

**Minutes of the Fourteenth meeting of the Council's Student Experience,
Teaching and Quality Committee held Tuesday, 23 October 2012 at the Open
University, Cardiff**

Present:

Members: Prof Leni Oglesby, member of Council (Chair)
Bethan Guilfoyle, member of Council
Rob Humphreys, institutional representative
Prof Alan Speight, institutional representative
Gavin Thomas, Colegau Cymru
Dr David Wright, institutional representative
Professor April McMahon, Higher Education Wales (HEW)
Professor Clive Mulholland, Higher Education Wales
Stephanie Lloyd, NUS Wales
Gareth Williams, Construction Skills
Stephen Griffiths, National Leadership and Innovation Agency for
Health (NLIAH)
Richard Spear, adult learners in HE
Sue Goodyear, part-time Student

Observers: Lisa Newberry, Higher Education Wales
Dr Julian Ellis, Quality Assurance Agency for Higher Education
Dr Ioan Matthews, Coleg Cymraeg Cenedlaethol
Ruth Hayton, Welsh Government

Officers: Dr Alison Allan
Jackie Cresswell-Griffith
Celia Hunt
Jane Johns
Dr Cliona O'Neill (Secretary)
Kimberley Meringolo
Dr Tove Oliver

Apologies: Julie Lydon, Greg Walker, Wyn Pritchard and Helena Lim

Welcome and Introductions

The Chair:

- welcomed new members Professor Clive Mulholland, Professor April McMahon, Stephanie Lloyd, Susan Goodyear and Wyn Pritchard, who had sent his apologies for this meeting.
- welcomed Gareth Williams, attending in place of Wyn Pritchard, and
- warmly thanked Professor Danny Saunders, who had recently retired after some years of very valuable and constructive service on the committee.
- Reported that David Blaney had been appointed the new Chief Executive Officer from 29 October 2012, following the retirement of Professor Phil Gummett. Members welcomed David Blaney to his new post and paid a

warm tribute to Phil Gummatt for his sterling work both with the Council in general and the Learning and Teaching Committee, the forerunner of SETQ, in particular.

- 1 HEFCW'S CORPORATE STRATEGY (SETQC/12/30)
 - 1.1 The Committee received a presentation on HEFCW's draft Corporate Strategy, and was invited to consider any implications for HEFCW arising from the consultation on the draft and related issues.
 - 1.2 The Officers presented a summary of the responses and indicated that this discussion was an opportunity to make specific input to the draft version of the Strategy. The main themes of the Strategy, Widening Access, Student Experience and Skills, Employability and Enterprise were part of this Committee's remit and would be the focus of discussion.
 - 1.3 As a background to the discussions, it was reported that HEFCW had recently undertaken an internal re-organisation with a new structure in place since 1 October, and that a 20% reduction in staff following the re-structure could have implications for delivery of the Corporate Strategic Plan.
 - 1.4 Officers reported on the content of the response sent by HEFCW to the White Paper: Further Education and Higher Education (Wales) Bill, and Members made the following comments:
 - The future role of private providers. Officers emphasised that HEFCW would expect the same levels of assurance and regulatory requirements to apply to all designated HE providers;
 - Regulatory powers. Suggestions were put forward for more powers around fining institutions, securing coherent regional provision, and for HEFCW to have the power to attend and address an institution's governing body;
 - Statutory role in terms of quality enhancement. Members agreed in principle that HEFCW should have a statutory role in terms of quality enhancement, in order to secure an appropriate experience for all HE students and protect the reputation of Welsh HE more widely;
 - Direct funding by Welsh Minister. Members queried whether this was necessary, and reported that a strong argument against these powers had been made in institutional responses.
 - 1.5 The outcomes and advice from the strategic discussion in relation to the draft Corporate Strategy are reported at **Annex A**.
 - 1.6 *Resolved that;*
 - i) *The Officers would take note of Members' views on the Widening Access, Student Experience, Skills, Employability and Enterprise measures in the Corporate Strategy.*

2 MINUTES OF THE MAY 2012 MEETING (SETQC/12/31)

2.1 Members agreed the minutes of 30 May as an accurate record of the previous meeting.

2.2 Resolved to:

- i) accept the minutes as a true record of the meeting held on 30 May 2012.*

3 MATTERS ARISING (SETQC/12/32)

3.1 This paper presented a report on action taken following the previous SETQC meeting held on 30 May 2012. This was the first meeting where matters arising were presented as a paper, and they would continue to be presented in this way at future meetings.

3.2 Item 5. Members noted that a task and finish group had been established to look at four particular aspects of the HEFCW remit letter. These were the student voice in governance, development of good practice guidance in the funding of students' unions, assessing the impact of student charters, and the continuation of support for institutions to ensure delivery of Key Information Sets (KIS).

3.3 Actions proposed by the Task and Finish Group included:

- HEFCW would write to institutions requesting case studies of good practice on student voice in governance. These would be assessed by the Group prior to publication, and could feed into the Leadership Foundation for Higher Education's event for Governors;
- HEFCW would write to institutions to follow up on areas where more information was needed. NUS Wales would also provide feedback on the process;
- HEFCW would write to institutions to provide a general overview of areas of the HEFCW guidance which had generally been addressed well in institutions' Student Charters;
- The Group agreed that no additional action was required regarding the KIS.

3.4 Item 10.5. Members were informed of the consultation on the registration of the education workforce in Wales. Within the consultation, Welsh Government was seeking views on the arrangements for Initial Teacher Training (ITT) accreditation. HEFCW officers reported that they felt strongly that the accreditation of ITT providers should remain with HEFCW in order to maintain alignment with similar QAA processes. Officers also reported that the Welsh Government was planning to undertake a review of Initial Teacher Training under the aegis of Professor Ralph Tabberer.

- 3.5 Resolved to:
- i) note the content of the paper;*
 - ii) note the outcomes of the Task and Finish Group on the remit letter and that officers would be writing shortly to institutions;*
 - iii) note the update on ITT matters, including the forthcoming ITT Review.*
- 4 NSS 2012 AND KIS OUTCOMES (SETQC/12/33)
- 4.1 The paper presented the outcomes of the 2012 National Student Survey (NSS), together with an update on the Key Information Sets (KIS).
- 4.2 Members were pleased to note:
- the increase in the proportion of students who had participated in the 2012 survey;
 - that 84% of students had expressed overall satisfaction with their course;
 - the particularly high levels of satisfaction for students of NHS courses with their practice placements;
 - the higher levels of satisfaction with students unions in Welsh HEIs;
 - the high rates of satisfaction of HE students in FECs.
- 4.3 Due to the number of errors on the Welsh version of the Unistats website, the Minister had declined to launch the website on the same day as in England. Instead, it is planned to hold a joint launch with the Coleg Cymraeg Cenedlaethol in spring 2013. Members were asked to provide feedback to the Officers on any issues they may have with the Unistats site, and these would be fed back directly to Eduserv.
- 4.4 Strong concerns were expressed over the apparent lack of understanding by HEFCE and Eduserv of the need for a fully bilingual site. It was reported that a great deal of additional work had been carried out by HEFCW officers, members of the the Coleg and NUS Wales to make improvements to the site.
- 4.5 Officers noted that HEFCE had formed a technical Group to avoid such issues in the future, and HEFCW had provided a Welsh speaking representative for the Group.
- 4.6 Concerns had been expressed by one institution that providing course titles in Welsh for the KIS might result in user perception that the course was then taught and available in Welsh. Members agreed that specifying the proportion of the course available through the medium of Welsh on the site, together with the explanatory text, should clarify any confusion. Members noted the early evaluation of KIS, which would report in 2013. This would include an evaluation of areas specific to Wales, including the Welsh

- language KIS and the proportion of the course available through the medium of Welsh.
- 4.7 Members discussed the analysis of the NSS data provided by the Officers, and noted those HEIs which had not met their benchmarks in 2012. HEFCW had written to those institutions where the overall satisfaction percentage was statistically significantly below their benchmark. Members queried whether there was a general issue about an increase in the level of student expectations.
- 4.8 Members advised that the poor outcomes for assessment and feedback, while in line with the UK results, should continue to be addressed. Members also recommended that it would be helpful to explore further the distinct difference in satisfaction rates with their student unions for part-time and full-time students.
- 4.9 Members noted that, following the introduction of KIS, the focus had changed from institution level to course level. Members discussed the idea of benchmarking individual subject areas as opposed to an institutional wide benchmark. It was noted, however, that the benchmarking work was carried out by HEFCE, and currently there was no intention on their part to undertake more detailed work at subject level.
- 4.10 Members counselled that no action was currently necessary in respect of the Corporate Strategy measure and the 0.3% margin between the rolling score for Wales and the rest of UK for student overall satisfaction with their course. However, it was suggested that a benchmark or a specific target might be preferable, when considering the future targets for the new Corporate Strategy. Some members advised that a greater emphasis on aspirational targets should be considered in setting future measures.
- 4.11 Members agreed that a watching brief would be kept on the NSS outcomes for part-time students. Officers noted that the data for the OU Wales was included in the data for England, and was not separated out by country, which would have led to a higher overall satisfaction for Wales.
- 4.12 Members noted the improvements in the NSS scores for Cardiff School of Medicine, albeit from a low base for certain questions. They advised that the Chief Executive should follow up these outcomes when meeting with Cardiff University's Vice Chancellor, commending the improvement, and encouraging its continued momentum.
- 4.13 Members considered activity being coordinated by HEFCE in relation to post-graduate taught students, including their information needs, and post-graduation intentions of final year students. Members noted HEFCE's intentions to commission work on whether an NSS survey for postgraduate students would be useful; and to expand the NSS undergraduate survey to

capture students' postgraduate study intentions, starting with a pilot survey to be conducted in 2013.

- 4.14 Resolved to:
- i) *advise continued working with HEFCE and Eduserv to deliver the Welsh language Unistats site;*
 - ii) *advise that providing course titles in Welsh for the KIS would not be misleading as the function outlining the proportion of the course available through the medium of Welsh would clarify this;*
 - iii) *advise HEFCW should take no additional action in relation to the Corporate Strategy NSS target for 2012-13;*
 - iv) *advise that further consideration of the satisfaction of part-time students with their student unions should be made;*
 - v) *advise that the Chief Executive should discuss with Cardiff University particular aspects of the NSS outcomes for the Cardiff School of Medicine;*
 - vi) *note activity being undertaken in relation to postgraduate taught students as set out in the paper.*

5 QUALITY UPDATE (SETQC/12/34)

5.1 This paper included the minutes of the Quality Assessment and Enhancement Sub-Group (QAESG) held on 17 September 2012, and provided an update on quality issues and information about the development of the UK Quality Code for Higher Education.

5.2 Members noted the reference made to the conclusion of validation activity in the University of Wales. The exact timing would be difficult to determine due to partners withdrawing: however the aim was for a significant reduction by 2014, while acknowledging that current cohorts may possibly continue until 2020.

- 5.3 *Resolved to:*
- i) *note there were no issues for HEFCW's consideration arising from the minutes of the September 2012 QAESG meeting;*
 - ii) *note the ongoing consultations on the UK Quality Code for Higher Education, and the publication of Chapter B3: Learning and Teaching.*

6 WIDENING ACCESS DEVELOPMENTS (SETQC/12/35)

6.1 A progress report was given on HEFCW's *Strategic Approach and Plan for Widening Access to Higher Education 2011-12 to 2013-14 (the Approach)* and members invited to advise officers on possible further actions to inform the Approach, to align with the new Corporate Strategy period from April 2013.

- 6.2 Officers reminded the Committee that the Approach was not a static document but was designed to respond to and take account of the changing environment. Across the UK there were concerns about institutions' ability to maintain their ambitions regarding widening access in the current climate and that this remained a challenging field. Members advised that there was a continuing need to encourage and promote flexible learning opportunities.
- 6.3 Officers reported that one potential outcome of the White Paper might be for HEFCW to have the ability to fine institutions that did not meet their targets. Members raised concerns around using fines in such a way and queried whether, if these were sector-wide targets, there would be a sector-wide fine. Members advised that further consideration would need to be given to sector-wide targets and those targets that could potentially have an adverse effect on or conflict with each other. Officers reported that the intention for Fee Plans was to encourage the institution to focus on how they would contribute to the sector targets. In relation to the new Corporate Strategy targets, this would not be done prior to 2014/15.
- 6.4 Concerns were raised over the changes made to the Communities First boundaries, the subsequent impact these might have on specific HEFCW targets, and how individual institutions across Wales would engage with these.
- 6.5 Members noted the grant made to WISERD by HEFCW to improve the evidence base to support widening access (WA) policy implementation. This had contributed to WISERD gaining additional funding from ESRC which would contribute to improving widening access in Wales.
- 6.6 Officers reported that data on recently approved foundation degrees indicated that only around 50% had been able to recruit successfully, although it was suggested that demand was increasing for higher level apprenticeships with a strong vocational element. Members advised that the recruitment figures should continue to be monitored.
- 6.7 Officers reported that Careers Wales' remit was changing and once this had been confirmed formal relationships would be developed further.
- 6.8 Members emphasised that WA to HE was not just an issue for HE, and that collaborative, strategic approaches with FE, schools and other partners were required. Members advised that one method of mitigating the risk of falling demand for HE from WA groups would be the active promotion of HE through the partnerships.
- 6.9 Resolved to:
- i)* note the actions to deliver the WA Approach priorities;
 - ii)* advise that Fee Plans should increase their focus on WA;
 - iii)* commend the WISERD project;

- iv) request officers to monitor recruitment to Foundation Degrees and higher level apprenticeships.
- 7 HIGHER AND FURTHER EDUCATION INTERNATIONAL ACTION PLAN FOR WALES (SETQC/12/36)
- 7.1 This paper invited the Committee to consider the Higher Education & Further Education International Action Plan for Wales which was developed by HEFCW with other key partners in Wales for presentation to the Minister. The Plan was refined following a consultation with HE and FE stakeholders in Wales. It had been provided to Council and to the Research, Innovation and Engagement Committee (RIEC). The final version of the plan was presented to SETQC.
- 7.2 Officers reported that the Action Plan should ideally have been brought to the Committee sooner for consideration, but that it had been embedded in HEFCW's draft Corporate Strategy to 2016.
- 7.3 It was noted that this would be a progressive document with action primarily being taken forward by partners. Members advised maximising investment by looking for actions that could address more than one area. Members noted they were satisfied with the actions marked as a priority on the Action Plan. The Action Plan would be overseen by the *For our Future* Board set up by the Welsh Government.
- 7.4 Resolved to:
- i) *note that the action plan had been robustly endorsed by Wales's universities, both individually and collectively;*
 - ii) *note that the Plan was received previously by RIEC on 12 October, and by Council for its endorsement on 19 October;*
 - iii) *note that the Action Plan had already been embedded in HEFCW's draft Corporate Strategy to 2016, where it provided a focus for international activity;*
 - iv) *Commend it for presentation to the Minister for Education and Skills (DfES) through its adoption at the For Our Future Board in November;*
 - v) *Recommend that those actions which could be addressed jointly should be prioritised.*
- 8 ENHANCING LEARNING AND TEACHING THROUGH TECHNOLOGY (SETQC/12/37)
- 8.1 This item provided an update on Enhancing Learning and Teaching through Technology (ELTT). It included the final report of the Gwella programme, an update of the use of digital technology to improve school performance, and the development of Wales as an Open Educational Resources (OER) nation.

- 8.2 The HEW Pro Vice Chancellor Learning and Teaching Group was leading on Wales attempting to become the first OER nation in the world, and intended to take a paper to HEW Board seeking endorsement on OER. The PVC Group was keen to establish a policy position on how institutions would take forward OER and use these in open educational practice (OEP). Members agreed that they could not foresee any resistance from HEW members to these proposals.
- 8.3 Members advised that having an OER policy would address many priority areas such as internationalisation, digital learning (with the potential of broadening the horizons of those using digital learning) and *For our Future*, and it would strongly encourage collaborative learning without impacting on institutional autonomy.
- 8.4 Members advised that the approach could include a platform for showcasing material that was already available, therefore it would not be an increased burden to academic staff. Concerns were raised over the quality of the material that might be made available. It was noted that the 'less is more approach' would be favoured, ensuring that only the best would be made available and the focus would be on the quality of the material content, not the production behind it.
- 8.5 Members advised that there would need to be clarity regarding how students would navigate and access information. Members also queried whether there was a risk of claiming Wales to be an OER nation, but then not delivering on this. It was agreed that this was a potential risk, but that it should be relatively straightforward to achieve the necessary outcomes. The focus would be to broaden the horizon of digital learning further than iTunes-U, and enhance the use of many more digital technologies, such as YouTube.
- 8.6 Members advised that once further work had been done on developing this strategically, the approach and finer detail, such as branding and who would provide the resources, would need to be considered by the Committee.
- 8.7 Members noted the publication of the Gwella final report and the Welsh Government's plan of action to improve performance in schools through the use of digital technology.
- 8.8 *Resolved to:*
- i) advise that it was appropriate for Wales to seek to become an OER nation;*
 - ii) undertake further discussion on Wales becoming an OER nation, at a future SETQC meeting;*
 - iii) note the publication of the Gwella final report;*

iv) note the Welsh Government's plan of action to improve performance in schools through the use of digital technology.

9 EQUALITY AND DIVERSITY (SETQC/12/38)

- 9.1 This paper detailed the main findings from HEFCW's latest institutional equality monitoring analysis, which is used to help shape the equality and diversity activities within the sector. In addition to the requirement to assess the impact of HEFCW policies and procedures, there is also a statutory responsibility on HEFCW to monitor staff and applicant data and to publish the outcomes of the monitoring.
- 9.2 The data areas had been discussed at the May SETQC meeting and Members had advised that no additional data was required. However, officers had discovered that there were some errors in the wording of the annexes that had been published, and it was agreed that these would be revisited to ensure accuracy.
- 9.3 Members advised that there would be some difficulties in gathering the evidence base for the Strategic Equality Plan. The data in respect of gender monitoring of staff was out of date and more work would be needed on updating the granular data especially in relation to grades and positions of senior staff. The Equality Challenge Unit was currently undertaking work on how more useful data might be obtained.
- 9.4 Members discussed the difficulties of gathering staff data given that many areas such as ethnicity and religious belief do not need to be disclosed, and that these could change over a period of time. Officers reported that they had this matter under consideration.
- 9.5 Officers raised issues associated with the collection of data on pregnant students. Despite the sensitivities it was felt that it would be important to collect this in order for institutions to help support their students, as per their new statutory responsibilities. Members agreed that this should be considered further at a future meeting.
- 9.6 It was reported that NUS Wales might have information and data to support officers as there were a number of NUS groups which had been set up to support students with protected characteristics.
- 9.7 Members were notified that the Equality and Diversity area of work was now being led by Jane Johns following HEFCW's reorganisation.
- 9.8 *Resolved to:*

- i) note that the inaccuracies in the wording of the annexes would be revisited;*
- ii) advise that HEFCW further develop the granularity of data collected, and note new areas for the collection of data;*
- iii) consider further how to manage the collection of information on characteristics for which data is not currently collected or is difficult to obtain.*

10 ANY OTHER BUSINESS

10.1 There was no further business.

11 DATE OF NEXT MEETING

11.1 The next meeting would be held on 6 February 2013.

12 UNCONFIRMED MINUTES OF THE RESEARCH, INNOVATION AND ENGAGEMENT COMMITTEE MEETING OF 14 JUNE 2012

12.1 This paper presented the unconfirmed minutes of the Research, Innovation and Engagement Committee (RIEC) held on 14 June 2012.

12.2 *Resolved to:*

- i) note the unconfirmed minutes of the Research, Innovation and Engagement Committee (RIEC) held on 14 June 2012.*

13 REPORTS OF RELEVANCE

13.1 This item provided a digest of some of the recent reports of relevance to the Committee and its remit.

13.2 *Resolved to :*

- ii) note the reports as background information to the work of the Committee.*

Signature.....

Date.....

HEFCW'S CORPORATE STRATEGY (SETQC/12/30) – Strategic discussion

- 1.1 Members discussed the draft Corporate Strategy and measures focussing on the three sections of the Strategy covered by the Committee's remit.
- 1.2 Members noted the measures put forward in the consultation for Widening Access (WA) and discussed the following;
- The potential for measuring WA differently, noting that, at present, the main focus was on Communities First (CF). There was the potential for there to be changes to the CF clusters and the possibility of looser boundaries. If this was to be the case it may no longer be possible to measure recruitment from CF areas. They also observed that if CF areas were still going to be measured in the same way, a picture of the total CF population would need to be a consideration to ensure the measure was achievable. Any shift away from a CF measure should be phased to enable HEIs to respond to the change. Suggestions were made to focus more firmly on analysing social inequalities. Members suggested it might be helpful to use social deprivation indices;
 - The need for part-time provision being considered in the different sections of the Corporate Strategy, and not being confined to WA alone. Officers confirmed that this was the case;
 - Concerns were raised over the impact any future cap may have on WA, and the possibility of an additional quota for WA students on top of the maximum student number was suggested;
 - The suggestion put forward to measure successful completion rather than just completion was discussed, and members agreed that in addition to the recruitment of WA students, the journey and successes of the student were also important. Members raised concerns that there was a risk of changing the meaning of the module completion measure if the focus was completion and attainment. It was suggested that each aspect could be included as a separate measure; the numbers of WA students recruited and their attainment. Members also emphasised the importance of academic standards, and avoiding grade inflation;
 - The need for measuring both the recruitment and retention of students was reiterated.
- 1.3 Members noted the measures put forward in the consultation for Student Experience and discussed the following;
- The need for a measure that had greater emphasis on how the student voice might be heard, and not solely through the usual channels such as NUS.
 - The feedback from the sector did not favour a measure around digital technology, as it was felt that the area should be covered through learning and teaching strategies. There was a risk that distance learning and digital learning were being linked. Digital learning was a very powerful tool, often student-driven, and could reach a diverse

group of students. It was also noted that digital learning was happening throughout the sector therefore a specific measure was not necessarily required;

- A measure around NSS outcomes was a positive addition, as it is such a widely accepted tool. They observed that the measure did not directly measure the Corporate Strategy aim to ensure that the student experience is of high quality. Members considered that focusing on question 22 on 'overall satisfaction' was a very blunt approach if it was to stand alone, and it might be helpful to consider the different themes of questions in the NSS. It might also be useful to have targets on assessment and feedback. Members noted that the NSS does not cover all students, eg postgraduates, and that the experience of all students needed to be considered;
- Members considered that benchmarking Wales' performance against the rest of the UK was not necessarily aspirational. They advised that the Corporate Strategy should be aiming to achieve outcomes above sector averages. Members also suggested it might be possible to set a minimum threshold and higher aspirational targets. The achievement of 'commended' outcomes in the institutional review would be aspirational. They reported that professional, statutory and regulatory bodies and sector skills councils tended to use UK benchmarks, reflecting their organisational priorities, which might differ to HE. It was noted that if Wales wanted to compete on a UK stage then comparable targets would be needed. It was advised that expanding to a European benchmark was potentially progressing too far too quickly. Members recognised the complexity of achieving the appropriate mix of UK and Wales measures.

1.4 Members noted the measures put forward in the consultation for Skills, Employability and Enterprise and discussed the following:

- Members queried how and whether employability could be measured. Officers reported that WISERD had provided a seminar that outlined the difficulties surrounding the measurement of employability. Suggestions were made for the use of the Longitudinal Destinations of Leavers from Higher Education (Long DLHE) survey, but some concerns had been raised over the sample size. Suggestions were made for an award/accreditation for students that looked at extracurricular activities and personal skills, that would make them successful employees, and the potential around measuring this;
- Members noted that the Long DLHE the sample size was small because students were contacted 2 years after graduation. They also recognised the burden which gathering this data put on institutions. However, it was reported the sample size was boosted and Wales would need to engage with the Long DHLE whether or not the information was used in a measure. Members queried the extent to which UK performance indicators should be used in the measures. They noted that performance indicators should have controllable factors, eg if the measure was based on employment there would be too

many factors beyond our control such as the recession, economy and market conditions. Graduates could potentially be very employable but unable to access employment opportunities. However, employability was a less tangible measurement. Members suggested it might be helpful to measure provisions made by HEIs, eg employability awards and numbers of work placements, although these too might not result in employment. They suggested that it might be possible to track employment via the Student Loans Company, or the taxation system. Members also reported that institutions had become more effective in keeping in contact with alumni. They queried whether HEFCW might be able to encourage the rest of the UK to change the timing of the long DLHE survey, and advised that it would be helpful to include a measure relating to long DLHE outcomes;

- Members considered the potential of setting ambitious targets in a competitive market, as rankings above the sector average might ensure Wales HEIs being the institutions of choice;
- Members raised concerns over setting a part-time target before the new part-time fees regime was known. Concerns were also raised over the potential mixed messages being sent due to some specific targets having adverse effects on others. One potential example of this is the Welsh Medium (WM) target which focuses on the number of students studying 40 credits through the medium of Welsh, in the context of new part-time funding arrangements being set at 30 credits. This might result in some WM PT students not being able to contribute to the WM target. Members reported that part-time WM provision was challenging for providers, and was being addressed in different ways. It was noted that the 40 credit target for WM was based around the Coleg Cymraeg Cenedlaethol's strategic funding and there were a number of measures proposed for measuring different levels of study through the medium of Welsh. It was likely that there would continue to be a target for students undertaking any volume of study through the medium of Welsh.