

MONITORING AND REVIEW REPORT

WELSH LANGUAGE SCHEME

2012 / 13

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SECTION 1

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

a. STAFFING¹

PRIORITY		To offer staff, students and members of the public a bilingual service in 'initial contact' situations.
Performance Indicator		The number of administrative posts ² advertised where Welsh has been noted as an essential skill and the percentage filled by Welsh speakers. (HEPI 2).
Target		To advertise all 'initial contact' posts as 'Welsh Essential'.
Outcome		39 posts were advertised at A1, A2 or W1 level. ³ 35 (90%) fluent Welsh speakers were appointed to these posts, 2 (5%) of those appointed speak a little Welsh and 2 (5%) of those appointed do not speak Welsh. 21 posts were advertised at levels B1, B2 or W2 ⁴ . 5 (24%) fluent Welsh speakers were appointed to these posts, 11 (52%) of those appointed speak a little Welsh and 5 (24%) of those appointed do not speak Welsh.
Comments		The statistics for 2012/13 show that the university is performing well in terms of appointing Welsh speakers, and also that the revised code of practice for appointing staff is likely to strengthen the results further. This finding is based

1 All staffing data was collected in August 2013.

2 For the purposes of this indicator, 'administrative' posts are defined as 'clerical' posts (grades 1-6). This reflects the priority noted here, which is a bilingual service in initial contact situations; clerical staff are usually responsible for this service.

3 'Welsh Essential' posts. A1 and A2 refer to the original Code of Practice and W1 refers to the revised code of practice.

4 'Welsh Essential or Willingness to Learn' posts. B1 and B2 refer to the original code of practice and W2 refers to the revised code of practice.

	<p>on the following:</p> <ul style="list-style-type: none"> • In the majority of cases (90%), Welsh speakers are appointed to 'Welsh Essential' posts.⁵ • The two W1 posts (i.e. those filled under the requirements of the revised code of practice) were filled by Welsh speakers. • The university has increased the percentage of clerical posts that are advertised as 'Welsh Essential' posts (from 44% to 46%). Under the revised code of practice, 'Welsh Essential' was the only category used for clerical posts and this is in accordance with the university's objectives in this area. • Once more, even when clerical posts were advertised at level B, C or D, the vast majority of the posts (80%) were filled by individuals who are fluent Welsh speakers or who speak a little Welsh. • As part of the system supporting the revised code of practice, the Director of Canolfan Bedwyr and the Director of the Language Scheme now receive weekly reports on all new posts that are in the process of being approved. This provides an opportunity to check the language requirements for posts. <p>As this table focuses specifically on the institution's ability to provide bilingual services in first contact situations, it should be noted that a 'mystery shopper' exercise was undertaken in 2012/13 and the results clearly demonstrate that the university provides an effective bilingual service.</p>
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5 Two individuals who do not speak Welsh were appointed to a post advertised as 'Welsh Essential', which is explained by the following: This was a receptionist post at the International Education Centre and the post was only available to students. It was agreed that non-Welsh speakers could be appointed to the post as the overall number of Welsh speakers in the department meant that it would be possible to provide a Welsh language service (because of the location of the post, however, it would be unlikely that a Welsh language service would be required). The following explains the reasons for the two posts filled by individuals who noted that they spoke 'a little Welsh': 1st post: The post was originally advertised as a 'Welsh Essential' post. As it was not possible to appoint to the post, the nature of the post and the language aspect were changed so it should not, in fact, have been coded as a 'Welsh Essential' post. 2nd post: The language skills of the person appointed were assessed during the interview and it was felt that they was adequate to do the work. The person assessed their own language level as 'can speak a little Welsh'.

b. STAFFING

PRIORITY	To increase the number of staff across the clerical and academic-related post levels who can operate bilingually in order to develop the institution's bilingual ethos.
Performance Indicator	Number and percentage of administrative staff who can speak Welsh according to the post grading. (HEPI 1).
Target	To show an annual (percentage) increase in the number of Welsh speakers among clerical and academic-related staff.
Outcome	See Tables 1, 2, 2a, 3 and 4 in the staffing statistics. The percentage of ALC and clerical staff who are fluent Welsh speakers was the same in 2012/13 as it was in 2011/12 (50% ALC staff and 62% clerical staff). The percentage of those speaking a little Welsh has increased since 2011/12 (an increase of 6% for ALC staff and 3% for clerical staff).
Comments	<p>With regard to developing the institution's bilingual ethos and ensuring effective bilingual administration, there are positive indications in the data for 2012/13:</p> <ul style="list-style-type: none"> • The data for all university staff shows that the percentage who are learning Welsh has increased by 5%. • Of the new appointments, the trend in terms of the language skills of ALC staff and clerical staff has greatly improved. 52% of new ALC appointments speak Welsh fluently (28% in 2011/12) while 27% of new ALC appointments speak a little Welsh (5% in 2011/12). The number of appointments has remained fairly constant: 22 new members in 11/12 and 19 new members in 12/13 • 59% of new clerical appointments speak Welsh (52% in 2011/12) and 19% of new clerical appointments speak a little Welsh (11% in 2011/12). Again, the number of appointments has remained fairly constant: 75 new members in 11/12 and 81 new members in 12/13. • Looking at the age profile of new staff (table 2a), the fact that 7 of the 10 new ALC staff members who speak Welsh fluently are in the 26-35 age group suggests that there is potential to foster a new generation of staff able to maintain the university's bilingualism in the long-term. • Of the heads of department (table 3), the percentage of Welsh speakers has increased by 2% (from 26% to

	<p>28%) and the percentage of those learning Welsh has increased by 11% (from 32% to 43%). However, the data does include some disappointing information:</p> <ul style="list-style-type: none"> • The percentage of fluent Welsh speakers among all university staff has decreased by 1% (from 44% to 43%), even though the number of staff has increased and the percentage of staff able to speak a little Welsh has increased.
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c. STAFFING

PRIORITY	To ensure that the university's staffing situation supports the continuance and development of Welsh language provision.
Performance Indicator	Number and percentage of administrative staff who can speak Welsh according to the post grading. (HEPI 4).
Target	To show an annual (percentage) increase in the number of Welsh speakers among academic staff.
Outcome	See Tables 1, 2, 5 and 5a in the staffing statistics. Overall, the percentage of fluent Welsh speakers among the academic staff has decreased by 2% (from 30% to 28%). The percentage of those able to speak a little Welsh has increased by 5% (from 20% to 25%). Of the new appointments, the percentage of Welsh speakers has increased by 1% (from 31% to 32%) while the percentage of those able to speak a little Welsh has increased by 14% (from 5% to 19%). In terms of percentage according to grade, the statistics show that the percentage of Welsh speakers drops between grade G007 and PROFESSOR grade.
Comments	<p>The increase in the percentage of fluent Welsh speakers among the new academic appointments is encouraging.</p> <ul style="list-style-type: none"> • 7 of the 25 new academic members of staff who speak Welsh fluently are funded by the Coleg Cymraeg Cenedlaethol. The contribution of the Coleg Cymraeg Cenedlaethol to sustaining and developing Welsh medium provision is therefore apparent again this year. • 9 of the 25 new academic members of staff who speak Welsh are in the 56-65 and 66+ age band. The table shows that short-term appointments make up the highest percentage of new Welsh-speaking academic members of staff; this is an important point when considering the positive slant of the data on the ability of

	<p>academic staff to speak Welsh.</p> <ul style="list-style-type: none"> The drop in the percentage of Welsh speakers as the salary scale goes up follows the same trend as last year. This is not surprising as reversing this trend is a long-term process. Once again, in 12/13 the Staff Development Unit organized a Welsh medium leadership course. The university is therefore continuing to review its development of Welsh speaking academic staff.
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d. STAFFING

PRIORITY	Ensure that the university's staffing situation supports the continuation and development of Welsh language provision.
Performance Indicator	The number and percentage of academic staff <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. (HEPI 5) ⁶
Target	Ensure that the University gives staff the opportunity to maintain and develop their language skills to enable them to lecture through the medium of Welsh.
Outcome	See Table 8 in the staffing statistics. In the majority of academic schools, many of the Welsh-speaking staff also teach through the medium of Welsh.
Comments	As was the case last year, this result is encouraging as it means that Welsh-medium provision can be maintained and extended.

⁶ For the purposes of this report, the number of Welsh speakers was compared according to school with the number of staff teaching through the medium of Welsh (rather than the number who noted that they are able to teach through the medium of Welsh on the HR system).

d. 3rd PARTY – CONTRACTED SERVICES

PRIORITY	Ensure that Language Scheme requirements are included in third party contracts.
Performance Indicator	Number and percentage of contracts monitored that comply with Language Scheme requirements. (HEPI 8).
Target	To monitor 3 schemes a year.
Outcome	<p>Contract 1: Office 365 On 1 August 2013, the university and Microsoft signed a contract for the provision of Office 365. This system was chosen for its Welsh language e-mail and calendar options. During a meeting with Microsoft, the university was assured that more Welsh language options would be developed for Office 365. The university also lobbied Microsoft to develop better Welsh language support for Office systems on Mac.</p> <p>Contract 2: SHARP printers/photocopiers On 1 February, the university and SHARP signed a contract for the provision of printers/photocopiers as the university moves to centralized control of all printing and photocopying. This agreement means that SHARP (with assistance from Canolfan Bedwyr) must ensure that everything visible to users is available bilingually.</p> <p>Contract 3: Pontio ticketing system In 2012/13, a tendering exercise was carried out to supply a ticketing system for Pontio's activities. The ability to provide a bilingual service was central to this process, i.e. the process of booking tickets had to be bilingual and the text printed on the tickets had to be bilingual. The company who won the contract are able to provide a fully bilingual service.</p> <p>In the context of third party contracts, it is worth noting that in 2012/13 the university developed a consultation document for the Estates Department on awarding third party contracts in accordance with the language scheme</p>

	and reviewed a consultation document on tendering in accordance with the language scheme for the Finance Office.
Comments	These three important projects demonstrate that appropriate consideration is given to the requirements of the language scheme when establishing contracts with third parties.

e. COMPLAINTS

PRIORITY	To ensure that the university responds to any action or behaviour that undermine the principles of the Language Scheme.
Performance Indicator	Number of complaints received about the operation of the Language Scheme and the percentage of complaints dealt with in line with institutional standards. (HEPI 9).
Target	To record all complaints received. To investigate those complaints that suggest that there is a lack of understanding of the Scheme and /or a sustained failure to implement it correctly.
Outcome	See the list of complaints received at the end of the report. 7 complaints were received about the implementation of the Language Scheme (9 complaints were received in 2011/12) and 100% of them were addressed in accordance with institutional standards.
Comments	There are robust systems in place to deal with complaints.

SECTION 2

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

MAINSTREAMING THE WELSH LANGUAGE

PRIORITY	To mainstream the Welsh language in all university administration and develop new initiatives to promote the use of Welsh among staff/ students.
Performance Indicator	Number and percentage of new policies and initiatives that have been subject to a language assessment. (HEPI 7).
Target	To monitor whether linguistic issues were considered as new policies and initiatives were developed. To monitor 3 new policies a year; prepare and/ or implement fully two new schemes each year that encourage or assist staff in using Welsh.
Outcome	<p>In 2012/13, 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 schemes introduced in 2012/13:</p> <p>Revised Welsh Language Scheme</p> <p>On 7 May 2013, Bangor University launched its revised Welsh language scheme. The scheme was officially launched by the vice-chancellor and approximately 100 members of staff attended the event. As noted below, several language awareness sessions were organized to raise the profile of the revised scheme and to coincide with the launch. Mouse mats with guidance for bilingual correspondence printed on them were also produced for the launch.</p>

These mats have been distributed widely and are distributed during the monthly induction workshop.

Cymorth Cymraeg

Between October 2012 and April 2013, two series of workshops were organized to accompany the Cymorth Cymraeg website. The workshops were as follows: Cymraeg ar y cyfrifiadur (Welsh on computer), Paratoi Deunydd Dwyieithog 1 a 2 (preparing bilingual material 1 and 2), Cymraeg Naturiol (natural Welsh), Ysgrifennu'n ffurfiol/anffurfiol (formal/informal writing), Trydar yn Gymraeg (tweeting in Welsh). 44 members of staff from 21 schools/departments attended the workshops. These workshops mainly targeted fluent Welsh speakers with a view to increasing their confidence to use Welsh in the workplace.

Pilot scheme for clerical staff

In another aspect of the university's efforts to increase the confidence of Welsh speakers to use Welsh in the workplace, a pilot project was undertaken with clerical staff from the College of Arts and Humanities. The aim of the scheme was to create a specific knowledge and learning programme for the university's clerical staff with the aim of increasing confidence levels and Welsh language ability. The confidence levels of the clerical staff in Welsh were assessed before and after attendance at the Cymorth Cymraeg workshops. On the basis of the information in the questionnaires, recommendations on how to support clerical staff to use Welsh in their day to day work were produced.

Ap Geiriaduron

In October 2012, the Language Technologies Unit at Canolfan Bedwyr launched a dictionary app for iPhone, iPad and Android. This technology means that a Welsh/English dictionary is available anywhere and at any time and it ensures that the Welsh language continues to flourish from the benefits of modern technology. Patrick Robertson developed the app and his post was funded by the Go Wales work placement programme. The partnership between Bangor University's departments and Go Wales has meant that several students have benefited from Welsh medium work experiences and have contributed to the promotion of the language in various ways.

Electronic signature files

As use of Office 365 and the new e-mail system was extended across the university, a new electronic template was developed for staff signature files. To fill the template, staff must provide their job title and school/department bilingually. This is an example of the university making effective use of technology to promote the language scheme.

Establishing new centres

The university established two new centres in 2013 and the emphasis on appointing Welsh speakers as core members of these centres demonstrates the institution's commitment to mainstreaming the Welsh language into its strategies. A fluent Welsh speaker was appointed to a post of study adviser at the Study Skills Centre. The new Widening Access Centre is under the leadership of a fluent Welsh speaker and two other members of staff who are fluent Welsh speakers provide support for the centre.

Pontio

Pontio made a very substantial contribution to Welsh medium life in the area in 2012/13. Six new full-time appointments were made at the centre during this period and all six of those appointed are fluent Welsh speakers. All the members of Pontio's Arts Advisory Board are Welsh speakers and the group's discussions are conducted in Welsh. This emphasis on the Welsh language extends to the ethos of all the centre's cultural projects. For example, for the activities of project 'Blas' and the Hidden Corners project, steps were taken to ensure that the coordinators and tutors of the projects were able to speak Welsh. For the opening of the centre in 2014, Pontio is presenting a special production as its opening show; Gareth Miles' stage adaptation of T. Rowland Hughes' iconic novel *Chwalfa*, which is a production by the National Theatre of Wales in partnership with Pontio and Theatr y Fran Wen. This clearly demonstrates that the university is taking steps to ensure that the Welsh language and culture are at the heart of the centre. Some of Pontio's staff also contribute to modules at the School of Music. This involvement with teaching has resulted in Welsh-speaking students volunteering at events organized by Pontio. Pontio is a member of a network of university based arts centres. A memorandum of understanding was drafted for the network, and through the influence of Pontio staff, the memorandum was drafted bilingually. This commitment to promoting the Welsh language through contracts and developing a Welsh medium ethos also extends to the construction work on

the site. Miller Construction Ltd are the main contractors for the Pontio building. They have given the responsibility for community engagement to a community engagement officer (Nia Parry) and a considerable aspect of her work involves promoting the bilingualism of the project. To date, taster sessions have been organized for site workers so that they can begin to learn Welsh and the site workers who are fluent Welsh speakers (or speak some Welsh) wear orange 'I speak Welsh' badges. An item on Miller's work with the Welsh language was broadcast on 'Hwb', a programme for Welsh learners on S4C.

Sustainability

As reported last year, the Welsh language is central to the university's sustainability agenda and the Welsh Institute for Natural Resources (WINR) and the WISE Network between Bangor University, Aberystwyth University and Swansea University lead on this area. The activities listed below are examples of innovative work in this field:

A conference on sustainability and the Welsh language

A very successful conference was held at Bangor University with over 70 delegates.

http://www.bangor.ac.uk/sustainability/news/datganiad_i-r_wasg-cynaliadwyedd_a-r_gymraeg.pdf

Sustainable business health test

The sustainable business health test was developed further in 2012/13. One of the main features of the health test (a short, innovative, bilingual web-based questionnaire) is determining business practices with the Welsh language. Once the information is known, a team of experts offers improvements that businesses can make to increase their use of Welsh and they also help to implement the improvements.

Bilingual 'Trolley Dash' app

In the Science and Technology tent at the National Eisteddfod, visitors had an opportunity to use a new app developed by the School of Psychology and an IT company. The aim of the app is to change people's eating habits as they walk around a virtual supermarket choosing healthy food items.

Encouraging freshers to use Welsh

In promoting the university's aim of 'bringing sustainability to life' at the freshers' fair, WINR's UniPlanet team also distributed handouts to students containing Welsh language vocabulary and sentences to introduce the language to them, as the Welsh language and culture is considered by the University to be a vital part of sustainability.

Comments	The range of activities outlined above clearly demonstrates that Bangor University gives priority to the Welsh language and that the language has been mainstreamed into the university's activities.

WELSH IN THE WORKPLACE TRAINING (a)

PRIORITY	Develop the ability of existing staff at the institution to use Welsh, especially staff who are in constant contact with the public.
Performance Indicator	Number and percentage of administrative staff who have received Welsh language training in the workplace according to department / school (HEPI3).
Target	To offer at least two 'Welsh in the workplace' courses each year, geared to meet the needs of specific groups of staff.
Outcome	<p>Weekly second language courses for staff in departments/schools</p> <p>Year 2 1.5 hours per week Maes Glas 4 staff 2 managers, 2 administrative</p> <p>Year 2 1.5 hours per week senior managers 4 staff</p> <p>Year 1 1 hour per week lecturers/managers 6 staff</p> <p>Year 2 1 hour per week lecturers/managers 6 staff</p> <p>Year 2 1 hour per week Library (2 sites) 5 staff administrative</p> <p>Year 2 0.5 hours per week Humanities 5 staff administrative</p> <p>One-to-one second language sessions 2-3 times per month to develop specific skills at a specific level:</p> <p>Management Centre (reception) 3 staff</p> <p>Senior managers (meetings) 2 staff</p> <p>Student Services 6 staff</p> <p>Specific second language courses for staff groups:</p> <p>Welsh at meetings 12 staff</p> <p>Writing in Welsh 9 staff</p>

	<p>Welsh Improvement courses</p> <p>4 administrative members of staff attended Welsh improvement classes during the year.</p> <p>Cymorth Cymraeg</p> <p>As noted above, training sessions were held at lunchtimes under the Cymorth Cymraeg brand. The workshops were very popular and attended by 44 members of staff.</p> <p>Other developments to note</p> <ul style="list-style-type: none"> • Student Services staff were visited individually to discuss opportunities to develop their Welsh language skills for their work. • The Welsh tutor for staff met the 19 members of staff who have a development plan as part of their employment contract, to discuss their progress and to review and update the plans. • The vice-chancellor has attained advanced level 2 in the third year since his appointment.
Comments	<p>The above activities clearly demonstrate that the university provides varied 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 73 members of staff took advantage of the Welsh in the workplace training outlined above.</p>

WELSH IN THE WORKPLACE TRAINING (b)

PRIORITY	To develop the ability of existing staff at the institution to use Welsh.										
Performance Indicator	Number and percentage of academic staff who have received Welsh language training in the workplace according to department / school (HEPI 6).										
Target	To ensure that the University gives staff the opportunity to maintain and develop their language skills to enable them to lecture through the medium of Welsh.										
Outcome	<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 at the School of Ocean Sciences:</p> <table><tr><td>Year 1</td><td>1 hour per week</td><td>School of Ocean Sciences</td><td>7 staff</td><td>Academic</td></tr><tr><td>Year 2</td><td>1 hour per week</td><td>School of Ocean Sciences</td><td>4 staff</td><td>Academic</td></tr></table> <p>Language improvement 5 members of staff and postgraduate students attended a weekly language improvement course between September and December 2012.</p>	Year 1	1 hour per week	School of Ocean Sciences	7 staff	Academic	Year 2	1 hour per week	School of Ocean Sciences	4 staff	Academic
Year 1	1 hour per week	School of Ocean Sciences	7 staff	Academic							
Year 2	1 hour per week	School of Ocean Sciences	4 staff	Academic							
Comments	<p>The language improvement provision makes a crucial contribution to the process of ensuring that academic staff are sufficiently confident to teach through the Welsh language. Although the examples of non-Welsh speaking academic staff who develop sufficient confidence to deliver lectures through the medium of Welsh are very few and far between (see the report from last year on Dr Jonathan Ervine), raising awareness of the Welsh language and the ability to use the language in some contexts is increasingly happening through formal classes such as the above-mentioned classes at the School of Ocean Sciences and encouragement from colleagues. For example, staff at the School of Creative Studies and Media report on the progress made by many of their non-Welsh speaking colleagues at the school as they learn the language. Welsh is now used increasingly in informal conversations and correspondence with these staff. Some have passed exams, but the most important point is the natural use of the language, both orally and in writing, in contexts that would have been English only until very recently.</p>										

OTHER LANGUAGE TRAINING

PRIORITY	To offer opportunities for staff to develop their language skills in their own time.
Performance Indicator	Number of staff attending Welsh lessons not specifically geared to the needs of their post.
Target	To ensure the opportunity for staff to enrol on Welsh courses.
Outcome	Staff that attended Welsh for Adults courses September 2012-June 2013 Community courses 1-2 sessions per week: 130 Welsh in the workplace (September 2012): 20 Ysgol Galan January 2013: 26 Ysgol Basg March 2013: 2 Ysgol Haf 2013 21
Comments	A large number of staff (199) have attended Welsh for Adults courses. Furthermore, lunchtime conversation sessions are held for staff and the university's Welsh language reading club encourages learners to join in their meetings. The North Wales Welsh for Adults Centre is located at Bangor University and the centre has, once again this year, made a crucial contribution to making the Welsh language accessible to the people of the area. For example, nearly 600 informal events were held for Welsh for Adults learners in the region and over 3500 learners attended these events. There was a 4.6% increase in the number of intensive courses held and the sum of £10,000 has been set aside as a bursary to enable people to attend very intensive courses. 90% of learners completed their courses (the highest percentage nationally).

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>Induction 150 staff have had an introduction to the language scheme at the induction sessions for new staff (these staff came from 45 different departments/schools and research units).</p> <p>General language awareness sessions following the launch of the revised language scheme Between June and September 2013, a series of awareness sessions were held following the launch of the revised language scheme in May. These sessions were delivered through the medium of both Welsh and English in several locations across the university (including the Wrexham campus). In addition, specific sessions were delivered to staff at the School of Psychology and the research unit, IMSCAR. By the end of these sessions, nearly 200 members of staff had been given a presentation on the revised language scheme (this figure does not include the staff given a brief introduction to the scheme as part of the monthly induction programme).</p>
Comments	The university continues to raise awareness of the language scheme. The sessions held following the launch of the revised language scheme were voluntary. The fact that nearly 200 members of staff attended these sessions clearly demonstrates there is an interest in the Welsh language and in the implementation of the language scheme across university schools and departments.

SECTION 3

To promote, develop and extend the University's Welsh medium work, with the aim of realising students' right to receive higher education through the medium of Welsh and/or English.

Development Area	Details	Comments
Number of Welsh medium (FTE) students	<p>667.1 (575.4 in 2011/12 and 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 dropped to 1429 from 1576 in 2011/12 and 1795 in 2010/11. See appendix B table CY1</i></p> <p><i>Appendix B table CY1 shows that 1337 are studying some part of their course through the medium of Welsh.</i></p>	<p>Following the 27.6 reduction recorded in the 2011/12 report, the very substantial increase of 92 in 2012/13 restores the previous upward trend. Indeed, since the establishment of the current method of reporting on Welsh medium statistics in 2000/1, this is the highest number of Welsh medium students (FTE) that the university has recorded.</p> <p>Placing the increase in the context of the reduction in the number of fluent Welsh speakers in the student body, the extent of the increase is striking. In addition to reflecting the investment made in staffing (principally through the Coleg Cymraeg Cenedlaethol), it also attests to the efforts to fulfil another of the university's strategic aims</p>

		<p>for Welsh medium provision, namely to increase the percentage of Welsh speaking students who take up the provision.</p> <p>A considerable proportion of the increase can be traced to the School of Healthcare Sciences, where FTE numbers increased from 73.1 to 158.6. Although staffing levels in this field have been strengthened through the Coleg Cymraeg Cenedlaethol, the main reason for the increase in numbers is the fact that the Planning Office and the academic school worked together to improve the methods used for recording and calculating Welsh medium activities, at the level of each individual student at the school.</p> <p>In the same college, there has been an increase in the School of Psychology for the third year in succession. This upward trend (11.6 > 14.5 > 19.5) reflects the careful planning that has been undertaken to develop provision in the field, as well as the successful efforts of the team to encourage Welsh speaking students to choose the provision.</p> <p>There was also a significant increase in Welsh, Environmental Studies and Social Sciences. In the case of Social Sciences, the increase is due</p>
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		<p>to the successful reintroduction of Social Work at Masters level in 2012/13.</p> <p>With the reintroduction of undergraduate provision in Religious Studies and Philosophy in 2013/14 and with more new appointments made through the Coleg Cymraeg Cenedlaethol, the university is aiming to maintain this upward trend. However, it should be noted that Welsh Government policy decisions in relation to fees, together with the Higher Education Funding Council's decision to cancel the Welsh medium premium creates an extremely challenging context for the development of higher education through the medium of Welsh.</p>
Welsh medium/ bilingual degree schemes	<p>In October 2012, a new school was launched, Philosophy and Religion. As noted below, Welsh medium modules are being prepared for the school's first students who will start in September 2013.</p>	
New Welsh medium /bilingual modules	<p>Modules validated in 2012/13: These are all 20 credit modules unless otherwise stated:</p> <p>School of Philosophy and Religion Moeseg: Agweddau Crefyddol Athroniaeth a/mewn Llenyddiaeth Crefydd, Cenedligrwydd a Rhywioldeb Moeseg Gymhwysol</p>	

	<p>School of History, Welsh History and Archaeology Cestyll a Chymdeithas 1000-1500</p> <p>School of Music Cerddoriaeth David Bowie (10 credits) Dysgu Canu (10 credits) Astudio Cerddoriaeth Technoleg Cerdd: Theori ac Ymarfer</p> <p>School of Creative Studies and Media Astudiaeth Achos Sefydliadol Cyfathrebu Digidol Sinema Ewrop Cyn-gynhyrchu'r ffilm fer Cynhyrchu'r ffilm fer</p> <p>School of Modern Languages Y Nofel Almaeneg yn ystod yr 'Ymwahaniad':1946-1989 O'r Clasurol i'r Rhamantaidd Hunaniaethau Sbaeneg eu hiaith Patagonia Gyfoes</p> <p>School of Social Sciences Pŵer, Cyfalaf a Chymdeithas Datganoli Iechyd a Gofal yng Nghymru Yr unigolyn a chymdeithas</p> <p>Business School Cyfrifeg Reolaeth ac Ariannol</p> <p>School of Education Cam-drin Sylweddau mewn Teuluoedd</p> <p>School of Psychology Dwyieithrwydd iaith Gwybyddiaeth darllen</p>	
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	<p>School of the Environment, Natural Resources and Geography Geomorffoleg Afonol</p> <p>School of Ocean Sciences Prosiect Maes Rhynglanw</p> <p>The School of Healthcare Sciences implemented a range of teaching and learning methods to facilitate the use of Welsh for curriculum delivery, such as evidence-based learning, virtual discussion groups, a blog, a wiki and panopto. They also worked very closely with the Betsi Cadwaladr University Health Board to improve structures and processes for the provision of Welsh medium mentoring to students on clinical placements. The school received an award for this work in the annual 'Y Gymraeg yn y Gwasanaeth Iechyd' (Welsh in the health service) conference.</p>	
<p>Examples of resources and activities to support Welsh medium learning and teaching</p>	<p>Technology Services Once again this year, the e-learning team at IT Services promoted Welsh-medium teaching and learning:</p> <p><i>An IT representative for every college</i> Following the restructuring of IT Services, an IT representative was appointed to every college in the university in order to reinforce</p>	

	<p>the relationship with the colleges. A specific representative was appointed as the contact person for Welsh medium matters to respond to needs across the colleges.</p> <p><i>Windows 7</i> Staff PCs, PCs in lecture theatres and in computer rooms were updated from Windows XP to Windows 7 during the year. The Welsh language Windows 7 interface is available to any member of staff who wishes to use it.</p> <p><i>Lunchtime e-learning talks</i> A series of e-learning talks were held in collaboration with Aberystwyth University via the video network. These talks are open to staff and students at both institutions and cover various methods of e-learning. One of these talks was delivered in Welsh with simultaneous translation.</p> <p><i>Open Education Resources</i> Staff from IT Services are members of the Open Education Resources Group established at the university to discuss the creation of open education resources. Producing Welsh language resources is a central part of these discussions.</p> <p><i>Mobile technologies project</i> Funding was received from the Coleg Cymraeg Cenedlaethol through the small grant scheme to review the software</p>	
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	<p>available for mobile technological devices that promotes Welsh medium learning. Work has started on testing the software supported by different technologies.</p> <p><i>Y Porth</i></p> <p>Members of the Learning Technology Team have continued to assist several members of staff to place interactive learning resources on Y Porth including video clips of recorded lectures and multiple choice tests. Staff from IT Services also collaborated with staff from the Coleg Cymraeg Cenedlaethol and Swansea University to create a direct link from Bangor's Blackboard to Y Porth without having to log in twice. Hopefully this will be completed by the beginning of 2014.</p> <p>Twitter</p> <p>Following the success of Professor Emeritus Gareth Roberts' use the <i>Twitter</i> platform to promote and popularize mathematics, with the encouragement of the School of Education, students on teacher training courses have been making use of the mathematical questions from #posydydd at college and on school experience.</p> <p>Study Skills Centre</p> <p>In order to complement and support subject-specific Welsh medium provision in all disciplines, staff at the centre have been</p>	
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	<p>developing material with lecturers for the following programmes, and have also been teaching on them:</p> <p><i>Traethawd Hir: Canllawiau Ymarferol ar Strwythur a Fframwaith</i> (School of Social Sciences module SCU 301)</p> <p><i>Astudio Cerddoriaeth</i> (School of Music module WXC1001 and WXC1002)</p> <p><i>Cyflwyniad i Astudiaethau'r Cyfryngau</i> (School of Creative Studies and Media module UXC 1056).</p> <p>Coleg Cymraeg Cenedlaethol teaching space 2012/13 was the first year for the Coleg Cymraeg Cenedlaethol's teaching space to be used. It is a bespoke space for teaching collaborative modules taught with other institutions. 11 modules were taught there during this period, including modules taught at Bangor and modules taught at other institutions on which Bangor students were registered.</p> <p>Coleg Cymraeg Cenedlaethol Sgiliau Iaith Gymraeg Certificate Teaching support and practical support was provided for students taking the Coleg Cymraeg Cenedlaethol Sgiliau Iaith Gymraeg Certificate. 9 students chose to sit the exam in 2012/13. General language improvement</p>	
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	<p>support also continued to be provided to students throughout the year.</p> <p>Translation</p> <p>The simultaneous translation and written translation service continues to be provided to staff and students and the demand for the service continues to rise. For example, in 2012/13, a simultaneous translation service was provided at 30 presentations given by students and at 7 lectures/workshops for students.</p> <p>Publications</p> <p>In 2012/13, new Welsh medium marketing publications included the 2013 postgraduate prospectus, a brochure for the College of Arts and Humanities, a welcome week diary for postgraduates, a brochure about sport at Bangor and a leaflet for Healthcare Sciences. The Student Recruitment Unit is also responsible for producing Welsh medium content on the university's website for prospective students and candidates. The new content developed during the year includes new web pages for parents and a new website for mature students. The web team have also been working with current students on the development and expansion of the content. For example, a student from</p>	
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	<p>the School of Creative Studies and Media had a work experience placement in the department and another student from the same school was commissioned to produce video content about student clubs and societies and the welcome week.</p>	
<p>Examples of activities outside formal teaching that have been developed in order to support and promote Welsh medium teaching and learning</p>	<p>Activities with prospective students</p> <p>The university conducted a Welsh medium revision roadshow once again this year and visited Ysgol Morgan Llwyd in Wrexham and Ysgol Bro Pedr in Lampeter. Lecturers from History, Welsh, Creative Studies and Media, Modern Languages, Psychology and Business were with the roadshow. These roadshows were specifically aimed at North East and South West Wales.</p> <p>An information and advice day was held for mature students (aged over 21) and the event was bilingual.</p> <p>To be given a taste of university life, year 12 school pupils were given the opportunity to shadow students from the School of Psychology and the School of Education. Welsh-speaking pupils and students were involved in this event.</p> <p>The residential course in Glan-llyn organized by the School of Welsh was once more a</p>	

	<p>success and attended by 180 students (first language and second language Welsh speakers). Members of staff from the School of Creative Studies and Media were also involved in the course and assisted with the film studies aspects. The school also welcomed local pupils for revision courses and the school is involved in Welsh medium film education organized by Film Club Wales.</p> <p>Other activities for school pupils included a visit by the Business School to Ysgol Llanrug and the provision of a "Welsh corner" by the School of Psychology at open days. The school also offered a week of work experience in July for school pupils.</p> <p>Contributions by university staff to Welsh cultural and intellectual life</p> <p>Staff from the School of Welsh made an important contribution to promoting literature outside the university. For example, Dr Angharad Price discussed Welsh literature with international authors at Translators' House Wales, delivered a public literature at Gŵyl Arall in Caernarfon and in the literature tent at the National Eisteddfod in Denbigh in addition to giving talks to literary societies in Felinheli, Bangor, Bethel, Blaenau Ffestiniog and Tywyn. She also contributed five times to</p>	
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	<p>programmes on Radio Cymru.</p> <p>Dr Llion Jones and Professor Emeritus Gareth Roberts made innovative use of <i>Twitter</i>. "Trydar mewn Trawiadau" by Llion Jones won the "People's Choice" award at the 2013 Wales Book of the Year Competition, proving that his strict meter tweeting has captured the public's imagination. In 2013 Professor Emeritus Gareth Ffowc Roberts continued to use <i>Twitter</i> to promote and popularize mathematics. Under #posydydd he tweets a mathematical question every day and monitors the use made of the resource.</p> <p>Several members of staff have contributed to Welsh language television and radio programmes and have thus contributed to intellectual debate in Welsh and also to raising public awareness of the university's work. For example, Dr Gwawr Ifan from the School of Music contributed to radio discussions with Dylan Iorwerth and Beti George on music and dementia. Dr Manon Jones from the School of Psychology contributed to the arts programme <i>Pethe</i> discussing a 'Cerebellium' performance. On 25 March, an item was broadcast on <i>Pethe</i> to celebrate the centenary of the birth of R. S. Thomas. The programme included a</p>	
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	<p>conversation with the poet and academic, Dr Jason Walford Davies, about the new collection of over a hundred poems by R. S. Thomas that he and Professor Tony Brown put together in a volume entitled <i>Uncollected Poems</i>.</p> <p>On social and economic matters, Dr Myfanwy Davies has contributed to discussions on social policy on current affairs programmes on BBC Radio Cymru and the news programme on S4C while Dr Rhys ap Iwan from the Business School has made several contributions to items about the economy on BBC/S4C news.</p> <p>Several of the university's staff are members of societies or committees that have an impact on the use of the Welsh language in Welsh life. For example, Gwenan Pryor, Director of the Social Work course, is a member of the management board of "Menter a Busnes", which aims to increase the economic activity of Welsh speakers all over Wales. She is also a member of the 'Urddas ac Iaith' working group that is led by Cwmni Iaith, which looks at bilingual provision in the third sector. Dr Eifiona Thomas chairs the board of directors of Sustainable Gwynedd Cynaliadwy Ltd, an organization/company that promotes local</p>	
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	<p>sustainability and works through the medium of Welsh. Gwerfyl Roberts from the School of Healthcare Sciences is a member of the ministerial task force on Welsh in health and social services, she is a member of the 'More than just words' action group, Strategic Framework for Welsh in Health and Social Services and is a member of Betsi Cadwaladr University Health Board's Welsh language forum. Dr Lowri Ahronson from Canolfan Bedwyr is a member of the Welsh Partnership Council, chaired by Wales' First Minister.</p>	
Research	<p>Research carried out by academic staff from Bangor continues to make a crucial contribution to our understanding of Welsh life in Wales.</p> <p>At the School of Creative Studies and Media, various research projects on the Welsh speaking community were conducted, for example a project with Menter Môn to develop digital technology to promote cultural and educational tourism and a project about Welsh language book shops and the digital market.</p> <p>Dr Gwawr Ifan worked with Pontio to develop the 'Codi'r To' project in Maesincla/Glan Cegin. This is a project based on El Sistema, a method for introducing music to children and</p>	

	<p>families from disadvantaged areas. The aim is to create a research team to measure the effect of the project on the pupils, families and communities in question, i.e. areas of Caernarfon (Sgubor Goch and Maesincla) and Bangor (Glancegin and Maesgeirchen).</p> <p>Gwerfyl Roberts administered a survey among clinical researchers throughout Wales to identify and prioritize health measures that need to be translated and validated in Welsh. She also undertook research on language awareness, and looked at Canada's health policy, which led to an invitation to present a paper at a conference in Montreal and in a journal in Canada. International networks on developing healthcare services that are responsive to the needs of minority language speakers were developed.</p>	
Staffing	<p>7 new members of academic staff were appointed under the auspices of the Coleg Cymraeg Cenedlaethol in 2012/13, in the following subject areas:</p> <ul style="list-style-type: none"> • Linguistics • Social Sciences • Music (health and well-being) • History (Middle Ages) • Modern Languages (German) 	

	<ul style="list-style-type: none"> • Marine Ecology and Zoology • Director of Social Work <p>Funding from the Coleg Cymraeg Cenedlaethol was secured for 5 new appointments for the 2013/14 academic year in the following subject areas:</p> <ul style="list-style-type: none"> • Accountancy • Law • Social Science • Psychology • Nursing 	
Centre for Welsh Medium Higher Education / Coleg Cymraeg Cenedlaethol Scholarships and Fellowships	<p>PhD scholarships were undertaken in 2012/13 in the following subject areas:</p> <ul style="list-style-type: none"> • Social Sciences • Electronic Engineering • Biomedicine • Environment and Business • Environmental Studies <p>In addition to this, 2 Coleg Cymraeg Cenedlaethol M level and undergraduate level scholarships were awarded, 13 Coleg Cymraeg Cenedlaethol main scholarships were awarded as well as 11 incentive scholarships.</p> <p>In 2012/13, the School of Psychology offered a bursary to students for doing elements of their MSc in Applied Behaviour Analysis</p>	

	<p>through the medium of Welsh and two of the students took advantage of the support available in terms of language improvement and sessions for improving learners' speaking skills. The two students who took advantage of this opportunity have now secured jobs that use their expertise, one at Ysgol Syr Hugh Owen, Caernarfon and one at Ysgol y Garnedd, Bangor.</p>	
<p>Welsh medium projects funded by the Coleg Cymraeg Cenedlaethol</p>	<p>Two projects from Bangor secured substantial sums of money from the Coleg Cymraeg Cenedlaethol strategic grants fund, the project 'Goriad i'r Gorffennol' led by Professor Nancy Edwards and the 'Digido, e-gyhoeddi a chorpws electronig' (DECHE) project led by Delyth Prys of the Language Technologies Unit, Canolfan Bedwyr.</p> <p>☐Funding was awarded to 6 projects from the Coleg Cymraeg Cenedlaethol small grants scheme:</p> <ul style="list-style-type: none"> • Residential course for Welsh medium nursing students • Conference: Psychology in Welsh • Developing video clips for the Seicoleg Datblygiad module • Protecting music copyrights in a minority culture 	

	<ul style="list-style-type: none"> • Interpreting land law from Penrhyn Estate documents • How can mobile learning technologies broaden student experience and enhance Welsh medium HE provision? 	
The University's Teaching and Learning Strategy	The following are some of the activities for promoting the use of Welsh in the university's teaching and learning strategy: integrating the Coleg Cymraeg Cenedlaethol Sgiliau Iaith Gymraeg Certificate into the Bangor Employability Award and developing Welsh medium research activity at Masters and PhD level.	
Student activities	Once again this year, Bangor University made a substantial contribution to cultural events and achieved considerable success. Lois Eifion Jones won the Composer's Medal at the Urdd Eisteddfod, Rhys Gwynfor and Osian Huw Williams won the Cân i Gymru competition and Huw Ynyr was awarded a Bryn Terfel Scholarship. Several undergraduates from the School of Welsh showcased their creative talent. Carys Tudor played a prominent part in the Sgript Slam Cymru 2013 at the National Eisteddfod. Elis Dafydd participated in the Her 100 Cerdd Llenyddiaeth Cymru on national	

	<p>poetry day. Euros Gwyn Jones won first prize in the chair competition at the Eryri Young Farmers' Eisteddfod and Llŷr Titus Hughes was invited to translate a short story by a Scottish author into Welsh. Postgraduate students: Gruffudd Antur participated in the Her 100 Cerdd Llenyddiaeth Cymru on national poetry day. In addition to this, several members of the school (students and tutors) re-established the Welsh language drama society. Osian Williams from the School of Creative Studies and Media won a BAFTA Cymru award for a short film he directed in his third year called 'Cân i Emrys'. This is a notable success in the media.</p>	
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PRIORITIES FOR 2012-13

	Field	Priority	Schedule	Result
Priority 1	Staffing	Launch and raise awareness of the revised language scheme.	Spring 2013	Completed successfully.
Priority 2	Language Training	Hold Cymorth Cymraeg workshops twice a year and develop new programmes for clerical staff.	Throughout the year	Completed successfully.
Priority 3	Welsh medium provision	Ensure that the university continues to play a leading role by adding to its Welsh-medium provision through investments made by the Coleg Cymraeg Cenedlaethol and the university itself.	On-going	The development of provision in a range of academic disciplines has continued.
Priority 4	Pontio	Ensure that the Welsh language is mainstreamed into all of Pontio's priorities.	On-going	A great deal of progress has been made as six fluent Welsh speaking members of staff have been appointed.
Priority 5	Students	Develop plans to encourage students to play an active part in the university's Welsh life (e.g. by ensuring student	On-going	Representation from among the students has been arranged

		representation on formal committees and by increasing membership of the Coleg Cymraeg Cenedlaethol).		
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PRIORITIES FOR 2013-14

	Field	Priority	Timescale
Priority 1	Language scheme	<p>Hold workshops across the campus to raise awareness of the language scheme and look at the structures supporting the scheme.</p> <p>Start looking at the implications of moving from the language scheme to standards.</p>	
Priority 2	Develop the use of Welsh	<p>Extend the support available through Cymorth Cymraeg.</p> <p>Develop an institutional 'Welsh in the workplace' qualification.</p>	

		Look at the possibility of establishing a mentoring scheme to develop the confidence of staff in speaking Welsh.	
Priority 3	Welsh medium provision	In collaboration with the Coleg Cymraeg Cenedlaethol, introduce Welsh medium provision in new areas.	
Priority 4	Pontio	Ensure that the Welsh language is at the forefront as the project moves to its permanent home in the summer of 2014.	
Priority 5	Students	Conduct two projects looking at students' reasons for choosing/not choosing Welsh medium HE.	

COMPLAINTS CONCERNING THE LANGUAGE SCHEME: 01/09/12 – 31/08/13

- [1] A complaint was made by a member of staff concerning an English-only sign at Y Teras Lounge.

Outcome: A meeting was held with managers from Y Teras Lounge and following an inspection of the lounge's public signage (including signage on display at Caffi'r Teras), they were encouraged to use the Translation Unit's '50 words or less' service when designing future signage.

- [2] Complaints were made by the Library Service users concerning English-only automated messages sent by the Library.

Outcome: It became apparent that an update of the Library's system had resulted in users' language preference being deleted. The situation was rectified and language preferences restored by running another update. The original Welsh translations were reviewed and amended prior to carrying out the second system update.

- [3] A complaint was made by a member of staff regarding an apparent lack of Welsh language presence in the activities of the Confucius Institute.

Outcome: Following a meeting with the Institute's directors, they were encouraged to make use of the Translation Unit's services in order to create Welsh language versions of their website's main pages and any other material directed to the public in Wales.

- [4] Complaints were received from members of the public and from University staff members regarding the standard of Welsh on The Management Centre's permanent signage.

Outcome: The offending signage was brought to the Centre's attention and they were encouraged to make use of the proofreading service offered by the Translation Unit when creating posters and publicity material in the future. In addition, a series of regular meetings with a delegation of the Centre's senior staff was arranged in order to monitor the Centre's use of Welsh. As a result of these meetings, all signage with incorrect Welsh was removed and replaced. The new signage was installed in April 2013.

- [5] A complaint was received by a member of the public regarding a sign written in English-only on the banks of Llyn Conwy, the location of a research project conducted by the University.

Outcome: Following further investigation, it transpired that the sign in question was in fact bilingual and that the Welsh text was on the other side of the sign. Furthermore, another bilingual sign, located on the opposite bank, had the Welsh text facing the public. This information was passed on

to the complainant and the unit responsible for the signs were told to display the Welsh and English texts side-by-side or above one another as a means of averting any similar confusion in the future.

- [6] A complaint was received by a casual member of staff regarding correspondence received in English-only by the Pensions Unit.

Outcome: The matter was discussed with the Pensions Unit. It immediately became evident that the Unit was not at fault and that the complainant had received English-only correspondence as a result of his language preference having been incorrectly entered on Human Resources' system. This occurred as a result of the system entering English as a default preferred language choice when no other preference is indicated at the time of registering personal details. This was brought to the attention of the attending HR officer at a meeting of PYCI, and as a result, 'language preference' on the online registration form is now a mandatory field.

- [7] A complaint was received by a member of staff who received correspondence by the Academic Registry written in English-only.

Outcome: This being the second successive year a complaint of this nature has been received by the University, the matter was brought to the attention of the Senior Assistant Registrar responsible for the unit from which the correspondence was sent. Following an investigation from the SAC, it was found that the correspondence had been sent by a student on an internship programme. This individual had not been briefed sufficiently on the University's bilingual policies as part of his induction training programme. A formal apology was sent to the complainant and the officer responsible for the monitoring of the Language Scheme was assured that the training and induction programme for students on internships had been revised.