coleg Cymraeg Cenedlaethol.	On-going	9 new appointments were made, 5 scholarships were awarded and funding was secured for several projects from the strategic development and small grants fund

				of the Coleg Cymraeg Cenedlaethol.
<b>Priority 4</b>	Pontio	Ensure that the Welsh language is mainstreamed into all of Pontio's priorities.	On-going	The ethos and capacity of Pontio was strengthened following two high level appointments.
<b>Priority 5</b>	Students	Develop plans to encourage students to play an active part in the University's Welsh life (e.g. Welcome Week activities and membership of the Coleg Cymraeg Cenedlaethol).	On-going but with a specific focus on Welcome Week 2012.	A number of events were organised for Welcome Week in addition to a parallel welcome session for new Welsh speaking students.



## PRIORITIES 2012-13

	Field	Priority	Schedule
Priority 1	Language scheme	Launch and raise awareness of the revised language scheme	Spring 2013
Priority 2	Develop the use of Welsh	Hold Cymorth Cymraeg workshops twice a year and develop new programmes for clerical staff.	Summer 2013
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.	On-going
Priority 4	Pontio	Ensure that the Welsh language is mainstreamed into all of Pontio's priorities.	On-going
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).	On-going

## COMPLAINTS CONCERNING THE LANGUAGE SCHEME

### Complaints received via the office of the Welsh Language Commissioner

- [1] A complaint was received via the office of the Welsh Language Commissioner regarding the language requirements for the post 'Embedding the Student Voice'.
- Outcome:** The matter was discussed and the office of the Welsh Language Commissioner was contacted to explain the University's decision. A letter was received from the Commissioner's office noting that they were happy for the University to continue with the recruitment process.

### Complaints from individuals external to the University

- [2] A complaint was received from a parent regarding comments made about the Welsh language in a report by staff of the Miles Dyslexia Centre after her child was assessed by the centre.
- Outcome:** The matter was investigated and the centre apologized to the parent.
- [3] Complaints were received after invitations to graduation ceremonies written in English only were sent to all students (except for students of the School of Welsh).
- Outcome:** Letters were sent apologising for the error, along with bilingual invitations.
- [4] Correspondence continued to be received regarding Pontio, about issues such as the need for a separate language scheme for Pontio and the need for the centre's administration to operate through the medium of Welsh.
- Outcome:** It was decided that Pontio should not have a separate language scheme. However, the revised language scheme has been discussed with Pontio staff so that the scheme can reflect the centre's requirements. The revised scheme includes a specific section on the University's internal administration.

**Complaints from staff/students pertaining to issues that require action over an extended period of time to change structures or practices.**

- [5] A parent expressed concern regarding the use and standard of Welsh at Tir na n'Og nursery.  
**Outcome:** Language support has already been offered to staff at the nursery. This was emphasized further to the staff by a member of the nursery's Management Board.
  
- [6] A complaint was sent to the Management Centre from a member of University staff regarding the lack of use of Welsh by the centre's staff and the lack of bilingual materials available there.  
**Outcome:** An internal board was established at the Management Centre to look specifically at Welsh language matters. Some of the centre's staff have received language training and Welsh speaking staff have been appointed there.
  
- [7] A complaint was received from a postgraduate student centred on his belief that Welsh speakers are not given the same training opportunities as non-Welsh speakers on the KESS programme.  
**Outcome:** The KESS team prepared a programme of Welsh-medium training for 2011-12. However, it was decided that the Welsh-medium residential course planned for the summer of 2012 would not be held because of low registration numbers. The team is now looking at other means of providing Welsh-medium training.

**Complaints/correspondence from staff/students regarding situations in which the implementation of the language Scheme has slipped but without any signs of underlying problems**

- [8] Complaints/correspondence were received about lapses in the implementation of the Language Scheme. These included issues such as: a form from a central service not available in Welsh on the web, an English-only news announcement on the University's website, an English-only advert from an academic school in the press, and an error in the way the University's Twitter feed was working.  
**Outcome:** The issues were referred to the attention of the relevant departments and were resolved.
  
- [9] As in previous years, complaints were received regarding e-mail messages sent in English only.  
**Outcome:** The section of the revised language scheme on internal administration directly addresses this issue and offers guidelines on implementation.

## **ANNEXE A**

### **Staff Statistics 2011/12**

General information about the tables:

- date on which data was collated – November 2012
- the 2011/12 figures are shown in bold and the 2010/11 figures in italics
- for the purpose of the tables, it was assumed that the sample of staff for whom information is available is representative.

## 1. All University Staff (Welsh oral skills)

Category	Speak Welsh		Cannot speak Welsh		Speak a little Welsh		Total
Academic	<b>194</b> <i>173</i>	<b>30%</b> <i>30%</i>	<b>317</b> <i>277</i>	<b>50%</b> <i>48%</i>	<b>126</b> <i>125</i>	<b>20%</b> <i>22%</i>	<b>637</b> <i>575</i>
ALC	<b>159</b> <i>154</i>	<b>50%</b> <i>49%</i>	<b>67</b> <i>60</i>	<b>21%</b> <i>19%</i>	<b>90</b> <i>100</i>	<b>28%</b> <i>32%</i>	<b>316</b> <i>314</i>
Research	<b>40</b> <i>29</i>	<b>18%</b> <i>17%</i>	<b>150</b> <i>115</i>	<b>66%</b> <i>66%</i>	<b>37</b> <i>29</i>	<b>16%</b> <i>17%</i>	<b>227</b> <i>182</i>
Clerical	<b>342</b> <i>346</i>	<b>62%</b> <i>60%</i>	<b>93</b> <i>103</i>	<b>17%</b> <i>18%</i>	<b>113</b> <i>129</i>	<b>21%</b> <i>22%</i>	<b>548</b> <i>578</i>
Technical	<b>50</b> <i>46</i>	<b>50%</b> <i>50%</i>	<b>39</b> <i>34</i>	<b>39%</b> <i>37%</i>	<b>11</b> <i>12</i>	<b>11%</b> <i>13%</i>	<b>100</b> <i>92</i>
Manual	<b>166</b> <i>170</i>	<b>50%</b> <i>53%</i>	<b>123</b> <i>98</i>	<b>37%</b> <i>31%</i>	<b>45</b> <i>50</i>	<b>13%</b> <i>16%</i>	<b>334</b> <i>318</i>
<b>Total</b>	<b>951</b> <i>918</i>	<b>44%</b> <i>45%</i>	<b>789</b> <i>686</i>	<b>36%</b> <i>33%</i>	<b>422</b> <i>455</i>	<b>20%</b> <i>22%</i>	<b>2162</b> <i>2059</i>

- The total number of university staff on the date the data were collated was 2288. The university has information about the language skills of 2162 members of staff. Therefore, it has no information about the ability of 6% of the staff. (In 2010/11 there was no information about 6% of the staff).

## 2. Staff appointed September 2011 – August 2012 (Welsh oral skills)

Category	Speak Welsh		Cannot speak Welsh		Speak a little Welsh		Total
Academic	<b>39</b> <i>46</i>	<b>31%</b> <i>33%</i>	<b>76</b> <i>71</i>	<b>63%</b> <i>51%</i>	<b>7</b> <i>21</i>	<b>5%</b> <i>15%</i>	<b>122</b> <i>138</i>
ALC	<b>6</b> <i>13</i>	<b>28%</b> <i>34%</i>	<b>15</b> <i>10</i>	<b>68%</b> <i>26%</i>	<b>1</b> <i>15</i>	<b>5%</b> <i>39%</i>	<b>22</b> <i>38</i>
Research	<b>7</b> <i>6</i>	<b>11%</b> <i>13%</i>	<b>57</b> <i>33</i>	<b>86%</b> <i>69%</i>	<b>3</b> <i>9</i>	<b>4%</b> <i>19%</i>	<b>67</b> <i>48</i>
Clerical	<b>39</b> <i>69</i>	<b>52%</b> <i>49%</i>	<b>28</b> <i>50</i>	<b>37%</b> <i>35%</i>	<b>8</b> <i>22</i>	<b>11%</b> <i>16%</i>	<b>75</b> <i>141</i>
Technical	<b>5</b> <i>6</i>	<b>26%</b> <i>26%</i>	<b>12</b> <i>12</i>	<b>64%</b> <i>52%</i>	<b>2</b> <i>5</i>	<b>11%</b> <i>22%</i>	<b>19</b> <i>23</i>
Manual	<b>19</b> <i>32</i>	<b>19%</b> <i>32%</i>	<b>77</b> <i>50</i>	<b>76%</b> <i>50%</i>	<b>5</b> <i>19</i>	<b>5%</b> <i>19%</i>	<b>101</b> <i>101</i>
<b>Total</b>	<b>115</b> <i>172</i>	<b>28%</b> <i>35%</i>	<b>265</b> <i>226</i>	<b>66%</b> <i>46%</i>	<b>26</b> <i>91</i>	<b>6%</b> <i>19%</i>	<b>406</b> <i>489</i>

- At the time of writing this report, there was no information available on the language abilities of 60 of the new appointments (29 academic, 4 ALC, 7 research, 8 clerical, 2 technical, 10 manual).

### 3. Senior Managers (Welsh oral skills)

	Speak Welsh		Cannot speak Welsh		Learning to speak Welsh		Total
Heads of Department	17 16	26% 25%	27 27	42% 42%	21 22	32% 34%	65 65

- There is no information available about the language ability of 2 senior managers.
- The 'senior manager' category includes heads of department, college and school heads as well as deputy heads. The numbers include all the people who have been in post during the reporting period (e.g. if the post holder has changed during the reporting period, 2 heads will be counted in the statistics for one department/college/school.)

### 4. Number and percentage of administrative staff who can speak Welsh according to the post grading

Category	Speak Welsh		Cannot speak Welsh		Speak a little Welsh		Total
G000	2 5	40% 31%	1 3	20% 19%	2 8	40% 50%	5 16
G001			1 1	100% 100%			1 1
G002	11 10	65% 59%	3 3	18% 18%	3 4	18% 24%	17 17
G003	44 49	62% 67%	12 12	17% 16%	15 12	21% 16%	71 73
G004	64 64	52% 52%	23 19	19% 15%	35 40	29% 33%	122 123
G005	69 63	60% 62%	16 16	14% 16%	30 23	26% 23%	115 102
G006	154 160	71% 62%	34 51	16% 20%	29 49	13% 19%	217 260
G007	80 73	52% 52%	31 25	20% 18%	42 43	27% 30%	153 141
G008	47 47	46% 47%	22 19	22% 19%	33 35	32% 35%	102 101
G009	24 23	59% 62%	8 6	20% 16%	9 8	22% 22%	41 37
TIR1			1	50%	1	50%	2
APER			1 1	100% 100%			1 1
AR5S			1 1	100% 100%			1 1
AR6	3 3	30% 25%	4 4	40% 33%	3 5	30% 42%	10 12

ARP	2 2	100% 67%	1 1	33% 100%			2 3
CLRP			1 1	100% 100%			1 1
PROFESSOR	1	100%					1
CG03			1	100%			1
CG04			1	100%			1
<b>Total</b>	<b>501</b> 500		<b>160</b> 164		<b>203</b> 228		<b>864</b> 890

- The individual noted above at PROFESSOR grade is in an administrative post.
- At the time of writing this report, there was no information available on the language abilities of 22 staff members in this table (G003 – 4, G004 – 2, G005 – 1, G006 – 4, G007 – 5, G008 – 4, APER – 1, AR6 – 1).

## 5. Academic Staff (excluding research staff) according to grade of post (Welsh oral skills)

Category	Speak Welsh		Cannot speak Welsh		Speak a little Welsh		Total
G007	82 77	43% 44%	77 61	40% 35%	33 37	17% 21%	192 175
G008	69 58	30% 32%	109 98	51% 50%	37 40	17% 20%	215 196
G009	26 24	21% 23%	64 57	53% 55%	31 22	26% 21%	121 103
G000			1	50%	1 1	50% 100%	2 1
PROFESSOR	14 14	15% 15%	58 56	62% 60%	22 23	23% 27%	94 93
APER			1 1	100% 100%			1 1
NHST	1	100%					1
CA5	1	13%	6 3	75% 75%	1 1	13% 25%	8 4
CAL			1 1	50% 50%	1 1	50% 50%	2 2
CG07	1	100%					1
<b>Total</b>	<b>194</b> 173	<b>30%</b> 30%	<b>317</b> 277	<b>50%</b> 48%	<b>126</b> 125	<b>20%</b> 22%	<b>637</b> 575

- There is no information available about the language ability of 49 staff members (7%) in this category (G007 – 29; G008 – 7, G009 – 2; G010 – 1; PROFESSOR – 3, NHST (NHS Grade) - 4).

## 6. Academic Staff (excluding research staff) according to college/ school/department (Welsh oral skills)

Category	Speak Welsh		Cannot speak Welsh		Speak a little Welsh		Total
International Education Centre	1	100%					1
Canolfan Bedwyr	2 1	100% 100%					2 1
Welsh for Adults Centre	2 1	100% 100%					2 1
Chemistry	4 3	29% 21%	10 11	71% 79%			14 14
Academic Registry			1 1	100% 100%			1 1
Central Registry	1 1	100% 50%					1 2
College of Natural Sciences			1 3	50% 75%	1 1	50% 25%	2 4
College of Health and Behavioural Sciences			5	71%	2	29%	7
Welsh	6 5	100% 100%					6 5
ELCOS	5 7	16% 24%	16 12	50% 41%	11 10	34% 34%	32 29
Student Support Services	3	50%	1	17%	2	33%	6
Biological Sciences	3 3	11% 13%	23 20	82% 83%	2 1	7% 4%	28 24
History, Welsh History and Archaeology	6 5	38% 33%	6 6	38% 40%	4 4	25% 27%	16 15
IMSCAR	2 2	50% 50%	1 1	25% 25%	1 1	25% 25%	4 4
Office of Programme Management					1	100%	1
Research and Innovation Office			1 1	50% 100%	1	50%	2 1
Dyslexia Unit	20 19	53% 53%	8 8	21% 22%	10 9	26% 25%	38 36
IT Services	1 1	100% 100%					1 1
Education	31	79%	4	10%	4	10%	39
Environment, Geography and Natural Resources	6 5	21% 17%	18 17	62% 57%	5 8	17% 30%	29 30
Creative Studies and Media	6 5	33% 26%	8 10	44% 53%	4 4	22% 21%	18 19
Philosophy and Religion	3	33%	6	67%			9
Business	8 9	19% 22%	23 21	55% 51%	11 11	26% 27%	42 41



Music	9 8	47% 62%	7 2	37% 15%	3 3	16% 23%	19 13
Computer Science	2 2	17% 18%	8 7	67% 64%	2 2	17% 18%	12 11
Lifelong Learning	21	66%	3	9%	8	25%	32
Sports, Health and Exercise Sciences			18 18	86% 86%	3 3	14% 14%	21 21
Social Sciences	12 9	50% 47%	8 6	33% 32%	4 4	17% 21%	24 19
Ocean Sciences	1 1	4% 4%	22 20	81% 80%	4 4	15% 16%	27 25
Healthcare Sciences	18 16	33% 30%	25 26	46% 49%	11 11	20% 21%	54 53
Medical Sciences			2 3	50% 60%	2 2	50% 40%	4 5
Modern Languages	2 1	14% 8%	9 7	64% 58%	3 4	21% 33%	14 12
Linguistics	1 2	10% 22%	7 5	70% 56%	2 2	20% 22%	10 9
Electronic Engineering	3 3	21% 30%	10 6	71% 60%	1 1	7% 10%	14 10
English	1 1	7% 9%	10 6	67% 55%	4 4	27% 36%	15 11
Psychology	5 2	8% 4%	41 36	66% 67%	16 16	26% 30%	62 54
Law	5 6	28% 38%	9 6	50% 38%	4 4	22% 25%	18 16
North Wales Clinical School	2	40%	3	60%			5
CARIAD	2	40%	3	60%			5
<b>Total</b>	<b>194</b> <b>173</b>	<b>30%</b> <b>30%</b>	<b>317</b> <b>277</b>	<b>50%</b> <b>48%</b>	<b>126</b> <b>125</b>	<b>20%</b> <b>22%</b>	<b>637</b> <b>575</b>

- There is no information available about the language ability of 49 staff members (7%) in this category (there was no information on the ability of 9% of the staff in this category in 2010/11). These staff members are located as follows: School of Lifelong Learning – 9, ELCOS – 5, Dyslexia Unit – 6, School of Biological Sciences - 1, School of Environment, Natural Resources and Geography – 2, School of Creative Studies and Media – 1, Bangor Business School – 3, School of Music – 1, School of Healthcare Sciences – 4, School of Medical Sciences – 2, School of Modern Languages - 1, School of Psychology – 6, School of Law – 2, School of Philosophy and Religion - 3 and North Wales Clinical School - 2.

## 7. Staff appointed September 2010–August 2011 (Welsh oral skills)

Category	Speak Welsh		Cannot speak Welsh		Speak a little Welsh		Total
Canolfan Bedwyr	1	100%					1
CARIAD	1	100%					1
Chemistry	1	100%					1
College of Health and Behavioural Sciences			3	75%	1	25%	4
Welsh	4	100%					4
	1	100%					1
ELCOS	3	20%	11	73%	1	7%	15
	2	25%	6	75%			8
Student Support Services	1	25%	3	75%			4
History, Welsh History and Archaeology	1	14%	5	71%	1	14%	7
	3	38%	3	38%	2	25%	8
Education	5	56%	3	33%	1	11%	9
Environment, Natural Resources and Geography			4	100%			4
			1	33%	2	67%	3
Creative Studies and Media	3	50%	3	50%			6
	6	40%	9	60%			15
Philosophy and Religion	2	67%	1	33%			3
Business			3	100%			3
			7	100%			7
Music	4	36%	7	64%			11
	7	47%	7	47%	1	7%	15
Computer Science			3	100%			3
	2	100%					2
Lifelong Learning	3	50%	1	17%	2	33%	6
Biological Sciences			2	100%			2
Sports, Health and Exercise Sciences	1	50%	1	50%			2
			5	100%			5
Social Sciences	1	33%	2	67%			3
	1	17%	3	50%	2	33%	6
Ocean Sciences			1	100%			1
			2	100%			2
Healthcare Sciences	2	67%			1	33%	3
	4	67%			2	33%	6
Modern Languages	1	20%	4	80%			5
			8	100%			8
Linguistics			4	100%			4
			5	83%	1	17%	6

Electronic Engineering	1	33%	3 1	100% 33%	1	33%	3 3
English			6 2	100% 100%			6 2
Psychology	2	33%	4 3	67% 75%	1	25%	6 4
Dyslexia Unit	1	50%			1	50%	2
Law	1	20%	3 2	100% 40%	2	40%	3 5
<b>Total</b>	<b>39</b> <b>46</b>	<b>32%</b> <b>33%</b>	<b>76</b> <b>71</b>	<b>62%</b> <b>51%</b>	<b>7</b> <b>21</b>	<b>6%</b> <b>15%</b>	<b>122</b> <b>138</b>

- On the date the data were collated the number of academic staff appointed between September 2011 and August 2012 was 151. The university has information about the language skills of 122 of them. Therefore there is no information on the ability of 19% of the staff appointed during this period. These staff members are located as follows: ELCOS – 2, IMSCAR – 1, Dyslexia Unit – 1, School of the Environment, Natural Resources and Geography – 1, School of Creative Studies and Media – 1, School of Philosophy and Religion – 2, Bangor Business School – 1, School of Music – 4, School of Lifelong Learning – 3, School of Sport, Health and Exercise Sciences – 3, School of Modern Languages – 2, School of Linguistics – 1, School of Electronic Engineering – 2 and School of Psychology – 4.

## 8. Staff teaching through the medium of Welsh.

Academic school/centre	Speak Welsh	Teaching through the medium of Welsh	% if Welsh speakers teaching through the medium of Welsh
International Education Centre	1	0	0%
Canolfan Bedwyr	2 2	2 2	100% 100%
Welsh for Adults Centre	2 2	1 1	50% 50%
CARIAD	2	1	50%
Chemistry	4 3	3 2	75% 67%
Central Registry	1 1	1 1	100% 100%
Welsh	6 5	6 5	100% 100%
ELCOS	5 7	0 0	0% 0%
Student Support Services	3	0	0%
Biological Sciences	3 3	3 1	100% 33%
History, Welsh History and Archaeology	6 5	5 3	83% 60%
IMSCAR	2 2	0 0	0% 0%
Dyslexia Unit	20 19	7 5	35% 26%

IT Services	1 1	1 1	100% 100%
Education	31	24	77%
Environment, Natural Resources and Geography	6 5	5 5	83% 100%
Creative Studies and Media	6 5	6 3	100% 60%
Philosophy and Religion	3	3	100%
Business	8 9	3 3	38% 33%
Music	9 8	9 8	100% 100%
Computer Science	2 2	0 0	0% 0%
Lifelong Learning	21	10	48%
North Wales Clinical School	2	0	0%
Social Sciences	12 9	8 5	67% 55%
Ocean Sciences	1 1	1 1	100% 100%
Healthcare Sciences	18 16	7 6	39% 37%
Modern Languages	2 1	2 0	100% 0%
Linguistics	1 2	0 1	0% 50%
Electronic Engineering	3 3	2 2	67% 67%
English	1 1	0 0	0% 0%
Psychology	5 2	5 1	100% 50%
Law	5 6	4 3	80% 50%
<b>Total</b>	<b>194</b> <b>173</b>	<b>119</b> <b>89</b>	<b>61%</b> <b>51%</b>

## 9. All University Staff (Welsh reading skills)

Category	Can read Welsh		Cannot read Welsh		Can read a little Welsh		Total
Academic	194 169	31% 30%	323 287	52% 51%	106 106	17% 19%	623 562
ALC	156 151	50% 49%	72 66	23% 21%	82 93	26% 30%	310 310
Research	37 28	16% 16%	156 113	69% 63%	33 39	15% 22%	226 180
Clerical	340 338	62% 59%	112 121	20% 21%	98 114	18% 20%	550 573
Technical	47 43	48% 48%	41 37	42% 42%	9 9	9% 10%	97 89
Manual	142 149	45% 50%	128 101	41% 34%	45 47	14% 16%	315 297
Total	916 878	43% 44%	832 725	39% 36%	373 408	18% 20%	2121 2011

- The total number of university staff on the date the data were collated was 2288. The university has information about the language skills of 2121 of them. Therefore there is no information on the ability of 7% of the staff. (In 2010/11 there was no information about 8% of the staff).

## 10. All University Staff (Welsh writing skills)

Category	Can write Welsh		Cannot write Welsh		Can write a little Welsh		Total
Academic	186 162	30% 29%	334 298	54% 53%	100 98	16% 18%	620 558
ALC	149 144	48% 47%	88 79	28% 26%	73 84	24% 27%	310 307
Research	35 27	16% 15%	159 120	71% 67%	29 33	13% 18%	223 180
Clerical	317 314	58% 55%	125 141	23% 25%	104 115	19% 20%	546 570
Technical	45 42	47% 48%	44 39	46% 44%	7 7	7% 8%	96 88
Manual	131 132	42% 45%	142 119	46% 41%	37 42	12% 14%	310 293
Total	863 821	41% 41%	892 796	42% 40%	350 379	17% 19%	2105 1996

- The total number of university staff on the date the data were collated was 2288. The university has information about the language skills of 2105 members of staff. Therefore there is no information on the ability of 8% of the staff. (In 2010/11 there was no information about 9% of the staff).

## **ANNEXE B**

### **Welsh Medium Statistics 2011/12**

Statws iaith Gymraeg	Israddedigion				Uwchraddedigion		Holl Lefelau
	Blwyddyn / Lefel 1	Blwyddyn / Lefel 2	Blwyddyn / Lefel 3	Blwyddyn / Lefel 4 ac uwch	Hyfforddedig	Ymchwil	
Yn Siarad Cymraeg yn Rhugl	463	338	418	13	271	73	1576
Yn Siarad Cymraeg ond Ddim yn Rhugl	249	133	220	6	130	18	756
<b>Cyfanswm</b>	<b>712</b>	<b>471</b>	<b>638</b>	<b>19</b>	<b>401</b>	<b>91</b>	<b>2332</b>

Tabl CY1(CYM)

Statws iaith Gymraeg myfyrwyr ar gyfer y flwyddyn academaidd 2011/12

Welsh Language Status	Undergraduate				Postgraduate		All Levels
	Year/Level 1	Year/Level 2	Year/Level 3	Year/Level 4 and Above	Taught	Research	
Fluent Welsh Speaker	463	338	418	13	271	73	1576
Welsh Speaker Not Fluent	249	133	220	6	130	18	756
<b>Totals</b>	<b>712</b>	<b>471</b>	<b>638</b>	<b>19</b>	<b>401</b>	<b>91</b>	<b>2332</b>

Table CY1(ENG)

Welsh language status of students for the academic year 2011/12

Coleg	Ysgol/Adran	Statws iaith Gymraeg		Cyfanswm
		Yn Siarad Cymraeg yn Rhugl	Yn Siarad Cymraeg ond Ddim yn Rhugl	
Celfyddydau a Dyniaethau	Efyrdiau Creadigol a Cyfryngau	41	12	53
	Cymraeg	84	3	87
	Saesneg	12	19	31
	Hanes, Hanes Cymru a Archeoleg	37	21	58
	Dyniaethau	1	1	2
	Ieithyddiaeth ac Iaith Saesneg	12	7	19
	Ieithoedd Modern	11	6	17
	Cerddoriaeth	25	9	34
	Diwinyddiaeth ac Astudiaethau Crefyddol	11		11
<b>Celfyddydau a Dyniaethau Cyfanswm</b>		<b>234</b>	<b>78</b>	<b>312</b>
Busnes, Gwyddorau Cymdeithas a'r Gyfraith	Busnes	87	26	113
	Cyfraith	51	24	75
	Gwyddorau Cymdeithas	146	43	189
<b>Busnes, Gwyddorau Cymdeithas a'r Gyfraith Cyfanswm</b>		<b>284</b>	<b>93</b>	<b>377</b>
Addysg a Dysgu Gydol Oes	Addysg	284	163	447
	Dysgu Gydol Oes	167	112	279
<b>Addysg a Dysgu Gydol Oes Cyfanswm</b>		<b>451</b>	<b>275</b>	<b>726</b>
Iechyd a Gwyddorau Ymddygiad	Gwyddorau Gofal Iechyd (Ol-gofrestru)	155	80	235
	Gwyddorau Gofal Iechyd (Cyn-gofrestru)	144	106	250
	Gwyddorau Gofal Iechyd (Radiograffeg)	9	4	13
	IMSCAR			0
	Seicoleg	82	39	121
	Gwyddorau Chwaraeon, Iechyd ac Ymarfer	61	13	74
<b>Iechyd a Gwyddorau Ymddygiad Cyfanswm</b>		<b>451</b>	<b>242</b>	<b>693</b>
Gwyddorau Naturiol	Gwyddorau Biolegol	23	27	50
	Amgylchedd, Adnoddau Naturiol a Daearyddiaeth	37	10	47
	Gwyddorau Eigion	16	11	27
<b>Gwyddorau Naturiol Cyfanswm</b>		<b>76</b>	<b>48</b>	<b>124</b>
Gwyddorau Ffisegol a Chymhwysol	Cemeg	19	7	26
	Cyfrifiadureg	42	10	52
	Peirianeg Electronig	19	3	22
<b>Gwyddorau Ffisegol a Chymhwysol Cyfanswm</b>		<b>80</b>	<b>20</b>	<b>100</b>
<b>Prif Cyfanswm</b>		<b>1576</b>	<b>756</b>	<b>2332</b>

Tabl CY2(CYM)

Statws iaith Gymraeg myfyrwyr ar gyfer y flwyddyn academaidd 2011/12, yn ôl ysgol/adran

College	School/Department	Welsh Language Status		Total Welsh Speakers
		Fluent Welsh Speaker	Welsh Speaker Not Fluent	
Arts & Humanities	Creative Studies & Media	41	12	53
	Cymraeg	84	3	87
	English	12	19	31
	History, Welsh History & Archaeology	37	21	58
	Humanities	1	1	2
	Linguistics & English Language	12	7	19
	Modern Languages	11	6	17
	Music	25	9	34
	Theology & Religious Studies	11		11
<b>Arts &amp; Humanities Total</b>		<b>234</b>	<b>78</b>	<b>312</b>
Business, Social Sciences & Law	Business	87	26	113
	Law	51	24	75
	Social Sciences	146	43	189
<b>Business, Social Sciences &amp; Law Total</b>		<b>284</b>	<b>93</b>	<b>377</b>
Education & Lifelong Learning	Education	284	163	447
	Lifelong Learning	167	112	279
<b>Education &amp; Lifelong Learning Total</b>		<b>451</b>	<b>275</b>	<b>726</b>
Health & Behavioural Sciences	Health Care Sciences (Post Reg)	155	80	235
	Health Care Sciences (Pre Reg)	144	106	250
	Health Care Sciences (Radiography)	9	4	13
	IMSCAR			0
	Psychology	82	39	121
	Sport, Health & Exercise Sciences	61	13	74
<b>Health &amp; Behavioural Sciences Total</b>		<b>451</b>	<b>242</b>	<b>693</b>
Natural Sciences	Biological Sciences	23	27	50
	Environment & Natural Resources	37	10	47
	Ocean Sciences	16	11	27
<b>Natural Sciences Total</b>		<b>76</b>	<b>48</b>	<b>124</b>
Physical & Applied Sciences	Chemistry	19	7	26
	Computer Science	42	10	52
	Electronics	19	3	22
<b>Physical &amp; Applied Sciences Total</b>		<b>80</b>	<b>20</b>	<b>100</b>
<b>Grand Total</b>		<b>1576</b>	<b>756</b>	<b>2332</b>

Table CY2 (ENG)

Welsh language status of students for the academic year 2011/12, by school/department



Coleg	Ysgol/Adran	Statws iaith Gymraeg			Cyfanswm
		Gohebiaeth Cymraeg yn ofynnol	Siaradwr Cymraeg	Dysgwr Cymraeg	
Celfyddydau a Dyniaethau	Efyrdiau Creadigol a Cyfryngau	22	19	12	53
	Cymraeg	84	0	3	87
	Saesneg	1	11	19	31
	Hanes, Hanes Cymru a Archeoleg	12	25	21	58
	Dyniaethau	1	0	1	2
	Ieithyddiaeth ac Iaith Saesneg	5	7	7	19
	Ieithoedd Modern	5	6	6	17
	Cerddoriaeth	21	4	9	34
	Diwinyddiaeth ac Astudiaethau Crefyddol	7	4		11
<b>Celfyddydau a Dyniaethau Cyfanswm</b>		<b>158</b>	<b>0</b>	<b>78</b>	<b>312</b>
Busnes, Gwyddorau Cymdeithas a'r	Busnes	32	55	26	113
	Cyfraith	21	30	24	75
	Gwyddorau Cymdeithas	63	83	43	189
<b>Busnes, Gwyddorau Cymdeithas a'r Gyfraith Cyfanswm</b>		<b>116</b>	<b>0</b>	<b>93</b>	<b>377</b>
Addysg a Dysgu Gydol Oes	Addysg	172	112	163	447
	Dysgu Gydol Oes	34	133	112	279
<b>Addysg a Dysgu Gydol Oes Cyfanswm</b>		<b>206</b>	<b>0</b>	<b>275</b>	<b>726</b>
Iechyd a Gwyddorau Ymddygiad	Gwyddorau Gofal Iechyd (Ol-gofrestru)	10	145	80	235
	Gwyddorau Gofal Iechyd (Cyn-gofrestru)	17	127	106	250
	Gwyddorau Gofal Iechyd (Radiograffeg)	2	7	4	13
	IMSCAR		0		0
	Seicoleg	18	64	39	121
	Gwyddorau Chwaraeon, Iechyd ac Ymarfer	13	48	13	74
<b>Iechyd a Gwyddorau Ymddygiad Cyfanswm</b>		<b>60</b>	<b>0</b>	<b>242</b>	<b>693</b>
Gwyddorau Naturiol	Gwyddorau Biolegol	4	19	27	50
	Amgylchedd, Adnoddau Naturiol a Daearyddiaeth	16	21	10	47
	Gwyddorau Eigion	3	13	11	27
	<b>Gwyddorau Naturiol Cyfanswm</b>	<b>23</b>	<b>0</b>	<b>48</b>	<b>124</b>
Gwyddorau Ffisegol a Chymhwysol	Cemeg	4	15	7	26
	Cyfrifiadureg	6	36	10	52
	Peiranneg Electronig	9	10	3	22
	<b>Gwyddorau Ffisegol a Chymhwysol Cyfanswm</b>	<b>19</b>	<b>0</b>	<b>20</b>	<b>100</b>
<b>Prif Cyfanswm</b>		<b>582</b>	<b>0</b>	<b>756</b>	<b>2332</b>

Tabl CY2a(CYM)

Statws iaith Gymraeg myfyrwyr ar gyfer y flwyddyn academiaidd 2011/12, yn ôl ysgol/adran, manylion

College	School/Department	Welsh Language Status			Total Welsh Speakers
		Welsh Correspondence Required	Welsh Speaker	Welsh Learner	
Arts & Humanities	Creative Studies & Media	22	19	12	53
	Cymraeg	84	0	3	87
	English	1	11	19	31
	History, Welsh History & Archaeology	12	25	21	58
	Humanities	1	0	1	2
	Linguistics & English Language	5	7	7	19
	Modern Languages	5	6	6	17
	Music	21	4	9	34
	Theology & Religious Studies	7	4		11
<b>Arts &amp; Humanities Total</b>		<b>158</b>	<b>76</b>	<b>78</b>	<b>312</b>
Business, Social Sciences & Law	Business	32	55	26	113
	Law	21	30	24	75
	Social Sciences	63	83	43	189
<b>Business, Social Sciences &amp; Law Total</b>		<b>116</b>	<b>168</b>	<b>93</b>	<b>377</b>
Education & Lifelong Learning	Education	172	112	163	447
	Lifelong Learning	34	133	112	279
<b>Education &amp; Lifelong Learning Total</b>		<b>206</b>	<b>245</b>	<b>275</b>	<b>726</b>
Health & Behavioural Sciences	Health Care Sciences (Post Reg)	10	145	80	235
	Health Care Sciences (Pre Reg)	17	127	106	250
	Health Care Sciences (Radiography)	2	7	4	13
	IMSCAR		0		0
	Psychology	18	64	39	121
	Sport, Health & Exercise Sciences	13	48	13	74
<b>Health &amp; Behavioural Sciences Total</b>		<b>60</b>	<b>391</b>	<b>242</b>	<b>693</b>
Natural Sciences	Biological Sciences	4	19	27	50
	Environment & Natural Resources	16	21	10	47
	Ocean Sciences	3	13	11	27
<b>Natural Sciences Total</b>		<b>23</b>	<b>53</b>	<b>48</b>	<b>124</b>
Physical & Applied Sciences	Chemistry	4	15	7	26
	Computer Science	6	36	10	52
	Electrical Engineering	9	10	3	22
<b>Physical &amp; Applied Sciences Total</b>		<b>19</b>	<b>61</b>	<b>20</b>	<b>100</b>
<b>Grand Total</b>		<b>582</b>	<b>994</b>	<b>756</b>	<b>2332</b>

Table CY2a (ENG)

Welsh language status of students for the academic year 2011/12, by school/department - Detail

	Lefel y Myfyriwr		
	Israddedigion	Uwchraddedigion Hyfforddedig	Uwchraddedigion Ymchwil
Cwrs Llawn	249	131	30
llai na 100% yn fwy neu'n gyfwerth â 80%	89	16	4
llai na 80% yn fwy neu'n gyfwerth â 60%	47	5	1
llai na 60% yn fwy neu'n gyfwerth â 40%	179	7	2
llai na 40% yn fwy neu'n gyfwerth â 20%	105	45	2
llai na 20% yn fwy na 0%	376	47	2
Y cyfanswm sy'n dilyn rhyw gyfran o'u hastudiaethau trwy gyfrwng y Gymraeg	1045	251	41

Tabl CY3(CYM)

Nifer y myfyrwyr (cyfrif pennau) sy'n dilyn rhyw gyfran o'u hastudiaethau, ar gyfer y flwyddyn academiaidd 2011/12, drwy gyfrwng y Gymraeg. Data wedi'u cymryd o adroddiadau HESA 2010/11. Fodd bynnag, efallai nad yw myfyrwyr yn dilyn cwrs llawn amser, ac mae'r ffigyrau hyn yn fwyaf ystyrlon wrth eu hystyried yng nghyswllt ffigyrau baich dysgu Cyfwerth Amser Llawn (C.A.LI.) (Tabl CY4).

	Level of Student		
	Undergraduate	Postgraduate Taught	Postgraduate Research
Full Course	249	131	30
less than 100% greater or equal to 80%	89	16	4
less than 80% greater or equal to 60%	47	5	1
less than 60% greater or equal to 40%	179	7	2
less than 40% greater or equal to 20%	105	45	2
less than 20% greater than 0%	376	47	2
Total following some proportion of their course through the medium of Welsh	1045	251	41

Table CY3(ENG)

Number of students (headcount) following some proportion of their degree program, for the academic year 2011/12, through the medium of Welsh. Data taken from the 2010/11 HESA Student Return. Students may not be following a full time course however, and these figures are most meaningful when considered in conjunction with Welsh medium FTE teaching load figures (Table CY4).

Coleg	Ysgol / Adran	Lefel y Myfyriwr			Holl Lefelau
		Israddedigion	Uwchraddedigion Hyfforddedig	Uwchraddedigion Ymchwil	
Celfyddydau a Dyniaethau	Efyrdiau Creadigol a Cyfryngau	21.7	0.2	0.1	21.9
	Cymraeg	44.0	12.1	2.6	58.7
	Hanes, Hanes Cymru a Archeoleg	10.8			10.8
	Ieithyddiaeth ac Iaith Saesneg	1.2	0.2		1.4
	Ieithoedd Modern	4.7		0.1	4.8
	Cerddoriaeth	17.7	5.2		22.9
	Diwinyddiaeth ac Astudiaethau crefyddol	4.2	3.9		8.1
<b>Celfyddydau a Dyniaethau Cyfanswm</b>		<b>104.2</b>	<b>21.6</b>	<b>2.8</b>	<b>128.6</b>
Busnes, Gwyddorau Cymdeithas a'r Gyfraith	Busnes	6.1			6.1
	Cyfraith	4.0			4.0
	Gwyddorau Cymdeithas	46.2	2.7		48.9
<b>Busnes, Gwyddorau Cymdeithas a'r Gyfraith Cyfanswm</b>		<b>56.3</b>	<b>2.7</b>	<b>0.0</b>	<b>59.0</b>
Addysg a Dysgu Gydol Oes	Addysg	161.0	101.9	1.0	263.9
	Dysgu Gydol Oes	5.5	0.3		5.8
<b>Addysg a Dysgu Gydol Oes Cyfanswm</b>		<b>166.5</b>	<b>102.1</b>	<b>1.0</b>	<b>269.7</b>
Iechyd a Gwyddorau Ymddygiad	Gwyddorau Gofal Iechyd (Ol-gofrestru)		6.8	0.2	7.1
	Gwyddorau Gofal Iechyd (Cyn-gofrestru)	73.1			73.1
	Seicoleg	13.9	0.2	0.4	14.5
	Gwyddorau Chwaraeon, Iechyd ac Ymarfer	0.2			0.2
<b>Iechyd a Gwyddorau Ymddygiad Cyfanswm</b>		<b>87.1</b>	<b>7.1</b>	<b>0.6</b>	<b>94.8</b>
Gwyddorau Naturiol	Gwyddorau Biolegol	2.1			2.1
	Amgylchedd, Adnoddau Naturiol a Daearyddiaeth	3.8	5.7		9.5
	Gwyddorau Eigion	1.2			1.2
<b>Gwyddorau Naturiol Cyfanswm</b>		<b>7.1</b>	<b>5.7</b>	<b>0.0</b>	<b>12.7</b>
Gwyddorau Ffisegol a Chymhwysol	Cemeg	9.6		0.1	9.7
	Peirianteg Electronig	0.8			0.8
<b>Gwyddorau Ffisegol a Chymhwysol Cyfanswm</b>		<b>10.4</b>	<b>0.0</b>	<b>0.1</b>	<b>10.5</b>
<b>Holl Ysgolion / Adrannau</b>		<b>431.7</b>	<b>139.1</b>	<b>4.5</b>	<b>575.4</b>

Tabl CY4(CYM)

Baich dysgu Cyfwerth Amser Llawn (C.A.LI.) cyfrwng Cymraeg, yn ôl adran ar gyfer y flwyddyn academiaidd 2011/12

College	School / Department	Level of Student			All Levels
		Undergraduate	Taught Graduate	Research Graduate	
Arts & Humanities	Creative Studies & Media	21.7	0.2	0.1	21.9
	Cymraeg	44.0	12.1	2.6	58.7
	History, Welsh History & Archaeology	10.8			10.8
	Linguistics & English Language	1.2	0.2		1.4
	Modern Languages	4.7		0.1	4.8
	Music	17.7	5.2		22.9
	Theology & Religious Studies	4.2	3.9		8.1
<b>Arts &amp; Humanities Total</b>		<b>104.2</b>	<b>21.6</b>	<b>2.8</b>	<b>128.6</b>
Business, Social Sciences & Law	Business	6.1			6.1
	Law	4.0			4.0
	Social Sciences	46.2	2.7		48.9
<b>Business, Social Sciences &amp; Law Total</b>		<b>56.3</b>	<b>2.7</b>	<b>0.0</b>	<b>59.0</b>
Education & Lifelong Learning	Education	161.0	101.9	1.0	263.9
	Lifelong Learning	5.5	0.3		5.8
<b>Education &amp; Lifelong Learning Total</b>		<b>166.5</b>	<b>102.1</b>	<b>1.0</b>	<b>269.7</b>
Health & Behavioural Sciences	Health Care Sciences (Post Reg)		6.8	0.2	7.1
	Health Care Sciences (Pre-Registration)	73.1			73.1
	Psychology	13.9	0.2	0.4	14.5
	Sport, Health & Exercise Sciences	0.2			0.2
<b>Health &amp; Behavioural Sciences Total</b>		<b>87.1</b>	<b>7.1</b>	<b>0.6</b>	<b>94.8</b>
Natural Sciences	Biological Sciences	2.1			2.1
	Environment & Natural Resources	3.8	5.7		9.5
	Ocean Sciences	1.2			1.2
<b>Natural Sciences Total</b>		<b>7.1</b>	<b>5.7</b>	<b>0.0</b>	<b>12.7</b>
Physical & Applied Sciences	Chemistry	9.6		0.1	9.7
	Electronics	0.8			0.8
<b>Physical &amp; Applied Sciences Total</b>		<b>10.4</b>	<b>0.0</b>	<b>0.1</b>	<b>10.5</b>
<b>All Schools / Departments</b>		<b>431.7</b>	<b>139.1</b>	<b>4.5</b>	<b>575.4</b>

Table CY4(ENG)

Welsh medium FTE teaching load, by school/department for the academic year 2011/12.

Anheddle	Israddedigion				Uwchraddedigion		Holl Lefelau
	Blwyddyn / Lefel 1	Blwyddyn / Lefel 2	Blwyddyn / Lefel 3	Blwyddyn / Lefel 4 ac uwch	Hyfforddedig	Ymchwil	
Cymru	46.34%	38.26%	45.09%	27.40%	36.23%	38.56%	41.59%
Lloegr	44.84%	46.65%	40.29%	67.81%	24.09%	17.82%	38.85%
Arall DU	1.60%	1.40%	0.97%	2.05%	2.03%	1.38%	1.48%
UE	2.47%	3.08%	2.29%	2.74%	7.25%	10.91%	3.97%
Dros Y Mor	4.74%	10.62%	11.36%	0.00%	30.41%	31.34%	14.11%
<b>Cyfanswm</b>	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table CY7(CYM)

Anheddle myfrywr ar gyfer y flwyddyn academiaidd 2011/12

Domicile	Undergraduate				Postgraduate		All Levels
	Year/Level 1	Year/Level 2	Year/Level 3	Year/Level 4	Taught	Research	
Wales	46.34%	38.26%	45.09%	27.40%	36.23%	38.56%	41.59%
England	44.84%	46.65%	40.29%	67.81%	24.09%	17.82%	38.85%
Other UK	1.60%	1.40%	0.97%	2.05%	2.03%	1.38%	1.48%
EU	2.47%	3.08%	2.29%	2.74%	7.25%	10.91%	3.97%
Overseas	4.74%	10.62%	11.36%	0.00%	30.41%	31.34%	14.11%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table CY7(ENG)

Domicile of students for the academic year 2011/12